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Evaluation of the Building Requirements of Paris School District 95

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EVALUATION OF THE BUILDING REQUIREMENTS

OF PARIS SCHOOL DISTRICT 95

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INTRODUCTION

The Paris Union School District 95 finds itself in a position of being overcrowded in the available facilities at the secondary level and with a declining enrollment in the elementary grades coupled with quickly deteriorating buildings on two sites. The junior high school is unable to offer a broad educational experience in the manner in which it is being used and until such time that the educational leaders of the community offer an acceptable solution to the voters of this school district, in the form of an intelligent presentation of a building program, the pupils will continue to be offered something less than they deserve.

The entire fault of the lack of a building program does not lie completely with the board of education for under their guidance, four bond issues for additions to present facilities have been voted down. Each of these solutions was presented as a piecemeal offering and each was characterized by an almost complete lack of information being provided to the newspaper and radio as to bring an aware voter to the polling booth.

The concern of this paper is to evaluate the position of the Paris Union School District 95, in regards to its buildings and the housing of the students, and to the possibilities for future expansion of the educational benefits for the children of the community.

The author of the study speaks from the experience of seventeen years in the community serving as a teacher in the junior high school, high school, elementary school and administrator of one of the elementary

schools for eight years and administrator of the high school for seven years. Having attended every board of education meeting from 1968 to 1975, the author feels that he has the insight to the philosophy of the superintendent and the board of education.

Significant data included in the field study follow:

1. A structural analysis of each building in the school district has revealed that two of the remaining five elementary schools will be unsafe in ten years. (One school was closed in May, 1970 on the basis of this report.)
2. The three remaining schools cannot house the affected students even if the board of education continues to provide relocatable classrooms as an expensive,stop-gap measure.
3. District financial projections almost demand the presentation of a sound building program.
4. Declining enrollments will allow for the consolidation of facilities presently available in the community.
5. Many restrictions are placed upon the students in the seventh and eighth grades by the inability of the school district to offer programs in home economics, industrial arts, vocational education and special programs for the gifted and slow learners.

There is but little doubt that the city of Paris can afford better facilities than are presently available. This is a school district that will be completely free of all debts in one year. The bonding capacity will be at its greatest point.

The author believes that the school district could make use of this field study in re-orienting itself to the problems of the

improvement of the building facilities to better serve the educational needs of children in the district.

I. HISTORY OF PARIS

The present community of Paris was originally settled in 1822, four years after Illinois became a state, by Samuel Vance, a man vitally interested in the education of its citizens. The village served as a trading center for the eastern section of central Illinois as well as a marketing center for the agricultural community.

The village authorized its first schools in 1855 with a law that provided the schools and a tax for the upkeep of the educational program. Mr. Vance added the profits from a section of land to the tax so that the schools could be properly financed. The advantages offered by the school were quickly accepted by the community.

Since Terre Haute, Indiana, was an important trading center on the Wabash River, the community of Paris was on the transportation route between the communities of central Illinois and Terre Haute. As Terre Haute became more of a transportation hub, Paris was in line for the transportation facilities leading to and away from that city.

The community of Paris was and still is primarily an agrarian oriented city, although there are several small factories which provide a good income for some of its citizens.

The city of Paris has a population of approximately 10,100, but that does not include two large subdivisions just outside the city. Approximately 17,000 persons receive mail through the postal service in and around the community.

There are approximately 3200 residences, with an estimated 75

per cent owner occupied.

A daily newspaper, radio station, and the nearby television stations of Terre Haute provide a strong base of communications. The community has a locally owned cable television channel which can and has been used for community affairs programs.

The community has provided well for the schools in the past, but the success of extra-curricular activities overshadowed the important aspects of education and caused the community to divide into what each group thought to be the most important. The division continues today and is a source of irritation to any advancement proposed by the educational community.

Graduates of Paris High School take advantage of the availability of nearby colleges with approximately 55% entering four year, degree granting institutuions and an additional 20% entering two year or technical institutions. The vast majority of these graduates have not been returning to the community and this has moved the average age of the community resident steadily upward.

II. OVERVIEW OF THE PARIS SCHOOL DISTRICT

Paris Union School District 95 serves the needs of the children in this school district where the boundary lines of the district correspond very closely to the boundary lines of the governmental city of Paris.

Nine square miles make up the total area of this school district with an assessed valuation of $31,486,331.

A non-high school district completely encircles the Paris district and sends all of its grades 9 through 12 students to the Paris High School on per capita tuition paid by Paris Unit District 4, commonly titled Crestwood. Unit District 4 sends approximately 350 students to Paris High School each year.

Paris School District 95 has three buildings which house kindergarten through the sixth grades, one building with grades one through six, one building of grades one through eight, a secondary school of grades nine through twelve, and the administrative offices of the superintendent of schools.

The elementary enrollment of the district totals 1328 and the secondary enrollment of 1081 includes the students of Unit 4. Tables presented later in the report, show the breakdown of grade enrollments, and establishes a declining enrollment picture in the district along with the projections of future enrollments and necessary housing.

The faculty of the Paris District includes fifty-nine elementary teachers, forty-nine secondary teachers, three special education

teachers, sixteen non-classroom faculty, one non-instructional faculty for a total of one hundred twenty-eight certified staff members. Non-certified staff members total forty-nine for a total of one hundred seventy-seven.

On the elementary level, the ratio of teachers to students has been established at twenty to one, with the secondary level established at approximately twenty-one to one. Special education ratios stand at seven to one.

Behind each student is a tax base of approximately $13,822.

The school district contracts all of its transportation needs as there are few students bused for the school day. Unit 4 provides all transportation for its students to the high school.

III. SCHOOL FACILITIES

One of the most important determinants for the success of an educational program is the type of building within which the instructional program must operate. A school building is a place where the pupils engage in work and play activities designed to help them develop social, emotional, mental, and physical skills, habits, and attitudes. The pupils' posture, vision, nutrition, and every physical and mental process should be enhanced by the conditions under which they work and play while at school. Carefully designed facilities and equipment are requisites to an effective invironment for learning. Sufficient space for instruction, adequate lighting, proper seating, proper sound control, are just a few of the basic concerns in determining an effective educational environment.

The Paris School District, like many other school districts, has been and is faced with a variety of school facility problems. School buildings which could adequately house the educational program of yesteryear may be very inadequate in today's ever-changing society. A school building can no longer be thought of as just a physical structure built to house a particular number of pupils. School buildings should economically and efficiently facilitate the instructional program. They should be home-like in atmosphere, and it should be easily discernible that they are primarily places for children and young adults.

Paris School District officials and staff members recognize the importance of the physical environment to pupils. Although much time and effort are spent to maintain and update existing facilities, school buildings, as do most other structures, eventually become obsolete. The time comes when a school building can no longer accommodate the desired educational program, and the cost of renovating the facility may be prohibitive. Several buildings in the Paris School District may have reached this stage.

The buildings of Paris Union School District 95 were evaluated in terms of : (1) the ability of each to house a modern educational program, (2) working conditions which should be provided--the visual, auditory, and thermal environments, and (3) structural factors. The goal for the evaluation of each building was to determine whether it could fit into an overall facilities plan for the school district.

The modern elementary and secondary buildings should provide the following: (1) enough general classrooms to accommodate at least two sections per grade on the elementary level and sufficient general purpose classrooms on the secondary level to meet all requirements, (2) an instructional materials center, (3) space for physical education activities, (4) space for large group instruction, (5) sufficient space for administrative office area, (6) teacher preparation room, (7) special education classrooms, laboratories, shops where needed, (8) a health services area, and (9) a food services area.

The building site should be more than a location. School activities take place outside the school buildings as well as inside. Grassy areas

as well as hard surfaced play areas should be provided. The site should be large enough for future expansion of the building, for parking cars belonging to the staff, and for safe efficient handling of school bus loading and unloading. Consideration must be given to the safety and welfare of the pupils as well as the aesthetic qualities in the planning of the school location.

Paris High School

Four buildings make up this complex with one of the buildings built in three sections. The main building was built in 1908 with an addition to it in 1920 and a second addition constructed in 1935.

The three story building houses a gymnasium, library, twenty-eight classrooms, administrative offices for the principal, guidance offices, auditorium of 260 seats, and a spacious room used as a study hall and noon hour eating area. The school does not have a cafeteria, but prepares meals for those students requesting free or reduced price meals, and a very small number of students who request the type A meal, in one of the elementary cafeterias.

Carpeting is used extensively in the classrooms and few rooms remain with wood flooring. Hallways are either terrazo or concrete.

Paneling has replaced the constant repainting of classroom walls. A program of wall maintenance completes three to four classrooms each summer.

A second, larger gymnasium occupies the greater portion of the second building, completed in 1941. A Public Works Act Project, the structure houses a home economics complex of two rooms and office space, instrumental and choral music classrooms, special education classroom, and the dressing and shower facilities for physical education and athletics.

The third building, completed in 1953, is a one story, brick structure housing a portion of the industrial arts studies. Two classrooms and three large shop areas are within the building. The footings for this building are too light for additional stories to be constructed over the present plant.

In 1973, an addition was attached to the industrial arts building in the shape of a two story, metal skinned, steel supported structure. The building adds 15,000 square feet of space to the agriculture and industrial arts departments. Four classrooms and five large shop areas are within this building.

Each of the buildings is heated by gas fired furnaces. The first two make use of steam heat through radiators to distribute heat. The first floor of each of the industrial arts department buildings use forced air from the room heaters, while the upper floor of the metal building relies on electric heat.

Office space for the instructional staff is available only in the physical education building. One office each is alloted to the staffs of the physical education, music, and home economics departments. One teacher's lounge is available on the entire complex for the fifty-seven certified and eight non-certified staff members.

The four building complex is constructed on one block of approximately one and one-half acres. No outside physical education areas are available and parking space is inadequate for the staff. Student parking is on the streets leading from the high school. During school hours, students occupy all spaces for a two block radius from the school.

The front and rear of the school face Illinois Route 1, and serious congestion occurs when the students are released at noon and after school in the evening. Accidents are common in the vicinity of the school. Traffic lights are located on two of the corners, but this results in noise problems as trucks must slow and increase speeds to adjust to the traffic controls.

The buildings are structurally sound, well-maintained and capable

of housing one thousand students. All available space has been used, and expansion would be extremely difficult and expensive. The entire complex is one block from the business district and completely surrounded by homes and business establishments. Use of athletic space is prohibited as these facilities are seven blocks from the site.

Figure 3.1 Profile Chart for Paris High School

Features	Ratings: Very Poor	Poor	Av (Min. Standard)	Good	Excel-lent	Remarks
1. Site						
Location		x				
Size	x					
Condition		x				
2. Building Structure						
Fire resistive constr.			x			
Exterior condition			x			
Interior condition			x			
3. Gen. Purpose Classrooms			x			
4. Special Classrooms				x		
Kindergarten		None				
Large group teaching		None				
Library				x		
Music				x		
Physical Education			x			
Special Education			x			
5. Administrative Areas						
General Admin.			x			
Guidance				x		
Health Services		None				
6. Auxiliary Areas						
Auditorium			x			
Cafeteria & Kitchen		x				
Teachers' Areas		x				
Custodial Areas		x				
7. Service Systems						
Acoustics			x			
Decorations			x			
Paint & Plaster			x			
Floors			x			
Drinking Fountains			x			
Electrical Systems			x			
Fire Protection Systems			x			
Furniture & Equipment			x			
Heating, Ventilating		x				
Lighting			x			
Artificial			x			
Natural		x				
Window shades			x			
Sewage Disposal			x			
Toilet facilities			x			
Water Supply			x			
8. General layout						
Circulation		x				
9. Expandability		x				
10. Flexibility		x				

Mayo Junior High School

Located on a one acre lot, two blocks from the business district, Mayo serves the district as a 1 through 6 grade school for the children of the north eastern section of the community and as a 7 and 8 grade school for the entire community.

The brick structure houses fourteen classrooms, cafeteria, gymnasium, teacher's lounge, central library and administrative offices. On the grounds are two portables housing the music programs. Across the street are two frame classrooms for pre-school and multiple handicapped students.

All classrooms in the main building are general in usage and none are equipped for special courses in home economics, industrial arts, art, or typing. Restrooms are found on both of the two story levels, separating the younger students from the junior high.

The building is heated by a gas-fired steam furnace with radiators in the classrooms.

All classroom floors are wood, while hallways and stairs are terrazzo.

Lighting in the classrooms and hallways is very poor with levels of 30 foot candles recorded.

All other services are only adequate.

Eighty thousand dollars was spent in replacing the windows in the building in 1972 and 1973. Over six thousand bricks were replaced in the upper story because of sagging walls resulting from rusted lentels over the windows.

There is little available space on the playground for outside activities, and the elementary students never have the opportunity to use the gym.

Streets surround the school and serious congestion results when students are released for the day. No lights are available to control the flow of traffic.

Expansion on the present plot is limited. The school building is in a neighborhood where the purchasing of surrounding property would be very expensive.

Figure 3.2 Profile Chart for Mayo Junior High School

Features	Ratings: Very Poor	Poor	Av (Min. Standard)	Good	Excel-lent	Remarks
1. Site						
Location				x		
Size		x				
Condition		x				
2. Building Structure						
Fire resistive constr.			x			
Exterior condition			x			
Interior condition		x				
3. Gen.Purpose Classrooms		x				
4. Special Classrooms		x				
Kindergarten	None					
Large group teaching	None					
Library			x			
Music			x Portable			
Physical Education		x				
Special Education			x			
5. Administrative Areas			x			
General Admin.			x			
Guidance	None					
Health Services	None					
6. Auxiliary Areas						
Auditorium	None					
Cafeteria & Kitchen		x				
Teachers' Areas		x				
Custodial Areas		x				
7. Service Systems						
Acoustics		x				
Decorations		x				
Paint & Plaster			x			
Floors			x			
Drinking Fountains			x			
Elect. Systems			x			
Fire Protect.Systems			x			
Furn. & Equip.			x			
Heating, Ventilating			x			
Lighting		x	x			Lighting is being updated.
Artificial			x			
Natural		x				
Window Shades			x			
Sewage Disposal			x			
Toilet facilities		x				
Water Supply			x			
8. General Layout						
Circulation		x				
9. Expandability		x				
10. Flexibility		x				

Table 3.1 Capacity and Enrollment of Classrooms of Mayo Elementary School.

Grade Level	Size of Room (sq. ft.)	Number of Pupils in Room	Number of Approved Stations*	Percent of Utilization
1	750	23	25	92
2	750	21	25	84
3	750	22	25	88
4	750	24	25	96
5	750	25	25	100
6	750	22	25	88

*Based upon 30 square feet per pupil, with maximum capacity of 25 for grades K-3 and 30 for grades 4-6.

**The figure given for music and art classes are average figures for the day, and are not counted in the total pupil column.

2 Portables

Memorial Elementary School

Memorial School, built in 1956, is located on the east side of the community and serves those pupils enrolled in grades Kindergarten through sixth and a Special Education Educationally Mentally Handicapped class for the elementary age student.

The building is located on a 3 acre site which allows for a satisfactory elementary school playground. The overall condition of the walks, grass area, and blacktop playground is excellent.

The building is constructed of concrete, concrete block, decorative brick and is steel supported. The building is "L" shaped with an all-purpose room forming the bottom of the "L". All windows and doors are metal framed and appear to be in good condition.

The interior walls are of painted concrete block and the hallways are lined with glazed block. All interior floors are terrazzo.

The interior floor plan houses eight classrooms, a music room, an audio-visual room, an all-purpose room, kitchen facilities, and a teacher's lounge. Four of the classrooms are self-contained and all have lockers inside the classrooms.

Artificial lighting levels average 50 foot-candles in the classrooms. Control of the natural lighting is difficult in that no shades are on the side away from the direct rays of the sun, which allows for a strong glare on days when snow is on the ground.

One wall in each room is covered with chalk-board while a second wall has a cork-board the length of the room.

Heat is individually room controlled with the central heating system

using gas or oil as the fuel for spreading steam heat throughout the building.

The community has access to all other utilities which are found in most modern cities and all of the schools in this district use all services available.

The communication system is very adequate as all rooms are tied together in a public address system. Again, this is true of all the schools in this district.

Fire alarm procedures are adequate and this system is tied to the city fire station.

The structure and the site have a degree of flexibility due to the size of the site and the location of the building on the site. Additions could be erected on this site without seriously constricting the playground space.

ure 3.3 Profile Chart for Memorial Elementary School

atures	Very Poor	Poor	Av (Min. Standard)	Excel-lent	Remarks
Site					
Location			x		
Condition			x		
Building Structure			x		
Fire resistive constr.				x	
Exterior condition				x	
Interior condition				x	
Gen. Purpose Classrooms				x	
Special Classrooms			x		
Kindergarten			x		
Large group teaching			x		
Library		x			
Music		x			
Physical Education			x		
Special Education			x		
Administrative Areas			x		
General Admin.			x		
Guidance			x		
Health Services		None			
Auxiliary Areas		None			
Auditorium					
Cafeteria & Kitchen		None			
Teachers' Areas			x		
Custodial Areas		x			
Service Systems			x		
Acoustics					
Decorations			x		
Paint & Plaster			x		
Floors			x		
Drinking Fountains				x	
Electrical Systems			x		
Fire Protection Systems				x	
Furniture & Equipment				x	
Heating, Ventilating				x	
Lighting				x	
Artificial				x	
Natural			x		
Window shades			x		
Sewage Disposal		x			
Toilet facilities			x		
Water supply			x		
General layout			x		
Circulation					
Expandability				x	
Flexibility				x	
				x	

Ratings

Table 3.2 Capacity and Enrollment of Classrooms of Memorial Elementary School.

Grade Level	Size of Room (Sq. Ft.)	Number of Pupils in Room	Number of Approved Stations*	Percent of Utilization
K	750	25/23	25	100/92
1	750	24	25	96
2	750	26	25	104
3	750	20	25	80
4	750	21	25	84
5	750	25	25	100
6	750	19	25	76
Music	750		25	
A/V	600		20	
Sp. Ed.	750	11	25	44

*Based upon 30 square feet per pupil, with maximum capacity of 25 for grades K-3 and 30 for grades 4-6

0 Portables

Wenz Elementary School.

This kindergarten through the sixth grade school services the west side of the community on a two acre plot. The building is a one story "L" shaped structure completed in 1952 with the same floor plan as does Memorial School.

In addition to the original building, four separate portable classrooms have been added to the facility since 1970. The portables are tied to the main building by covered walkways so that students may enter the building from the portables without suffering the results of inclement weather.

The position of the portables at this school, seriously encumbers the availability of playground space for the students with the results most clearly visible in the type of physical activity that can be conducted.

The increased enrollment has seriously overcrowded the inside physical education facilities as well as the lunch program.

Each of the portables is heated and cooled by its own electric unit. Restroom facilities are provided by the main building.

The main building is a brick structure with good natural lighting provided by wise use of glass block instead of the clear windows used in Memorial School.

The building is easy to maintain in that glazed block was used to form the walls in the hallways and terrazzo has been used throughout the building as the primary flooring.

This building is in excellent condition for one that has served the school district for 24 years.

Table 3.3 Capacity and Enrollment of Classrooms of Wenz Elementary School.

Grade Level	Size of Room (sq. ft.)	Number of Pupils in Room	Number of Approved Stations*	Percent of Utilization
K	750	25/23	25	100/92
1	750	24	25	96
1	750	25	25	100
2	750	16	25	64
2	750	14	25	56
3	750	21	25	84
3	750	21	25	84
4	750	25	30	83
4	750	26	30	87
5	750	26	25	104
6	750	23	25	92
Music	625			
Reading	750			

*Based upon 30 square feet per pupil, with maximum capacity of 25 for grades K-3 and 30 for grades 4-6.

**The figure given for music and art classes are average figures for the day, and are not counted in the total pupil column.

4 Portables

Figure 3.4 Profile Chart for Wenz Elementary School

Features	Ratings: Very Poor	Poor	Av (Min. Standard)	Good	Excel-lent	Remarks
1. Site						
Location			x			
Size		x				
Condition			x			
2. Building Structure						
Fire resistive constr.					x	
Exterior condition					x	
Interior condition					x	
3. Gen. Purpose Classrooms			x			
4. Special Classrooms			x			
Kindergarten			x			
Large group teaching		None				
Library		None				
Music			x			
Physical Education			x			
Special Education			x			
5. Administrative Areas						
General Admin.				x		
Guidance		None				
Health Services		None				
6. Auxiliary Areas						
Auditorium		None				
Cafeteria & Kitchen			x			
Teachers' Areas			x			
Custodial Areas			x			
7. Service Systems						
Acoustics			x			
Decorations				x		
Paint & Plaster				x		
Floors					x	
Drinking Fountains				x		
Electrical Systems				x		
Fire Protection Systems				x		
Furniture & Equipment				x		
Heating, Ventilating					x	
Lighting				x		
Artificial			x			
Natural				x		
Window Shades			x			
Sewage Disposal			x			
Toilet facilities			x			
Water supply			x			
8. General layout						
Circulation				x		
9. Expandability			x			
10. Flexibility				x		

Vance Elementary School

Vance Elementary School was constructed in 1911. It is located on the north side of the community and is situated between the two one-way sections of Illinois Route 1. Grades kindergarten through six are housed in this building.

The building has eight classrooms, in the two story structure, which includes one room for each grade of K-4 and two sections of grades 5 and 6. Two portable classrooms are used on this site and thus there is room for additional services such as music, lunch, and a special reading room.

The enrollment for the elementary school is approximately 179 students which permits some flexibility in the scheduling of the classrooms.

The playground has a small hard-surfaced area, but has an additional two acres of grass playgrounds.

The condition of the main structure is the problem with this school. It is a two-story structure with a sub-basement. The exterior of the school is brick and is in need of tuckpointing. The windows have wood frames and the exterior doors are metal with metal jams. The pitched roof shows signs of deterioration as evidenced by leakage on the interior walls of the building.

The classroom floors are wood as are the stairs and main hallways. The walls are plaster and the accoustics are poor because of the surface.

The entrance-way on the east side of the building shows signs of sagging to the outside and work has been completed to halt the continuation of the deterioration.

Lighting is good throughout the school with levels of 50 foot candles recorded in the classrooms. Natural lighting is only average since the windows are small.

The school is heated by a low-pressure steam boiler that is gas-fired. Radiators spread the steam heat throughout the room.

The two portables are heated and cooled by the electric unit in each classroom. These portables are carpeted and the lighting is excellent.

Table 3.4 Capacity and Enrollment of Classrooms of Vance Elementary School.

Grade Level	Size of Room (sq. ft.)	Number of Pupils in Room	Number of Approved Stations*	Percent of Utilization
K	900	25/23	25	100/92
1	900	25	25	100
2	900	24	25	96
3	900	21	25	84
4	900	26	30	87
5	750	23	25	92
5	750	20	25	80
6	750	21	25	84
6	750	20	25	80
Reading	625			
Speech	625			

*Based upon 30 square feet per pupil, with maximum capacity of 25 for grades K-3 and 30 for grades 4-6.

**The figure given for music and art classes are average figures for the day and are not counted in the total pupil column.

2 Portables

Figure 3.5 Profile Chart for Vance Elementary School

	Ratings				
Features	Very Poor	Poor	Average	Excel.	Remarks
1. Site					
Location		x			
Condition			x		
2. Building Structure					
Fire Resistive Constr.		x			
Exterior Condition	x				
Interior Condition		x			
3. Gen. Purpose Classrooms		x			
4. Special Classrooms					
Kindergarten		x			
Large group teaching	None				
Library	None				
Music		x			
Physical Education	None				
Special Education	None				
5. Administrative Areas					
General Administration		x			
Guidance	None				
Health Areas	None				
6. Auxiliary Areas					
Auditorium	None				
Cafeteria & Kitchen		x			
Teacher's Areas		x			
Custodial Areas		x			
7. Service Systems					
Acoustics		x			
Decorations		x			
Paint and Plaster		x			
Floors		x			
Drinking Fountains			x		
Electrical Systems		x			
Fire Protection Systems			x		
Furniture and Equipment			x		
Heating & Ventilating		x			
Lighting					
Artificial			x		
Natural		x			
Window Shades			x		
Sewage Disposal			x		
Toilet Facilities		x			
Water Supply			x		
8. General Layout					
Circulation		x			
9. Expandability		x			
10. Flexibility		x			

Redmon Elementary

The Redmon Elementary School was constructed in 1907 and serves the south section of Paris. The building houses grades 1-6 and has a total enrollment of 148 pupils.

The school site contains approximately one acre of land and is located between the two one-way sections of Illinois Route 1 which divides the city. The building site has limited space for playground activities and is quite close to the streets that pass on either side of the school. The walks, drives, playground facilities are very limited in size and due to the close proximity to adjacent streets, possibly hazardous. School zone traffic signs are present to control traffic.

The structure itself is constructed of brick and is composed of two floors and a sub-basement. It is basically rectangular in shape. The brickwork is in need of tuck-pointing, which has allowed some damage to the interior plaster walls. The slate roof has been patched extensively with pitch or tar and is evidently the original roof. The interior windows and doors are of wood construction.

The interior of the building provides space for seven classrooms of grades 1 through 6, a small lounge, music room, several storage rooms, and a room utilized as a lunch room, and a reading room. The interior of the building has wooden floors, doors, trim and wainscot. The lighting system has been brought to standard with actual foot candle produced ranging from 50 to 60. Sound control is handicapped by the hard wooden floors and plastered walls. The washroom facilities are sub-par and in need of modernization. Table 3.5 shows classroom pupil station utilization of the Redmon School Building.

The school is heated by a low-pressure, gas-fired steam boiler. Castiron steam radiators provide the heat in each room. The plumbing, rest rooms, and water fountains are antiquated and in need of modernization. The threat of fire in such a building is ever present and little in the way of adequate prevention was observed. The storage of paint cans and other hazardous material in the basement was noted. The fire escape from the second floor is present, but not often used or relied upon. Space for administrative work is limited and for health care is non-existent. The furniture, equipment, and general condition of the educational materials is of good condition.

The flexibility of the school and the possibility of expansion are extremely limited. An item by item profile chart for the evaluation of the Redmon School can be found in Figure 3.6.

Table 3.5 Capacity and Enrollment of Classrooms of Redmon Elementary School.

Grade Level	Size of Room (sq. ft.)	Number of Pupils in Room	Number of Approved Stations*	Percent of Utilization
1	750	19	25	76
2	750	18	25	72
3	750	21	25	84
4	750	20	25	80
5	750	22	25	88
6	750	18	25	72
Reading	750			

*Based upon 30 square feet per pupil, with maximum capacity of 25 for grades K-3 and 30 for grades 4-6.

**The figure given for music and art classes are average figures for the day, and are not counted in the total pupil column.

0 Portables

gure 3.6 Profile Chart for Redmon Elementary School

atures	Very Poor	Poor	Av (Min. Standard)	Excel-lent	Remarks
		Ratings			
Site					
Location		x			
Size		x			
Condition		x			
Building Structure					
Fire resistive constr.			x		
Exterior condition		x			
Interior condition		x			
Gen. Purpose Classrooms		x			
Special Classrooms					
Kindergarten		None			
Large group teaching		None			
Library		None			
Music		x			
Physical Education		None			
Special Education		None			
Administrative Areas					
General Admin.		x			
Guidance		None			
Health Services		None			
Auxiliary Areas					
Auditorium		None			
Cafeteria & Kitchen		x			
Teachers' Areas		x			
Custodial Areas		x			
Service Systems					
Acoustics		x			
Decorations			x		
Paint & Plaster		x			
Floors		x			
Drinking Fountains			x		
Electrical Systems		x			
Fire Protection Systems		x			
Furniture & Equipment			x		
Heating, Ventilating		x			
Lighting		x			
Artificial		x			
Natural		x			
Window shades		x			
Sewage Disposal			x		
Toilet facilities		x			
Water Supply			x		
General layout					
Circulation		x			
Expandability		x			
Flexibility		x			

Tanner School

The building was constructed in 1899 and razed in 1970. Its structure was similar to that of Redmon and Vance.

The rationale for the presentation of the facility, even though now leveled, is that the school serviced the north western section of the community and is a source of irritation for those parents who resist any building program that does not include a plan for the re-establishment of a neighborhood school for their K-6 children.

Central Administrative Office

The offices of the Superintendent of Schools and his staff are located in rented space one block from the business district. Four small rooms are occupied by the superintendent, secretary, billing clerk, and bookkeeper.

By act of the retiring board of education in April, 1976, an assistant superintendent was hired, with office space undetermined.

Parking space is limited to one car space for the entire staff or visitors. Restroom facilities are very inadequate as is privacy for any of the staff members.

Heating and cooling problems are frequent; floor covering is poor; storage space is inadequate, along with the previously mentioned problem areas.

IV. DECLINING ENROLLMENT

Only twenty-five per cent of all revenues in the Education Fund, of the Paris School District, come from taxation of the local district with seventy-five per cent state funding on a per student basis. Enrollment projections would forecast problems for the district as Tables 4.1 and 4.2 depict the declining enrollments for both the Paris Unit 95 School District and the Crestwood School District 4. Since 1971, Paris School District has lost 249 students in total enrollment and Unit District 4 has lost 83 students. The decline, to this point, has been felt totally in the elementary grades, but beginning with with the school year 1976-77, the high school enrollment will begin to decrease.

A projection of the school years 1976-80, using the Co-Hort Survival Formula, suggests that the Paris School District will move below the 2000 student total in the school year 1979-80 for a total decline in the ten year study and projection of 630 students.

Paris School District 95 will total 1083 students in the elementary grades and 814 in the high school. Unit 4 will have 721 students in Kindergarten through the eighth grade in that same year 1979-80.

If District 95 was to maintain present staff numbers and continue to operate all buildings presently used, the average enrollment in each elementary school would be 216.6 pupils with an average staff of 14.4 teachers for a per pupil ratio to teachers of 15 to 1. The high school ratio for its 814 students and 55 faculty members would be 14.8 students to each teacher.

Table 4.1

PARIS UNIT DISTRICT 95

K-12 HISTORICAL ENROLLMENTS AND PROJECTIONS

Co-Hort Survival Formula

School Yr.	K	1	2	3	4	5	6	7	8	9	10	11	12	Other	Total	
1971-72	157	154	147	149	136	171	183	175	180	289	286	245	233	19	2527	(Actual)
1972-73	125	165	143	141	142	134	169	171	177	290	275	276	230	13	2441	"
1973-74	126	137	163	137	134	141	135	171	172	280	275	269	246	12	2409	"
1974-75	143	140	130	144	142	135	143	135	170	291	267	254	228	23	2367	"
1975-76	144	140	129	126	142	141	123	124	133	286	279	256	244	11	2278	"
1976-77	136	141	129	125	124	141	128	107	123	240	275	268	246	13	2196	(Projection)
1977-78	138	134	130	125	123	123	128	112	106	225	230	264	257	12	2107	"
1978-79	140	136	123	126	123	122	112	111	110	206	216	221	253	10	2009	"
1979-80	129	138	124	119	124	122	111	97	110	197	198	207	212	9	1897	"

K-1	.9822	4-5	.9928	9-12 Loss 4% per year on actual computation.
1-2	.9184	5-6	.9114	
2-3	.9689	6-7	.8693	
3-4	.9857	7-8	.9884	

Table 4.2

CRESTWOOD UNIT DISTRICT 4

K-8 HISTORICAL ENROLLMENTS AND PROJECTIONS

Co-Hort Survival Formula

School Yr.	K	1	2	3	4	5	6	7	8	9	10	11	12	Other	Total	
1971-72	66	94	95	100	116	115	120	107	110					13	938	(Actual)
1972-73	59	92	97	98	106	108	119	133	93					10	915	"
1973-74	70	83	90	95	98	110	109	120	125					16	916	"
1974-75	75	87	82	88	96	108	107	107	116					14	880	"
1975-76	88	102	80	78	86	94	105	102	107					13	855	"
1976-77	84	98	95	77	77	85	91	99	102					12	820	(Proj.)
1977-78	80	93	90	90	75	75	82	87	100					12	784	"
1978-79	77	89	86	86	88	74	73	78	87					11	749	"
1979-80	72	84	82	82	85	87	71	69	79					10	721	"

K-1	1.3600	4-5	.9819	9-12 Computed with District 95
1-2	.9247	5-6	.9686	
2-3	.9531	6-7	.9497	
3-4	.9797	7-8	1.0041	

General classroom usage for the five elementary buildings if all 39 classrooms were to be used would have 15.56 students per room for a percentage of 62.25 of capacity. The junior high school would average 23 in each classroom with a room usage factor of 76.6 for its nine general classrooms. In the 47 classrooms and shops of the high school, the average class would number 17.32 students for a 60.3 classroom usage figure.

Though the idea that an average class might number 15 to 20 students per classroom is pleasant, the continuance of the operation of all presently used school buildings in face of the declining enrollment might prove to be an act of irresponsibility on the part of the board of education and administration.

Shift in Enrollment Centers

The district is undergoing a shift in the enrollment in the attendance centers as the construction of new homes moves to all sections of the community with the exception of the southern area.

The area served by Redmon Elementary School is characterized by small, frames homes built twenty-five to thirty years ago. Little new construction is found in this area as available sites are small and utilities to the southern end of town are poor. Drainage problems are common and the sewer system is outdated.

Persons have a tendency to move from this area as soon as other housing is available. Permanent occupants of the homes in this area are older residents living on small incomes or pensions.

A subdivision has been started on the far western side of the community in the Wenz School District. The homes are the two and three bedroom variety with the price range beginning at about the $20,000 level.

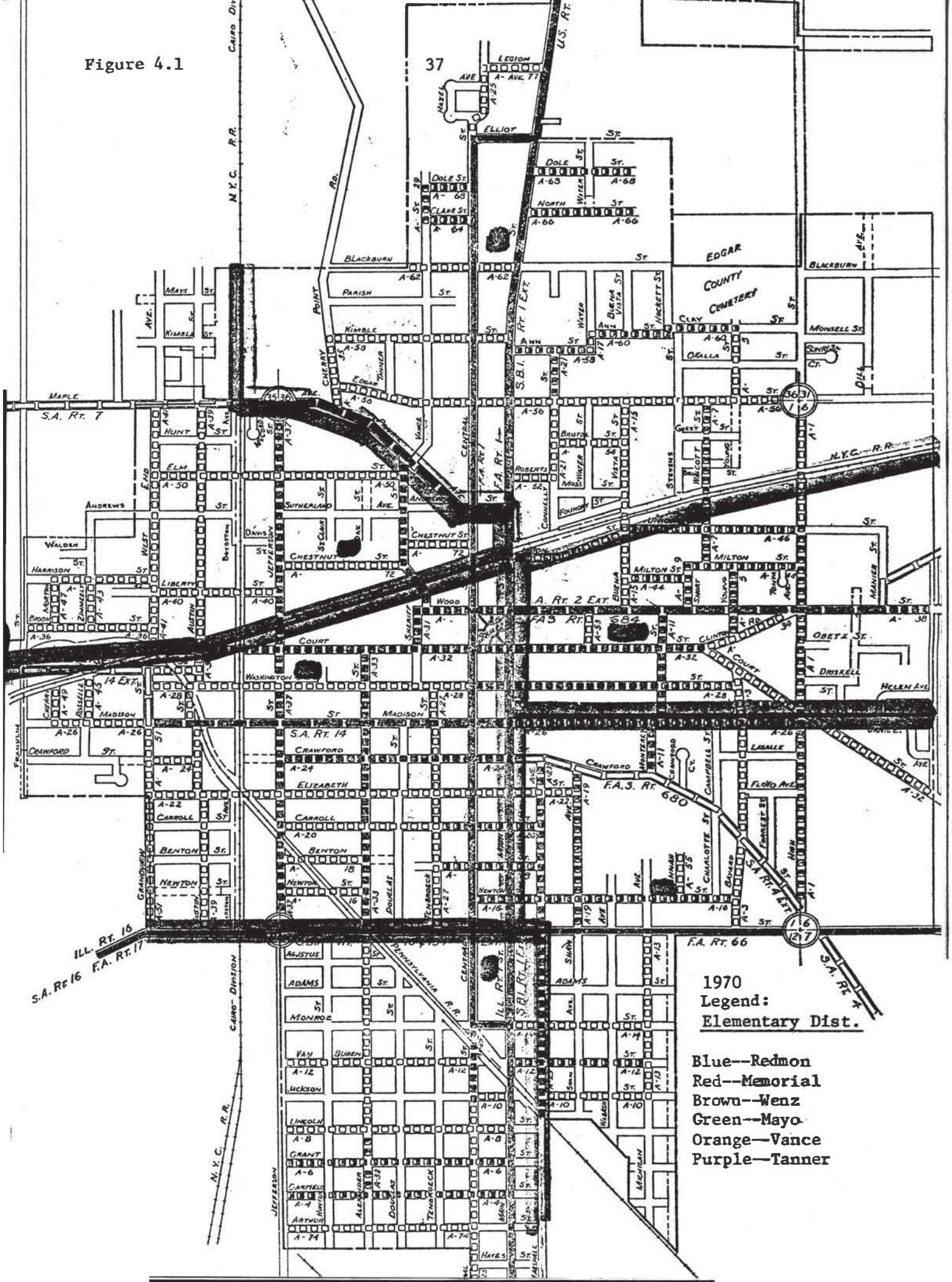
A similar subdivision of two and three bedroom homes has been developed on the northeastern section of the city. This area has the greatest possibility for expansion since the utilities are new and the largest number of available building sites is found here.

The northwestern section of Paris has a new trailer court, but other new housing is hampered by the lack of building sites. Homes are occupied by long time residents with few children of elementary school age or younger.

The eastern side of the community has two subdivisions within District 95 boundaries with the homes in the $40,000 and up range. The occupants are in the child rearing age, so this should be considered by an committee working with a building program.

The trend of the community is apparently moving in the direction of the Wenz, Memorial and Mayo School Districts.

Figure 4.1


1970
Legend:
Elementary Dist.
Blue--Redmon
Red--Memorial
Brown--Wenz
Green--Mayo
Orange—Vance
Purple—Tanner

CHRONOLOGICAL ORDER OF BOARD OF EDUCATION ATTENTION TO BUILDING NEEDS

Upon the completion of the building program which led to the establishment of Memorial School in 1957, there has not been a successful referendum. During this lapse in replacing old and outdated buildings, the educational community has lost one elementary building due to age and added eighteen years to the remaining facilities.

The school district has not ignored the problem, as the chronological list of discussions at board meetings will attest:[1]

Regular Board Meeting--April, 1966. The board of education established the Sites Committee for the selection of sites for future building programs.

Regular Board Meeting--September, 1967. The board of education received the report of the architect for the renovation of the auditorium of the high school. Price of the renovation is $160,480.

Regular Board Meeting--February, 1968. The board of education directed the architect to prepare plans for an addition to Wenz School and Mayo Junior High School.

Regular Board Meeting--March, 1968. The architect for the board of education presented the plans for the addition to Wenz and Mayo Schools.

Regular Board Meeting--April, 1968. Board action for the additions for Mayo and Wenz Schools. (690,000.

Regular Board Meeting--May, 1968. Referendum for the additions for Mayo and Wenz Schools defeated by a 2 to 1 vote.

Regular Board Meeting--June, 1968. Portable classrooms were the point of discussion to determine if they were sufficient for special needs classes.

Regular Board Meeting--June, 1968. The board of education voted to purchase one portable classroom, at a cost of $15,434 to be set on the site of Mayo School for use as a choral classroom.

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1. Minutes of the Board of Education, Paris School District 95, Paris, Illinois.

Regular Board Meeting--July, 1968. Report of Mr. Lee Goby, Director of School Buildings for the State of Illinois, on the condition of Vance, Tanner, and Redmon Schools. Mr. Carl Jones, County Superintendent of Schools was present for the report. Mr. Goby's report confirmed the fact that the three old buildings were expensive to maintain and a poor investment for the district.

Regular Board Meeting--September, 1969. There was discussion for a possible referendum for an addition to Wenz School to house the children of Tanner School.

Regular Board Meeting--October, 1969. The architect for School District 95 presented plans for an addition to Wenz School and an approximate cost of building such an addition.

Regular Board Meeting--January, 1970. The board of education called for a public meeting of those persons interested in the problems confronting the elementary schools.

Special Board Meeting--February, 1970. A committee of those persons attending this meeting was established to select a committee of citizens to develop a report on the problems of the elementary schools and possible solutions. The committee was to select persons from a crosssection of the community and make sure that all levels of the economy were represented.

Regular Board Meeting--March, 1970. The board discussed possible solutions for replacing the older buildings of the district, beginning with Tanner School, without referendum.

The possibility of spending accumulated Building Funds after a referendum, was discussed.

A suggestion was offered by a parent that the board of education direct a structural engineer to check for the safety of Tanner Building. The board directed the superintendent to secuare the services of a structural engineer to check the structural safety of all three old school buildings--Tanner, Vance and Redmon.

The board participated in a general question-answer session with the audience, which seemed not to oppose the board's general plan to eventually have elementary schools in the north, south, east and west areas of the community, with Mayo as the junior high school.

There was board agreement that no definite plan would be forwarded until the structural adequacy report was received.

Regular Board Meeting--April, 1970. A report by Dr. David Henry Sapp, Rose Polytechnic University, was received. Dr. Sapp's

report presented the picture that three of the five elementary schools would be unsafe in ten years. In specific, Tanner School was in a near unsafe condition at the time.

A second report was requested by the board of education from another engineer.

Regular Board Meeting--April, 1970. A second report on the physical condition of Tanner, Vance and Redmon Schools was received. The report by George W. Bloome and Ralph D. Hahn concluded that Redmon and Vance Schools could be used by the district for from fifteen to twenty years while Tanner School should be retired within the following year.

The board directed the Maintenance Supervisor to make a weekly inspection of Tanner and Vance Schools and a daily inspection by the custodians of the respective schools, paying particular attention to the following:

1. Deterioration of the outside walls.
2. Allignment of the wall over and around the entranceways.

The president of the board appointed two persons as co-chairmen of a Citizens Advisory Committee to make recommendations on the situation existing in the elementary schools.

NOTE... Before the board meeting in May, the president of the board of education and the superintendent ordered the children moved from Tanner School because of the continuing deteroriation of the building. The students were placed in the other schools in the district.

Regular Board Meeting--May, 1970. The board voted to purchase six relocatable classrooms at a cost of $9,267 to be used to house the children from Tanner School. Four of the portables were to be placed on the Wenz School site and two were to be placed on the Vance site.

Regular Board Meeting--June, 1970. The report from the original Citizen's Committee was received with the following recommendations:

1. That a new school containing at least 18 classrooms with a cafeteria, all purpose room, and a gym together with sufficient office space be constructed on the property at the Vance School site.
2. Eight classrooms to be added to Wenz School.
3. Eight classrooms to be added to Memorial School.
4. Mayo School to become a junior high school only, with the students of grades one through six taken into the new Vance and Memorial Schools.

The board voted to receive the recommendations of the committee.

A second parents group presented petitions to the board in blank, requesting a school at the Tanner site. The names were withheld from

the petitions, fearing the board members would con-act or ridicule them because their names were attached to a petition.

The petitions were not accepted by the board nor would they be considered. The group of parents left the room immediately.

Regular Board Meeting--January, 1971. The board discussed the elementary school building needs of the district. It was the opinion of those present that we should proceed with a building program to present to the voters of the district. The superintendent was directed to contact the members of the second Citizen's Committee and arrange a meeting with the board.

Regular Board Meeting--April, 1971. A date was established for a referendum for a new school building on the Vance site, and the additions to Wenz and Memorial Schools. The vote was to be conducted on May 8, 1971 for the sum of $1,145,000.

Regular Board Meeting==May, 1971. The board canvassed the votes cast at the referendum with the following results:

Yes-----849
No-----1094
Spoiled--15

Regular Board Meeting--June, 1971. The board of education met with interested citizens concerning the elementary school needs. Suggestions from the parents included:

1. Maintain the neighborhood concept.
2. Replace Tanner School on its former site.
3. Build a new school in the east part of town.
4. Phase out Redmon and Vance Schools by building new rooms each year out of current income.
5. Place portable classrooms on the Tanner site.

The neighborhood and the consolidated concepts were discussed with the advantages of the larger schools being brought to view. The board would discuss the suggestions at a later meeting.

Regular Board Meeting--September, 1971. The high school principal presented a building plan to enlarge the vocational facilities of the high school by building an addition to the industrial arts building.

Regular Board Meeting--November, 1971. A discussion of the elementary school needs was followed by a vote to request a referendum be held to build a new elementary building on the Tanner site. (Split vote--4 yes---3 no.)

Regular Board Meeting--December, 1971. The board voted to demolish Tanner School.

Regular Board Meeting--January 17, 1972. The architect for the board presented two proposed drawings for the replacement of Tanner School. The estimate for the school--$325,000.

Special Board Meeting--January 24, 1972. The purpose of the meeting was to meet with the architect concerning the building plans for Tanner School. The approximate cost of the plan was now $375,000 and the vote was 4 to 2 in favor of the referendum.

Regular Board Meeting--February 21, 1972. The date for the referendum for the Tanner School Building was set for March 18, 1972.

Regular Board Meeting--March 20, 1972. The votes were canvassed on the proposition of the building of a structure on the Tanner School site with the following results:

Yes	709
No	786
Spoiled	16

A motion was made that the former site of the Tanner School be offered for sale at a public auction. The motion died for a lack of a second.

Regular Board Meeting--April, 1972. The principal of the high school presented a building proposal for the addition to the industrial arts building on the high school site. Masonary construction--$375,000, metal skinned, steel supported--approximately $200,000.

Regular Board Meeting--May, 1972. The architect for the district was directed to prepare specifications for the building of a metal skinned building so that bids could be received at the regular meeting in September, 1972.

Regular Board Meeting, September 18, 1972. A restraining order was handed down that day to delay the opening of the bids for the industrail arts addition which was to be built from current funds. The merits of the case would be heard in Circuit Court on September 29, 1972.

Special Board Meeting--October 6, 1972. Report from the lawyers of the school district that Circuit Court Judge Hannah has lifted the restraining order delaying the bidding process on the addition to the industrial arts building.

The board approved the bid of $184,203 to construct the addition to the industrial arts building from current or accumulated funds.

Regular Board Meeting--October 16, 1972. Each board member was asked to express his feelings concerning the possibility of rebuilding a new school on the former Tanner site. After such expression, the president recommended that the middle meeting in January would be set aside for further discussion.

Regular Board Meeting--January 16, 1973. A motion was made that a bond referendum be held on March 10, 1973, for the purpose of erecting a new elementary school on the site of the former Tanner School. The motion was defeated 3 to 2.

The addition for the industrial arts building was completed for beginning of the school year 1973-74 and there have been no bond referendums or discussions of buildings from this meeting to June, 1975.

VI. FINANCIAL CONTROL

For a school district to present itself with a nine square mile area; assessed valuation of $30,868,952; and $13,822 behind each student, it could be assumed that there could be major problems in the fiscal control of the district. Those problems may be coming in the future, but they are not present now.

Using the Audit Report of Paris School District 95 for the school year ending June 30, 1974, it is apparent that the school district is financially sound.

In the Education Fund, there were revenues from:

(1) General Taxes	$517,345.79
(2) Governmental Divisions	1,110,586.80
(3) Interest on Investments	36,966.53
(4) Sale of Equipment	727.99
(5) Tuition	249,197.85
(6) Student and Community Services	159,573.95
Total:	2,074,398.71

Interest of the reader should be drawn to items 3 and 5 of the revenue statement.

Interest on investments,(item 3), are monies derived from the placing of accumulated funds or funds not presently being used by the district, to work by purchasing Federal Treasury Bills and allowing Savings and Loan organizations on the local level to use funds.

The accumulation of funds has been allowed to the extent that the Audit Report shows $614,148.72 in investments in the Education Fund at the end of the school year.

Item 5 is the amount paid by Unit District 4 in tuition payments into the Education Fund, for their students to attend Paris High School for the school year. It would be uncommon for a district to receive almost one-fourth million dollars in tuition payments for one school year.

Expenditures in the Education Fund amounted to $2,071,173.40 which left an excess of $3,225.31.

It should be noted that $217,622.16 which was paid from the Education Fund could have been charged to and paid from the Building Fund by simple board resolution. This amount of money consists of the salaries of the custodial and maintaince staffs, custodial supplies, and all payments for utilities. Such expenditures could be paid from either the Building Fund or the Education Fund.

In the Building Fund, there were revenues totaling $188,371.24 from:

(1)	Revenues from General Taxes	$121,315.20
(2)	Interest on Investments	4,071.07
(3)	Sale of Equipment	207.50
(4)	Tuition	60,449.72
(5)	Student and Community Services	2,327.75
	Total:	188,371.24

Item 4 of the statement on Building Fund Revenues is that part of the tuition paid by Unit District 4, placed into the Building Fund. Total tuition monies paid by Unit 4 to the Paris District

would be $309,647.57 including the $249,197.85 to the Education Fund and the $60,449.72 to the Building Fund.

Item 3 of the Building Fund Revenues shows an interest on investments of $4,071.07 from an invested amount of $25,000.00. This would show that the Paris School District had accumulated investments of $639,148.72 at the end of the school year.

Expenditures from the Building Fund total $160,137.91 leaving an excess of $28,233.33 for that school year. An item of note in the expenditures of the Building Fund would be the $104,633.84 that was spent from the division marked New Buildings and Improvements.

This last division of the budget has been used to excess in the years following 1970. During this period, all possible monies have been expended through the Education Fund, and the Building Fund has been allowed to accumulate for special projects without having to present referendums to the voting public. The following are examples of these types of projects:

Lighting the football field	$53,000.00
Revamping the tennis courts	25,700.00
Addition to the high school	206,000.00
Windows for Mayo School	85,000.00
Relocatable classrooms	112,500.00
Football field renovations	21,100.00

Over $503,300.00 has been expended from fund accumulation without a voter referendum.

Accumulated monies of Paris School District totals $639,148.72 in

investments in the Education Fund and excesses in both the Education and Building Funds.

Expenditures from the Bond and Interest Fund amount to $37,924.25 for the school year ending June 30, 1974. After payment of this amount, the Schedule of Bonds Outstanding shows bonds remaining through the fiscal year of 1976. At this point, the district will be free of all bonded indebtedness with buildings having a reproduction cost of $6,927,619.00.

The available bonding power upon the payment of the last bond in 1976 will be $3,547,387.00.

Data presented above indicates that the financial position of the district is very secure, but the author of this field study can see the possibility of the district being lulled by its present financial position.

A school district, so closely tied to monies derived from Average Daily Attendance figures and those other governmental divisions which fund on student enrollment, could move from a secure position to a position less secure in amatter of a few years.

If the enrollment continues to decline and reaches the projections revealed in Tables 4.1 and 4.2, the district must take drastic steps to reduce its expenditures or suffer deficit spending.

On the examination of audits from the school years beginning in 1971 and continuing through the budget of 1975-76, the author has prepared projections of expenditures in the education and building funds using the following assumptions;

(1) The assessed valuation of the school district will increase

at a rate of 2% per year. This is an average of the rate increases since 1971.

(2) Future enrollments will be as shown in Tables 4.1 and 4.2 using the Co-Hort Survival Formula to make the projections.

(3) Expenditures will increase at a rate of 5%. This is the average of the rate increases since 1971.

(4) That the amount of state aid per day of average daily attendance will remain the same.

(5) That all other incomes will be based on a per student amount based upon the projected enrollment figures.

Upon examination of the projections in the following charts, the reader, as did the author, must be concerned for the financial future of the district. Allowing the status of the numbers of the present staff to remain unchanged as enrollments decline and the operation of all of the present buildings, could prove unsatisfactory for the financial condition of the district.

Only by legislated increases to the schools; tax referendum in the education and building funds on the local level; or the curtailing of expenditures of funds in the future will the district remain in the solvent position it is today.

Table 6.1

PARIS UNIT DISTRICT 95

HISTORICAL COSTS AND PROJECTIONS

Operations, Building and Maintenance Fund

School Year	Assessed Valuation	Enroll.	Costs Per Pupil	Expenditures	Tax Receipts	Other Income	Paid by Board Resolution	
1971-72	28714673	2527	122.91	310593	107680	71589	131324	(Audit)
1972-73	29286611	2441	141.60	345638	109824	69153	166661	"
1973-74	29844890	2409	128.68	309990	111918	68246	129826	"
1974-75	30868952	2367	139.97	303672	115758	67056	120858	"
1975-76	31486331	2278	139.97	318855	118073	64535	136247	(Budget)
1976-77	32116057	2196	152.46	334798	120435	62212	152151	(Project.)
1977-78	32758378	2107	166.84	351538	122843	59691	169004	"
1978-79	33413546	2009	183.73	369115	125300	56914	186901	"
1979-80	34081817	1897	204.31	387571	127806	53742	206023	"

Table 6.2

PARIS UNIT DISTRICT 95

HISTORICAL COSTS AND PROJECTIONS

Education Fund

Sch. Yr.	Assessed Valuation	Enroll.	Per Pupil Cost	A/V Per Pupil	Expenditures	Tax Receipts	State Aid	Other Income	Total Income	
1971-72	28714673	2527	643.25	11363	1625490.36	693943	910421	574334	2178699	(Audit)
1972-73	29286611	2441	708.74	11998	1730024.13	707570	1031387	612372	2351330	"
1973-74	29844890	2409	737.20	12389	1775911.00	735712	1007086	640494	2383294	"
1974-75	30868952	2367	924.00	13041	2187112.63	762463	1125950	507810	2248352	"
1975-76	31486331	2278	1074.18	13822	2446979.92	777712	1083621	643896	2505229	(Budget)
1976-77	32116057	2196	1170	14625	2569328	793266	1044615	620814	2458695	(Project.)
1977-78	32758378	2107	1280	15243	2697794	809132	1002278	595653	2407063	"
1978-79	33413546	2009	1410	16631	2832684	825314	955661	567949	2348924	"
1979-80	34081817	1897	1567	17966	2974318	841821	902383	536286	2280490	"

SCHEDULE 1

Table 6.3 PARIS UNION SCHOOL DISTRICT NO. 95

SCHEDULE OF BONDS OUTSTANDING
JUNE 30, 1975

Bond Numbers	Rate of Interest	Date Issued	Date Due	Amount	Total
Paris Union School District Number 95 School Building Bonds					
616-650 Inclusive	2 3/4%	7-1-56	7-1-76	$35,000.00	$35,000.00
Total Bonds Outstanding					$35,000.00

SCHEDULE 2

BOND MATURITIES AND INTEREST REQUIREMENTS IN FUTURE YEARS
June 30, 1975

Fiscal Years Ending June 30	Bond Maturities	Interest Requirements	Combined Total
1976	$35,000.00	$ 962.50	$35,962.50
Totals	$35,000.00	$ 962.50	$35,962.50

BONDING POWER REMAINING
JUNE 30, 1975

Assessed Valuation for 1973 taxes	$29,844.890
Constitutional Limitation 12%.	3,581,387
Total Bonds Outstanding	35,000
Bonding Power Remaining	$3,547,387

VIEWPOINTS FOR AND AGAINST A BUILDING PROGRAM

Leadership for the Building Program.

The successful program of maintaining, replacing or building new attendance centers must rely on the ability of the district to financially support such programs and the ability of the administrative team to be cognizant of the needs of the community, changing values in the ever-changing world of education and necessities to present an effective learning environment for the students of the community.

The administrative team must be able to formulate a unified plan for the school district building needs, on a short and long range basis, and while evaluating the plan continuously, inform the voting public of the housing requirements of the district in light of the values to be gained by the student and the community.

The spirit of a unified plan, however, is not present in this district. The board of education has not reacted for the development of a community plan. There has not been a referendum presented since 1970 that has had the unanimous consent of the board. This immediately offers the opposition of devisive opportunity to downgrade a plan.

The faculty, which could be of technical help in the planning of facilities as well as an instrument in the public relations avenue, has not been used in either process.

Citizen's groups have been requested, by board action, to present possible solutions to the needs of the district, but if the propositions do not meet with the complete approval of the board, the suggestions

fall into the same category as those solutions from a divided board or they are discarded altogether. This would seem more like an example of public relations in reverse.

The administration and board of education provide the opposition with more than sufficient information to defeat any issue which is placed open to the voting public.

Instead of proclaiming the amounts of money necessary to bring a sixty-four year old building into compliance with the requirements of the Illinois Life Safety Code; or the amounts necessary to maintain five buildings instead of three; or the amounts necessary to provide utilities for five elementary buildings instead of three; or any of the other conditions which are common in older schools such as lack of space, poor lighting, heating problems, etc. the board and administration quietly panel the walls, carpet the floors, replace the lighting, and allow the student to be more comfortable in an outdated, outgrown, antiquated facility that has none of the special facilities that are necessary to cope with the modern educational programs.

But this does allow the opposing group to simply point to the portable classrooms and the renovations and declare that the district has too much invested because of the changes, to vacate a facility with so many new conveniences.

Leadership for a building program, in this school district, is non-existent at this time. The order of the day is to maintain the buildings, at whatever cost necessary.

Opposition to the Building Program

The Paris School District has been intensely and constantly pressured by some members of the community to refrain from any type of building program.

Bond issues or even suggestions for additions to buildings from current funds, brings forth opposition to such programs, in the form of anything from newspaper ads or radio commercials to a court injunction.

Much of the leadership for the opposing viewpoint is from a wealthy, former board of education president, who, while in that position, constructed the junior high school, two elementary schools, and two of the buildings on the high school complex. The rationale for his behavior is unexplained, but the results of his actions are without doubt.

At each and every referendum or board election, messages are directed to the voting public by the individual acquainting them with "facts" to prepare them for the resolution. Frequently, the honesty and integrity of the superintendent and the board members is questioned.

On the day of any election, it is common to see the gentlemen directing his forces in transporting the negatively voting public to the polling place.

On the occasion of the decision of the board of education to build an addition to the industrial arts building in 1972, the leader of the building opposition sent his private secretary to formally object to the expenditures of accumulated funds:[1]

> We, the undersigned, being legal voters and taxpayers in Paris Union School District 95 in Edgar County, Illinois, on behalf of ourselves and other taxpayers in the said district, do hereby object to the said district's 1972-73 budget with respect to the following listed objects and purposes and the amount needed for each object and purpose.

---

[1] Minutes of the Board of Education, Paris School District 95, Paris Illinois. June, 1972

New Buildings and Improvements, $285,924.11. This object and purpose of expenditures of new buildings and improvements is unnecessary at this time because such new buildings have not yet been authorized by referendum election as provided in the School Code and School District Charter.

Under Budget Summary-Part III, Estimated Balance on Hand 7-1-72, $222,423.57, is objected to because this balance is in violation of school law as made and provided in Section 17-5.1 "Referendum For Accumulation of Buildings Funds. No tax for building pruposes and the purchase of school grounds as provided in Section 17-5 shall be levied at a rate sufficient to accumulate funds nor shall funds for such purposes be accumulated as authorized in said sections until the board of education or school board has submitted the proposition of accumulating funds for such purpose to the electors of the district at a general or special election and the proposition has been approved by a majority of the electors voting thereon. The election shall be conducted pursuant to Article 9.

"If a majority of the electors voting upon the proposition vote in favor thereof, the board of education or school board may accumulate funds for building purposes and the purchase of school grounds or for building purposes and may annually levy a tax for such purposes in excess of current requirements but subject to the tax limitations for such purposes, provided by law."

No referendum has been held in Paris Union School District to authorize the accumulation of building funds; therefore, such accumulation is illegal and can only be used for the purpose of reducing legal expenditures for the ensuing year, or for the reduction of the building tax rate for the ensuing year.

Furthermore we hereby request that the school board revise the 1972-73 School District Budget to eliminate the expenditure of $285,924.11 for new buildings and improvements and to apply the estimated cash balance on hand of $222,423.57 against estimated legal expenditures and after making such application, any further remaining surplus to the reduction of the 1972-73 building tax levy.

If this budget is not revised to comply with this request, the taxpayers would have no further alternative but to object to their real estate taxes because of the illegal accumulation of building funds because of the budget expenditure for new buildings and improvements which have not been approved at a referendum election held for such purpose.

As a matter of record, the board of education did not comply with the request and adopted the budget for the coming school year. Although the secretary did not object formally to courts for relief from the accumulation of taxes, her employer did object and won a sizeable reduction in his tax bill.

Since the action did not halt the board of education in its drive for a new building, the gentlemen, under the guise of a class action for the taxpayers of Paris, caused an injunction to be established forbidding the school from completing the addition.

In the Circuit Court of the Fifth Judicial Circuit of Illinois, the school district was charged with:

1. The budget approved and adopted by the Board of Education on or about August 21, 1972 shows on its face a balance on hand in the Building Fund of $222,423.57, of which approximately $199,799.00 of funds accumulated over previous years.

2. Said budget adopted and approved by the Board of Education provides among other things for site acquisition and construction of new buildings in the total sum of $320,924.11. As a result of said site acquisition and building construction, the budget provides for an additional tax tevy in the amount of $115,000.00 for building purposes.

3. The Board has caused formal solicitation for sealed bids for the construction of new buildings; more specifically, said notice was published in a local newspaper on August 22, 1972.

4. The special charter of the Paris Union School District provides in Section 13 thereof that the Board of Education prior to purchasing or erecting buildings for school purposes, must submit the issue to the voters of the PARIS UNION SCHOOL DISTRICT and obtain their approval thereof at a town meeting.

5. Board has on five previous occasions submitted the question of school construction to the voters by way of general referendum and on each of five occasions, said referendum has been defeated.

6. The special charter furnished no authorization for those elections and the school district, by its conduct in holding five successive elections has elected to come under the provisions of the General School Laws.

7. The General School Laws provide in Chapter 122, Section 17-2.3 and 17-5.1 and other applicable provisions that a general referendum

must be held on the question of building construction and that the electors voting thereon must, by a majority, approve of said building construction.

8. At no time has the Board of Education obtained the approval of the electors on the question of the building construction presently planned by the Defendant.

9. This action is brought as a class action to avoid multiplicity of suits brought by other persons similarly situated and aggrieved by the Defendant's failure to obtain the approval of the electors at a general or special referendum on the question of building construction.

WHEREFORE, Plaintiffs pray as follows:

(a) That the Court issue its order restraining and enjoining Defendant from further proceeding with the construction of buildings or improvements without first obtaining the approval of the electors in accordance with the statutes in such cases made and provided.

(b) That the Court order the Defendant to hold a general or special referendum on the question of the proposes building construction.

(c) That the Court grant such other, further or different relief as it seems appropriate.

In the Memorandum Opinion of the Circuit Court of the Fifth Judicial District of the State of Illinois, the Court makes the following judgements:

1. That the Constitution of 1970 did not destroy, but only remodeled the governmental house to accommodate and meet the needs of the citizenry-family.
2. That the Constitution did not destroy the Special Charter under which the Paris Union School District has operated. Nothing in the Constitution states that all institutions

are terminated unless established in the Constitution of 1970.

3.There is no charge or contention of fraud committed in levying or collecting the taxes or holding them. The taxpayer has the opportunity to reclaim the excess unused taxes or to make credit by reducing future levies.

4.The board did not seek to construct a new facility, but only to improve by enlarging its present facility by adding thereto.

5. No vote of the people is required to empower the board to repair or improve the facility.

With the issuance of the opinion of the Court, the temporary injunction was dissolved and the action dismissed. The decision of the Court was directed to the Appelate Court to attempt to overturn the decision, but the addition to the industrial arts building was completed before the case was heard and thereafter dropped.

Many voters of the community have opposed any building programs because of a lack of information concerning the issues. There is little continuity among the board members. The move from one course of action to another and the lack of a unified board decision removed from the board, the trust and faith of the community.

To cause a voter to agree to increase his taxes, the school district must show the community the value to be gained from such increases. There has been little communication between the board and the community on such issues.

The administration of the district does not have the faith of the community and many votes are cast in such elections as to prevent more

funds from being handled by the administration.

In a community where doubt of the sincerity and purpose of the board of education and the administration exists, the leadership of the opposing viewpoint has a strong upper hand.

For the board to overcome voter anxiety, there must be a program of public relations directed to bring to the polls a voter who understands the issue and has a feeling of trust and appreciation for the board and administration.

SUMMARY

The school district of Paris was founded in 1855, thirty-three years after the city was chartered. The schools of today are comprehensive as the offerings extend from the industrially oriented to the college bound. The business affairs of the community are primarily agrarian related with several small factories offering employment and income along with the agriculturally related businesses.

Paris District 95 serves the nine square mile area with five elementary buildings with one of those being shared with the junior high school. Adequate facilities are found in the high school for the approximately one thousand students housed therein. The ratio of teachers to students is approximately twenty to one at the elementary level and twenty-one to one on the secondary level.

School facilities are becoming more inadequate for the elementary students as only two schools are considered as proper learning facilities. Deterioration of two of the older schools demands expensive, stop-gap measures be applied without consideration for the long range effect on the student and monies expended for such projects.

Three of the buildings are located between the two one-way sections of Illinois Route 1. The risk of accidents is immense for students in schools on such a busy highway.

Structural reports show the buildings of Vance and Redmon have limited use and should be retired in the next ten years.

Enrollment is declining in the elementary grades of Paris District 95 and Crestwood Unit District 4. Projected enrollments indicate that secondary school students can adequately be housed in the high school building. Consolidation of the elementary schools of the Paris District must be considered as the declining enrollment will demand less staff and fewer buildings. Present buildings are poorly located to serve the areas of the community where the population lives.

The board of education has not dismissed the idea of a building program, but has lacked direction and the forceful leadership necessary to develop a sound building program. Individual concerns have taken precedence over a unified plan for the community and all the schools. One building was completed, from accumulated funds, on the high school site through the determined efforts of the high school principal.

The district has the financial ability to construct new additions and facilities. In the year 1976, the district will be free of bonded indebtedness and have on hand, a large reserve of money which could be used to equip renovated or new facilities.

With a bonding capacity of $3,547,387 and a Capital Development index of .6327, the possibilities exist for financing the needed additions at a relatively small cost to the local taxpayer.

Leadership for the building program is lacking and a poor program of public awareness on the needs of the district has been allowed to exist. The board of education and the administration has undertaken a program of quietly maintaining the buildings without regard to the long range programs. The leadership for the opposition directs a vigorous and successful campaign to halt any building referendums.

IX. RECOMMENDATIONS

With the conditions presently found in the community of Paris the author would propose the following suggestions in developing a building program:

(1) Contract an independent survey team of administrative specialists to use a citizen's committee to examine all aspects of the school district to discover the feasibility of developing a building program for the district. It is exceedingly important that the community know that this is an independent group so overcome the thought that this would be administratively controlled.

(2) Make public, using all available forms of communication, all significant findings to inform the prospective voters of the recommendations of the survey committee.

The board of education should then take the necessary steps to implement the recommendations of the committee. The writer would make the following recommendations to the committee and the board to solve the building problems of the Paris School District:

(1) Build a two story addition of eight classrooms with an all purpose room and all supportive areas to Wenz School.

(2) Build an addition of eight classrooms and an all purpose room to Memorial School.

(3) Build a new school of fifteen classrooms, cafeteria, all purpose room, library, administrative offices, and supportive areas on

the property already owned by the school district adjacent to the athletic fields in the northeastern section of the city.

(4) Re-district the five present elementary attendance centers along the lines of the map as shown in Figure 9.1

(5) Upon completion of the above additions and buildings, abandon the Redmon and Vance sites, selling the properties as soon as possible.

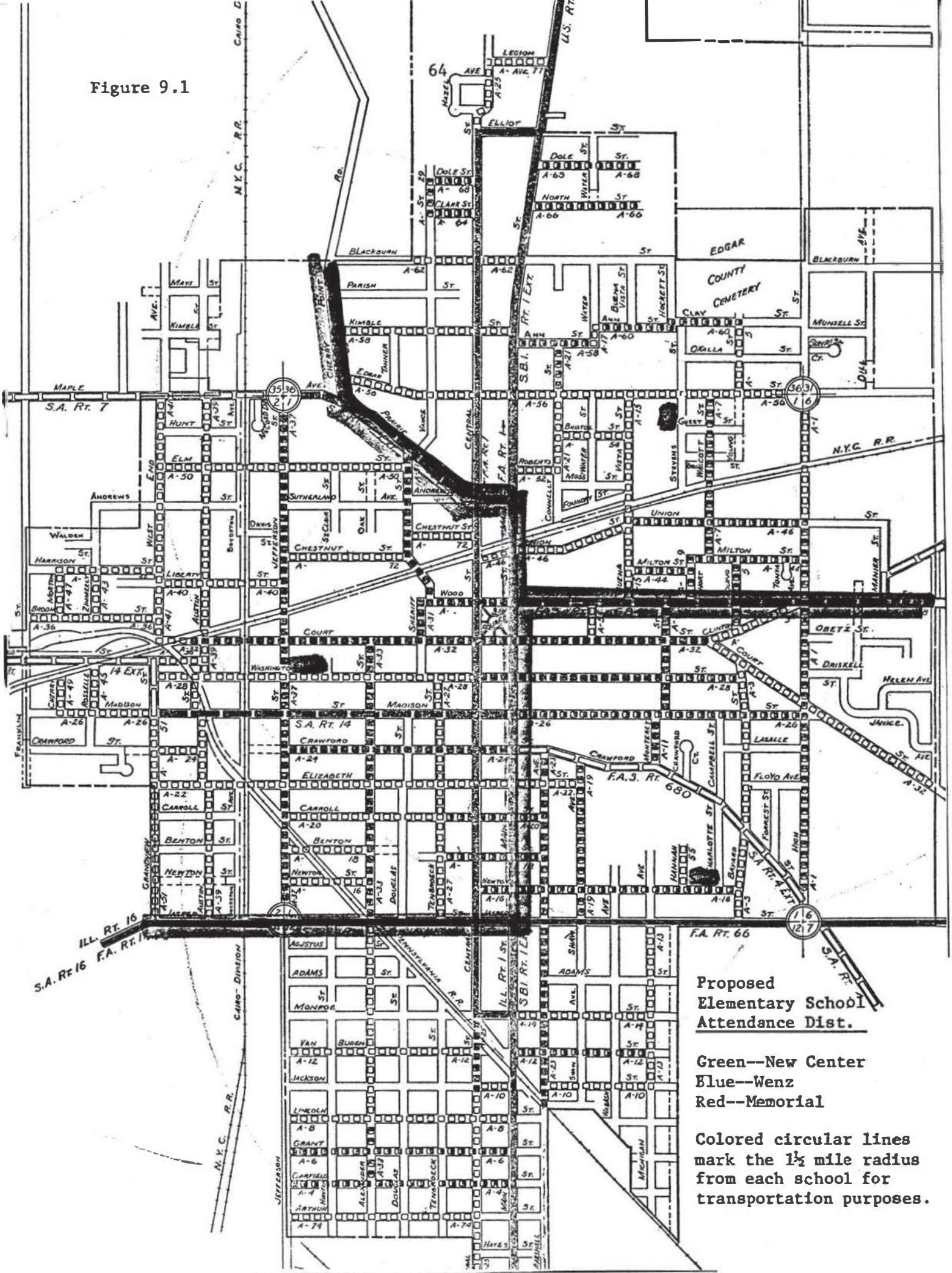
(6) Renovate Mayo to present a junior high school of grades seven and eight and have the room necessary for the special classes of home economics, industrial arts, typing, etc..

While the recommendations may prove expensive, with a Capital Development Program index of .6327, the major portion of the finances would come from the state. The district's share would be approximately one-third the cost of the program.

This would leave the district with a high school able to house its students effectively; a junior high school with room to expand its curricular offerings; and three elementary districts to offer the community excellent facilities, since the oldest of the buildings would be Wenz School, having been completed in 1952.

The proposed recommendations would result in a savings on building maintenance, costs of remodeling and renovations of the older schools, and utility costs for five instead of seven schools. Adoption of the recommendations would enable the district to provide necessary facilities for quality educational programs and services to the children of the Paris School District.

Figure 9.1


Proposed
Elementary School
Attendance Dist.
Green--New Center
Blue--Wenz
Red--Memorial
Colored circular lines mark the 1½ mile radius from each school for transportation purposes.

REPORT OF STRUCTURAL INVESTIGATION
FOR
REDMON, VANCE AND TANNER GRADE SCHOOLS
PARIS, ILLINOIS

INTRODUCTION

At the request of Mr. Glenn G. Frazier, Architect from Urbana, Illinois, we performed a cursory visual structural investigation of the three grade schools referenced above.

PURPOSE OF INVESTIGATION

The purpose of the investigation was to provede another professional appraisal of the structural condition of certain portions of these three schools previously investigated by Mr. Dennis Henry Sapp, Ph.D. Mr. Sapp, a registered Structural Engineer, prepared a report for Mr. Frazier, dated March 27, 1970. Ours was not a complete structural investigation of any of the buildings.

FIELD INVESTIGATION

Mr. George W. Bloome, Registered Structural Engineer from our office visited the three schools on Monday, May 11, 1970. Mr. Ralph Hahn, Principal Engineer, visited Tanner and Vance Schools briefly during the afternoon.

We met with Mr. James Lawton, head of the maintenance department of the Paris, Illinois, Community School system before Mr. Bloome proceeded with the investigation. Mr. Hands of the maintenance staff accompanied and assisted Mr. Bloome during his investigation.

GENERAL DESCRIPTION

Tanner School was constructed in 1899, Redmon School in 1907, and Vance School in 1911. All three of the buildings are of similar brick and timber construction. The schools have brick exterior and interior bearing walls with wood floor and roof construction. In all three schools, the ground floor is approximately five feet below grade, with a first and second level above and a large attic space under hipped roofs.

We examined the exterior walls for their general condition, looking in particular for bulges, cracks and deterioration of the mortar. Next, the basement walls were inspected for the same characteristics as the exterior walls. The floors were then inspected for relative level, deflections and unevenness. The interior side of the exterior walls in the first and second levels were checked for cracks and indications of water leakage. We then looked at the framing in the attic space to check for signs of leakage, dry rot, loose masonry and signs of movement of the roof structure. We also looked for evidence of termite damage.

CONDITION, EVALUATION AND CONCLUSIONS

Redmon School

This building appears to be in a good state of repair and appears to be structurally sound throughout. From outward appearances, a comprehensive maintenance program has been followed for this building. Very few cracks in the masonry walls were noted. The most notable cracks were located in the walls near the entrances.

In our opinion, this building is in a good structural condition and with continued maintenance should continue to serve a useful function for another 15 to 20 years.

Vance School

This building is built identical to the Redmon School with the only difference being a 180° orientation change.

The exterior walls appear to be sound with the exception of the areas immediately above the east and west entrance doors. These areas of the wall are definitely bulged outward. In an effort to prevent further bulging, the maintenance staff has removed the ceiling at the second level and installed a horizontal truss directly under and attached to the landing framing. They then drilled eleven holes through the wall and by placing bearing plates and bolts through these holes, connected the bulged wall to the horizontal truss. The bolts have been tightened to transmit any horizontal wall movement through the truss into the floor system. Our only caution to this procedure is that we would not recommend that any undue tightening of the bolts be undertaken. We feel that it is better to "snug up" to and hold the wall rather than try to pull it back into position. We also feel that at least two more rows of x-bridging will help to stiffen the landing framing.

With the exception of these bulged entrance walls, we feel that this building is in the same general condition of the Redmon School. If the walls above the entrances can be stabilized, we are of the opinion that this building should serve a useful purpose similar to the Redmon School.

Tanner School

This building is, by even casual observation, in the poorest structural condition of the three schools visited. Even though the exterior walls show no readily apparent signs of not being true, there is clear evidence of soft and spalling brick. The bottom six feet of masonry below the stone belt course appears to be in a more pronounced state of deterioration than that above. This is possibly due to prying children's hands.

There are many locations, especially in the lower six feet, where the bricks are soft, spalling and even powdery. We noted that by tapping gently on the face of the bricks, about 1/4" of the brick would pop off because of a mineral deposit at this depth behind the face of the brick. Generally the mortar was fairly hard and with proper tuckpointing can be used for more years of service.

The brick in the basement appears to be in the same general condition as the exterior, poor. By simply scratching the brick with a car key, considerable portions of this brick could be dislodged. Many of these bricks sounded hollow when tapped with a wrecking bar. The appearance of the painted surfaces of the walls indicated that water was migrating through the masonry.

Several sizable cracks (1/2' to 3/4") were observed between interior walls and the exterior walls above the entrances. These cracks appeared to extend the entire height of the structure. The exterior walls indicated that water was migrating through the walls.

The attic structure appeared to be in a serviceable condition, similar to both Redmon and Tanner Schools. There is clear evidence that a fire has occurred within this space sometime in the past. We noted isolated areas of loose spalling brick and the existence of large amounts of mineral deposits on the mortar joints, thus indicating the probability of the presence of moisture now or at times past.

In our opinion this building has nearly reached the end of its useful life without major renovation of the masonry walls. We do not feel that the building is in imminent danger of failure; however, the condition of the brick is such that it will deteriorate at an accelerated rate over the next few years to a dangerous state unless a major renovation of the walls is undertaken. This building is much more susceptible to catastrophic damage by tornado or earthquake than the other two schools.

Because of the large number of lives involved, the uncertainty of the occurrence of extraordinary environmental events and the general outmoded and inefficient nature of the building, we are of the opinion that this structure should be retired from school service or repaired within the next year.

This building could possibly be used for light storage, maintenance shop and work housing and similar functions that require little or no life risk potential in numbers or extended length of time the people will be in this building.

GENERAL COMMENTS

Inasmuch as we performed only a cursory "walk thru" investigation, is is difficult, maybe impossible, to guarantee our accurate appraisal of

a particular structure's performance characteristics. Even an exhaustive investigation and report may not bring to light conditions that are of substantial consequence to a structure's integrity.

Based on our past experience with assignments of similar nature, and upon engineering judgment, we are of the opinion that our preceding comments are a reasonable assessment of the condition of these three schools.

George W. Bloome, P.E.
Associate Structural Engineer

Ralph C. Hahn, P.E.
Principal Engineer

REPORT OF THE CITIZENS COMMITTEE
TO STUDY THE ELEMENTARY SCHOOL
HOUSING PROBLEM OF UNIT SCHOOL
DISTRICT 95

Respectfully submitted,

CHARLES J. GRAMLICH

EDWARD HENSON

BEVERLY BERL

ROSTER OF COMMITTEE MEMBERS

Mrs. Leonard Cheely

Mrs. Dale Graham

Mr. James Eveland

Mr. Howard Fincher

Mr. Harry Clayton

Mr. Warner Ward

Rev. Thomas Richert

Mr. Eddie Henson

Mrs. Virginia Griffin

Mr. Robert Cox

Mrs. Jo Anne Cunningham

Mr. Billy Peel

Mrs. Beverly Berl

Mr. Jim Benjamin

Mrs. Marilyn Bess

Mrs. Mary Lou Fowler

Mrs. Henrietta Conrad

Mr. Donald Sims

Mrs. Sarah Adams

Mr. Estes Hiddle

Mr. Charles Gramlich

Mr. Orville Williamson

REPORT

FACTS--Tanner Elementary School is of advanced age. It has been inspected by qualified individuals who have recommended that it be taken out of use as a school building as soon as possible. Two other elementary schools, namely Redmon and Vance in District No. 95 are also very old and will require replacement within a few years.

Because of their advanced age, these three schools lack modern up-to-date facilities for todays educational needs and extra curricula activities.

Mayo Junior High School is filled to capacity and cannot offer sorely needed educational programs without additional space.

Mayo has the advantages of being a relatively young building and is in good repair. Carolyn Wenz and Memorial are young buildings and are in excellent repair.

The first meeting of the committee was held on Tuesday, May 5, 1970 at the high school. At that meeting, Charles Gramlich was selected as chairman, Edward Henson was selected as vice chairman, and Beverly Berl was selected as secretary. The selection was by vote of the committee. Meetings were held each Tuesday after the first meeting.

THE PLAN--Many alternatives and solutions were considered and the one contained in this report is the end result of all of the possible solutions which were brought out at the meetings.

In essence, the committee recommends the following:

1. That a new school containing at least 18 classrooms with a cafeteria, all purpose room, and a gym together with sufficient office space be constructed on the property presently owned by the school board at the site of Vance School. This new unit would accomodate all those students presently attending Vance plus one-half of the students now attending Tanner and one-half attending Mayo. After construction of the new school, the old school should be demolished and the land utilized at playground space. The implementation of this plan would require the acquisition of the property on the south west corner of the block on which Vance sits.

   Based on similar construction in other districts and on the information supplied by an independent expert, the estimated cost of this unit would be in the area of $600,000 to $650,000.

   The committee discussed several of the disadvantages of this plan. The most obvious of which is the fact that the school is situated between two heavily traveled roads.

The committee felt, however, that this danger could be minimized by the use of traffic control devices and crossing guards. The other disadvantage is that it would require the purchase of the property on the south west corner of the block, but as far as land costs go, the committee felt that this would be a minimal expenditure.

The committee further recommends that an eight classroom addition be constructed on the Carolyn Wenz site. This addition would also require the expansion of the lunch room facilities at this school. Estimated cost of this facility is in the area of $175,000. This new school would accomodate all of the students now in attendance at Wenz plus one-half of those now attending Tanner and one-half of those in attendance at Redmon. This addition would require no land acquisition for the proposed construction.

Phase three of the plan calls for an eight classroom addition to Memorial along with the possible expansion of lunch room facilities. The estimated cost of this plan is the same as the addition to Wenz. This addition, like Wenz, would require no additional land acquisition. The modified Memorial School would then accomodate all present Memorial students plus one-half of those attending Redmon and one-half of those attending Mayo.

The next portion of the plan would call for the sale of the sites occupied by Redmon and Tanner. Because we do not wish to hamstring the School Board, the committee makes no recommendation on the question of such sale with or without the buildings standing.

The final phase of the plan calls for the conversion of Mayo into a junior high school. This might necessitate some remodeling but the committee feels the remodeling could be handled out of the regular building fund and would not cause an increase in taxes. Such a conversion would allow the addition of art, home economics, industrial arts, science laboratories, and etc.

The advantages which would come from this plan are as follows:

1. Maintenance, operation, and administration costs would be reduced because of consolidation of the individual schools. In almost every situation, it is less expensive to maintain one new building than two old ones.
2. The junior high school students and the younger elementary school students would be segregated so that their special needs could be catered to adequately.
3. The total cost of the plan is $1,000,000.00 which appears to be a large sum. However, it must be born in mind if the proposed construction is carried out, the City of Paris will have three almost new units instead of four crumbling elementary schools. Much needed curricula expansion for the Junior High could be had and the district would have sufficient classrooms to handle students for some time to come.

The total bonding power of the district at the present time is $1,200,000.00 Bond issues now outstanding are one for $275,000.00 issued in 1952 upon which there is still due $ 50,000.00 and one issued for $650,000.00 in 1956 upon which there is still due $210,000.00

The tax table below shows the amount of the increase to the individual taxpayer should the proposed plan be adopted:

	Tax Rate	Cost per $5000 - Valuation Annual	Weekly
Present	.20	10.00	.19 1/4
1971 Taxes	.52	26.00	.50
1972-75 Taxes	.45	22.50	.43
1976-1990 Taxes	.32	16.00	.31

The committee feels that if the plan is adopted, busing should be enlarged but could be held to a minimum. If busing is necessary, however the committee feels that those students situated nearest to the school which has facilitating room should be selected as those to be bused.

The committee feels that if the Board adopts its proposal that the committee's life be extended to bring this plan to fruition.

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