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Thirty-eighth Biennial Report

## OF THE

## Superintendent of Public Instruction

OF THE



FRANCIS G. BLAIR

Superintendent of Public Instruction
[Printed by authority of the State of Illinois.]

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## TABLE OF CONTENTS.

PAGE.
Letter of Transmittal ..... 5
Office of the Superintendent of Public Instruction-Personnel ..... 7
Educational Press Bulletin
Letters of the Superintendent ..... 11
Clippings from ..... 41
Important Bulletins Issued-1928-1930
School Law-Special Acts ..... 97
Detailed Report of County and State School Budgets-June 30, 1927 ..... 131
School Law of Illinois ..... 142
Suggestions on Special Training for Teachers in the One-Teacher Schools ..... 183
Physical and Health Education ..... 193
Board for Vocational Education ..... 234
Annual Report-Board for Vocational Education ..... 267
Reports to the Superintendent of Public Instruction
Secretary of the Illinois State Teachers' Pension and Retirement Fund ..... 277
Secretary of the Illinois State Examining Board for Teachers' County Certificates ..... 288
Reports of the State Educational Institutions
University of Illinois, Urbana ..... 299
Illinois State Normal University, Normal ..... 385
Southern Illinois State Normal University, Carbondale ..... 392
Northern Illinois State Teachers' College, DeKalb ..... 399
Eastern Illinois State Teachers' College, Charleston ..... 405
Western Illinois State Teachers' College, Macomb ..... 413
Reports of the Schools of the State Charitable Institutions
Illinois School for the Blind, Jacksonville ..... 423
Illinois School for the Deaf, Jacksonville ..... 429
Lincoln State School and Colony, Lincoln ..... 435
Soldiers' Orphans' Home Training School, Normal ..... 440
State Training School for Girls, Geneva ..... 443
St. Charles School for Boys, St. Charles ..... 446
Illinois State Reformatory School, Pontiac ..... 451

## LETTER OF TRANSMITTAL.

State of Illinois,
Office of the Superintendent of Public Instruction, Springfield, November 1, 1930.

Hon. Louis L. Emmerson, Governor of Illinois:
As required by paragraph 12, section 3, of the School Law, I have the honor to submit herewith the thirty-eighth biennial report of the Superintendent of Public Instruction, with the accompanying documents and other reports.

Respectfully yours,


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## OFFICE OF THE SUPERINTENDENT OF PUBLIC INSTRUCTION, STATE OF ILLINOIS.

## Superiutcndent of Public Instruction: <br> Francis G. Blair

## ASSISTANTS <br> Law:

J. C. Thompson


Report of the Superintendent of Public Instruction.

# LETTERS IN THE EDUCATIONAL PRESS BULLETIN. 

LETTERS OF THE SUPERINTENDENT OF PUBLIC INSTRUCTION TO SCHOOL OFFICIALS, SUPERINTENDENTS, PRINCIPALS AND PATRONS OF THE PUBLIC SCHOOL AND CLIPPINGS FROM THE EDUCATIONAL PRESS BULLETINS, FOR THE BIENNIUM CLOSING DECEMBER, 1930.

Jamuary, 1929.
To Legislative Conmittees and Members of the Legishature:
Every session of the General Assembly brings a review of the entire common school system of the State. The State Teachers' Association, the ParentTeacher Association, the School Board Association, and other organizations interested directly or indirectly in the improvement of public instruction are presenting at each session proposals to reconstruct or amend certain parts of the School Code. These proposals are presented under one or more of the following heads:

1. The Unit of Taxation and Administrition.

Illinois, like Ohio and Indiana, had at the time it was admitted to statehood the congressional township as the school township. It was the smallest unit of organization. Ohio and Indiana kept their township unit of organization. Unfortunately for Illinois, about thirty years after it was admitted to the Union, the Legislature required the township trustees to divide each township into districts approximately two miles square. This opened the way for over eleven thousand school districts with their ninety thousand school teachers and officers. We had not gone very far on the way of developing a good common school system until we found that many of these districts thus formed were incapable of raising sufficient revenues to establish and maintain a legal school. Many of them have dwindled to an insufficient number of pupils to constitute a good school. Moreover, it appeared that with so many districts with low revenues and a small number of pupils the tendency on the part of directors to secure ill prepared, incompetent teachers because they could be had at a small salary, brought into our system one of the worst features of the small district plan. Since 1855 almost every meeting of educational people who desired better education opportunities for the youth of the State have sought to secure a larger unit for taxation and administration. The township and community high school system was more or less of an abortive outcome of the impossible situation of small elementary school districts. Every attempt to consolidate them into larger districts had been resisted. The inadequacy of revenues made it impossible to maintain elementary and high schools in the small units. Hence, the law of 1868 providing for the establishment of a township high school at Princeton, Illinois. Then in 1872 came the general law providing for the establishment of these township high schools, and at subsequent sessions new amendments and changes until a very large part of the territory of the State is now included in these township or community high school districts. In many of our small village communities, especially in the coal mining areas, the children are segregated in the village, while the coal mines, in which the fathers of these children work, with their taxable wealth are outside of the village school district in rural districts where the rate of taxation is very low and whose schools the children of the coal miners do not attend. Many of these coal mining villages are finding it impossible to maintain their schools on the small amount of taxable wealth within their district and the small amount
which comes to them from the State Distributive Fund. This session will see, no doubt, a number of bills that look towards enlarging the unit of such elementary school districts.

## 2. School Revenues.

With a constantly expanding program of study, including many subjects and activities which were not dreamed of twenty years ago, the demand for better equipped buildings and playgrounds, as well as the demand for better prepared teachers, creates a constantly increasing demand for larger school revenues. These revenues have been secured from two sources-the local school district and the State Distributive Fund. Each suceeding session of the General Assembly for the last quarter of a century has become more aware of this critical need and more responsive to it. At various times the rates have been relaxed within the local district and relatively more and more of the local revenues given to the educational fund. Our unfortunate small district system, however, makes it impossible to fix a uniform local rate that will meet the wide variations in the assessed valuations. The only remedy for this situation, although it will never be a complete cure, is a State Distributive Fund which will tend to equalize the per capita amount of revenue for each child to be educated. The present Distributive Fund Law adopted at the last session is built on this principle of equalizing education opportunities through equalizing the revenues. Unfortunately the $\$ 8,000,000$ in the State Distributive Fund, after the county superintendents' salaries and the teachers' pension fund allotment are deducted, falls far short of meeting the requirements of the new law. Perhaps amendments to the plan for aiding the needy districts will be presented and a request for an increase in the Distributive Fund large enough to pay in full the county budgets.

## 3. Qualifications of Teachers.

There can be no such thing as equalizing education opportunities for the children of the State until we can provide each school room with a teacher well prepared for her work. Illinois was moving forward in the elimination of ill prepared and inefficient teachers by providing better trained ones when the World War intervened to disorganize very seriously the teaching force, and to lower the standards of qualification. For many years after the close of the war the demand for teachers was greater than the supply of well prepared ones. However, that situation has changed. This year for the first time since 1917 we had more well prepared teachers than there were vacancies to fill. Nevertheless, there were some boards who for economy's sake continued to select a teacher of the very lowest preparation in preference to one with an adequate preparation because the lower standard of preparation meant a lower salary. It is for this reason that a bill will be presented at this session asking for a lifting of the minimum requirements for certificating teachers. Illinois has lower minimum requirements than most of the states surrounding it, and there is evidence that it has become, and will continue to be, the dumping ground of these surrounding states for their inferior teachers unless we raise our requirements.

## 4. The School Program.

To each General Assembly are presented many bills proposing additions to the subjects which are now required by law to be taught in the schools. No doubt there will be bills along that line presented at this session, but in the main the measures which deserve closer consideration will be those which have to do with the length of the school year and the length of the school opportunity. As long as some districts have only a seven months term and others have nine and ten months, it is easy to see the inequality in the education opportunity which is offered to school children in different districts in the State. With a greater equalization in the revenues we ought to come to a greater equality in the length of the school year throughout the State.

With less and less demand for the services of the children in the homes and in seasonal occupations, the objections to a longer school year are disappearing.

Much has been accomplished in the last two sessions of the General Assembly in the way of lengthening the life span of the school opportunity. The provision for a two year kindergarten course for children from four to six years of age was a much needed extension of the school opportunity in the right direction. However, as worth while and as much needed as were the kindergartens, there was need of an extension of the school opportunity beyond the age of twenty-one. By a ruling of the Attorney General, school boards were estopped from using public funds for educating persons beyond the age of twenty-one. At the last session of the General Assembly that limitation was removed. We now have possibilities of an extended program into junior colleges and into evening schools for adults. No doubt there will be several measures relating to these new extensions of the education opportunity.

## 5. Compulsory Attendance.

Perhaps the most insistent of all demands made will be for a codification of the provision of the law relating to compulsory attendance. Every one familiar with the law knows how at one session of the Legislature three different bills were introduced amending the section of the school law providing for compulsory attendance. It so happened by one of those strange accidents that all three of these bills passed the General Assembly. Each one had some peculiar virtue in it. After consultation with legal authorities, the Governor decided to let all three of these enactments become laws, with the understanding that they could be interpreted by the administrative officers so as to be given a practical and harmonious application. It has, however, been found impossible to give such an interpretation to these three somewhat conflicting and contradictory laws. In this confusion prosecuting attorneys in many counties have found it so difficult to secure convictions that they are refusing to undertake to prosecute. There is a very imperative need that these three laws should be codified into one section.

## 6. State Teachers' Colleges.

The demand for better trained teachers leads directly to the legislative needs of our five State Teachers' Colleges. The constitutional mandate upon the Legislature to provide a thorough and efficient system of free schools can not effectively be carried out unless the Legislature provides a thorough and efficient system of teacher training whereby teachers may be prepared to give all of the children of the State a good common school education. For reasons that are difficult to make clear, these five institutions do not seem to make the same kind of an appeal to the Legislature as does the State University. Our University merits all of the esteem and approval which the citizens of the State accord to it. It deserves and warrants the large appropriations which the Legislature makes for its extension and maintenance, but it does not and cannot maintain anything like the intimate casual connection to a better common school system for the children of the State that must exist between the Teachers' Colleges and our system of public instruction. The Legislature, therefore, should give a favorable consideration to the needs of these five State teacher training institutions.
F. G. Blatr, Superintendent.

February, 1929.
To Teachers and Neighbors:
"And thy neighbor as thyself." How vividly these words flashed into my mind when they told me he was dead.

He and I had lived on adjoining lots for twenty years. But that alone would not have made us neighbors. That relationship requires intellectual proximity, spiritual nearness.

We made no formal calls on each other. Probably we were not in each other's homes more than a dozen times in all those years. It was not essential. The quality of neighborliness was native to him, and did not begin nor end with such conventions. He understood and I understood without keeping books or accounts with each other.

Sometimes on our way to or from our work we walked together, and our hands and words gripped and saluted. Once in a while we would pause where his way turned off from mine, but these meetings and greetings were not the cause, but only the expressions of our growing friendship which had its source in deeper springs.

Our children played in the same rooms and in the same yards. And, as is the way with all children, their venturesome feet would sometimes tread on forbidden ground, their careless hands break or destroy things which we elders prized and cherished. Once in a great while their tempers would flame and they would fight as all boys have done since the first were born. But he never spoke to me nor I to him about such happenings. I knew that he expected me to deal with his as I expected him to deal with mine, and with such an understanding explanations and apologies were unnecessary.

It is true that we held different views on some important questions, but if we ever discussed them I was conscious that he was giving more consideration to my argument that it sometimes merited. The elements of a gentleman were born in him, which wide reading and deep friendships had only developed and enriched. He could disagree without being disagreeable.

I never knew what, if any particular religious faith he held; what, if any particular church he preferred. I only knew that he did not rank others, nor wish to be ranked himself on mere professions. But if my faith in the future life proves true, and if the real test for entering therein is "And thy neighbor as thyself," I am sure that I shall find him living next door to me.

How much of the activities of our vast and varied school system will be wasted, how much of our energy and enthusiasm as teachers will prove vain, if we do not in some measure develop in our pupils this capacity for friendship, these high qualities of a good neighbor?
F. G. Blatr, Superintendent.

March, 192.9.
To the Menbers of the Legislature and School Organizations:
The wise owner of a car has it examined at least every six months. The good business man never fails to make his annual inventory to show how his business stands. It is coming to be quite common that every man has his physical body examined once a year by a competent physician. All of these will be approved as evidences of sound business judgment.

While the public schools are constantly scrutinized in the district by teachers, parents, tax-payers and officials, while monthly and annual reports and audits are made, the meeting of the General Assembly gives a peculiar opportunity for a biennial review of the entire school system. Some ideas that have been discussed prominently have a new kind of hearing. Some of the oppositions and criticisms which have been more or less local are considered from a State-wide standpoint. One who has had first hand knowledge and experience with meetings of the General Assembly looks upon each succeeding one as a great opportunity as well as a great test or trial.

It is interesting to note how members in the law making body look upon the various proponents and propagandists who come to the Legislature with bills for reorganizing the public school system or for amending it in some of its essential parts. A few look upon all these new proposals for educational legislation as manifestations of a restless, aggressive group who do not represent the solid thinking majority of the people. Sometimes they criticize these efforts to bring about changes in the public school system because such advocacy is in the nature of a criticism of our public school system which they think should be considered about the best in the country. In presenting our case to such members, it may be necessary for us to show the strength and worth of our present system, but to show at the same time
how it falls short of its possibilities because of certain inherent legal defects in its organization. Other members are disposed to lay the blame of any faults in our present system to school officials and school organizations, saying in substance that they are the ones who have been on the job and who should be held responsible for the weakness in the present system if they are to receive the credit for its strong points. But the majority of the members of both Houses of the General Assembly assume an open-minded, sympathetic attitude towards all reasonable proposals, growing more cautious and critical as the measure proposes or entails additional local or State-wide taxation.

With all this conflict of opposing points of view, all this discussion on the merits and demerits of the present educational systems, plans and methods, every thoughtful observer will be impressed with the one large fact that the entire State school system is undergoing a biennial examination. Are its present weaknesses due to chronic or incipient causes? Are its failures to produce results due to organic or to superficial weakness? In any case what legislation will most readily and permanently cure these defects? If members of the Legislature, public school officers and organizations of citizens can be brought to take this point of view of each educational legislative program, it will be better for us all.

No doubt many bills will appear that can not be considered under this point of view, but they are usually classified under some other heading very quickly and rarely receive any great amount of attention.

There are several major educational proposals before the present session of the General Assembly. A number of these are receiving the support of practically all State-wide organizations that have given a study to the legislative educational program. In this issue of the Bulletin a few of the bills embodying these proposals are discussed somewhat in detail.
F. G. Blatr, Superintendent.

April, 1929.
To Teachers and School Officers:
"Rome was not built in a day" was a statement often heard in my boyhood days. It expressed a very commonplace truth that most really great achievements have not come like the burst of the sun from behind a cloud, but have come gradually. The school system of Illinois has had a sort of fragmental development. It did not spring as Minerva is said to have sprung, full fledged from the brain of Jove, but has, like Topsy, just "growed." This piecemeal growth is painfully slow and is very wasteful of the educational opportunities of the children to be educated. It is very natural that people who see so clearly the ends of education and the possibilities of attaining them through a perfect legal organization should fret under this slow process of going as far as you can each biennium with all of its consequent overlapping and waste. The only sound excuse that has ever been introduced for this piecemeal way of building an educational system is that law makers and educators can not go faster than the sentiment of the people will approve. They must not be like the church usher who walks with great gusto down to the front of the church to discover on turning around that the people he thought he was ushering have sat down in the rear pew.

As a concrete case of how our laws on any school matter are likely to be built up a piece at a time, let us look at the effort to establish physical training by law in all of the schools of the State. It is so common place for us to see that the children in nine-tenths of our homes do not have the opportunities for physical exercises which the old home used to provide. The vast majority of our children, boys and girls, living in cities have very few set chores which require the healthful upbuilding exercises which the old farm home or village home life used to provide. Vacant lots, alleys, and sometimes the open street now furnish the place where these children seek in the main to secure a substitute of their own for what the home has ceased to give them. It has been perfectly clear to the educational leader's of the country for many years that the situation called for a definite legal
pronouncement and clear leadership and direction if the schools were to provide anything like adequate physical training for the boys and girls during the time that school is in session and perhaps during the vacation months.

In Illinois every effort to promote the physical education idea as a statewide measure has failed to receive the proper attention of law makers until the session of 1927. Mrs. Elrod of the lower House proposed and worked for a bill which required that every school district in the State should provide at least one hour of physical training each week for its children, and requiring that the normal schools should make ample provisions for the training of their teachers so that they could promote the physical training and education among their pupils.

The bill, as originally introduced, provided for a director of physical training in the office of the Superintendent of Public Instruction whose business it would be to propose programs of physical training and to go into the various parts of the State and assist the local school authorities in establishing these programs.

There has grown up a rery strong disposition on the part of certain leaders in the General Assembly to fight the creation of any new office and they are right in holding that the effort to create a new position must make its case so clear that there can be no doubt about the essential need of it and the good that it can render to the State. The Legislature in 1927 believed sufficiently in the physical training bill to adopt it, but they were not convinced of the necessity of having a State physical director and, therefore, cut that provision out of the bill.

At this session of the General Assembly many forward looking organizations in the State have taken up the matter of securing the appointment of this director. The Superintendent of Public Instruction has placed such an asking in his bill. It has been considered favorably by the Appropriation Committee of the House. All those who really believe in a larger and better program of physical training for the children in the public schools of the State should lend their support to the creation of this new position.
F. G. Blatr, Superintendent.

May, 1929.
To Taxpayers and Patrons of Public Education:
We are printing in this issue of the Bulletin the summarized data relating to the public schools for the year ending June 30, 1928. Every thoughtful reader will find much of interest and suggestion in the facts assembled. First, he will be struck by the uniformity in enrollment in the grades from the second year through the ninth. As has often been pointed out, the enrollment in the first year is untrustworthy. Many children who start and attend long enough to be enrolled in the first year, drop out and then return to be enrolled in the first grade of the next year. Most students of school statistics take the enrollment in the second year as being the one with which to compare the enrollment in succeeding years. It will be seen that the enrollment in the ninth year for the year under consideration was just about 8,000 less than in the second year.

Another interesting point is that the number of boys enrolled in the public schools of Illinois is greater than the number of girls and has been so for ten or twelve years.

These data show that the average cost per pupil enrolled for current expenses is $\$ 82.59$, while the per capita cost for all expenses is $\$ 104.02$. The average salary paid men teachers is $\$ 1,849.60$, while the average salary paid women teachers is $\$ 1,548.65$. The total number of children enrolled in the public schools is $1,378,751$. The total number enrolled in the private schools is 233,779 , making a grand total in both public and private elementary and high schools of $1,612,530$. It is interesting to note that in the private schools there are twice as many girls enrolled as boys.

We commend the study of all these data setting forth as they do the educational and financial activities and transactions of the last school year.
F. G. Blatr, Superintendent.

To Teachers and Patrons of the Public Schools:
Every session of the General Assembly affords an opportunity for reviewing the laws which relate to public education and for proposing such amendments and such additions as will adjust the system to the needs and demands of the times. It is doubtful whether any other division of the State government goes before the General $\Lambda$ ssembly with more confidence that its claims will be heard attentively and sympathetically. Every member of the law making body lives in some particular school district and has a more or less intimate knowledge of the strength and weakness of public instruction within that district, but it is not always an easy matter for one to detach himself from a purely local view and take a State-wide view that involves the interests of 48,000 teachers, $1,300,000$ children and their parents, as well as the several millions of taxpayers.

While Illinois, due to its peculiar geographic shape and location, extending 365 miles from north to south, and having its great metropolis at the extreme north end, with a very heterogeneous population, and with varied industries, has always presented a difficult problem for the making of uniform State laws, the Legislature has done a notable piece of work in creating as thorough and efficient a system of free schools as we now have. The session of the General Assembly which has just closed has enacted a larger body of constructive and beneficial State-wide school legislation than any other session within the last decade. It has codified into a strong and effective form the Truancy Law which had become well-nigh ineffective. It has increased the State distributive fund 25 per cent, making possible the greatest equalization of education opportunity ever offered to the children of this commonwealth. This increase in funds made it possible for the Legislature to extend the minimum length of the school term to eight months, thus insuring to the children of the poorer districts a school year comparable in length to that of the best districts. It has enacted a Certificating Law which places Illinois among the best ten states in the Union in its professional and academic requirements of the teachers who shall instruct the children. It increased the appropriation for salaries and wages to the five State teachers colleges over 23 per cent, making possible larger and better instructional forces for training the new teachers to meet the higher standards of the new Certificating Law. Along with these major enactments it has adopted a number of amendments which will aid school officers in performing more effectively the duties imposed upon them.

This number of the Educational Press Bulletin gives a resume of the detailed provisions of these new enactments.

F. G. Blair, Superintendent.

September, 1929.
To School Officers and Taxpayers:
In the September, 1927 issue of the Educational Press Bulletin appeared a comparative study of enrollment in the public schools of Illinois for the school years ending June, 1906 and 1926. This twenty year period showed an increase of 35.3 per cent for the State.

In this issue is presented a study and comparison of enrollment for the school years ending June, 1918 and 1928. The total enrollment of the public schools for this ten year period shows an increase of 26.6 per centthe elementary schools show an increase of 13.7 per cent, and the secondary schools, an increase of 138.9 per cent. In 57 counties of the State the elementary school enrollment shows a decrease while only 45 counties show an increase. In only one county of the State is there a falling off in secondary school enrollment. All others show an increase, the largest of which is in Hardin County where the enrollment of 1928 is sixteen times that of 1918. The elementary school enrollment in 1918 was more than eight times that in the secondary schools but in 1928 it was slightly more than four times the secondary school enrollment.

The increases and decreases in elementary school enrollment by counties is shown in Map No. 1.* The decreases run from 1 per cent in Perry County to 34.5 per cent in Hamilton County. The increases range from less than 1 per cent in several counties to 117 per cent in DuPage County. Of the 34 counties in the northern part of the State, 11 show losses and 23 show gains. In the central part 20 counties show losses and 14 gains, while in the southern part 26 report losses and 8 gains. It will be noted that in the central and southern parts of the State that the larger decreases are generally in agricultural counties, while the larger increases are in counties where industries have been growing or where they receive the overflow fron: growing cities as in DuPage.


In Brown County the number should be -15 .
Map No. $2^{*}$ shows increases and decreases in secondary school enrollment. Of the 28 counties having an increase of over 100 per cent, 21 are in the southern part, 4 in the central part and 3 in the northern part of the State. The 3 counties in the northern part are Cook, DuPage and Lake. The greater percentages of increase are in the southern part of the State due, perhaps, to the fact that the high school morement was somewhat slow in getting under way in that section.

It is probable that the high school development has reached that stage which will show a much more nearly constant relation between elementary and secondary school enrollment than in the past ten years. Until that re-
lation has become more nearly constant than it has been, secondary school enrollment will not be indicative of population movements or economic


For the discussion of material in these maps see the superintendent's letter.
changes. I am sure that these data will be interesting and informing to all students of recent trends in public education.

F. G. Blair, Superintendent.

Oetober, 1929.

## To the School Children of Pulaski County:

I think it is a fine thing for the pupils of Pulaski County to do honor to the memory of this gallant and courageous young man for whom the county is named, who came to our country in the perilous days of the Revolution and volunteered his services. It was a very difficult matter for a man coming into an army speaking a language that was not understood by any of those under his command. At first this was a serious handicap to him in the official position assigned to him, but he soon overcame this difficulty and with his Legion, and later as a commanding officer, he rendered valuable service to the cause of freedom. Mortally wounded at the battle of Savanna, he was carried on to a ship where he died and was buried at sea. After his stormy and distressing experiences in Poland, and after his daring and tempestuous experiences in the Revolutionary War, his burial at sea was a fitting end to this courageous soldier.

In these days when some people are afraid of any name that has a foreign spelling, it is well for us to recall that Johann DeKalb, Baron Frederick William Augustus, Henry Ferdinand von Steuben, Tadeusz Kosciusko and Casimir Pulaski all came to us as volunteers in the darkest days of the Revolution and rendered distinguished and noble services in the cause of American freedom. They were all of noble birth and came as adventurers in a great cause. Johann DeKalb and Pulaski were both killed. We have named an Illinois city and a county for the former, and a city and a county for the latter. Though Kosciusko was a great engineer and rendered outstanding service, and though Baron von Steuben was a great organizer, and perhaps did as much as any other one man through the organization of the Revolutionary forces to assist Washington in winning the great victory, Illinois has never honored them in any such manner.

I am glad to join with the children of Pulaski County in reviving and commemorating the noble and gallant services of the brave soldier whose name has been given to your county.

F. G. Blair, Superintendent.

November, 1929.
To School Officials and Teachers:
Perhaps the only thing that is settled in the organization and administration of public education is the fact that nothing is settled. Nothing is fixed. Everything is in the process of becoming or going. To be sure there is an element of constancy in the fundamental objectives as well as in the materials of education, but in its legal form and modes of administration there must be constant changing, constant adaptation of form and method of procedure to meet changing conditions. At the present time nothing shows more clearly this accommodating changing process than what is taking place in the county teachers institute. In the ' 70 s and ' 80 s the county teachers institute was a summer school of four to six weeks and had for its direct object the teaching of the subject matter which the teachers had to know in order to pass a teachers examination, and a little of the method of teaching what they thus learned to the children. But as the normal schools and teacher training institutions increased in number and influence, the county teachers institute of this type began to wane. For about thirty years in Illinois, as well as in most of the other states of the Union the teachers institute has taken the form of a five day session preceding the beginning of the school term or in vacation time. Gradually the law was amended until it now provides in Illinois that the teachers shall have five days out of the school term to attend a teachers institute without loss of pay. It also provides that these five days need not be consecutive. These alterations in the law were expressive of a change of thought which was going on in the minds of the thinking officials and teachers.

There are still some counties that have a five day institute before the school term begins, which is attended by teachers who receive no pay for the time they are attending the institute. There are still two or three counties that hold their institutes at a vacation period within the school year, but the great majority of the counties in Illinois have taken advantage of the amended law to make what seems to them worth while changes in the form of the institute. In some counties there are five separate days, usually Fridays. The more general variation, however, is to have teachers institutes on Monday, Tuesday and Wednesday of the week in which the sectional Teachers Association meets on Thursday and Friday. The three days in the county institute and the two at the section meeting of the State Teachers Association make up the five days specified by law.

Within the institute itself perhaps the greatest change has been in providing sectional meetings. Here there is greater opportunity for round table discussions, a greater chance perhaps for each teacher to get something that meets his immediate needs. It is believed, however, that the general sessions in a teachers institute may be made to serve a useful county wide
purpose. There is such a thing as a county program, indefinite as its objectives may sometimes be. There is something that we can call the county spirit, as ill defined as that may be. At any rate the county is designated by law as a unit under the supervision of the county superintendent. In these general periods of the institute there should be work which stresses this county wide educational objective, inspires teachers with a new zeal for their work and gives them a cross section as well as a longitudinal view of what is being thought and done by teachers in all the grades of the common schools.

One or two states have done away with the county teachers institute. That they have served and are still serving a useful purpose in Illinois in their modified forms can not be successfully denied, although it might be very difficult to show the value of some activities which go forward in these institutes.

School officers and school teachers should be constantly going over the matter with a view of getting the best possible adjustment of the county teachers institute to the needs of the schools.
F. G. Blair, Superintendent.

December, 1929.
To School Officers:
The Attorney General has just handed down a very important opinion. A county treasurer in a southern county had sought to collect a fee of approximately $\$ 1,500.00$ for receiving the warrant from the State Auditor transferring to that county a portion of the State distributive fund.

There is a State law which confers upon the county treasurer as county collector the power to charge one percent for collecting and one per cent for disbursing all funds that come into his hands. When the question came before the Superintendent of Public Instruction he ruled that the State distributive fund was not received or disbursed by the county treasurer or county collector in the sense contemplated under the law allowing him a per cent for collecting and disbursing; that the State distributive fund was money collected and apportioned for the specific purpose of equalizing education opportunities and any attempt to diminish the amount by those who handled the fund would be unjust and would tend to discourage further efforts to increase this fund.

The county superintendent of the county had taken a positive stand against the right of the county treasurer to collect this amount. The county treasurer and the county superintendent both appealing to the State's Attorney, that official asked the Attorney General for his opinion. In a very clear and convincing opinion, the Attorney General holds that the county treasurer has not the legal authority to withhold any of the State distributive fund because he may have received a warrant from the State Auditor for that amount. The law indicates that the warrant on the county treasurer should be sent to the county superintendent and that he should present it to the county treasurer and immediately thereafter disburse the money to the township treasurers of his county.

The Attorney General also holds that the distributive fund is made up in part of the interest on school funds loaned to the State, which is a trust fund and can not be diminished in any way by officers of the law handling that money as it goes from the State treasury to the schools which it is to benefit.

It may be said that no other county treasurer has ever attempted to collect any money for handling the distributive fund, but if this one had succeeded, no doubt the practice would have spread. Therefore, all school officers have reason to feel grateful for this opinion which safeguards the State distributive fund and creates new confidence that it will really reach the various school districts of the State and help to equalize education opportunities.
F. G. Blair, Superintendent.

To Superintendents and School Officers:
There is a constant discussion going on as to the best method of selecting city and county superintendents. Those who have looked into all the selective methods which have been tried up to the present time usually reach the conclusion that there has no method ever been found which will make sure that the right man will be selected and will be kept in office after he is selected.

Selection by county or city board, by an appointive officer or by a general election have been tried and each has its faults as well as its virtues. It is interesting to make a few comparisons along the line of tenure in office as between the county superintendency and the city superintendency in Illinois, the one being elected by the people and the other by a board.

A table which is being printed makes a comparison of the stability of tenure between 102 city superintendents in cities upwards of 4,000 population and the 102 county superintendents in Illinois. This table shows that there is less stability in the city superintendency than in the county superintendency. Of course, one may say that city superintendents who are growing will change once in every four years in order to find a better position. To a limited extent this is true of the county superintendency. Hardly a four year period goes by but that some county superintendent resigns his position to take another one. In the actual length of service in one position as reported to the office of the Superintendent of Public Instruction, the city superintendents show a little better record. There is one county superintendent who will have served 32 years at the end of his present term, two who will have served 28 years, two others who will have served 24 years at the end of their terms. However, in the directory we have one city superintendent in a small community in Cook County who claims to have held that position for 40 years. Two others have served 36 years, one for 31 and another for 29 . It will be seen that no conclusion can be drawn from these statements that has any practical value. All that can be said is that whether a good superintendent is selected by a vote of the people or by a board of education, he will sometimes be continued as long as he will accept the position. At other times the very best county superintendent or the very best city superintendent selected by these two different methods may be denied his position with as little regard for the character of the work which he has rendered in the one case as in the other.
F. G. Blair, Superintendent.

February, 1930.
To Teachers and Citizens:
In every commonwealth in the Union the leaders in education are struggling to give their school systems a better rating in efficiency and practical service. In every campaign to better the condition within any of these states mention must be made of the defects and shortcomings of the system as it is. In these efforts to promote educational advancement within the several states, attempts are made to compare one state with the others. Every thoughtful student of education, however, in making such a comparison knows that he must take into consideration the conditions with which a given state began in order to determine its progress and rating in any subsequent period of time. Some states were fortunate enough to begin with the township system as the smallest unit of taxation and administration and some were even more fortunate to begin with the county as the smallest school unit. Other states, some amongst the richest and most forward looking in the Union, in the early years of the public school system through legislative action divided the townships into small districts. This system, once established, has proved to be a most difficult obstacle to overcome, however earnest and courageous the educational forces may have been within that state.

It is obviously unfair, as well as unscientific, to compare two states, one of which began with the county unit and the other with the district unit and draw the conclusion that because the state with the small district
has not made the same educational progress in the consolidation of its smaller districts that has occurred in the state where they began with so large a unit, that there is something essentially lacking in the effort of the educational forces in the state that began with the small districts. The educational leaders in every commonwealth are usually aware of the defects of the system of schools in which they work. They are usually willing to listen to criticisms of these defects and to hear recommendations made for their removal. But when such criticisms seem to point to other objectives than the betterment of existing conditions, a serious question arises as to competency of the critic or to his motive.

In 1918 a private national organization with a distinguished and scholarly man as its director, published a report of the relative education standing of all the states in the Union, rated on ten different items. His conclusions were drawn from data assembled by the National Commissioner of Education. The commissioner at that time declared that the difference in definitions and methods of gathering the statistics within the several states made any such a comparison untrustworthy.

In this 1918 publication Illinois ranked twenty-fourth. Mr. Ayers, the author, also made a comparison upon the same kind of data for three previous periods, namely, 1890,1900 , and 1910 . It was clear to every person competent to pass judgment upon these attempted comparisons of the states-

1. That some of the items were not of large educational value, for instance, the one on the relation of the number of boys compared with the number of girls enrolled in the high school.
2. That when states like Montana and Arizona ranked ahead of Massachusetts, New York, Pennsylvania, Indiana and Illinois, these ten items were not entirely trustworthy as a true measure of the educational standing of these commonwealths.
3. That the elimination of all pupils enrolled in private and parochial schools penalized heavily all of the larger industrial states.

When the report appeared the School Masters Club of Illinois spent a whole session in considering the report and the conclusion reached was that while every state could profit somewhat from this detailed analysis, that the data on which the conclusions were based, as well as the character of some of the items, cast serious doubt upon the value of the ranking.

There the matter rested with only an occasional reference to the report until at the last session of the State Teachers Association a speaker from an eastern state revived this attempted ranking in what appeared to be an attempt to discredit the educational forces and achievements of Illinois.

No one who knows the faults of our school system and who is anxious to remedy them will quarrel with any fairminded critic whose sole object is the betterment of the existing situation.

However, the lack of fairness in basing the criticism upon the rankings in these four periods becomes very evident when one looks behind the mere rankings themselves. One finds that the maker of the report used an indexed number for every one of the ten items and that out of these several index numbers he arrived at a total index number which determined the rank of the state. If anyone, therefore, desires to know whether a state during the period covered by these comparisons has made progress, he can look at the growth in this total index number. It will be found that in 1890 the total index number for Illinois was 32 . In 1900 it had grown to 37 , in 1910 to 50 , and in 1918 to 67 . In these 28 years the Illinois index number had grown from 32 to 57 , a gain of 25 points. In the same period Massachusetts grew from one index number of 46 to 61, New York from 41 to 59 , Pennsylvania from 35 to 58 , Ohio from 33 to 60 . It will be seen from this that Illinois made a greater absolute growth in its index number than any one of these four states except Ohio. It will also be noted that Illinois began in 1890 with an index number that was lower than that of any one of these other outstanding states.

Stated in another way, Massachusetts in 1890 was fourteen points ahead of Illinois and ended in 1918 four points ahead. New York began nine points ahead and ended two points ahead. Pennsylvania began with a lead of three
points an ended with a lead of one point. Ohio began one point ahead and ended three points ahead.

This is sufficient to show the unfairness and unscientific procedure of an attempt to cast discredit upon the State Teachers Association and the educational forces of this commonwealth that have been active in this period of time in trying to build a better school system.

Moreover, if this critic wished to deal fairly with what had been accomplished through the activities of the State Association and other educational forces of the State, the data were available to show that in 1923 in the same kind of a comparison on the same ten items by another national educational expert Illinois' rank had jumped from the twenty-fourth place to the sixteenth place. Moreover, it would have evinced an element of fairness to have shown that in the ranking of 1918 amongst the outstanding states of Massachusetts, Ohio, New York, Indiana, Pennsylvania, Illinois, and Wisconsin, Illinois ranked 6th; but that in the same comparison by Mr. Phillips in 1923 Illinois ranked third among these states. Illinois, through the State Teachers Association, the five Teachers Colleges, the State University, and twenty-three non-State colleges and universities, along with the local school officers and parent-teacher associations has been laboring to improve its education system. These leaders are familiar with its short comings and are not averse to having them pointed out. They have a right, however, to refuse to have themselves convicted of incompetence by figures which, if rightly interpreted, show quite the opposite. While the true figures honestly used may not give ground for great exaltation, they cannot be tortured into giving a basis for such pessimism.

## F. G. Blair, Superintendent.

March, 1930.
To Teachers and School Officers:
No competent physician prescribes a remedy until he has diagnosed the ailment. Some of the greatest advances which have been made in modern education are new methods of diagnosing the defects and limitations of children as well as of systems of school organization and instruction of children. Every forward looking school teacher welcomes any procedure which will reveal to her more clearly the situation as it is in order that she may go intelligently from that point to the point where she should be. Some advance has also been made in comparing schools or school districts in the effectiveness of certain forms of organization and certain methods of instruction. Thoughtful people, however, know that if any teacher should find that the results she is securing rank her work high by the measures applied, that it is her business not to become satisfied but to keep her eye on the unattained objective. In comparing school districts as to the efficiency of their systems of organization and instruction, it would be unfortunate if a high ranking should lead to the impression that nothing remains to be done or if a low ranking should lead to discouragement.

No adequate method has as yet been devised by which to compare the education efficiency and achievement of the school systems of the fortyeight states. One attempt has been made. Its author, Mr. Ayres, a very able man, warns specifically against taking his findings too seriously. The attempted ranking which he made brought forth some helpful suggestions. However, the superintendent of the state which was ranked first in that attempt said that great injury was done to their forward looking movements in education by such ranking. Those who were working to advance the education opportunity for the children of that state found this report constantly quoted as indicating that they stood at the very top of the school systems of America, while those education leaders within the state knew that their high rank resulted from accidental rather than from permanent causes. Some other states used their low ranking in legislative campaigns as an argument to secure better education opportunities for their children. But the serious objection to this attempted ranking of the states is the use that has been made of it for other than scientific or legislative purposes, resulting in confusing the minds of the people. In the letter of the preceding
number of this Bulletin this objection was raised and was discussed at some length. Since that time certain publications setting up the Ayres ranking for 1918 have brought many letters to this office asking for a statement of the facts. Almost every detail of this report has been gone over in the year 1921 after the Ayres ranking had been discussed by the School Masters Club at its meetings in Peoria and Decatur. The results and conclusions of this discussion were printed in the Educational Press Bulletin of November, 1921. It has been the practice of this office to send out that Bulletin to anyone seeking information on this matter. But that issue is exhausted and it seems worth while to reprint some of the material, along with some other which will help the teachers and school officers to decide for themselves whether Illinois really declined in efficiency from the year 1910 to the year 1918. These statements will appear under the following heads:
I. The defects and errors which affected the ranking in the Ayres report.
II. The ranking of Illinois with certain of these errors and defects corrected.
III. A statement by the statistical clerk showing the advance made in Illinois in thirty different items closely related to school progress and efficiency during the period from 1900 to 1928.
IV. A statement by Frank M. Phillips, chief statistician in the Bureau of Education at Washington, showing the advancement made by Illinois in nine items as compared with the advancement made in the nation during the same period.
V. The use of the Ayres ranking to misrepresent the growth of education in Illinois during the period 1910-1918.

Those who have been most intimately connected with the school system for the last twenty years realize how far short of their objectives they have fallen. They are keenly aware of the glaring defects which remain and are constantly seeking legal and other remedies to remove these defects. Their minds are wide open to any criticism or any investigation which will help them to see more clearly what is the next step to be taken in order to enlarge the quantity and improve the quality of the education opportunity offered to the children of the State. It is only when it becomes clear that certain comparisons and certain figures are being used to confuse and to confound the real issue and to discredit certain workers and to discourage certain others that such an extended notice of such methods should be taken in this Bulletin.

F. G. Blatr, Superintendent.

## I.

The Defects and Errors Which Influenced the Educational Ranking of States in the Ayres Report for 1918.
(a) Competent persons who have studied this report have criticised severely the nature of the ten items selected by Mr. Ayres. He himself says that they do not determine or show the efficiency of the education work in a state system. Five of them relate to school enrollment or school attendance and five of them relate to school costs. Except indirectly, not one has anything to do with the qualification, character, and teaching ability of the teachers. Not one of them has anything directly to do with the organization of the subject matter or the methods of instruction. There is nothing directly in them relating to any of the modern trends in public education along the lines of health, of individual instruction, or of an adaption of the school organization and methods to the needs of the individual child. The ten items are as follows:

1. Per cent of school population (5-17) attending school daily.
2. Average days attended by each child of school age ( $5-17$ ).
3. Average number of days schools were kept open.
4. Per cent that high school attendance was of total attendance.
5. Per cent that boys were of girls in high schools.
6. Average expenditure per child in average attendance.
7. Average expenditure per child of school age.
8. Average expenditure per teacher employed.
9. Expenditure per pupil for purposes other than teachers salaries.
10. Expenditure per teacher employed for salaries.
(b) In the first two items those states with a large parochial school population are penalized and given a relatively low ranking compared with those states which have a small parochial school enrollment. In 1918, the year covered by this report, 21 per cent of the enrollment in Illinois was in parochial and private schools, while in Montana only 9 per cent of the enrollment was in such schools. It is easy to see, therefore, why Montana ranked first in these two items, ahead of Massachusetts, New York, Pennsylvania, Ohio, Indiana, and Illinois. In fact, in one of these items Illinois ranked twentieth while Montana ranked first and Arizona ranked second. (See topic No. 11.)

The fifth item, namely, "per cent that boys were of girls in the high schools," was criticised as having very little educational significance. There is some remote connection possible between the attendance of boys in the high school and the form of organization, the course of study, and the method of instruction, but it is more dependent upon economic and social factors in the community. The method of arriving at the index number in this item was also criticised as unscientific by experts who reviewed the report.
(c) The third item, average number of days schools were kept open, does indicate in a general way the quantity of education opportunity afforded the youth of a state and is one of the most valuable of the ten. Unfortunately for Illinois, there was an error in the report sent to Washington for the year 1918 which made its ranking on that item erroneous and, like the first and second items, helped to give it an undeserved low standing. The method used for determining the average number of days schools were kept open in Illinois did not correspond to the method in the other states. As soon as the Ayres report appeared, it was quickly seen that Illinois' low rank on this item, namely, twenty-ninth, was an error. In the report to the National Commissioner of Education on which Mr. Ayres based his findings Illinois was reported for the year 1918 as having its schools open for an average number of one hundred fifty-nine days. Using the method in vogue in other states and which was used by the National Commissioner of Education, Illinois should have had credit for its schools being open an average number of one hundred seventy-nine days for that year. This would have placed Illinois well towards the top in this item instead of twenty-ninth where this error placed it.
(d) The fourth item, the percentage that high school attendance was of total attendance, has considerable significance in marking the modern trend of development in the upper grades of the common schools. Here again Illinois was placed at a disadvantage by a plan which was installed in the high schools of Illinois for the school year of 1918. Under the advice of the State Council of Defense and the leadership of Dean Eugene Davenport, a short course in agriculture was provided for the high schools of Illinois in order that the boys taking this course might complete the course not later than the first of May and go out upon the farms. The reports from principals of high schools on this work indicated that not fewer than twenty thousand boys took the work and were excused from high schools not later than the first of May. It is easy to see how this loss of a month and a half in the attendance of about one-tenth of the entire enrollment in the high schools could have given Illinois the low rank of twenty-six which it received for that particular year, for its standing in each subsequent year on that item would place it up among the first ten states in the Union.
(e) The five items dealing with finance are much more just to Illinois and the larger states than the five so-called educational items. It is a fact that Illinois has spent less per capita for the education of its children than it should have done. On the average expenditure per child in average days attendance, Illinois ranked twenty-seventh while Montana ranked first and

Arizona ranked second. One could easily criticise this item because in the larger states with larger cities it is possible to give the children in the graded schools of these cities, where one teacher can handle from thirty to forty children, as good an education opportunity as can be given to those few children under one teacher in the sparsely settled states like Montana and Arizona.

In the seventh item, average expenditure per child of school age, Illinois ranked twenty-fourth and Montana ranked first. But the fact that Montana had only 9 per cent of its total enrollment in private and parochial schools and Illinois had 21 per cent of its total enrollment in private and parochial schools would tend to produce this disparity in ranking. It leaves out of consideration the cost of educating in Illinois the difference between 9 per cent and 21 per cent of the total enrollment of the schools. The 12 per cent of the total enrollment had to be paid for by private individuals in the State, but did not show in the figures used by Mr. Ayres.

The eighth item, the average expenditure per teacher employed, gives Illinois one of its best rankings in this report, namely, ninth, while Montana dropped to sixth.

On the ninth item, expenditure per pupil for purposes other than teachers salaries, Illinois dropped in rank to the 26th place and Montana went back to the first rank. Here again it is easy to see that school systems in sparsely settled states, where vast sums must be paid out for transportation, and where cost of building and janitor hire is relatively greater, would help to explain some of this disparity. It is, however, true that Illinois until the last ten years has not kept up with the other states in the character and cost of its school buildings. A ranking at this time would bring Illinois more nearly where it belongs.

The tenth item, expenditure per teacher employed for salaries, gives Illinois its best rank which was 7 th, with Montana 15th. Here again the large states with their large cities where teachers can instruct from 30 to 40 children in comparison with states like Montana and Arizona where the number of teachers is relatively great in comparison with the number of pupils, would tend to make the total amount paid out for teachers show a higher average in the more densely populated states. Moreover, in the industrial states with their larger cities the salaries of teachers must more nearly correspond to salaries paid in industrial and professional life in these cities.

Every thoughtful student who wishes to find out what is true rather than to prove that he is right in some personal way can not fail, in reading through this discussion, to understand why the School Masters Club, after discussing this Ayres report at the two meetings in Peoria and Decatur, during the years 1921 and 1922, declared the findings to have little or no value in determining the rank of the states in the efficiency or real worth of their school systems.

## II.

## Another Attempt at Ranking after Correcting Items 1 and 2.

After this discussion by the School Masters Club, the statistical clerk in the office of the Superintendent of Public Instruction, Mr. W. E. White, made corrections in items 1 and 2 as shown in the following table and ranked Illinois in comparison with all the states which were ahead of Illinois in the Ayres ranking. In this table it will be seen that Illinois ranked 5 th instead of 22 nd . It is believed that if the error in items 3 and 4 had been corrected that the standing of Illinois compared with the others would have been still higher, but even that would not have shown that illinois ranked 5th or better in the efficiency of its school system. No method has ever been devised, and it is doubtful whether one can be devised, which will give a scientific and just ranking of states with respect to the efficiency of their school systems. Here is Mr. White's ranking after making these two corrections:

## Effect of Private Schools on Rank.

| State | With Many in Pri. Sch. |  | $\begin{aligned} & \text { With All } \\ & \text { in Pub. Sch. } \end{aligned}$ |  |
| :---: | :---: | :---: | :---: | :---: |
|  | Ind. No. Total | Rank | Ind. No. Total | Rank |
| Montana | 75.79 | 1 | 85.45 | 4 |
| California | 71.21 | 2 | 77.07 | 8 |
| Arizona | 66.19 | 3 | 74.60 | 10 |
| New Jersey | 65.93 | 4 | 76.95 | 9 |
| Washington | 63.67 | 5 | 68.23 | 14 |
| Iowa | 61.85 | 6 | 72.39 | 11 |
| Utah | 61.39 | 7 | 71.55 | 12 |
| Massachusetts | 61.04 | 8 | 87.15 | 2 |
| Michigan | 60.43 | 9 | 81.11 | 6 |
| Connecticut | 59.77 | 10 | 87.69 | 1 |
| Ohio | 59.72 | 11 | 86.31 | 3 |
| New York | 59.35 | 12 | 78.72 | 7 |
| Colorado | 59.23 | 13 | 62.20 | 21 |
| North Dakota | 59.17 | 14 | 63.73 | 20 |
| Nevada | 59.05 | 15 | 60.49 | 22 |
| Indiana | 58.80 | 16 | 66.77 | 16 |
| Idaho | 58.57 | 17 | 64.86 | 17 |
| Minnesota | 58.43 | 18 | 67.61 | 15 |
| Oregon | 57.81 | 19 | 63.99 | 19 |
| Pennsylvania | 57.65 | 20 | 69.00 | 13 |
| Nebraska | 57.14 | 21 | 64.75 | 18 |
| Illinois | 56.75 | 22 | 84.33 | 5 |

## III.

## Educational Progress in Illinois as Shown by More Direct and Scientific Measures.

While, as was said above, it is impossible to select items so closely connected with the real forces that make for efficiency in the educational system to insure any kind of a scientific ranking of states, it is easy to set down a list of items which will be generally conceded to be more vital and organic indices of progress and development in any particular system of schools. Mr. W. E. White has prepared the following statement of thirty items showing the progress made in Illinois from 1900 to 1928 . It would, of course, be interesting, if it were possible to secure comparable data from the other states, to make a comparison of them in all these thirty items. Perhaps the best plan, however, is for each state to set up its objectives and to approach them as rapidly as possible, getting whatever help it can from comparison on particular items with certain other particular states.

Items Concerning Schools in Illinois Showing Progress in Certain Phases of Education from 1900 to 1929.
Prepared by W. E. White, Statistician.
Population of Illinois:
1900 (U. S. Census ) . . . . . . . . . . . . . . . . . . . . . . . . . . . . . . . . . . . . . . . . . . . . . . . . . . . . . . . . . . . . . . . . $4,4821,550$

Per cent of children of school age ( 6 to 21 ) enrolled in the public schools:
1900 .. . . . . . . . . . . . . . . . . . . . . . . . . . . . . . . . . . . . . . . . . . . . . . . . . 60

Gain . . . . . . . . . . . . . . . . . . . . . . . . . . . . . . . . . . . . . . . . . . . . . . . . . 8 8
Per cent of perfect attendance of pupils enrolled
1900 ..... 76.9
1928 ..... 85.0
Gain ..... $8.1 \%$
Average length of term in days:
1900 ..... 160
1928 ..... 186
Gain ..... days
Average number of days each pupil enrolled attended school:
1900 ..... 123.3
1928 ..... 159.0
Gain ..... 35.7 days
Per cent of elementary school pupils graduated:
*19124.6
1928 ..... 8.6
Gain ..... $4.0 \%$
Per cent of all teachers who had at least a 4 year high school education:
*1912 ..... 46.7
1928 ..... 96.7
Gain ..... $50.0 \%$
Per cent of all beginning teachers who had at least a 4 year high schooleducation:*191257.3
1928 ..... 98.5
Gain ..... 41.2\%
Graduates from State Normal Schools:
1900 ..... 150
1928 ..... 1,389
Gain ..... 1,239
Average annual salaries paid teachers:
1900 ..... \$. 635
1928 ..... 1,604
Gain ..... 969
Number of teachers receiving less than $\$ 500.00$ a year salary: *1912 ..... 15,515
1928 ..... 523
Number of districts reporting libraries: 1900 ..... 965
1928 ..... 11,710
Gain ..... 10,745
Number of volumes in school libraries: 1900 ..... 535,818
1928 ..... 2,348,136
Gain ..... 1,812,318
Total value of school property:
\$ 46,781,559
1928 ..... 385,032,007
Gain ..... 338,250,448

[^0]Per cent value of school equipment of the total value of school property:
1900 ..... 1.6
1928 ..... 7.3
Gain ..... $5.7 \%$
Annual State appropriation for aid to public schools: 1900 \$ 1,000,000
1929 ..... 10,000,000
Gain ..... 9,000,000
Annual State appropriation for State Normal Schools: 1900 ..... \$ 140,414
1928 ..... 1,995,288
Gain ..... $1,855,174$
Amount spent for promotion of health:
*1912 ..... \$ 10,543
1928
1928 ..... 276,194 ..... 276,194
Gain ..... 265,651
Amount spent for transportation of pupils:
*1912 ..... \$ 16,987
1928 ..... 298,431
Gain ..... 281,444
Amount spent for compulsory attendance:
*1912 ..... \$ 90,009
1928266,209
Number of assistant county superintendents: *1912 ..... 36
1928 ..... 92
Gain ..... 56
Number of districts maintaining kindergartens: *1912 ..... 32
1928 ..... 54
Gain ..... 22
Number of consolidated schools:
*1912 ..... 23
1928 ..... 114
Gain ..... 91
Number of high schools: 1900 ..... 321
1928 ..... 957
Gain ..... 636
Number of township and community high schools:
1900 ..... 17
1928 ..... 52 C
Gain ..... 503
Number of children in high schools:
38,758
1900
268,789
1928
230,031
Gain

[^1]Number of high scheol graduates:
1900 ..... 4,948
1928 ..... 33,725
Gain ..... 28,777
Per cent of all high school teachers who were graduates of college or State Normal School:
*1912 ..... 86.3
1928 ..... 98.1
Gain ..... $11.8 \%$
Average number of days high schools were in session:
*1912 ..... 179
1928 ..... 188
Gain ..... 8 days
Average number of days each high school pupil attended school:
*1912 ..... 161
1928 ..... 164
Gain ..... 3 days

## IV.

A Comparison of Edecational Progress in Illinois with that Made by the Nation During the Same Period.
Mr. Frank M. Phillips, head statistician in the Federal Bureau of Education, has prepared the following statement showing the progress in Illinois in nine different items from 1906 to 1928 as compared with the progress made in the United States in the same items for the same period. While everyone familiar with the Illinois situation knows that we are far behind where we think we ought to be, there is nothing in the real facts that have been adduced to show that Illinois has an abnormally low place in educational efficiency or achievement among the other states of the Union. The facts do not bear out any such statement. Here is Mr. Phillips' comparison:

## Advancement Shown in Certain Items Relating to Schools in Illinois and the United States During 22 Years Between 1906 and 1928.

(Computed by Frank Phillips, Chief Statistician, Bureau of Education.)
exhibit i.
Per cent of school age population (5-17) enrolled in public schools:

|  | 1906 | 1928 |
| :---: | :---: | :---: |
| The United States | 70.4\% | 81.5\% |
| Illinois | 66.6\% | 80.2\% |

## EXHIBIT It.

Per cent of enrollment in perfect attendance:

|  | 1906 | 1928 |
| :---: | :---: | :---: |
| The United States. | 70.4\% | 81.8\% |
| Illinois | 78.0\% | 85.3\% |

EXHBBT 1 II.
Length of school term in days:

|  | 1906 | 1928 |
| :---: | :---: | :---: |
| The United States. | 150.6 days | 171.5 days |
| Illinois | 167.2 days | 186.8 days |

[^2]
## EXHIBIT IV.



## EXHIBIT VI

Value of public school property:

|  | 1906 | 1928 |
| :---: | :---: | :---: |
| The United States. | \$783,000,000 | \$5,487,000,000 |
| Illinois | 69,000,000 | 385,000,000 |

EXHIBIT VII.
Total receipts into school treasuries:

|  | 1906 | 1928 |
| :---: | :---: | :---: |
| The United States. | \$322,100,000 | \$2,025,800,000 |
| Illinois | 30,700,000 | 142,300,000 |

EXHIBIT VIII.
Amount expended per capita of population:

| The United States | \$3.66 | \$18.17 |
| :---: | :---: | :---: |
| Illinois | 4.66 | 19.93 |

EXHIBIT IX.
Total expenditures for public schools:

|  | 1906 | 1928 |
| :---: | :---: | :---: |
| The United States | \$307,766,000 | \$2,180,559,000 |
| Illinois | 25,251,000 | 146,695,000 |

## V.

The Use of the Ayres Ranking to Misrepresent the Growth of Education in Illinois During the Period 1910 to 1918.

A member of the faculty of an eastern university, speaking before the State Teachers Association, used the Ayres ranking to show that Illinois declined from the eleventh rank among the states in 1910 to the twentysecond rank in 1918. If this speaker had desired to be fair with the State of Illinois, she could have taken the three particular years covered by the Ayres report, namely, 1900, 1910, and 1918, and noted the growth of the total index number for Illinois during that period. The total index number is derived by adding together the ten index numbers of any state and dividing the sum by ten. The variation in this total index number during this period is the true index of whether that state has progressed or declined in its educational work. Every increase in this total index number indicates growth or progress while retrogression would be indicated by a decrease in the size of this number. In 1900 the total index number for Illinois was 37 ; in 1910, 50 ; in 1918, 57 . In eighteen years Illinois had gained twenty points in its total index number. In those same eighteen years Massachusetts had gained eleven points; New York, thirteen points; Pennsylvania, twenty
points; Ohio, twenty-three points. This shows as clearly as anything in these figures can that there was actual progress in Illinois during this period and that the progress compared very favorably with other states in the class of Illinois, and that the purported ranking misrepresents this fact. Moreover, the history of school legislation in Illinois will show that from 1909 to 1919 the greatest body of progressive, forward looking school legislation that had ever been enacted in the State during any equal period of time was placed upon the statute books. It has been so appraised by people who were competent to speak. It was during that period that the first State-wide educational commission made its first report, codifying the School Law, reducing its bulk approximately one-third and offering thirty-two different amendments to the School Law, all but one of which amendments since that time have been enacted into law. It was during this period that the State distributive fund was raised from one million to six million dollars; that a new State-wide Certificating Law was passed, taking out of the hands of the one hundred and one county superintendents the certificating of teachers and setting one standard of academic and professional qualification throughout the State instead of one hundred and one; that the new Community High School Law was enacted which provided for a non-high school territory and gave to every child in the State of Illinois a free high school opportunity for the first time; that boards of education were empowered to institute courses in manual training and domestic science; that the State Board for Vocational Education was appointed, the provisions of the Smith-Hughes Act accepted, and vocational agriculture, home economics, and trades and industries installed in the high schools of Illinois; that the five Normal schools were transformed into teachers colleges with the power to offer foul year courses and confer degrees. Moreover, it was during this period that the supervisor of rural schools appointed by the Superintendent of Public Instruction put into practice his plan of standardizing the one-room schools, which effected, according to Commissioner Claxton, one of the greatest forward steps in rural education taken in any state up to that time. The plan has been copied by practically every state in the Union. It was during that period that the Safety and Sanitation Law was passed, requiring all school buildings to be remodeled or rebuilt to conform to certain minimum standards of heating, lighting, safety from fire, water supply, etc. Under this law all of the one-room country schools with the leadership of an aggressive county superintendent in one county were either rebuilt or repaired within a period of two years. It was during this period that State Architect W. Carbys Zimmerman drew a plan of a country school building that provided for a basement with a furnace and provisions for manual training, domestic science and agriculture, as well as a library room with indoor toilets.

Over four thousand five hundred buildings have been constructed since that time in conformity with the general provisions of this plan. It was during that period that the rural school supervisor projected the plan for a superior one-room school which required a maximum in physical equipment, campus, playground facilities, a modern course of study and a teacher with at least two years of Normal school training. Almost one hundred one-room schools have met this superior requirement. It was in this period that the first professional qualification for county superintendents was fixed by law and their salaries increased. It was during this period that for the first time in fifty years the local school rates were increased so that the boards of education could pay better salaries to the teachers and build better buildings. It was during this period that high school supervision from the office of the Superintendent of Public Instruction was installed. It was during this period that the Teachers Pension and Retirement Fund Law, covering all of the school districts outside of Chicago and Peoria, was enacted, and a similar law was enacted covering the five teachers colleges.

Now if any one out of these facts can reach the conclusion that Illinois actually declined educationally in that period, that person can by the same method of reasoning prove that a horse chestnut is a chestnut horse.

The Standing of Illinois in the Discontinuance of One-Room Schools as Compared With Other States.

In comparing the work of one state with another on any particular point of school administration, it is necessary to know that the conditions existing within the states compared are essentially the same. In a recent public address in Illinois this State was compared with other states in the number of one-room schools which had been discontinued within a certain period of time. There was no mention made of the fact that in the other states cited the township or the county system prevailed, while in Illinois the district system existed. In North Carolina, which was one of the states compared, the county is the unit. One board has charge of all that district. A uniform tax is laid upon the county as a district. The county board employs the teachers and determines where the buildings should be located. The discontinuance of a school building, whether it be a one-room or a two-room, is in the hands of the county board. In Pennsylvania, Ohio, and Indiana, three of the other states brought into the comparison, the township unit prevails. In these three states the township trustee or trustees have control of the entire township. The tax is uniform throughout the township. The doing away of a one-room school is a comparatively easy matter. In Illinois, however, each district is a corporate entity established by a petition or by a vote of the People. If such a one-room school is discontinued in Illinois, it means the discontinuance of a legally established district which is not true in any one of the other states. New York is a state which is comparable with Illinois in this matter.

Some years ago a bill was put through the Legislature of New York making the township the school unit for all school purposes. At the next sitting of the General Assembly this law was repealed. During those two year's a number of one-room schools were discontinued.

In the period under consideration Illinois discontinued 533 one-room school districts. New York discontinued 1,148. If one compares Illinois only with Indiana, which discontinued 4,549 , or with Ohio which discontinued 4,789 , or Pennsylvania which discontinued 3,388 , or North Carolina which discontinued 5,527, the conclusion reached points only in one direction, namely, that the establishment of a larger unit by the Legislature would make the discontinuance of one-room schools an easier matter.

The Educational Commission, appointed in 1907, consisting of the Superintendent of Public Instruction who was chairman of the commission, the president of the State University, the president of a State Teachers' College, the president of a private college, a superintendent of city schools, and a county superintendent, after wide and thoroughgoing study, recommended to the Legislature in 1909 that the township should be made the smallest unit for school organization, taxation and administration. Perhaps no more vigorous legislative campaign was ever waged than the one to secure a return to the township system which had been destroyed by the Legislature in 1841. But the eggs had already been scrambled and the effort to go back to the better condition failed. Every session of the General Assembly since that time has had presented to it through the State Teachers Association of legislative commissions bills for increasing the size of the local school unit which is the only way by which Illinois can ever reduce the number of one-room schools in a way comparable to those states that have the township or the county unit. The larger unit committee of the State Teachers Association offered such a bill to the last session of the General Assembly. But in a densely populated state such as Illinois, where the farm land has up to the last few years constituted one of the greatest sources of wealth, where the people for almost a century have become accustomed to having their one-room school under their own board of directors, who levy their tax, employ their teacher, and conduct their school, every effort to increase the size of the local unit has failed except through the Community and Township High School Law.

After a campaign extending over twenty years an effective consolidation law was passed which made it possible through a vote of the people
in any territory described to unite all the districts within that territory and select a single board to take the places of the several boards. This law was on the statute books for just two years. During that time seventy large consolidations were effected, doing away with many one-room schools. But the land owners and farmers protesting that these consolidations increased their taxes and worked a hardship in transporting their children, succeeded in getting the law amended at the next session of the Legislature in such a way that not a single consolidation has been effected since that time.

All these things are well known to all the workers and leaders in public education in this State. It is for that reason that they consider it unfair and unscientific to compare Illinois in the discontinuing of one-room schools with states that have had the township or the county as the smallest unit from the very beginning. But educational quacks, like their brothers in medicine, are always designating false causes for specific ailments in order to deceive uninformed and unthinking people into purchasing their medicines or services.

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\text { April, } 1930 .
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To the Teachers and Taxpayers:
Education fails in its main objective if it does not endow the learner with a desire to know the truth and to tell the truth. One of the most regrettable outcomes of education is the "debating" attitude of mind,-the person who feels that he can prove by words and figures that he is right in whatever position he may take. Let us hope that another century of the scientific spirit in education will deepen and broaden the desire to know the truth whether it proves one's position right or not. Nothing is more common with this unscientific attitude of mind than the failure to define the terms used and to establish a sound basis of comparison.

A speaker at the State Teachers meeting compared Illinois with other states in a critical way on the number of rural school supervisors in the office of Superintendent of Public Instruction as compared with the number of high school supervisors. There was no mention whatever made of the fact that in Illinois there are one hundred two county superintendents who by the law are made supervisors of the rural schools. They are in essence State officers paid out of the State treasury just as the rural school supervisor in the office of the Superintendent of Public Instruction is paid. They devote their entire time to the visitation and supervision of these rural schools. They give little or no time to visitation or supervision of the schools that have city superintendents and supervisors employed under local boards.

In a majority of the counties the county superintendent has assistants who are chosen for supervisory purposes. The real need in Illinois is for more trained assistants to the county superintendent within the county rather than more supervisors of rural schools from the office of the Superintendent of Public Instruction. What we need to do, in common parlance, is to put the oil where the squeak is. Illinois is a highly decentralized state and the supervisors who really supervise and get things done are those within the local school units. Since the fixing of the legal qualifications for the county superintendency the character and fitness of these officials have greatly improved. Many of them come into the county superintendency from the positions of city superintendents or principals. Most of them who drop out of the county superintendency go into the city superintendency again. In one of our largest counties the present county superintendent was formerly superintendent of the city schools of that county, the third largest city in the State. In another county a former county superintendent is now superintendent of schools of the city which is one of the ten largest cities in the State. In some counties there is as fine a quality of helpful, constructive supervision going on from the office of the county superintendent as can be found in any city school system in the State.

All of which brings us back to the starting point. When we speak of how many State rural school supervisors there are, if we have regard for the real essence and the real truth, we must say that there are one hundred
two rural school supervisors, one in each county, paid out of the State treasury, whose duty is fixed by law to supervise the rural schools, and that these one hundred two county superintendents are provided by the county boards in at least half of the counties with other assistants, that the real need is for more assistant county superintendents who are technically trained for more effective supervision of the rural schools.

The first State rural school supervisor ever appointed by any of the states of the Union was appointed in Illinois in January, 1907. Through his leadership and advice the plan of standard and superior one-room schools has spread throughout the State. Through his leadership and influence the Safety and Sanitation Law was passed which brought about the remodeling and the rebuilding of one-room schools to conserve the health and comfort of the three hundred thousand children enrolled in them. Through his leadership and advice a system of individual instruction for the pupils of the upper grades in the one-room schools has been outlined and placed in practice. This plan has received the approval of practically every college of education in the country. But all this service has been in the main advisory. However, if the State ever offers specific aid to rural school districts for meeting certain standards, as has been done in a number of other states, and requires the Superintendent of Public Instruction to enforce these standards, there will immediately be a need for a larger number of rural school supervisors in that office. Until this is done, if the State has money to expend for rural school supervision it would better be expended in employing assistant county superintendents so that the supervising may be done at the point where the schools are and where the supervision is needed and will be effective. The four high school supervisors, often alluded to, visit the high schools to see whether they meet the conditions of recognition or accrediting as required by law. The high schools themselves are supervised by local supervisors just as the rural schools in the end must be supervised by local supervisors.
F. G. Blair, Superintendent.

May, 1930.
To School Officers:
The somewhat unsettled industrial and financial situation is affecting the revenues of every school district in the State. Assessed values are declining while school costs are either static or increasing. The 25 per cent increase in the State distributive fund provided by the last session of the General Assembly was expected to relieve the situation in those down State counties where local revenues were insufficient to meet the year's expenses. This aid from the State distributive fund usually reaches the local districts somewhere in the first half of April. Unfortunately, the unsettled tax situation in Cook County is delaying the apportionment of this fund. The amount which Cook County pays into this fund will not be available before the first of July. Moreover, the reassessment in Cook County has prevented the districts claiming special aid in that county from furnishing to the Superintendent of Public Instruction the assessed valuation of the property in their districts. The Superintendent of Public Instruction could not, therefore, furnish the Auditor with the district budgets on the first of December, as is required by law, in order that the Auditor could make the apportionment in January. There is every reason to believe that the Auditor will be able to get to each county its share of the State distributive fund during the first week of July.

This situation should impress school officers with the need of the greatest economy in the management of their schools during this period of unsettled conditions. It is hoped, however, that there will be no need in any district in the State for school officers to impair the efficiency of their scliool system in order to accommodate their finances to what must be a temporary condition.
F. G. Blath, Superintendent.

To Those Interested in the Five State Teachers Colfeges:
When the Normal School Board appointed a committee of five to select a person whom they could recommend to the board as a successor to the late President David Felmley, the board and the members of that committee realized that a very large and difficult task lay before them.

At the first meeting of the committee it was decided that first consideration would be given to qualified persons who were residents of the State of Illinois and preferably those who were not beyond forty-five years of age. After a thoroughgoing study of the Illinois situation it was found that 65 of the most outstanding men in Illinois were receiving as high school principals and city superintendents an average salary of $\$ 8,200.00$. This at the very beginning offered a serious obstacle in the way of securing an Illinois man for the presidency at a salary of $\$ 7,500.00$. Many young men of promise and ability were considered, but the committee became convinced that for such a large piece of work the candidate recommended should have demonstrated his administrative power. The more the committee considered the matter the more it became apparent that the kind of native qualities, the degree of professional and academic training desired, along with demonstrated administrative ability could not be found easily in any man under forty-five years of age. Many scholarly and able young men, who without doubt have a brilliant future could not satisfy the committee that it would be serving the large interests of this large teacher-training institution by placing at its head a young man, however able, who had not demonstrated his educational leadership as the head of some institution as well as his abilities to organize and administer the financial affairs of such an institution.

The committee considered thirty-seven persons. By correspondence, communication and visitation the committee made every effort to inform itself about the qualifications of these persons. For over three months it extended the study. Eleven different persons were invited to appear before the committee.

In this issue of the Bulletin the announcement of the person selected is made. All of the friends of the old State Normal University will rejoice that the selection has been made and will join in a hearty and active support of his administration.

> F. G. Blarr, Superintendent.

September, 1930.
To Teachers:
The week of September 14-20 has been set aside as Constitution Week. It was the thought of those who secured the setting aside of this week that especial attention should be centered upon some phase of the Constitution suitable to the interest and abilities of the children of the several grades during that week.

Of course, every week should be Constitution week in the public schools of the State. A respect for the Constitution and for the laws should be a part of the teacher's personal character as.well as part of her daily program. In these days when it is the general tendency to question all authority, there is probably an especial need for emphasizing the character and worth of our great national organic law. There probably has been no more interesting, no more dramatic event in the history of our country than the convention which formed our Constitution. It is full of human interest relating to Washington, Benjamin Franklin, James Madison, Alexander Hamilton and other outstanding delegates to that convention.

I am taking this occasion, however, to suggest that in all of the grades above the sixth, an especial study should be made of the preamble to the Constitution during Constitution Week. Every word and every phrase in that preamble is full of meaning and significance. It would be a good thing to have the children commit it to memory after they have comprehended something of its meaning. Take the first phrase-"We, the People of the United States." When the Constitution was adopted, "the People of the

United States" numbered about $3,000,000$ scattered along the Atlantic seaboard in 13 colonies. Today the People of the United States number $120,000,000$ in 48 states.

That one phrase will provide for an interesting and profitable lesson as will every other phrase in the preamble. I hope the week will be generally observed in the schools of Illinois.

F. G. Blatr, Superintendent.

October, 1930.
To School Officers and Taxpayers:
Every administrative school officer has daily reminders of the weakness and the strength of our local district school system. Some people would centralize the administrative power and have everything in the schools determined by that power. In the Illinois constitutional convention there was a delegate who had achieved a great success in business. He seriously proposed that the Superintendent of Public Instruction in Illinois should have the power to determine the size of the districts, the amount of tax they should levy in these districts, the course of study, and the employment of the teachers. He looked at the waste and the mistakes which are made here and there by careless or ignorant school officers. He knew that as a big business man he would not tolerate such a condition. He could not see why a public school system could not be made as perfect an organization as he had made his business corporation.

On the other hand, administrative officers are familiar with the complaints of people who resent every attempt on the part of any centralized power to interfere with their management of affairs in the local district.

The person who wishes to provide every child with the best possible education opportunity knows that results cannot be accomplished by following either one of these extremes. A highly centralized school system with everything determined from a common center may be beautifully effective at the same time it is robbing the local communities of that self initiative and self determination without which a strong school sentiment can not be built up. However, there will always be some local communities which without some authoritative direction will not develop through local leadership a worth while school system.

The policy of the Legislature in Illinois in carrying out the constitutional mandate has been to set state-wide minimum standards which must be met by the local school officers in every district. The State administrative officers are to see that these legal standards are met. In doing this there is a large opportunity for these central officers to help in building local sentiment, in directing local effort, and in carrying the school organization and achievement far beyond the minimum standard set by the State.

Local pride is a great motive power in raising communities to higher levels of achievement. Much of the work of the central school authorities is to get the local communities to see the larger objectives and then to touch their pride in such a way that new effort will be put forth to achieve these higher aims.

The weakest spot in a highly decentralized school system is the unequal distribution of taxable wealth. Local school officers may be inspired to have better school buildings, better teachers, better school opportunity, but if the maximum tax rate will not raise sufficient money to provide these better things, the local authorities are helpless. A perfectly ideal revenue arrangement for the support of a State school system would be to make the State the only unit for taxation. It would then be easier to adjust the irregular and unreasonable district boundaries because every district would have the same amount of revenue behind every child enrolled in the public school. But such an ideal seems impossible of realization in Illinois. We face the condition of over eleven thousand separate districts with the very greatest difference in their financial ability to educate the children within these districts. So long as this condition exists the standard set by the State can not be met unless some form of equalizing fund is provided. The handicap of the small district with local control might be largely removed if the State
would supply a sufficiently large equalizing fund and provide the right method for distributing it. Such a fund would place in the hands of the central administrative authorities the most effective means for raising the levels of educational achievement in all the districts.

If it were possible to do away with local control and management of schools, it would be undesirable. Wherever the people have developed any sense of local pride in the control of their schools, it would be impossible to transfer such control to a centralized authority. With a large equalizing State fund, with minimum standards set by law, with State administrative officers to interpret the standards, to inform and direct the local leadership, many of the weaknesses of the district system may be overcome, and many of the destructive effects of a highly centralized system avoided.
F. G. Blair, Superintendent.

November, 1930.
To School Officers:
The most sacred of all public funds are those raised for school purposes. The custodians of these funds are in a very true sense the trustees, administering an estate for minor heirs. It is a credit to the State of Illinois that its school treasurers have in the past been men and women who looked upon their office as a sacred trust, and who have safeguarded the funds in their custody with the greatest care. There have been very few instances, indeed, where one of these custodians has been found unworthy of the trust reposed in him. Once in a while one is found who has failed to place about these funds the proper safeguards and losses have occurred.

The instability in the banking situation in certain localities during the last five year's has made it increasingly more difficult for custodians of these public school funds to find a safe and secure place for depositing them. To be sure, there have always been sound banks and depositories within the reach of every such custodian, but human judgment in such matters is not infallible, and the result is that hundreds of thousands of dollars of school funds are now tied up in banks whose doors are closed. In the end it is believed that the school districts will not lose any money, but they are deprived of their funds within the period of litigation, and in some cases it will work a real hardship.

One thing has emerged from the investigations made into the bank accounts of some of the school treasurers. In several instances it has been found that they have mingled the public moneys with their private funds. Where such a situation exists it is well nigh impossible to predict what will be the outcome of the litigation to secure the return of the funds for school purposes. Of course, the bondsmen of the treasurer will in the end be compelled to make good all losses. This means further delay. It seems like an elementary principle that all custodians of public funds should keep the account of such funds separate and distinct from the deposits in their private account. Any failure to follow this principle can not fail to lead to unfortunate results.

While the compensation to public school officers for the handling of school funds has always been very meager, it is hoped that no one will accept such an office who does not have a high sense of the peculiar responsibility which he bears for seeing to it that every dollar placed in his hands is applied to the accomplishment of the ends for which the funds were levied. Carelessness with these sacred funds which results in depriving the children of some of their school privileges and necessities must be dealt with severely.
F. G. Blair, Superintendent.

Deeember, 1930.
To Teachers:
In this issue of the Press Bulletin will be found excerpts from the great speech of President Herbert Hoover to the Child Welfare Conference in Washington. Never in the history of the Republic has any other President ever addressed the People of the Nation on the subject of child welfare. No doubt many of them have felt as keenly on the subject as Mr. Hoover. No
doubt many of them could have presented it in just as strong a way as he did. But the fact remains that while other Presidents may have taken as keen, as intelligent, as sympathetic an interest in the matter, no other one has formulated that interest in a message to the People of the Nation.

There are those gloomy, pessimistic philosophers who doubt whether the human race is worth perpetuating. For such a philosophy and such an outlook the teachers of Illinois can have no sympathy. They believe with President Hoover that the progress of the race depends upon what improvement is made in each succeeding generation. If we are successful in improving the physical, the mental, the moral health of each new generation, then there is such a thing as human progress. When human individuals reach the age where they can not adjust themselves to changing conditions, where they can not take on new points of view, where they can not see new dawns breaking, it is fortunate that they should pass on and let the younger generation that is susceptible of modification, susceptible of new adjustments, of new enthusiasms and new enlargements take their place.

I am sure that the teachers of Illinois and of the nation will join with the President of the United States in his intelligent, sympathetic utterances concerning the children of the Nation.
F. G. Blair, Superintendent.

## PRESS BULLETIN CLIPPINGS.

## Much For Little.

We present in this Bulletin a table showing the number of Illinois school teachers in 1918 and in 1928 who rendered much service for little pay. In 1918 the State of Illinois, one of the three wealthiest states in the Union, received the benefits of public school teaching by 62.2 per cent of all her teachers at an annual salary of less than $\$ 800$. The table referred to shows that our State has assumed a different attitude toward these valuable public servants by cutting that percentage from 62.2 in 1918 to 13.7 in 1928. However that statement must not lead the reader to conclude that the salaries of the teachers in every county of the State have enjoyed so great an increase. A study of the table will reveal a marked improvement in several counties, while in other counties the improvement is in evidence but not to a striking degree.

There are many reasons for the general increase in pay for teachers in the last ten years. Most salaried workers received increases prior to 1918 on account of the changed economic conditions. As a rule this did not occur with school teachers' salaries. School districts were slow in meeting this situation. Gradually the improvement has come. Many districts have been unable to pay more than $\$ 800$ per year because of low assessed valuations and because of the amount of State aid has not been sufficient. The change in method of distribution to provide special aid to needy districts has helped, but we still have many districts which find it difficult to provide more than $\$ 800$ a year per teacher.

TEN YEAR COMPARISON OF NUMBER OF TEACHERS TEACHING IN ILLINOIS FOR LESS THAN $\$ 800$ PER ANNUM.

| Counties. | $\begin{aligned} & \text { Number } \\ & \text { of } \\ & \text { teaching } \\ & \text { positions } \\ & \text { in } 1918 . \end{aligned}$ | Number of teachers receiving less than $\$ 800$ per annum in 1918. | Per cent of all. | Number of teaching positions in 1928. | Number of teachers receiving less than $\$ 800$ per annum in 1928. | Per cent of all. |
| :---: | :---: | :---: | :---: | :---: | :---: | :---: |
| Illinois... | 34,597 | 21,548 | 62.2 | 46,044 | 6,353 | 13.7 |
| Adams | 393 | 277 | 70.4 | 449 | 121 | 26.9 |
| Alexander | 138 | 107 | 77.5 | 194 | 67 | 34.5 |
| Bond.- | 134 | 127 | 94.7 | 160 | 108 | 67.5 |
| Boone.- | 130 | 105 | 80.7 | 134 | 9 | 6.7 |
| Brown | 88 | 85 | 96.5 | 96 | 56 | 58.3 |
| Bureau. | 367 | 318 | 86.6 | 414 | 48 | 11.5 |
| Calhoun. | 49 | 48 | 97.9 | 53 | 37 | 69.8 |
| Carroll.- | 184 | 68 | 36.9 | 212 | 54 | 25.4 |
| Cass.- | 143 | 130 | 90.9 | 170 | 62 | 36.4 |
| Champaign... | 474 | 395 | 83.3 | 581 | 44 | 7.5 |
| Christian | 297 | 257 | 86.5 | 371 | 47 | 12.6 |
| Clark.- | 173 | 162 | 93.6 | 202 | 96 | 47.5 |
| Clay-- | 153 | 146 | 95.4 | 165 | 108 | 65.4 |
| Clinton | 121 | 113 | 93.3 | 136 | 80 | 58.8 |
| Coles.- | 253 | 232 | 91.6 | 292 | 27 | 9.2 |

TEN YEAR COMPARISON OF NUMBER OF TEACHERS TEACHING IN ILLINOIS FOR LESS THAN $\$ 800$ PER ANNUM-Continued.

| Counties. | $\begin{aligned} & \text { Number } \\ & \text { of } \\ & \text { teaching } \\ & \text { positions } \\ & \text { in } 1918 . \end{aligned}$ | Number of teachers receiving less than $\$ 800$ per annum in 1918. | Per cent of all. | Number of teaching positions in 1928. | Number of teachers receiving less than $\$ 800$ per annum in 1928. | Per cent of all. |
| :---: | :---: | :---: | :---: | :---: | :---: | :---: |
| Cook | 9,874 | 1,336 | 13.5 | 15,888 | 32 | 0.2 |
| Crawford | 186 | 151 | 81.1 | 214 | 73 | 34.1 |
| Cumberland | 123 | 117 | 95.1 | 130 | 79 | 60.7 |
| DeKalb. | 303 | 245 | 80.8 | 367 | 9 | 2.4 |
| DeWitt. | 172 | 145 | 84.3 | 206 | 11 | 5.3 |
| Douglas. | 191 | 153 | 80.1 | 229 | 32 | 13.9 |
| DuPage | 277 | 200 | 72.2 | 560 | 11 | 1.9 |
| Edgar-.. | 255 | 228 | 89.4 | 262 | 42 | 16.0 |
| Edwards | 79 | 76 | 96.2 | 90 | 51 | 56.6 |
| Effingham | 135 | 128 | 94.8 | 159 | 82 | 51.5 |
| Fayette | 209 | 202 | 96.6 | 228 | 160 | 70.1 |
| Ford | 184 | 159 | 86.4 | 203 | 27 | 13.3 |
| Franklin | 274 | 250 | 91.2 | 507 | 133 | 26.2 |
| Fulton. | 378 | 353 | 93.3 | 438 | 109 | 24.8 |
| Gallatin. | 95 | 93 | 97.8 | 106 | 76 | 71.6 |
| Greene. | 175 | 167 | 95.4 | 207 | 106 | 51.2 |
| Grundy. | 177 | 162 | 91.5 | 177 | 11 | 6.2 |
| Hamilton. | 118 | 117 | 99.1 | 126 | 97 | 76.9 |
| Hancock. | 289 | 274 | 94.8 | 327 | 95 | 29.0 |
| Hardin. | 40 | 40 | 100.0 | 55 | 36 | 65.4 |
| Henderson. | 104 | 95 | 91.3 | 114 | 17 | 14.9 |
| Henry. | 381 | 33 | 8.6 | 420 | 56 | 13.3 |
| Irojuois | 366 | 324 | 88.5 | 402 | 63 | 15.6 |
| Jackson. | 246 | 228 | 92.6 | 332 | 121 | 36.4 |
| Jasper-- | 146 | 144 | 98.6 | 149 | 107 | 71.8 |
| Jefferson. | 220 | 207 | 94.0 | 287 | 158 | 55.0 |
| Jersey---- | 110 | 99 | 90.0 | 113 | 67 | 59.2 |
| JoDaviess. | 191 | 176 | 92.1 | 204 | 66 | 32.3 |
| Johnson. | 100 | 94 | 94.0 | 112 | 67 | 59.8 |
| Kane..- | 598 | 404 | 67.5 | 760 | 26 | 3.4 |
| Kankakee. | 301 | 264 | 87.7 | 351 | 57 | 16.2 |
| Kendall. | 97 | 90 | 92.7 | 109 | 5 | 4.5 |
| Knox- | 379 | 324 | 85.4 | 425 | 46 | 10.8 |
| Lake.. | 387 | 243 | 62.7 | 650 | 9 | 1.3 |
| LaSalle. | 644 | 500 | 77.6 | 761 | 95 | 12.4 |
| Lawrence. | 173 | 143 | 82.6 | 189 | 71 | 37.5 |
| Lee.-... | 270 | 248 | 91.8 | 304 | 56 | 18.4 |
| Livingston. | 402 | 358 | 89.0 | 429 | 60 | 13.9 |
| Logan.-- | 218 | 178 | 81.6 | 280 | 31 | 11.0 |
| McDonough...-. | 249 | 231 | 92.7 | 288 | 43 | 14.8 |
| McHenry. | 249 | 218 | 87.5 | 325 | 22 | 6.1 |
| McLean. | 532 | 453 | 85.1 | 649 | 81 | 12.4 |
| Macon. | 359 | 256 | 71.3 | 547 | 7 | 1.2 |
| Macoupin. | 385 | 361 | 93.7 | 511 | 181 | 35.4 |
| Madison.- | 572 | 468 | 81.8 | 795 | 55 | 6.9 |
| Marion | 265 | 243 | 91.6 | 317 | 164 | 51.7 |
| Marshall | 138 | 129 | 93.4 | 157 | 43 | 27.3 |
| Mason. | 152 | 140 | 92.1 | 185 | 41 | 22.1 |
| Massac. | 92 | 87 | 94.5 | 121 | 59 | 48.7 |
| Menard. | 102 | 96 | 94.1 | 116 | 30 | 25.8 |
| Mercer | 186 | 173 | 93.0 | 199 | 16 | 8.0 |
| Monroe. | 79 | 74 | 93.6 | 92 | 17 | 18.4 |
| Montgomery. | 305 | 286 | 93.7 | 351 | 40 | 11.3 |
| Morgan. | 228 | 192 | 84.2 | 266 | 54 | 20.3 |
| Moultrie. | 140 | 125 | 89.2 | 151 | 16 | 10.5 |
| Ogle. | 263 | 228 | 86.6 | 303 | 46 | 15.1 |
| Peoria | 619 | 338 | 54.6 | 735 | 57 | 7.7 |
| Perry | 154 | 143 | 92.8 | 188 | 96 | 51.0 |
| Piatt. | 184 | 156 | 84.7 | 215 | 5 | 2.3 |
| Pike. | 266 | 251 | 94.3 | 310 | 142 | 45.8 |

TEN YEAR COMPARISON OF NUMBER OF TEACHERS TEACHING IN ILLINOIS FOR LESS THAN $\$ 800$ PER ANNUM-Concluded.

| Counties. | ```Number of teaching positions in }1918``` | Number of teachers receiving less than $\$ 800$ per annum in 1918. | Per cent of all. | ```Number of teaching positions in }1928``` | Number of teachers receiving less than $\$ 800$ per annum in 1928. | Per cent of all. |
| :---: | :---: | :---: | :---: | :---: | :---: | :---: |
| Pope | 77 | 76 | 98.7 | 76 | 68 | 89.4 |
| Pulaski | 101 | 98 | 97.0 | 124 | 70 | 56.4 |
| Putnam | 68 | 59 | 86.7 | 74 | 13 | 17.6 |
| Randolph | 191 | 174 | 91.0 | 225 | 128 | 56.8 |
| Richland. | 129 | 122 | 94.5 | 143 | 102 | 71.3 |
| Rock Island | 485 | 370 | 76.2 | 600 | 29 | 4.8 |
| St. Clair | 633 | 373 | 58.9 | 879 | 62 | 7.0 |
| Saline... | 220 | 193 | 87.7 | 283 | 116 | 40.9 |
| Sangamon. | 627 | 330 | 52.6 | 778 | 18 | 2.3 |
| Schuyler | 132 | 130 | 98.4 | 138 | 69 | 50.0 |
| Scott. | 77 | 72 | 93.5 | 94 | 35 | 37.2 |
| Shelby. | 246 | 232 | 94.3 | 281 | 95 | 33.8 |
| Stark. | 112 | 99 | 88.3 | 125 | 31 | 24.8 |
| Stephenson. | 248 | 206 | 83.0 | 291 | 26 | 8.9 |
| Tazewell...- | 301 | 259 | 86.0 | 401 | 43 | 10.7 |
| Union | 133 | 128 | 96.2 | 160 | 77 | 48.1 |
| Vermilion | 623 | 514 | 82.5 | 753 | 88 | 11.6 |
| Wabash. | 100 | 94 | 94.0 | 114 | 38 | 33.3 |
| Warren---- | 233 | 184 | 78.9 | 238 | 19 | 7.9 |
| Washington.-.-- | 118 | 113 | 95.7 | 136 |  | 69.0 |
| Wayne. | 195 | 192 | 98.4 | 212 | 178 | 83.9 |
| White-- | 180 | 174 | 96.6 | 205 | 129 | 62.9 |
| Whiteside | 276 | 241 | 87.3 | 343 | 17 | 4.9 |
| Will | 555 | 336 | 60.5 | 657 | 16 | 2.4 |
| Williamson. | 336 | 297 | 88.3 | 449 | 126 | 28.0 |
| Winnebago | 522 | 347 | 66.4 | 718 | 8 | 1.1 |
| Woodford. | 196 | 169 | 86.2 | 227 | 28 | 12.3 |

## Improvement of Rural Schools.

One taking an automobile trip the length or breadth of the State will hardly fail to note the improvement of the one-teacher school buildings. Many of the old box-type buildings have disappeared. In their places are found structures which show at a glance that these are not one-room buildings, but provide cloak rooms and a library room as well. Many of the new buildings have a basement room under the entire building. Indoor toilets and proper lighting are provided.

Often the old house has been so remodeled and added to that it is quite as good as a modern building. The change has been brought about by the State law which requires every school room to be suitable for instruction and the safe-guarding of the health of the children. When the county superintendent exercises the leadership that his office implies and the directors do their duty in following his directions, the children of the county have a fit and advantageous house in which to live and learn.

When the school house is the pride of the community, it is more carefully furnished than when it was merely a shelter for the children and a poor one at that. These improved houses are usually well supplied with what is needed including a plentiful supply of library books. Sixty thousand volumes have been placed in the rural schools during the last year.

The schools are still suffering from the agent pest. High pressure salesmen know how to influence school directors and sell them worthless books and apparatus even though the county superintendent and teachers advise against it and ask for what can be used by the children.

Very rapidly the better prepared teachers are finding their way into the rural schools. The most encouraging movement now is that four of the
fire State Teacher Training Schools are preparing teachers for the rural schools. They have one-teacher schools within reach which are used as training schools for those who wish to learn how to organize, conduct and instruct a school in which all grades of pupils are present. Here they see how it is done by a superior teacher and are not only shown how to do it but are themselves allowed to do the work under the direction of the training teacher. These teachers so trained go into their schools knowing what needs to be done and can do it. They are teachers of children, not mere hearers of recitation. They are abreast with what all educators are now trying to do to meet the learning needs of every child, not content to merely teach the class, letting those profit by it who want to and can do so.

The improved procedure in the one-teacher school has attracted the attention of educational publications in other states. Reporters visit these schools and give interesting accounts of the excellent cliance that the country children have, not only for securing the rudiments of an education, but also living under conditions and leadership that encourage right living and efficient manhood and citizenship.

## Teachers Examination.

The number of applicants in the teacher's examination has decreased gradually since 1925. Prior to that time it was not unusual to have from 4,000 to 5,000 applicants in each examination. There has also been a slight decrease in the percentage of successful candidates. The July examination of each year shows a larger percentage of successful candidates for the reason that so many applicants begin writing in November and continue through March with the hope of completing the required list of subjects in July.

The increased demand coming from the public for competent teachers has influenced the content of our examinations. There has been a gradual lifting of the level of these examinations. Those who read the examination papers are thoroughly convinced, however, that the quality of applicants has also improved. The manuscripts coming to the examining board now are far more scholarly and much better written in every respect than formerly. The examining board is endeavoring to offer an examination that is in every respect fair both to the public and to the applicants. The manuscripts are graded with the utmost fairness to each applicant. The following statistics for the 1928 examinations are submitted:

MARCH.

| Grade of certificate. | Number of applicants. | Number successful. | Per cent successful. |
| :---: | :---: | :---: | :---: |
| Second Grade. - | 2,433 | 147 |  |
| First grade...- | 401 | 91 | 20 |
| Kindergarten-prima Special | $\begin{array}{r}18 \\ 3 \\ \hline\end{array}$ | $\begin{array}{r}3 \\ 13 \\ \hline\end{array}$ | 15 |
| High school. | 9 | 0 | 0 |
| Supervisory- | 63 | 21 | 33 |
| Total | 2,956 | 275 | 9 |

JULY.

| Second grade | 1,370 | 150 | 10 |
| :---: | :---: | :---: | :---: |
| First grade. | 303 | 36 | 11 |
| Kindergarten- | 13 | 6 | 46 |
| Special.- | 28 | 21 | 75 |
| High school | 10 | $\stackrel{2}{12}$ | 20 |
| Supervisory | 49 | 12 | 24 |
| Total | 1,773 | 227 | 12 |

## NOVEMBER.

| Second grade | 1.193 | 102 |  |
| :---: | :---: | :---: | :---: |
| First grade. | 244 | 52 | 21 |
| Kindergarten | 4 | 1 | 25 |
| Special---- | 25 6 | 11 | 44 |
| Supervisory | 48 | 6 | 12 |
| Total | 1,520 | 173 | 11 |

Pexsion Fuyds.
The financial condition of the State Teacher's' Pension and Retirement Fund as given in the Thirteenth Annual Report, as of July 1, 1928, and the Tenth Annual Report of the State Institutions Teachers' Pension and Retirement Fund, just issued by the Secretary of the Teachers' Pension Fund Board, are as follows:

FINANCLAL STATEMENT OF THE STATE TEACHERS' PENSION AND RETIREMENT FUND
FOR THE YEAR ENDING JUNE 30, 1928.
Cash balance on hand July 1, 1927.
$\$ 378,568.59$
Receipts, 1927-28.
Salary deductions ..... \$238,052.44
Back assessments ..... 25,623.62
Interest on back assessments ..... 16,895.82
Principal paid on loans ..... 156,800.00
Interest on investments. ..... 61,924.83
Fifty per cent refund and interest returned ..... 253.23
Interest on Rockford salary deduction ..... 96.04
Excess annuity returned ..... 128.00
Institution administration expense ..... 279.17
Allotment from school tax ..... 294,502.14
Total receipts for year794,555.29
Disbursements.
Loans made ..... $\$ 155,500.00$
Accrued interest ..... 841.50
Annuities ..... 639,622.91
Fifty per cent refunds ..... 3,216.50
Deductions returned ..... 1,293.90
Salaries ..... 10,137.32
Traveling expense ..... 393.66
Printing and supplies ..... 1,410.19
Telephone and telegraph ..... 139.98
Postage ..... 600.00
Premium on secretary's bond ..... 12.50
Overhauling typewriter ..... 11.50
Repairs on numbering machine ..... 4.30
Abstracts ..... 11.00
2 document files ..... 180.00
2 typewriters ..... 100.00
Drayage and freight ..... 5.73
Total disbursements for yearCash balance on hand July 1, 1928359,642.89


## County Superintendents' Conferences.

County Superintendents' Conferences with the Superintendent of Public Instruction were held at the State Teachers' Colleges at Normal, January 8-9, Charleston, January 16-17, Carbondale, January 17-18, Macomb, January 21-22, DeKalb, January 29-30.

The chief topics discussed were:

1. Legislative needs for the Certification of Teachers.
2. Legislative needs for a County Board of Education.
3. Legislative needs for a larger State fund to equalize educational opportunities.
4. Legislative needs for more adequate State appropriation for the State Teachers' Colleges.

All of the foregoing needs being vitally related to the work of county superintendents, the conferences were held that all might be informed of what legislation is proposed and assist in framing measures. The following superintendents were present:

At Normal: Christian County, O. P. Simpson; DeWitt County, May Porter; Ford County, F. F. Scatterday; Green County, R. L. Scott; Grundy County, C. H. Root; Iroquois County, W. E. Richison; Jersey County, Harold F. Cooke; LaSalle County, Assistant R. J. Spickerman; Logan County, E. H. Lukenbill; McLean County, Wm. B. Brigham; Marshall County, W. E. King; Putnam County, T. N. Kennedy; Sangamon County, J. Ed. Taylor; Vermilion County, L. A. Tuggle; Woodford County, H. L. Dyar.

At Charleston: Champaign County, Chas. H. Watts; Clark County, B. F. Holscher; Coles County, O. L. Minter; Cumberland County, E. E. Greeson; Douglas County, Nell Taylor; Edgar County, O. Rice Jones; Edwards County, W. H. Siefferman; Effingham County, Geo. W. Henderson; Jasper County, V. A. Jones; Lawrence County, E. C. Cunningham; Macon County, Assistant Viva M. Goodwin; Madison County, J. E. W. Miller; Piatt County, Chas. McIntosh; Wabash County, J. T. Timberlake.

At Carbondale: Alexander County, Lucy B. Twente; Fayette County, S. B. Vance; Franklin County, E. B. Swofford; Hamilton County, M. L. Hunt; Hardin County, E. N. Hall; Jackson County, L. E. Etherton; Jefferson County, Rose Janssen; Johnson County, E. W. Sutton; Marion County, J. S. Kniseley; Massac County, Luther L. Evers; Monroe County, Louis H. Zimmer; Perry County, E. E. Harriss; Pope County, C. V. Parsons; Pulaski County, Ethel B. Hartman; Randolph County, R. O. Finley; Saline County, A. A. Moore; Union County, L. W. Brown; White County, Harry E. Puntney; Williamson County, Don C. Moss.

At Macomb: Adams County, Geo. M. Smith; Brown County, Edith Brown; Cass County, Walter E. Buck; Henderson County, Chris S. Apt; Knox County, Assistant J. R. Peck; McDonough County, Florence L. McGaughey; Mason County, A. R. Smith; Rock Island County, Justin Washburn; Schuyler County, Victor B. Wood; Warren County, F. M. Winbigler.

At DeKalb: Boone County, Homer Hall; Carroll County, Martha J. Ashby; Cook County, E. J. Tobin; DeKalb County, Warren Hubbard; DuPage County, L. V. Morgan; JoDaviess County, F. L. Burns; Kane County, E. M. Harris; Kankakee County, Frank Saltzgiver; Kendall County, A. N. Barron; Lake County, T. A. Simpson; Lee County, L. W. Miller; Menard County, Beulah Wood; McHenry County, Ethel C. Coe; Ogle County, Geo. F. Cann; Stephenson County, F. P. Donner; Whiteside County, H. B. Price, Will County, August Maue; Winnebago County, Irving F. Pearson.

## The State Dis'rributive Fund.

A State distributive fund has two objects, one primary and the other secondary. The large object is to equalize education opportunities throughout the State. The small one is to enforce State-wide standards of requirement. If the property and material prosperity of the People of the State were equitably distributed over the State in proportion to the number of children to be educated, there would not be any need of a State distributive
fund for equalizing education opportunities. If there were the same per capita of wealth or income behind every pupil to be educated in the public schools, there would be no need of setting in action State-wide machinery for collecting taxes and redistributing them back to the very localities that had paid these taxes. If a state were thus conditioned, the way to provide equal education opportunities for all the children in the State would be to set State-wide legal standards and provide for their enforcement. Each district having the same amount of wealth behind each child could not evade maintaining the standards required by law.

There are, however, very few states where wealth and children are distributed in this equitable ratio. Illinois is very far from such a happy situation. It has its greatest length from north to south, approximately 365 miles. About two-thirds of its territory is of the glaciated character, with a rich humus, making one of the richest agricultural regions in the world. The other third in the southern part is the unglaciated portion which was as a general rule covered by forests. It attracted the first settlers that came to this new territory. There the first counties were formed and the first considerable cities grew. There in the beginning of the new State the capital was located. It is easy to believe that some of the best people who inhabited the State located in that region because of the nearness of the building materials and the fact that the great prairie regions at that time were impossible of settlement. Under present conditions, however, this unglaciated region has been largely cut over, the uneven character of the surface has helped to carry away a great deal of the humus that was left by the growing timber. The discovery of coal is about the only thing that has given it any new economic advantage. By virtue of its being the oldest settled portion of the State, and by virtue of the farms being rather of small acreage, it has had a large population for its area. The central and northern portions of the State though they developed later have placed behind every school pupil in those sections a landed wealth from two to twenty times greater than is behind a child in the unglaciated southern section of the State. Moreover, the location of manufacturing and industrial centers and the building of railroads have added greatly to the inequalities the per capita of wealth to the school pupil.

This and more might be said to show how Illinois is peculiarly in need of a large equalizing State fund. But here again Illinois is caught in the trap of a taxing system for which no recent session of the General Assembly is responsible. In states like Pennsylvania, New York and New Jersey the state taxes certain corporations and properties which are not taxed by any local municipal unit. That does two things. It places in the State treasury large sums of money and it deprives the local district of revenues which might come to it if the State-wide corporation were taxed within that local unit. Such states, however, remedy this matter by distributing large sums of money back to the local municipal units, Pennsylvania and New York each having a distributive fund which is rapidly approaching a hundred million dollars.

In Illinois, however, every mile of railroad is taxed by the district through which it runs, by the township, by the county, by the drainage district if it happens to be in one, and by the State. This system presents an almost unsurmountable obstacle in the way of creating a large distributive fund by direct taxation. The only way of creating such a fund as would adequately equalize educational opportunities throughout the State would be to secure the fund from some other sources than a property tax.

School officers and students of school systems have for many years been studying not only the way to secure revenues for these State distributive funds, but methods for distributing them so as to insure this equality of educational conditions for all the children of the State. Illinois followed for over seventy-five years the method of distributing its fund on the sclool census basis which only in a very remote way tended to equalize education opportunities. This was amended for the first time in 1923 by a law which sought to distribute the fund on certain educational bases. A rery short experience under this law showed clearly that it tended
to increase the inequalities of available revenue behind every child in the State rather than to equalize.

The law amended in 1927 had for its specific object the curing of this defect. Two years have been long enough to show that the effects of the law are to equalize more nearly the amount of school revenue behind each child in the State of Illinois. Unfortunately, the amount of money available is not sufficient to meet the budgets which were presented from the various counties of the State. The very least that this session of the General Assembly should consider is to provide some method of increasing the distributive fund so that the full quotas provided for under it may be distributed. Then we can see how near the law comes to equalizing education opportunities and will be able to predicate new legislation if any should be needed. If the Distributive Fund may be secured from sources other than a property tax, the fund should be increased until it represents a much higher percentage of the total amount expended for public education in the commonwealth.

## County Board Bill.

Another serious fault in the Illinois system of public schools is the small district which in pioneer times served a very useful purpose, but in these modern times is an obstruction to real educational progress. The first legal provisions for a school system in Illinois were based upon the township as the smallest unit for taxation and assessment. This logically grew out of the fact that the Federal government had given the sixteenth section of land for the promotion of schools within that township; and as the proceeds of that section were for all the schools in the township, a board of township trustees was authorized as one of the first school boards in Illinois. Unfortunately the heterogeneous character of the early settlers of this territory made the township system seem too large for them. A settlement of people from England might be only a mile or so from a Moravian settlement where religious creed and general economic and political views were widely different. Two such communities did not want their schools brought under the control of the same board. Again every one of the older states had colonies in this new territory and commonwealth. These communities naturally wanted to have schools somewhat like the school in the state from which they came, which led in the early forties to a requirement by the Legislature that the trustees should divide the townships into districts approximately two miles square. The Legislature at that time felt that it was really acting in the interest of establishing a real system of free public schools. In effect, however, it was hanging a mill-stone about the neck of that system. Ever since that time school people have been meeting and resoluting against the district system and asking for a larger unit of taxation and administration.

It is, however, a common matter of observation that when you have given power to a man or to a group of men it is very difficult to take that power away. There are certain economic features which also obstruct every attempt to undo the effects of this act of the Legislature. The township and community high school laws passed by the Legislature were the first effective attempts in creating large districts for taxation and administration. These laws have resulted in almost three-fourths of the territory of the State being included within these large high school districts.

After many years of agitation and discussion a law was finally passed providing for the consolidation of these small common school districts into larger units where there would be larger enrollments, enabling classification and grading of schools and making possible a higher quality of instruction. Within the two years that this law was on the statute books over seventy such consolidations were effected in the State. It, however, met with the disapproval and the active opposition of most of the farmers and land owners of Illinois. So strong was this opposition that the law was practically repealed by amendment two years after its passage.

It has, therefore, become clear that the changing of district boundaries in Illinois must be a matter of rather gradual accomplishment.

The State Teachers Association, through its larger unit committee, is proposing a bill of the very greatest importance to future education in this commonwealth. In brief it establishes a county board of education which is to be elected by all the voters of the county. This board performs the functions now performed by the educational committee of the board of supervisors or county commissioners. It also takes over the function of the ex-officio board in changing the boundaries of township and community high school districts, as well as the powers of township trustees in changing the boundaries of elementary school districts. Here we have a board that will not be subject to the same legal criticism that ran the county ex-officio board on to the constitutional rocks.

Another large power given to this board is to employ helping teachers who shall assist the county superintendent in improving the instruction in the small school districts of the county. The bill is so large in promise of future good that one tries to make himself believe that the Legislature will see this and will enact it into law. Friends of the bill, however, will not fail to see that the creation of any new tax levying body within a county will have to meet with the most pointed and severe opposition.

## The Certificating Bill.

## (Senate Bill No. 113.)

One of the inherent faults of our Illinois system of free schools from its very beginning was the failure to provide proper qualification requirements for its teachers. In the very early days when there were very few qualified persons to be found in frontier communities, this lack of requirement can be easily understood and excused. At first the directors of the school were allowed to examine each applicant and decide for themselves whether the person was competent to teach or not. Later on the township trustees were asked to determine the qualification of the teachers who should teach in the township. Neither one of these two plans provided for any kind of a professional certificate or credential. It was largely an oral examination and an oral declaration of qualification.

This tentative, unstable, unprofessional condition was supplanted by a requirement of law that the county superintendent in each of the counties of the State should be the certificating authority to determine the qualifications of the teachers who should teach within his county, the law setting up a general legal standard of requirement. This plan was followed for over sixty years with only one modification which empowered the Superintendent of Public Instruction to issue certificates of State wide validity. The county certificating bill, while a great advance over anything that had gone before it, revealed inherent and fatal weaknesses as education advanced throughout the country and the standard of teacher qualification was lifted in the other states of the Union.

In 1915 the Legislature by an enactment took a stride twenty-five years forward when it enacted the present State Certificating Law which was as advanced in its provisions for teacher training and teacher qualification as any law on the statute books of any state at that time. The good results which followed the enactment of this law, although somewhat interrupted by the years of the World War, were pronounced. But it soon became apparent that other states following somewhat the lead of the Illinois law, had gone far beyond it in their legal requirements for teacher qualification with the result that Illinois is practically surrounded by states whose standards are higher than those provided by the act of 1915.

The county certificates provided by the Illinois law are no longer taken in exchange for certificates in these states because the requirements for them are too low. Thus the doors are closed to some of our teachers who desire to go into new fields of activity. But perhaps the worst effect
of our present law is that persons who can not qualify under the certificating law of the surrounding states are coming into Illinois where they can qualify. Our forward looking and ambitious young men and women who are preparing themselves by thorough professional and academic training in our higher institutions of learning find themselves when thus qualified in competition with applicants of lower qualification. All too often they find teaching positions occupied by people of inferior preparation for teaching.

These growingly apparent defects in our law led to the introduction of a bill in 1925 which would have placed Illinois on an equal footing with the most advanced states in the Union. Failing in that session to be enacted into law, it was re-introduced in 1927. There seemed to be every reason to believe that it would pass both Houses, but unfortunately after having passed the Senate it was caught in the legislative jam of the last legislative day and failed of passage. It is being introduced again at this session with some slight modifications and has the support of practically every organization that wants the children of Illinois to have as much competency in their teachers as is required by the surrounding states.

## The Compulsory Attendance Law.

A compulsory attendance law is justified on the ground that every ignorant illiterate child is a liability, if not a menace to the State and nation. Whereas every year of education adds not only to the happiness and usefulness of the individual, but increases the stability and economic progress of the State. Illinois has had a compulsory attendance law for many years. During the World War many earnest people began to look into the provisions of the law and to find that it did not take care of certain things which they thought were important. One group wanted to have every school in the State use the English language as the medium of instruction. Another wanted to provide that the children between the ages of fourteen and sixteen who were in the employment should be required to attend a continuation school at least eight hours out of each week. Still another group felt that it was necessary to provide a county truant officer for those districts in the county which did not provide a district truant officer.

In the session of the General Assembly in 1919 section 274 of the School Law which embodied the compulsory attendance provisions was set up in a separate bill by each one of these three groups. Every one of these bills passed either the upper or the lower House of the Assembly, but on the last legislative day none had received the approval of both Houses. Two stood on third reading in the House and one in the Senate. As the night of the last session wore on one of these bills passed the second House. Later on the other two passed and we had the first recorded case of legislative triplets.

There had been a number of attempts to combine these bills in committees but so many variant opinions prevailed that those in charge of each bill decided to make their bill the law with the result as noted. What could be done with these three Acts passed by the General Assembly on the same legislative day, all of which set up the same section of the School Law? The Governor decided to sign them all at the same time and let the administrative officers give them a harmonious, practical construction. For a while this plan seemed to work very well, but it soon became apparent that the courts did not consider all of these three laws as of equal validity. State's Attorneys become more and more doubtful about securing convictions under this three-lieaded truancy Act. We have now reached a stage where the situation is so confused that the demand for new legislation is imperative. These three Acts have been written into one Act and will be presented to the Legislature. It should receive the most careful consideration of the members of the General Assembly, as well as of all the school people of the State.

How the Anocits of State Aid for the Counties are Computed.
The county superintendents have now received the orders from the Auditor of Public Accounts for the amounts due the school districts from the State Distributive Fund.

The following procedure as outlined in the law produced the various amounts:

First, $\$ 2,143.53$ for certain districts in which State institutions are situated was subtracted from $\$ 8,057,000.00$ appropriated for the school fund. The amount remaining, $\$ 8,054,856.47$, was then divided by $\$ 9,037,195.93$, the total claims of the counties of the State, giving 89.13004 per cent. Then each county claim was multiplied by .8913004 , thus apportioning to the counties amounts whose sum is $\$ 8,054,856.47$ available for distribution. Then the equalized assessed valuation of the property of each county was multiplied by .0001 to find the amount to be held in the State treasury for the State Teachers' Pension and Retirement Fund. These amounts are deducted together with the amounts paid to the county superintendents as salary, and the amounts remaining are specified in the orders sent to the county superintendents for distribution to the districts.
TABLE SHOWING BEGINNING TEACHERS AND THEIR QUALIFICATIONS, BY COUNTIES-1928.

| Counties. | Graduates of - |  |  |  | Graduates of 4-year high school and attended- |  |  |  |  | Attended high school oniy. |  |
| :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: |
|  | Total number. | College or University. | Teachers College 4-year course. | Normal School 2-year course. | College 3 years. | College or Normal School 2 years. | College or Normal School 1 year. | College or Normal School less than 1 year. | Neither College nor Normal School. | Tnree years. | Two years. |
| *Illinois. | 3,860 | 765 | 160 | 542 | 93 | 466 | 1,005 | 384 | 388 | 31 | 26 |
| Adams | 58 | 9 | 2 |  | 7 | 14 | 15 | 8 |  | 3 | -------- |
| Alexander | 23 34 | 8 |  |  |  | 5 | 8 | 5 | 10 | 1 |  |
| Boone. | 15 | 4 | ------ | 6 |  | 2 | 1 | 2 |  |  | ----------- |
| Brown | 16 | 1 | ------------ | 3 |  | 2 | 7 | - | 3 |  | --------- |
| Bureau. | 57 | 12 | -- | 7 | 3 | 7 | 23 | 1 | 4 | ------- |  |
| Calhoun-- | 7 |  |  |  | 4 |  | 1 |  |  | 2 | -.---- |
| Carroll. | 31 27 | 9 4 | 1 |  | 2 | 7 | 7 | 10 | 5 8 | 1 | --- |
| Champaign----- | 62 | 15 | -------- | 2 | 5 | 11 | 15 | 13 | ------ | 1 | --------- |
| Christian | 49 | 10 | 3 |  |  | 3 | 13 | 10 | 5 | -------- |  |
| Clark. | 27 | 6 | 1 | 5 | 2 |  | 10 | 1 | 2 | ------- | ---1 |
| Clay | 23 | 6 | 1 |  | 1 | 1 | 3 5 | 2 | 7 18 | 3 | 1 |
| Coles | 34 | 16 | 10 | 6 |  |  | 2 |  |  | --- |  |
| -Cook | 108 | 48 |  | 60 |  |  |  |  |  |  | - |
| Crawford | 24 | 5 |  |  |  |  | 9 | 4 | 6 | ------ | -------- |
| Cumberland | 30 | 8 | 9 | 5 | 3 | 1 | 4 | - | ---- | --------- | -- |
| DeKalb.--- | 47 | 12 |  | 3 | 6 | 14 | 10 | 2 |  |  | -- |
| DeWitt- | 29 | 9 | 1 | 1 | 1 | 1 | 15 | ------ | ------------ | ---- | --------- |
| Douglas | 43 | 27 | 3 | 4 |  | 6 | 2 | 1 |  | ------- | - |
| DuPage. | 42 | 14 |  | 18 | 1 | 6 | 3 | ---------- |  |  | -- |
| Edgar | 32 | 6 | 2 | 4 |  | 8 | 8 |  | 4 | --------- |  |
| Edwards | 12 |  |  | 3 |  |  |  | 2 | 6 | -------- | 1 |
| Effingham.-.----- | 20 | 2 | 1 | 3 | 1 | 2 | 6 | 4 | 1 | --------- |  |
| Fayette. | 25 | 6 | 1 |  |  | 4 | 6 | 3 | 5 |  |  |
| Ford. | 33 | 7 |  |  | 1 | 3 | 15 | 6 | 1 |  |  |
| Franklin. | 55 |  |  | 15 |  |  | 12 | 5 | 11 | 5 | 7 |
| Fulton.- | 81 | 21 | 4 | 7 | 2 |  |  | 47 |  |  | , |
| Gallatin | 8 | 4 | ------- | 3 | ------ |  | 1 | --------- | ----------- |  | -------- |

TABLE SHOWING BEGINNING TEACHERS AND THEIR QUALIFICATIONS, BY COUNTIES--1928-Concluded.

| Counties. | Graduates of - |  |  |  | Graduates of 4-year high school and attended- |  |  |  |  | Attended <br> high school only. |  |
| :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: |
|  | Total number. | College or University. | Teachers' College 4-year course. | Normal School 2-year course. | College 3 years. | College or Normal School 2 years. | College or Normal School 1 year. | College or Normal School less than 1 year. | Neither <br> College nor <br> Normal <br> School. | Three years. | Two years |
| Greene | 24 | 2 | -------- | 3 |  |  |  | 18 | 1 |  |  |
| Grundy - - | 20 | 4 | ---------- | 2 | -------- | 4 | 6 | 1 | 3 |  |  |
| Hamilton | 15 |  |  | 2 |  |  |  |  | 12 | 1 | -- |
| Hancock Hardin | 57 4 | 7 | 4 | 12 | 3 | 2 | 25 | 2 | 1 | 2 |  |
| Henderson. | 23 | 7 |  | 2 |  | 1 | 8 | 3 | 2 |  |  |
| Henry | 61 | 9 | ---------------- | 12 | 5 | 14 | 10 | 6 | 5 |  | -- |
| Iroquois. | 47 | 13 |  | 13 | 1 | --------- | 6 | 6 | 8 |  |  |
| Jackson... | 37 | 6 | 5 | 2 |  |  | 21 | 2 | 1 | --- |  |
| Jasper--------------- | 20 |  |  | 4 | 3 | 4 | 7 | 2 |  | ---- |  |
| Jefferson. | 44 | 3 |  | 5 | ------- |  | 17 | 1 | 17 | 1 |  |
| Jersey --- | 19 | 2 |  |  |  |  | 2 | 3 | 10 | 1 |  |
| JoDaviess. | 30 | 9 |  | 8 | 1 |  | 12 | ---------- |  |  |  |
| Johnson-- | 23 | 2 | 2 |  |  |  | 10 |  |  | 2 |  |
| Kane---- | 41 | 12 |  | 20 |  | 3 | 6 | ----------- |  |  | --- |
| Kankakee. | 39 |  | 7 | 7 |  |  | 4 |  | 21 |  |  |
| Kendall. | 25 | 5 | 3 | 8 |  | 2 | 7 |  |  |  | --- |
| Knox- | 70 | 24 | ----------- | 7 |  | 9 | 25 |  | 5 |  |  |
| Lake | 43 | 12 |  |  |  | 25 | 5 |  | 1 |  |  |
| LaSalle. | 88 | 21 | 4 | 11 | 2 | 10 | 18 | 9 | 13 | ---------- | ---- |
| Lawrence. | 17 | 3 |  | 7 |  |  | 4 | 3 |  |  |  |
| Lee.-...-- | 39 | 10 |  | 11 | 4 | 3 | 7 | 2 | 2 |  |  |
| Livingston | 65 | 11 |  | 12 |  |  | 27 | 5 | 10 | ------- |  |
| Logan...- | 39 | 10 |  |  | 1 | 11 | 13 | 4 |  |  |  |
| McDonough. | 43 | 10 | 3 | 3 |  | 20 | 4 | 3 |  | ---------- | --- |
| McHenry . | 43 | 21 |  |  | 4 | 2 | 14 | 1 | 1 | --------- |  |
| McLean | 76 | 1 | 14 | 23 |  | 4 | 33 |  | 1 | ---------- |  |
| Macon- - | 39 | 3 | 2 |  |  | 17 | 10 | 7 |  |  |  |
| Macoupin. | 68 | 17 |  |  | 1 | 7 | 10 | 3 | 30 |  |  |
| Madison. - | 61 | 4 | 10 | 13 | 2 | 10 | 12 | -------- | 10 | ---------- |  |
| Marion. | 40 | 7 |  | 4 | 1 | 3 | 11 | 6 | 7 | 1 |  |
| Marshall | 23 | 2 | ------- | 4 |  |  | 9 | 8 |  |  | -- |



## Vocational Education-Agriculture.

## WHAT DOES A VOCATIONAL AGRICULTURE TEACHER DO?

The teacher of vocational agriculture is employed primarily for the purpose of teaching agriculture to his all-day, part-time and evening school students. However, in order to do this job successfully the teacher must not only participate but be a leader in many agricultural activities of the community. An idea of the work of a vocational agriculture teacher may be had by studying the actual yearly report of such a teacher to his high school board of education.

## January.

Taught grain and seed judging, weed seed identification and hog management. Showed lantern slides on apple and potato growing.

Made three visits to students' projects.
Prepared annual report for State Supervisor of Agricultural Education.
Held annual Poultry Show. Successful. Four hundred thirty-five birds exhibited.

Held one Agricultural Club meeting.
Took students to Farmers' Institute at ......................... Set up educational exhibit with three other schools. Awarded first. Grain judging team competed in judging contest with several other schools, and finished in last place.

Planned evening short course.
Went to Crawford County with Chamber of Commerce Committee and purchased five Jersey heifers for Dairy Club.

## February.

Taught soil fertility, testing seed corn, use of farm implements, weed control, crop rotations, Illinois Seed Law, poultry management and elementary veterinary work.

Held one Agricultural Club meeting. Helped Agricultural Club give a party to Home Economics Club.

Held six evening short course meetings. Fairly successful. Average attendance twenty-five to thirty.

Distributed Dairy Club heifers.
Increased total club enrollment to fifty-seven.
Made four visits to students' projects.

## March.

Taught varieties and market grades of corn, milk testing, orchard management, treating of seed oats, raising oats and barley, veterinary, milk production and dairy management, dairy feeding, sheep management, sheep and beef calf judging, and study of farm magazines.

Made twenty visits to students' projects.
Held seventeen meetings with total attendance of three hundred sixty, including three evening short course meetings.

Cooperated with Chamber of Commerce in holding meeting to inaugurate home beautification contest.

Held meeting at thirteen grade schools of district to organize Poultry Club. Enrolled forty members.

Increased total club enrollment to one hundred.
Took students to ................... to see C. \& E. I. poultry train.

## Aprit.

Taught potato growing, garden management, garden insects and diseases, grain testing and judging, seed treating, dairy cattle judging and breeds of dairy cattle, sheep, beef cattle, livestock marketing and organization of cooperative shipping associations.

Made thirty-two visits to students' projects.
Visited twenty-six members of the Beef Calf Club.
Spoke to Woman's Club on garden insects and diseases.

Started plans for a Junior Corn Show in cooperation with Chamber of Commerce and enrolled seventy-nine exhibitors, doing much of the work in cooperation with the rural schools.

## May.

Taught growing of garden plants, storing and marketing corn, livestock judging and market classes of cattle, hogs and sheep. Made a thorough review for final examinations.

Made fifteen visits to students' projects.
Took judging teams to sectional judging contest at ................. with sixteen other schools. Ranked first in fat stock, fourteenth in dairy, fifth in grain and eleventh in poultry.

Students grew over eight hundred garden plants for home use.

## June.

Made thirty visits to students' projects.
Took thirty-two club members to University of Illinois for annual club tour.

Held practices for judging teams.
Took grain, fat stock, dairy and poultry judging teams to State contest. Failed to win any prizes.

Attended annual State Agriculture Teachers' Conference at University of Illinois.

Visited Poultry Club members and leg banded their chickens.
Secured scholarships to College of Agriculture for two high school grad. uates.

## July.

Made thirty-five visits to students projects.
Visited Poultry Club members.
Attended meeting of county fair directors and secured premium money for Poultry and Dairy Club members.

Held Beef Calf Club tour to homes of club members, with man from University of Illinois. Total attendance about seventy.

Prepared exhibit for fairs.
Took five days' vacation.

## August.

Made twenty-five visits to students projects.
Took dairy and fat stock teams to State Club Judging Contest at University of Illinois.

Displayed exhibit at Aurora Central States Fair. Won second place in a class of sixteen schools.

Displayed exhibit at Illinois State Fair. Won second place in a class of twenty-five schools.

Visited Poultry, Pig and Calf Club members, preparing exhibits for County Fair.
'Took three days' vacation.

## September.

Taught soil testing, spreading limestone, Hessian fly, wheat seeding, treating seed wheat for smut, seed corn selection, introduction to farm management, judging hogs, drawing maps of home farms and characteristics of a good farmer.

Made four visits to students' projects.
Helped club members exhibit animals at County Fair. club members won $\$ 321.00$ in prizes.

Displayed exhibit at County Fair, winning first place in class of six schools. Now have permanent possession of trophy cup, ............. having won first for three consecutive years.

Took stock judging team to contest at County Fair. Won third place in class of six schools.

Attended County Teachers' Institute at ................. and sectional Agriculture Teachers' meeting.

Students tested 1,676 acres for soil acidity and drew maps of farms showing acid areas.

## October.

Taught seed corn selection, seed corn storage, soil management, rye growing, hog judging, Douglas County farm statistics and problems, calf feeding, and farm management.

Made five visits to students' projects.
Held four meetings at rural schools on selection of samples for Corn Show.

Made and distributed final reports for 1928 Calf Club:
Organized Agricultural Club among students. Held two meetings.
Secured a free ton of rock phosphate and applied it to one acre of a student's project field to determine its effect on next year's crop of corn.

Made out annual program of work for State office.
Attended Agricultural Adjustment Conference at .................. and district teachers' meeting.

Secured eighteen Shorthorn calves for County Club. Distributed from ............. stockyards. Also secured Hereford and Angus calves for county, and in this way was able to guarantee our local club members better quality calves.

## November.

Taught soil management, corn judging, rat control, and crop rotations. Made seventeen visits to students' projects.
Distributed Hereford and Angus calves to members of the Calf Club. There are a total of forty calves in the present ............. club, the largest in the county.

Held three seed corn selection meetings at rural schools in preparation for the Corn Show.

Held two Agriculture Club meetings.
Secured samples of seed and statements on how to grow good corn from twenty-five farmers of the community in preparation for an educational exhibit at Corn Show. Visited a number of other farmers to urge them to enter exhibits.

Attended annual High School Conference at University of Illinois.

## December.

Taught drainage, seed judging, weed seed judging and keeping of farm accounts.

Made fourteen visits to students' projects.
Visited members of the Calf Club.
Held Corn Show. Successful. Total of three hundred sixty-five exhibits from ninety-two farms, sixty-one of which I had visited to secure exhibits or had direct contact through students. One hundred eighty-nine ten-ear samples exhibited. The general opinion seemed to be that the show was a good thing and should have a beneficial effect on the type of corn used for seed.

Had a member of the State Natural History Survey give a lantern slide lecture to an open meeting of the Agriculture Club on plant disease.

Had students write stories about their completed projects. Sent four of these to Chicago Drovers' Journal to compete in annual project story contest open to agricultural students of Iowa, Wisconsin and Illinois.

Took six samples of corn to State Corn Show for students.
Started teaching of farm accounting to farm management class, using account books furnished by University of Illinois. This is proving to be one of the most valuable things possible to teach in agricultural work.

Introduced a new system of project records, whereby each student will make weekly written reports on the progress of his project.

Took three days' vacation.

## The Eight Months Term Bill.

The fact that in many of the districts of the State the school children were exposed to teaching and instruction for ten months out of the year, while in other parts of the State children just as worthy and just as desirous of education were able to attend school only seven months out of the year, showed very clearly the inequality in education opportunity throughout the State. It appears that about 2139 districts out of the 11,000 had only seven months school during the year ending June 30, 1928; that 725 of these districts were taxing themselves to the legal limit in order to employ a teacher for seven months. With the two million increase in the distributive fund all of these districts that levy to the limit of the law will receive enough money to employ a teacher for the additional month without entailing any additional local taxation. The other 1414 districts with a seven months term will receive through the flat allowance a sufficient amount to pay about one-third of the teacher's salary for this extra month, and will be able to extend their term to eight months by a slight increase in the local taxation. It will, therefore, be seen that the eight months term bill does not work any hardship on any district in the State, and it goes a long way towards equalizing education opportunities for the boys and girls of the commonwealth.

## Salary and Wages Appropriation for the Teachers Colleges.

Every student of public education throughout the country knows what an important factor the Teachers Colleges are in any real advance in school administration and instruction. Without adequate means for training, the incoming teachers will bring to their work a low standard of preparation. On the other hand, as these teacher training institutions expand their facilities and enlarge their instructional forces, it can net fail to create a large number of well trained teachers to supply the demands of each year.

From 1855 down to 1913 the certificating laws of Illinois had established such low standards of professional and academic training that there was little or no incentive for persons to go away to the teacher training institutions to equip themselves. Only such persons as saw the larger need of such training or those who found it necessary to acquire that training in order to get into some particular system of schools went to these State teacher training institutions. Upon the enactment of the certificating law of 1913 there was an immediate increase in the attendance upon the teachers colleges. Had not the war intervened to stop all education movements, the enrollment would have mounted each succeeding year. However, since the war ended there has been a gradual increase in the attendance upon these institutions and with the new certificating law enacted at this session that number will be greatly increased.

In the two older teacher training institutions at Normal and at Carbondale, one beginning in 1857 and the other in 1872, had grown up a very unfortunate situation. In the beginning these two institutions took in pupils of high school grade. They were able with a relatively small faculty and relatively large classes to accomplish their work. Within the last fifteen years they have done away with any students below college grade, but the custom that had grown up of large classes and over-worked faculty continued. The three newer institutions were considerably better off in this respect, but even in those there was danger that the load placed upon teachers would render a high quality of instruction impossible. Moreover, it was found that a teacher over-load was not the only handicap that the instructors in our teacher training institutions labored under. Their salaries were below the salaries paid in the best high schools. The presidents of these institutions, seeking new faculty members, found themselves in competition with the district schools that were able to offer better wages than the training sclools were.

All these observations led the State Normal School Board to the conclusion that an unusual effort should be made to secure from this session of the General Assembly such an increase in the salaries and wages fund of these five institutions as would tend to lift both of these handicaps. The Governor and the legislature were convinced of the soundness of the arguments presented, and an increase of over $\$ 500,000$ was allowed in this item alone. It will make possible the addition of about eighteen new teachers at Carbondale and eight or ten at the Normal University. It will permit every teacher in these institutions to do a better quality of work, and it will give the presidents a little better chance to get the right kind of men and women to come into our teachers colleges.

## The Illinois Candidate for the Thomas A. Edison Scholazhip.

In the last days of April many of the high school principals received a letter signed by Charles Edison announcing the offering of a Thomas A. Edison Scholarship to some outstanding American boy who had made his mark in scientific studies during the present school year.

The general plan was to have each high school select the most outstanding boy in scientific attainment who was a member of this year's graduating class. Out of these, by a plan to be adopted by each state, was to be selected one who would be recommended to the Governor of the state for his appointment. The forty-eight states and the District of Columbia were to send candidates who were to meet Mr. Edison in his laboratories, and out of these forty-nine candidates Mr. Edison was to select the boy who would have a four year's' scholarship at Mr. Edison's expense in preparing himself for taking up the kind of work to which Mr. Edison had given his life.

On May 1st he wrote directly to Governor Louis L. Emmer'son, asking him to take an active interest in the selection. The Governor invited a number of school men to suggest to him a plan for selecting this boy.

On May 10th the Governor appointed a commission consisting of President David Kinley, Chairman, Francis G. Blair, Secretary, President L. C. Lord, President Charles H. Rammelkamp, Superintendent William J. Bogan, County Superintendent Justin Washburn, and Principal Frank L. Eversull. This commission met in President Kinley's office on May 15th. The plan adopted was as follows:

First, a county examination to be held on Saturday, June 1st, at the county seat of each county by the county superintendent at the time and place he was to hold the examination for the County University Scholarship. The commission decided that the examination for the Edison Scholarship should consist of the questions on physics and chemistry set for the University Scholarship.

Although the school year was nearing its close and preparation for commencement was occupying the attention of high school principals and teachers, candidates appeared in 76 county seats. In 10 of these counties no candidate qualified.

The second examination, called the regional examination, was given on Saturday, June 15th, at six different points located as conveniently to the 66 counties as possible. This was an intelligence test prepared by the experts in the College of Education at the University of Illinois. Unfortunately, some of the notices to the 66 county candidates went astray in the mail, or failed to reach the boys in time for them to get to the regional test. At five of these regional centers one boy stood out clearly ahead of the others in the test, but in one two boys had the same score. As those who graded these tests had no authority to work off this tie, the commission decided to let both of these boys come to Springfield on Friday, June 21st, along with the other five, where they were to meet with the commission and with the Governor to make the final selection. The commission met at 9:00 o'clock in the morning (Superintendent Bogan and Principal Eversull
being absent), and decided to let each one of the boys come before the commission in order that they might talk with them. Anyone who has doubts and misgivings about the intellectual and moral quality of the boys coming out of our high schools would have had those doubts resolved if he could have listened to these boys as they answered the questions propounded to them by three college presidents and two school masters. An informal vote was taken, which showed that Robert Girndt had received three votes for first place and was the second choice of the other two members of the commission. His choice was made unanimous.

The commission and the boys then met the Governor at the Governor's Mansion for a photograph together, and proceeded to the Abraham Lincoln Hotel, where a lunch was given in honor of the boys. No announcement had been made to the boys as to the action of the commission. That was reserved for the Governor to announce at the conclusion of the luncheon. He did it in a most gracious and fitting way. It is interesting to note that the boy chosen is an orphan boy in the Lutheran Orphanage at Nachusa, a suburb of Dixon, Illinois. He was a little less than $171 / 2$ years old. His breadth and accuracy of information in the field of science was unusual. While he admitted that he did not like poetry and had not read much literature outside of the field of science, he had been the editor of his high school paper and of the class annual. He had also made a record as a mile runner.

All of his expenses in going to Mr. Edison's laboratories and returning will be paid by Mr. Edison. Whether he is selected as the fortunate boy out of the 49 or not, he will at least have the privilege of meeting Mr. Edison and going through his wonderful laboratories. He will also receive as a present from Mr. Edison a radio set.

The contest stirred up a great deal of worth while interest, but the time for carrying out the plan was so short that all the schools which could have presented an eligible candidate did not get into it.

DEGREES HELD BY PRINCIPALS OF 4 YR. R HIGH SCHOOLS. Outside of Chicago.

| Enrollment. | No degree. | Bachelor. | Master. | Doctor. | Total. |
| :---: | :---: | :---: | :---: | :---: | :---: |
| Less than 100 | 34 | 194 | 36 |  | 264 |
| 100 to 200 | 8 | 118 | 43 |  | 169 |
| 200 to 300 | 2 | 37 | 25 |  | 64 |
| 300 to 500 | 1 | 31 | 13 |  | 45 |
| Over 500 | 2 | 23 | 28 | 5 | 58 |
| Total. | 47 | 403 | 145 | 5 | 600 |
| Per cent of whole number | 7.8 | 67.2 | 24.2 | . 8 | 100 |

DEGREES HELD BY PRINCIPALS OF 4 YR. PR HIGH SCHOOLS.

| Enrollment. | No degree. | Bachelor. | Master. | Doctor. | Total. |
| :---: | :---: | :---: | :---: | :---: | :---: |
| Less than 100 <br> 100 to 200 | 24 | 26 1 | 2 |  | 52 1 |
| Total | 24 | 27 | 2 |  | 53 |

PRINCIPALS OF 6004 YR. R HIGH SCHOOI.S.
Number of New Principals. ${ }_{87} \quad$ Number of ${ }_{7}$ Inexperienced principals.
PRINCIPALS OF 534 YR. PR HIGH SCHOOL心.

1928-1929.
FOREIGN LANGUAGES TAUGHT IN REGULARLY RECOGNIZED 4 YR. HIGH SCHOOLS. 614 Schools.
(Outside of Chicago.)

|  | Less than 100. | 100 to 200. | 200 to 300. | 300 to 500. | 500 or over. |
| :---: | :---: | :---: | :---: | :---: | :---: |
| Latin. | 240 | 98 | 18 | 4 |  |
| Latin, French | 24 | 61 | 34 | 32 | 12 |
| Latin, Spanish | 3 | 7 1 | 3 1 |  |  |
| French ...- | 5 |  |  |  |  |
| French-Spanish | 1 |  |  |  |  |
| Latin, French, German. |  |  | 3 | 2 | 5 |
| Spanish-----.-.--...- |  | 1 | 1 |  |  |
| German...---.-.-.-- | $1{ }^{-}$ |  |  |  |  |
| Latin, French, Spanish, German Greek |  |  |  | 1 |  |
| Latin, French, Spanish.---... |  | 1 | 4 | 5 | 22 |
| Latin, French, German, Spanish Italian. |  |  |  |  | 2 |
| Latin, French, German, Swedish |  |  |  |  | 1 |
|  |  |  |  |  | 15 |
| No Foreign Language----------- | 1 |  |  |  |  |
| Total | 275 | 169 | 64 | 47 | 59 |

1928-1929.
AVERAGE NUMBER OF LIBRARY REFERENCE BOOKS IN THE FOLLOWING SUBJECTS IN REGULARLY RECOGNIZED 4 YR. HIGH SCHOOLS.
(Outside of Chicago.)
(598 Schools.)


## A Nefy Presideyt for the Northern Iflinoig State Teachers Coliege.

Upon the resignation of Mr. J. C. Brown as president of the Teachers College at DeKalb, it became necessary for the State Normal School Board to select his successor. About 26 persons in all were carefully considered by the committee appointed by the board. On September 17th this committee unanimously recommended to the board Mr. Karl Langdon Adams, and the board unanimously approved the recommendation of the committee.

Mr. Adams has his Bachelor's degree from Ohio University and his Master's degree from the Teachers College, Columbia University, and has all the work on his Doctor's degree completed except the dissertation.

He has six years of teaching experience in the public schools, five of them in Illinois. He has been a teacher for eleren years in the State Teachers College at St. Cloud, Minnesota, and for the last four years was assistant to the president and assistant director of the summer school. He is forty
years of age, and has a wife and two children. He will assume the presidency on October 1st.

He was recommended to the board by the following persons:
E. S. Evenden, Professor of Education, Teachers College, Columbia University.

Wm. H. Kilpatrick, Professor of Philosophy of Education, Teachers College, Columbia University.
W. C. Bagley, Professor of Education, Teachers College, Columbia University.

Thomas Alexander, Professor of Education, Teachers College, Columbia University.

George A. Selke, President, State Teachers College, St. Cloud, Minnesota.
Harry W. Rockwell, President, State Teachers College, Buffalo, N. Y.
W. H. Pillsbury, Superintendent of Schools, Pelham, N. Y.
J. C. Brown, retiring President of the State Teachers College, DeKalb, Illinois.
L. C. Lord, President, State Teachers College, Charleston, Illinois.

## Director of Physical Education.

The Legislature in 1927 passed a law requiring that all schools in the State should give at least one hour of physical education to the children in the public schools. It also required the establishment of physical education courses in the teachers colleges. When that bill was presented it contained a provision for the creation of the office of State director of physical education. This last feature, however, was stricken from the bill before it passed and became a law.

However, at the last session of the General Assembly this position was created in the office of Superintendent of Public Instruction. Mr. Louis Kulcinski, for the last four years instructor in the Physical Welfare Department of the University of Illinois, has been appointed to this position. He is a graduate of the LaCrosse, Wisconsin, State Teachers College of Physical Education and has his Bachelor's and Master's degrees in physical education from the University of Illinois. He has had eleven years of experience in teaching and supervising physical education and health welfare in the grades, junior and senior high schools, including supervision and direction of public school field days, playground activities, and recreation centers. He organized a teacher training course in physical education for the State Teachers College at Superior, Wisconsin. His main work will be with the rural and village schools, but he will act as advisor to all city directors of physical education.

## Creed of a Future Farmer.

"I believe in the future of farming, with a faith born not of words but of deeds-achievements won by the present and past generations of farmers; in the promise of better days through better ways, even as the better things we now enjoy have come up to us from the struggles of former years.
"I believe that to live and work on a good farm is pleasant as well as challenging; for I know the joys and discomforts of farm life and hold an inborn fondness for those associations which, even in hours of discouragement, I cannot deny.
"I believe in leadership from ourselves and respect from others. I believe in my own ability to work efficiently and think clearly, with such knowledge and skill as I can secure, and in the ability of organized farmers to serve our own and the public interest in marketing the product of our toil. I believe we can safeguard those rights against practices and policies that are unfair.
"I believe in less dependence on begging and more power in bargaining; in the life abundant and enough honest wealth to help make it so-for others as well as myself; in less need for charity and more of it when needed; in being happy myself and playing square with those whose happiness depends upon me.


#### Abstract

"I believe that rural America can and will hold true to the best traditions in our national life and that I can exert an influence in my home and community which will stand solid for my part in that inspiring task."


## The Physical Education Law.

WITH COMMENTS AND SUGGESTIONS IBY THE SUPERVISOR OF PHYSICAL EDUCATION.

## Ax Act to provide for physical training in the public and all the normal schools.

Section 1. Be it enacted by the People of the State of Illinois, represented in the General Assembly: "An Act to provide for physical training in the public and all normal schools," approved June 25, 1915, as amended to read as follows:
$\S$ 1. It shall be the duty of boards of education, boards of school directors and of all boards in charge of educational institutions supported wholly or partially by the State to provide for the physical education and training of pupils of such public schools and educational institutions in all grades, and to include such physical education and training in the courses of study regularly taught therein.
§ 2. All boards of education and managing boards of such educational institutions shall make proper and suitable provisions in the schools and institutions under their jurisdiction for such physical education and training for not less than one (1) hour of each week during the whole of the school year.
§ 3. The aims and purposes of courses in physical education and training established under the provisions of this Act shall be:

To develop ideals of efficiency as depended upon organic vigor, bodily and mental poise, proper physical development and obedience to the rules of hygiene.

To instruct pupils in physiology and the laws of health and the conditions that promote physical and mental efficiency.

To secure scientific supervision of the sanitation of school buildings and playgrounds and the equipment thereof. Modified courses of instruction shall be provided for those pupils physically or mentally unable to take the course provided for normal children.
§ 4. The curriculum in all normal schools of the State shall contain a regular course of physical education and training for teachers. After August 31, 1928, no student shall be graduated who has not completed a year's work in physical education, comprising at least one hundred fortyfour (144) forty (40) minute periods.

Approven July 8, 1927.

## Sufficient Time Allotment.

The general practice over the country for elementary schools is to set aside twenty minutes a day for physical education activities exclusive of recess time. The average junior high school sets aside four periods a week; and senior high schools three periods a week, two periods for activities and one period for instruction in health education and hygiene. These allotments in junior and senior high schools are also exclusive of recess periods. A committee of the National Education Association which is studying its problem of time allotment for physical education is planning to recommend one period of physical and health education per day for both junior and senior high schools.

Recess period should not be considered as physical education periods unless the activities during these recess periods are planned, organized and carried on as such. The twenty minute physical education periods for primary schools usually are divided into two halves, one ten minute period in the morning and one ten minute period in the afternoon. Some elementary school systems have a ten minute recess period in the morning
and twenty minutes for physical education activities in the middle of the afternoon.

Some schools combine the ten minute morning physical education period with the recess period and the afternoon physical education period with the afternoon recess periods, but do not and should not, substitute the recess period for physical education unless it is supervised or directed. This arrangement gives an allotment of forty minutes a day or twice the average minimum for the country at large, which is 100 minutes a week.

Since the minimum of one-hour required by law is hardly sufficient for physical education and in order to provide instruction necessary to meet Article 3 of the law and to facilitate the initiation of an immediate and practical program, the combination of the physical education period with the recess period will offer the best temporary arrangement for immediate utilization.

The ideal average program for elementary grades as gained from a survey of the 36 states having physical and health education upon its statutes is as follows:

Minutes
9:00-9:05 Physical inspection ................................................ 5
10:00-10:03 Relief drill ............................................................ 3
10:30-10:35 Recess for drinking, toilet, etc.................................... 5
10:35-10:45 Physical education ................................................ . . . . 10
Lunch
1:30-1:32 Relief drill ............................................................. 2
2:30-2:40 Organized play and recreation..................................... 10

STATE OF WEST ITRGINIA'S DAILY PROGRAM.
9:00 A.M. (Opening of School.)
Opening exercises.
Health inspection.
Flag salute.
10:15 A.M. Three minute period.
Story plays, rhythmic plays, calisthenics, marching. (Suitable activities should be chosen for each group.)
10:45 Twelve minute period. Rhythms, games, etc.
12:00 M. Hot lunch served in school. Pupils not allowed to play before $12: 20$. (Sufficient time for eating to be provided.)
12:20 P.M. Play period under teacher's supervision. Not compulsory. Violent exercises prohibited. Balancing, quoits, horse shoes, goal throwing, semi-active singing games.
1:00 P.M. Beginning of afternoon session.
2:30 P.M. Fifteen minute play period.
Organized games. Volley ball, dodge ball, etc.
4:00 P.M. Practice for badge tests, games, contests, between teams in school and with neighboring schools.
One-fifth to one-fourth of the time in physical education in the junior and senior high schools is given over to health education, hygiene and community health problems.

## IEADERSHIP.

Leadership is the most essential and vital factor in the success of a physical education program. Without adequately trained and competent leadership no physical education program can be fully successful no matter how adequate space and facilities available may be. The general recognition of this fact is evidenced by the increasing number of trained physical education workers being graduated each year and being employed for physical education work. At present there are about one hundred fifty dif-
ferent colleges, universities and special schools in the country graduating each year approximately twenty-five hundred trained physical education instructors. Most states demand a two year course for granting a certificate for physical education service although three years are being required increasingly as time goes on. For a junior or senior high school instructor of physical education progressive states are requiring a college degree-a four year college course in physical education.

A generally accepted standard is to require a special physical education teacher as a supervisor to every twenty-five teachers in the grades. There should be a special teacher in the junior or senior high school where the enrollment is four hundred or more. Where there is a greater enrollment both a man and a woman instructor should be provided if possible.

If I were to name two outstanding needs of Illinois for a physical and health education program, I should say that trained leadership is the outstanding need, followed with the need of healthy teachers. The fulfillment of these needs would insure a positive physical and health education program.

## Attendance of Crippled Children and State Reimbursement.

Under the law providing schools and classes for crippled children passed in 1923 and amended June 30, 1925.

AMOUNT PAID TO DISTRICTS AND ENROLLMENT IN CLASSES FOR THE FOLLOWING YEAR ENDING JUNE 30.

1923-25.


1925-27.


1927-29.


* Failed to send corrected report.
$\dagger$ Not reported to us.
$\ddagger$ (Lapsed) for biennium.
Bill for Chicago for 1928
Bill for Chicago for 1929
Total bill for biennium

Comparison of Tenure in Office of County vs. City Superintendents.
Two tables are herewith given, one showing the changes in the county superintendency of the 102 counties of the State over a period of twenty years, from 1907 to 1927; the other the changes in the city superintendency of 102 cities of the State of 4,000 or more population during the same period.

It is interesting to note the following facts:

1. There were a total of 221 changes in the county superintendency and 234 changes in the city superintendency.
2. During the first 4 year period 39 county superintendents and 45 city superintendents were changed; during the second 4 year period 44 county superintendents and 55 city superintendents were changed; during the third period of 4 years 41 county superintendents and 45 city superintendents were changed; during the fourth period of 4 years 58 county superintendents and 56 city superintendents were changed, and during the fifth 4 year period 39 county superintendents and 33 city superintendents were changed.
3. The five counties, Champaign, Knox, Lake, LaSalle and Piatt had no change and the nine cities, East Aurora, Blue Island, Collinsville, Evanston Dist. 76, Granite City, Harvey, Highland Park Dist. 107, LaSalle, and Ottawa had no change during the twenty years.

CHANGES IN COUNTY SUPERINTENDENCY DURING A PERIOD OF 20 YEARS IN THE 102 COUNTIES OF ILLINOIS.

| Counties. |  |  |
| :--- | ---: | ---: | ---: | ---: | ---: | ---: | ---: |

CHANGES IN COUNTY SUPERINTENDENCY DURING A PERIOD OF 20 YEARS IN THE 102 COUNTIES OF ILLINOIS-Concluded.

| Counties. |  |  |  |
| :--- | ---: | ---: | ---: | ---: | ---: | ---: | ---: |

CHANGES IN CITY SUPERINTENDENCY DURING A PERIOD OF 20 YEARS IN 102 CITY DISTRICTS-CITIES OF 4,000 AND OVER POPULATION.


CHANGES IN CITY SUPERINTENDENCY DURING A PERIOD OF 20 YEARS IN 102 CITY DISTRICTS-CITIES OF 4,000 AND OVER POPULATION-Concluded

| Counties. | 1907-11 | 1911-15 | 1915-19 | 1919-23 | 1923-27 | Total numberof changes. |
| :---: | :---: | :---: | :---: | :---: | :---: | :---: |
| Mt. Vernon.. |  |  | x | x |  | 2 |
| Murphysboro | ${ }^{x}$ | x | x | --- | ${ }^{\text {x }}$ | 4 |
| North Chicago-- |  |  |  | x | x |  |
| Dist. 63. |  |  |  |  | s | 1 |
| Dist. 64 | x | x | x |  | x | 4 |
| Oak Park |  |  | $x$ |  |  |  |
| Pana... | x | $x$ | x |  |  | 3 |
| Paris.... |  | x | x | x |  | 3 |
| Pekin--- |  | $x$ |  | x |  |  |
| Peru.-.-- |  |  | x | x |  |  |
| Pontiac.- | x | x | x | x | x | 5 |
| Quincy | x |  | $x$ | x |  |  |
| Rock Island. |  | x |  | x |  | 2 |
| Rockford. |  | x | x | x |  | 3 |
| Savanna |  | x |  |  | x |  |
| Spring Valley |  | x | x | x |  |  |
| Springfield | x | x | x | x | ------ | 4 |
| Staunton- |  |  |  | $x$ | x |  |
| Sterling- ${ }_{\text {Dist. }} 10$ |  |  |  |  |  |  |
| Dist. 10-. |  | x | x | x | x | 4 |
| Dist. 11. |  |  |  | x |  |  |
| Taylorville. | x <br> x | X |  | x |  | 3 |
| Urbana---- |  |  |  | x | x | 2 |
| Virden.. | x | x |  | x |  | 3 |
| Waukegan | x | x | x |  |  | 3 |
| West Hammond |  |  | $x$ |  |  | 1 |
| Wheaton---- |  |  |  |  | x | 1 |
| Wilmette | x |  |  |  |  | 1 |
| Wood stock | $x$ | ${ }_{\text {x }} \mathrm{x}$ | x |  |  | $\stackrel{2}{4}$ |
|  |  |  |  | x | x |  |

PAYMENTS OF INTEREST BY SCHOOL DISTRICTS OFSILLINOIS DURING SCHOOL YEAR ENDED JUNE 30, 1928.

| Counties. | Interest on teachers' orders outstanding. | $\begin{aligned} & \text { Interest } \\ & \text { on } \\ & \text { anticipation } \\ & \text { warrants. } \end{aligned}$ | $\begin{aligned} & \text { Interest } \\ & \text { on } \\ & \text { bonds out- } \\ & \text { standing. } \end{aligned}$ | Total interest paid by school districts. |
| :---: | :---: | :---: | :---: | :---: |
| Illinois | \$291,497 86 | \$1,533,365 22 | \$2,755,462 42 | \$4,580,325 50 |
| Adams | - 1,136 90 | \$ 63400 | \$ 6,483 40 | \$ 8,254 30 |
| Alexander | 8,557 14 | 3,184 71 | 18,267 20 | 30,009 05 |
| Boone. | 1,858 76 |  | 5,455 12 | 5,455 12 |
| Brown. | 34387 |  | 57000 | 91387 |
| Bureau. | 1,639 95 | 8,447 00 | 26,275 71 | 36,362 66 |
| Carroll. | 25715 | 15000 | 12,081 94 | 12,489 09 |
| Cass. | 4961 | 5.61703 | 13,333 88 | 19,000 52 |
| Champaign | 5,946 34 | 3,358 38 | 41,649 84 | 50,954 56 |
| Christian | 3,527 45 | 6,743 99 | 26,503 60 | 36,775 04 |
| Clark. | 24797 | 2,316 94 | 5,448 44 | 8,013 35 |
| Clay | 3,533 24 | 36452 | 3,266 62 | 7,164 38 |
| Clinton | 40932 | 4725 | 2,560 00 | 3,016 57 |
| Coles. | 66949 | 2,029 23 | 19,560 84 | 22,259 50 |
| Cook- |  |  |  |  |
| Outside Chicago | 50,358 78 | 118,805 27 | 549,819 14 | 718,983 19 |
| Chicago. |  | 1,011,943 37 | 2,131 92 | 1,014,075 29 |
| Crawford | 6667 | 55198 | 4,810 00 | 5,428 65 |
| Cumberland | 1,73431 | 53153 | 3,513 94 | 5,779 78 |
| DeKalb. | 2,714 12 | 3,911 02 | 34,287 <br> 16,128 <br> 88 | 40,91254 16,21923 |
| DeWitt | 4492 | 4543 | 16,128 88 | 16,219 23 |

PAYMENTS OF INTEREST BY SCHOOL DISTRICTS OF ILLINOIS DURING SCHOOL YEAR ENDED JUNE 30, 1928-Continued.

| Counties. | Interest on teachers' orders outstanding. | $\begin{aligned} & \text { Interest } \\ & \text { on } \\ & \text { anticipation } \\ & \text { warrants. } \end{aligned}$ | $\begin{aligned} & \text { Interest } \\ & \text { on } \\ & \text { bonds out- } \\ & \text { standing. } \end{aligned}$ | Total interest paid by scher, $]$ districts. |
| :---: | :---: | :---: | :---: | :---: |
| Douglas. | 48935 | 61468 | 24,090 60 | 25,194 63 |
| DuPage | 4,539 97 | 48,308 55 | 120,464 74 | 173,313 26 |
| Edgar | 26483 | 4,125 51 | 15,669 26 | 20,059 60 |
| Edwards | 31575 | 17031 | 7,327 63 | 7,813 69 |
| Effingham | 1,384 25 | 7261 | 3,761 22 | 5,218 08 |
| Fayette. | 1,143 70 | 26447 | 3,475 15 | 4,883 32 |
| Ford | 99525 | 2,731 35 | 15,303 55 | 19,030 15 |
| Franklin | 16,238 70 | 13,324 75 | 52,153 98 | 81,717 43 |
| Fulton. | 4,168 72 | 12,604 82 | 29,411 71 | 46,185 25 |
| Gallatin | 77711 | 57464 | 4,419 00 | 5,770 75 |
| Greene | 1,024 31 | 54033 | 10,997 72 | 12,562 36 |
| Grundy | 11672 | 2,406 16 | 11,451 15 | 13,974 03 |
| Hamilton | 52818 | 4226 | 5,713 13 | 6,283 57 |
| Hancock | 15554 | 7,432 61 | 20,553 70 | 28,141 85 |
| Hardin. | 20534 | 13377 | 1,806 31 | 2,145 42 |
| Henderson | 28089 | 4004 | 8,332 94 | 8,653 87 |
| Henry | 3,679 46 | 69971 | 29,037 16 | 33,416 33 |
| Iroquois. | 9134 | 87246 | 13,977 63 | 14,941 43 |
| Jackson | 7,053 84 | 17,821 30 | 25,500 51 | 50,375 65 |
| Jasper | 1,832 06 | 1,124 20 | 3,409 70 | 6,365 96 |
| Jefferson. | 3,353 07 | 17660 | 12,612 26 | 16,141 93 |
| Jersey | 525 | 764 | 2,068 80 | 2,081 69 |
| JoDaviess | 73547 | 11075 | 3,710 00 | 4,556 22 |
| Johnson. | 1,300 21 | 19300 | 2,784 72 | 4,277 93 |
| Kane. | 12,411 91 | 14,790 40 | 77,178 99 | 104,381 30 |
| Kankakee | 95144 | 1,888 50 | 25,164 38 | 28,004 32 |
| Kendall. | 55231 | 37013 | 8,018 51 | 8,940 95 |
| Knox | 2259 | 21835 | 8,326 80 | 8,567 74 |
| Lake | 15,374 42 | 34,019 09 | 112,818 66 | 162,212 17 |
| LaSalle | 3,449 95 | 2,961 61 | 40,441 30 | 46,852 86 |
| Lawrence. | 92636 | 75469 | 11,042 84 | 12,723 89 |
| Lee -- | 4,401 30 | 80204 | 10,780 48 | 15,983 82 |
| Livingston | 1,532 95 | 24922 | 19,222 55 | 21,004 72 |
| Logan | 12742 | 5,950 28 | 25,636 49 | 31,714 19 |
| McDonough | 72464 | 28531 | 14,039 01 | 15,048 96 |
| McHenry | 4,112 72 | 1,127 89 | 58,021 76 | 63.26237 |
| McLean | 17679 | 8,922 93 | 49,805 11 | 58,904 83 |
| Macon. | 34810 | 15,736 03 | 61,633 67 | 77,717 80 |
| Macoupin | 4,322 17 | 6,346 94 | 46,328 57 | 56,997 68 |
| Madison | 12,445 86 | 18,613 73 | 92,284 77 | 123,344 36 |
| Marion | 2,423 06 | 79990 | 18,180 13 | 21,403 09 |
| Marshall | 63035 | 14937 | 9,786 55 | 10,566 27 |
| Mason. | 36633 | 2357 | 13,866 99 | 14,256 89 |
| Massac | 3,296 49 | 2,576 27 | 6,265 94 | 12,138 70 |
| Menard | 2139 | 23328 | 5,886 34 | 6,141 01 |
| Mercer | 11219 | 2,387 81 | 12,509 34 | 15,009 34 |
| Monroe | 28169 |  | 1,457 50 | 1,739 19 |
| Montgomery | 2,025 49 | 2,090 80 | 31,362 75 | 35,479 04 |
| Morgan | 1,179 12 | 50471 | 16,257 50 | 17,941 33 |
| Moultrie. | 1,233 98 |  | 3,722 50 | 4,956 48 |
| Ogle | 3,857 54 | 53994 | 26,801 27 | 31,198 75 |
| Peoria | 44665 | 7,836 80 | 44,065 51 | 52,348 96 |
| Perry | 21928 | 56448 | 8,580 96 | 9,364 72 |
| Piatt | 17245 | 1,565 91 | 12,327 93 | 14,066 29 |
|  | 73608 | 78091 | 18,199 37 | 19,716 36 |
| Pope | 23330 | 9800 | 1,410 79 | 1,742 09 |
| Pulaski | 2,817 80 | 93529 | 3,914 67 | 7,667 76 |
| Putnam | 8215 | 85932 | 4,474 36 | 5,415 83 |
| Randolph | 1,649 87 | 8813 | 6,965 00 | 8,70300 |
| Richland | 1,140 64 | 200 | 1,965 64 | 3,108 28 |

PAYMENTS OF INTEREST BY SCHOOL DISTRICTS OF ILLINOIS DURING SCHOOL YEAR ENDED JUNE 30, 1928-Concluded.

| Counties. | Interest on teachers' orders outstanding. | Interest on anticipation warrants. | Interest on bonds outstanding. | Total interest paid by school districts. |
| :---: | :---: | :---: | :---: | :---: |
| Rock Island | 71289 | 16,014 01 | 31,23132 | 47,958 22 |
| st. Clair | 2,910 21 | 2,074 30 | 59,410 68 | 64,395 19 |
| Saline. | 2,457 26 | 2,979 13 | 19,149 65 | 24,586 04 |
| Sangamon | 14,283 67 | 2,479 48 | 43,940 49 | 60,703 64 |
| Schuyler. | 65514 | 1,876 37 | 3,390 50 | 5,922 01 |
| Scott | 2992 | 76635 | 9,925 50 | 10,721 77 |
| Shelby | 1,657 88 | 1,736 37 | 10,262 38 | 13,656 63 |
| Stark | 11148 | 35604 | 7,936 13 | 8,403 65 |
| Stephenson | 2,659 00 |  | 21,744 67 | 24,403 67 |
| Tazewell. | 4,716 23 | 1,913 52 | 49,863 49 | 56,493 24 |
| Union. | 2,034 92 | 37270 | 5,259 87 | 7,667 49 |
| Vermilion | 1,740 04 | 4,993 75 | 61,295 19 | 68,028 98 |
| Wabash | 1,433 52 | 25696 | 4,934 10 | 6,624 58 |
| Warren. | 82732 | 90605 | 7,605 25 | 9,338 62 |
| Washington | 26927 | 11249 | 2,677 64 | 3,059 40 |
| Wayne | 66941 | 43769 | 4,964 56 | 6,071 66 |
| White | 1,368 15 | 91401 | 2,845 92 | 5,128 08 |
| Whitesid | 54464 | 1,076 08 | 31,251 25 | 32,871 97 |
| Will. | 65650 | 14,901 13 | 100,923 12 | 116,480 75 |
| Williamson | 32,416 70 | 5,260 79 | 39,692 56 | 77,370 05 |
| Winnebago | 1714 | 52,373 69 | 82,906 88 | 135,297 71 |
| Woodford | 7057 | 3,468 49 | 20.63835 | 24,812 61 |

## The State Commission on Lhliteracy.

The Federal Government has appointed a national commission to make a survey of the prevalence of illiteracy in the various states to make certain recommendations as to its removal. The Secretary of the Interior, Roy Lyman Wilbur, has asked the Governor of Illinois and the Superintendent of Public Instruction to appoint a State Commission on Illiteracy. This commission is as follows:

Wm. J. Bogan, superintendent of schools, Chicago, Illinois.
Justin Washburn, county superintendent of Rock Island County and president of the Illinois State Teachers Association, Rock Island, Illinois.

Mr's. Mabel H. Whitten, president of the Illinois Congress of Parents and Teachers, Carthage, Illinois.

Professor H. G. Paul, University of Illinois, Urbana, Illinois.
John E. Miller, county superintendent of St. Clair County, East St. Louis, Illinois.

Dr. Albert Britt, president Knox College, Galesburg, Illinois.
Father Frederic Siedenberg, Loyola School of Sociology, 28 N. Franklin Street, Chicago, Illinois.

Mis. Ethel C. Coe, county superintendent of McHenry County, Woodstock, Illinois.

Harry Taylor, principal township high school, Harrisburg, Illinois.
Dr. H. W. Shryock, president Southern Illinois State Normal University, Carbondale, Illinois.

The shifting of population from one state to another no doubt accounts for the appearance of illiteracy in certain localities where none had ever been reported before.

No doubt this commission will be able to point out the causes of illiteracy and to point out the best methods for removing it.

Statrment Concerning President-Elect H. A. Brown, Including Academic Record, Experience and Recommendations.

## I. ACADEMIC RECORD.

Diploma, Maine Central Institute, 1899.
A. B., Bates College, Lewistown, Maine, 1903.
A. B. in Education, University of Colorado, 1907.
A. M. in Educational Administration, University of Colorado, 1923.

Ed. D., Miami University, 1925.
Ed. D., Bates College, 1925.

## II. EXPERIENCE.

1899-1902-Teacher in Rural Schools, State of Maine. This consisted of teaching five terms of about ten or twelve weeks in length in one-room rural schools. This experience was gained between terms at college. The schools ranged in enrollment from twenty-five to fifty pupils and were typical oneroom rural schools.

1903-1904-Supervising Principal of Schools, Liberty, Maine. This position involved serving as principal of a high school and as superintendent of elementary schools, including about a dozen one-room rural schools. One day each week was spent in the rural schools.

1904-1905-District Superintendent of Schools, Salem, New Hampshire. In New England, supervision of schools is done under a law by which the schools outside of cities in each state are combined into "supervision districts." This is in some way comparable to the country superintendency in the west, but in many respects it is quite different. The superintendent is required to have certain specified professional qualifications, devotes his entire time to supervision, works under the direction of the state superintendent, and received at that time one-half of his salary from the state.

This position involved supervision of the schools of a considerable area, but a smaller area than the ordinary county in the west. Under the plar of supervision in New England, the superintendent gives very much closer supervision to the schools than is possible in many of the large counties here in the west. There may be in New England several district superintendents in a single county.

The state superintendent of public instruction directly supervises the superintendents in these districts, making a number of visits to each superintendent each year, and spending considerable time with him in his schools.

1907-1909-Superintendent of Schools, Glasgow, Montana. This position was primarily that of a high school principalship, but involved also the supervision of the schools in the grades below the high school.

1909-1913-District Superintendent of Schools, Colebrook, New Hampshire. This was another district superintendency in New Hampshire, and what is said above under another item describes this position. It involved supervision of a system of schools, including high school, elementary schools, and rural schools.

1912 Summer Session-Instruction in Psychology and Education, State Normal School, Plymouth, New Hampshire.

1913-1917-Assistant State Superintendent and Director of Educational Research, State Department of Public Instruction, New Hampshire, appointed by Commissioner H. C. Morrison, now Professor of Education, Chicago University. The work required in this position was varied but of a very valuable type in giving administrative and supervisory contacts with all kinds of schools found in a typical state: secondary schools, village and city elementary schools, rural schools, and state normal schools.

A considerable amount of time was devoted to inspection and supervision of the secondary schools of the state. There were about a hundred secondary schools in New Hampshire at that time, ranging in size from small country high schools with one teacher to large private academies and seminaries
and large city high schools. Every secondary school of any kind in the state was inspected and supervised.

Another line of work was the inspection of the two state normals of the state, including the training schools. These schools were inspected five or six times a year, and often from two to six days were spent in each inspection. This work was very similar to that of the directors of teacher training which have been established in many states. This work made it necessary to formulate a policy concerning the administration and conduct of normal schools and the theory and practice of elementary education and to work out the policy in conferences with presidents, directors of training schools, and faculties.

For a part of the time he had direct charge of the teachers institutes of the state, which involved a great deal of lecturing. A large number of oneday institutes were held in different parts of the state, professional in nature and designed to give help and guidance to teachers in solving their problems. Nearly all of the lecturing was centered around the problems of elementary and secondary school teachers.

Annual meetings of city superintendents and high school principals, two weeks in length, were held in the state, and he always gave two courses of lectures at these meetings dealing with educational problems of this sort.

Twenty or thirty public lectures were given in the various communities throughout the state each year.

The state department was called upon frequently to make surveys of school systems, and the position involved participating in these surveys.

During the last year and a half, a great deal of time was devoted to educational research and a number of research publications were issued dealing with problems of teaching and school administration.

1916 Summer Session-Instructor in Education, State Normal School, Keene, New Hampshire.

1921 Summer Session-Associate Professor of Education, University of Chicago. Two courses were offered during the term and these courses were both of graduate school level, attended by teachers, city superintendents, members of the faculties of teachers colleges, and presidents of teachers colleges.

1916-1919-Member of Committee on Reorganization of Secondary Education of the National Education Association.

1922-1926-Member, and in 1925-1926 chairman, of the Committee on Standards of the American Association of Teachers Colleges. During this period a new set of standards for teachers colleges was evolved. They were adopted by the Association at Washington, D. C., on February 26, 1926, and, with a few later modifications, are now in force throughout the country. Several reports were made to the association, during the time, and these are printed in the annual yearbooks of the association and in the proceedings of the National Education Association.

1917-President of State Teacher College, Oshkosh, Wisconsin. This position has involved about every type of administrative experience which could possibly be met in a teachers college presidency. In the fall of 1917 the school was greatly disorganized, for the reason that the greater part of the school plant had recently burned and the school had been scattered all over the city in churches, halls, basements, and other similar places. The problem confronting the president was to reorganize the school, unify it on a strong professional basis, build a new plant and develop a campus. The problems have been many and difficult, but this particular aspect of the work has now been about completed. There is a splendid set of new well equipped buildings, a strong faculty, and a professionally unified institution.

Under Dr. Brown's leadership the school was changed from a normal school with a two-year course to a teachers college. Under his leadership
the teachers college has been recognized by the North Central Association as a Class A Liberal Arts College. It has also been recognized as a Class A Teachers College by the National Association of Teachers Colleges.

A short biography of President Brown may be found in Who's Who in America.

## iII. Letters of recommendation to the board from:

Mr. Edgar G. Doudna, Secretary, Board of Normal School Regents, and Director of Teacher Training for Wisconsin, Madison, Wisconsin.

Dr. Frank E. Baker, President, State Teachers College, Milwaukee, Wisconsin.

Dr. Robert Dodge Baldwin, President, State Teachers College, Stevens Point, Wisconsin.

Dr. D. B. Waldo, President, Western State Teachers College, Kalamazoo, Michigan.

Dr. E. W. Butterfield, State Commissioner of Education, Concord, New Hampshire.

Dr. H. C. Morrison, Professor of Education, University of Chicago, Chicago, Illinois.

Mr. Charles C. Bishop, Superintendent of Schools, Oshkosh, Wisconsin.
Dr. H. C. Minnich, former Dean of the College of Education, now Professor of Educational Administration, College of Education, Miami University, Oxford, Ohio.

Professor B. R. Buckingham, Harvard University, Cambridge, Massachusetts.

Dr. N. H. Dearborn, Professor of Education, School of Education, New York University, Washington Square East, New York City.

Professor Thomas Lloyd Jones, University of Wisconsin, Madison, Wisconsin.

Professor E. H. Cameron, University of Illinois, Urbana, Illinois.
Dr. L. Thomas Hopkins, Curriculum Specialist, Lincoln School, and Associate Professor of Education, Teachers College, Columbia University.

President G. W. Frazier, State Teachers College, Greeley, Colorado.
Dr. William J. Cooper, United States Commissioner of Education, Office of Education, Department of the Interior, Washington, D. C.

Professor G. W. Campbell, Instructor in English, Northern Illinois State Teachers College, DeKalb, Illinois.

Superintendent R. W. Fairchild, Elgin Public Schools, Elgin, Illinois.
Mr. John Callahan, State Superintendent of Public Instruction, Madison, Wisconsin.

STATE AID TO ILLINOIS PUBLIC SCHOOLS IN LAST YEAR OF $\$ 8,000,000$ APPROPRIATION AND FIRST YEAR OF $\$ 10,000,000$ APPROPRIATION.

| County. | Total claims for State aid 1928. | Total of orders to county superintendents sent in spring of 1929 . | Total claims for State aid 1929. | Total amounts of orders to county superintendents computed in spring of 1930 . | Per cent of claims of 1928 received from the fund of \$8,000,000. | Per cent of claims of 1929 received from the fund of $\$ 10,000,000$. |
| :---: | :---: | :---: | :---: | :---: | :---: | :---: |
| Adams | § 66,191 18 | \$ 47,647 49 | \$ 70,431 67 | \$ 66,832 43 | \$7198 | \$9488 |
| Alexander | 38,192 16 | 29,159 81 | 43,285 56 | 43,212 95 | 7635 | 9983 |
| Bond. | 32,996 88 | 25,183 32 | 30,908 25 | 30,097 88 | 7632 | 9737 |
| Boone | 20,773 75 | 13,541 40 | 21,007 46 | 18,353 56 | 6518 | 8736 |
| Brown | 18,016 90 | 12,632 62 | 19,425 09 | 18,109 12 | 7011 | 9322 |
| Bureau | 64,108 87 | 48,191 41 | 63,755 88 | 61,886 92 | 7517 | 9706 |
| Calhoun | 10,492 56 | 6,029 94 | 9,541 71 | 7,283 03 | 5746 | 7632 |
| Carroll | 30,536 04 | 21,840 17 | 30,701 84 | 28,745 49 | 7152 | 9362 |
| Cass | 27,119 80 | 19,274 74 | 26,170 25 | 24,165 34 | 7107 | 9233 |
| Champaign | 86,088 60 | 65,551 05 | 88,881 12 | 87,507 24 | 7614 | 9845 |
| Christian | 61,796 98 | 47,464 65 | 60,882 79 | 59,964 75 | 7680 | 9849 |
| Clark | 41,518 33 | 32,266 12 | 41,234 09 | 41,087 15 | 7771 | 9964 |
| Clay | 38,511 79 | 30,416 63 | 35,515 60 | 35,525 80 | 7898 | 10002 |
| Clinton | 25,169 76 | 17,401 17 | 24,110 45 | 21,765 05 | 6913 | 9027 |
| Coles. | 58,442 60 | 45,813 84 | 60,757 75 | 61,183 10 | 7839 | 10070 |
| Cook | 3,495,927 75 | 3,035,067 77 | 3,484,074 42 |  | 8681 |  |
| Crawford | 38,086 43 | 28,970 21 | 38,984 12 | 38,312 23 | 7606 | 9827 |
| Cumberl | 31,027 04 | 24,059 08 | 37,428 88 | 37,971 97 | 7754 | 10145 |
| DeKalb | 48,267 81 | 34,588 98 | 48,221 91 | 45,120 95 | 7165 | 9356 |
| DeWitt | 31,357 91 | 22,705 47 | 30,452 13 | 28,561 32 | 7240 | 9379 |
| Douglas. | 32,216 20 | 23,399 49 | 31,558 38 | 29,734 81 | 7263 | 9422 |
| DuPage | 93,56166 | 71,522 53 | 99,897.41 | 98,850 19 | 7644 | 9895 |
| Edgar | 39,603 00 | 28,535 23 | 39,650 14 | 37,289 30 | 7205 | 9404 |
| Edwards. | 12,417 93 | 7,771 33 | 12,030 33 | 10,074 94 | 6258 | 8374 |
| Effingham | 32,904 88 | 23,607 79 | 31,804 37 | 30,495 17 | 7399 | 9588 |
| Fayett | 47,415 45 | 37,006 94 | 51,488 08 | 51,999 56 | 7804 | 10099 |
| Ford | 26,288 10 | 17,466 33 | 26,002 26 | 22,887 25 | 6644 | 8802 |
| Franklin | 187,133 54 | 160,562 95 | 195,529 04 | 210,928 94 | 8580 | 10787 |
| Fulton. | 77,411 89 | 61,049 74 | 77,587 50 | 78,225 41 | 7886 | 10082 |
| Gallatin | 23,035 55 | 17,025 02 | 23,265 11 | 22,338 70 | 7390 | 9601 |
| Greene | 35,389 55 | 26,216 18 | 35,823 77 | 34,471 43 | 7407 | 9622 |
| Grundy | 29,083 81 | 19,821 89 | 29,053 35 | 26,186 68 | 6815 | 9013 |
| Hamilton | 33,538 57 | 26,221 31 | 32,544 38 | 32,480 22 | 7818 | 9980 |
| Hancock | 43,452 99 | 31,434 17 | 43,026 19 | 40,489 49 | 7234 | 9410 |
| Hardin | 15,043 24 | 10,527 94 | 14,94878 | 13,712 20 | 6997 | 9173 |
| Henderson | 15,853 39 | 9,724 19 | 15,425 08 | 12,718 95 | 6133 | 8245 |
| Henry | 65,473 78 | 48,759 03 | 64,283 18 | 62,346 82 | 7447 | 9698 |
| Iroquois | 55,174 32 | 39,265 62 | 55,311 12 | 51,51316 | 7116 | 9313 |
| Jackson | 86,310 07 | 71,570 59 | 83,724 22 | 87,642 30 | 8292 | 10467 |
| Jasper. | 46,470 32 | 37,778 63 | 47,031 94 | 48,597 12 | 8129 | 10332 |
| Jefferson | 72,288 25 | 59,116 55 | 76,443 36 | 79,594 48 | 8177 | 10412 |
| Jersey. | 23,021 30 | 16,655 81 | 24,964 68 | 23,858 53 | 7234 | 9556 |
| JoDaviess | 28,715 16 | 19,925 52 | 28,927 94 | 26,467 04 | 6938 | 9149 |
| Johnson | 21,596 68 | 15,662 21 | 25,812 78 | 25,080 60 | 7252 | 9716 |
| Kane | 117,645 28 | 87,999 21 | 119,187 55 | 115,424 32 | 7480 | 9684 |
| Kankakee | 56,041 43 | 41,505 66 | 55,795 09 | 53,442 54 | 7406 | 9578 |
| Kendall. | 16,408 26 | 10,260 75 | 16,524 27 | 13,983 49 | 6253 | 8462 |
| Knox | 74,341 14 | 56,614 02 | 70,657 70 | 68,805 78 | 7615 | 9737 |
| Lake | 96,457 77 | 70,977 98 | 97,549 56 | 93,089 73 | 7358 | 9542 |
| LaSalle | 118,821 96 | 87,825 23 | 118,485 54 | 113,509 64 | 7391 | 9580 |
| Lawrence. | 39,996 88 | 30,799 21 | 40,082 00 | 39,696 71 | 7700 | 9903 |
| Lee | 43,167 83 | 30,216 32 | 42,409 90 | 38,855 51 | 6999 | 9161 |
| Livingsto | 60,835 95 | 43,442 11 | 60,685 83 | 56,518 05 | 7140 | 9313 |
| Logan. | 37,885 77 | 25,575 26 | 36,477 54 | 32,276 15 | 6750 | 8848 |
| McDonoug | 43,344 81 | 31,946 31 | 42,427 55 | 40,409 41 | 7370 | 9524 |

STATE AID TO ILLINOIS PUBLIC SCHOOLS IN LAST YEAR OF $88,000,000$ APPROPRIATION AND FIRST YEAR OF $\$ 10,000,000$ APPROPRIATION.

| Counties. | Total claims for State aid 1928. | Total amounts of orders to county superintendents sent in spring of 1929 . | Total claims for State aid 1929. | Total amounts of orders to county superintendents computed in spring of 1930 . | Per cent of claims of 1928 received from the fund of $\$ 8,000,000$. | Per cent of claims of 1929 received from the fund of $\$ 10,000,000$. |
| :---: | :---: | :---: | :---: | :---: | :---: | :---: |
| McHenr | 42,778 08 | 29,688 79 | 43,174 00 | 39,509 91 | 6935 | 9151 |
| McLean | 92,807 73 | 67,963 68 | 92,315 34 | 87,692 83 | 7323 | 9499 |
| Macon | 101,976 62 | 79.80295 | 100,472 31 | 100,443 14 | 7825 | 9997 |
| Macoupi | 120,526 77 | 99,796 40 | 114,660 47 | 119,711 60 | 8280 | 10440 |
| Madison | 168,377 81 | 134,156 35 | 171,623 38 | 174,550 77 | 7967 | 10170 |
| Marion | 76,430 77 | 62,654 44 | 77,992 76 | 81,148 88 | 8197 | 10404 |
| Marshall | 21,292 38 | 13,586 41 | 20,568 58 | 17,435 38 | 6380 | 8476 |
| Mason | 27,957 54 | 19,769 55 | 27,293 94 | 25,152 94 | 7071 | 9215 |
| Massac | 28,268 72 | 21,383 16 | 28,411 59 | 27,747 52 | 7564 | 9766 |
| Menard | 17,746 29 | 11,236 09 | 17,368 56 | 14,698 54 | 6331 | 8462 |
| Mercer | 29,728 65 | 20,989 31 | 29,683 59 | 27,392 82 | 7060 | 9228 |
| Monroe | 15,996 60 | 9,940 16 | 15,695 22 | 13,102 33 | 6214 | 8347 |
| Montgomery | 59,399 70 | 45,566 14 | 56,468 14 | 55,467 58 | 7671 | 9822 |
| Morgan. | 40,788 27 | 28,369 15 | 39,859 92 | 36,321 66 | 6955 | 9112 |
| Moultrie | 22,512 68 | 15,540 90 | 22,411 04 | 20,339 15 | 6902 | 9075 |
| Ogle | 43,417 65 | 30,663 16 | 43,182 02 | 39,902 45 | 7062 | 9240 |
| Peoria | 126,854 19 | 94,429 43 | 126,652 66 | 122,007 04 | 7443 | 9633 |
| Perry | 40,440 46 | 31,221 27 | 40,365 77 | 39,970 72 | 7720 | 9902 |
| Piatt. | 28,263 42 | 19,250 42 | 28,064 52 | 25,196 90 | 6811 | 8978 |
| Pike. | 52,084 66 | 40,528 46 | 51,959 40 | 51,787 84 | 7781 | 9966 |
| Pope | 28,748 18 | 22,574 95 | 28,672 43 | 28,808 26 | 7852 | 10047 |
| Pulaski | 34,661 43 | 27,376 68 | 30,589 43 | 30,478 21 | 7898 | 9963 |
| Putnam | 12,740 75 | 8,123 57 | 10,639 94 | 8,574 31 | 6375 | 8059 |
| Randolph | 45,640 80 | 35,372 98 | 49,807 79 | 50,003 52 | 7750 | 10039 |
| Richland. | 36,418 80 | 28,758 30 | 42,040 55 | 42,998 04 | 7896 | 10227 |
| Rock Island | 98,881 35 | 77,277 98 | 98,131 74 | 103,010 78 | 7815 | 10497 |
| St. Clair | 171,992 22 | 134,786 52 | 178,259 02 | 179,389 32 | 7836 | 10063 |
| Saline. | 118,962 50 | 101,011 45 | 114,792 53 | 122,473 75 | 8491 | 10669 |
| Sangamon | 136,003 72 | 104,123 50 | 135,477 02 | 133,295 71 | 7655 | 9838 |
| Schuyler | 27,368 00 | 20,463 56 | 27,942 24 | 27,093 85 | 7476 | 9696 |
| Scott | 13,856 30 | 8,737 90 | 14,882 33 | 12,919 33 | 6305 | 8680 |
| Shelby | 43,829 49 | 32,312 79 | 41,605 89 | 39,450 81 | 7372 | 9482 |
| Stark | 16,195 14 | 9,976 87 | 16,202 52 | 13,512 48 | 6159 | 8339 |
| Stephenso | 49,001 69 | 35,802 27 | 49,004 21 | 46,532 37 | 7306 | 9495 |
| Tazewell | 61,226 69 | 45,212 45 | 62,292 11 | 59,599 07 | 7384 | 9567 |
| Union | 37,150 96 | 28,706 58 | 34,656 44 | 34,090 38 | 7727 | 9836 |
| Vermilio | 130,378 84 | 102,224 29 | 129,135 71 | 129,391 77 | 7840 | 10019 |
| Wabash | 21,306 15 | 14,875 60 | 19,193 22 | 17,205 54 | 6981 | 8964 |
| Warren | 35,088 66 | 24,737 96 | 34,791 30 | 32,096 78 | 7049 | 9512 |
| Washington | 31,599 78 | 23,789 20 | 30,510 88 | 29,517 81 | 9674 | 9674 |
| Wayne | 70,043 93 | 58,041 54 | 74,668 67 | 78,565 82 | 8286 | 10521 |
| White | 50,503 92 | 40,759 75 | 53,449 68 | 55,093 09 | 8070 | 10307 |
| White | 54,367 02 | 40,149 78 | 53,673 66 | 51,298 43 | 7384 | 9557 |
| Will | 112,336 56 | 85,185 50 | 114,029 65 | 111,511 96 | 7583 | 9779 |
| Williamson | 172,376 74 | 147,357 06 | 166,350 49 | 178,516 39 | 8548 | 10731 |
| Winneb | 128,047 56 | 99,539 59 | 134,654 01 | 134,345 61 | 7773 | 9977 |
| Woodford | 28,849 91 | 19,419 17 | 28,216 22 | 25,012 92 | 6731 | 8864 |

* Cook County 1929 assessment not completed.
TABLE SHOWING WEALTH, INCOME, AND CERTAIN EXPENDITURES OF THE UNITED STATES IN 1928

| States. | Wealth (value of all tangible property). | Estimated income 1928. | Estimated total expenditures for <br> luxuries*, 1928. | Expenditures for passenger automobiles in 1928. | Expenditures for life insurance in 1928. | Expended for public elementary and secondary schools, 1928 |
| :---: | :---: | :---: | :---: | :---: | :---: | :---: |
| Linited States | \$353,520,000,000 | \$89,419,000,000 | \$6,401,650,000 | \$12,500,000,000 | \$3,145,584,000 | \$2,184,336,638 |
| Alabama | \$ $3,304,000,000$ | \$ 894, 190,000 | \$ $53,773,860$ | \$ 132,769,600 | \$ 28,939,373 | \$ 20,195,693 |
| Arizona | 1,568,000,000 | 277, 198,900 | 18,564,785 | 50,082,500 | 4,719,376 | 8,308,734 |
| Arkansas | 2,866,000,000 | 625,933,000 | 41,610,725 | 102,114,200 | $16,042,478$ $153,819,058$ | $14,147,283$ $144,243,237$ |
| California | $16,973,000,000$ $3,505,000,000$ | $\begin{array}{r} 4,864,393,600 \\ 876,306,200 \end{array}$ | $389,220,320$ $57,614,850$ | $949,762,800$ $150,673,300$ | $153,819,058$ $25,164,672$ | $144,243,237$ $24,865,072$ |
| Colorado | 3,505,000,000 | 876,306,200 | $57,614,850$ | 150,673,300 | 25,164,672 | 24,865,072 |
| Connecticut | 6,152,000,000 | 1,430,704,000 | 101, 146, 070 | 159,953,600 | 51,273,019 | 33,081,759 |
| Delaware | 722,000,000 | 214,605,600 | 11,522,970 | 23,854, 300 | 8,807,635 | 3,278,738 |
| District of Columbia | 1,854,000,000 | 670,642,500 | 49, 932,870 | 67,832,500 | 21,075,413 | 11,594,043 |
| Florida. | 2,887,000,000 | 581,223,500 | 45,451,715 | 171,685,900 | 25,793,789 | 30,460,813 |
| Georgia | 4,421,000,000 | 1,207,156,500 | 74,899,307 | 158,467,400 | 43,094,501 | 17,763,241 |
| Idaho. | 1,818,000,000 | 312,966,500 | 20,485, 280 | 54,695,700 | 6,291,168 | 10,457,109 |
| Illinois. | 24,276,000,000 | 6,921,030,600 | 540, 939,425 | 783,985, 200 | 407,667,686 | 147, 268,954 |
| Indiana | 9,869,000,000 | 2,038,753,200 | 154,919,930 | 407,637,500 | 75,808,754 | 71,108,982 |
| Iowa. | 11,352,000,000 | 1,609,542,000 | 140,836,300 | 379,582,100 | 72,662,990 | 49, 812,389 |
| Kansas | 6,771,000,000 | 1,162,447,000 | 83,221,450 | 268,360,800 | 29,883,048 | 42,908,395 |
| Kentucky | 3,979,000,000 | 1,207,156,500 | 71,058,315 | 154,768,400 | 40,263,475 | 22,517,495 |
| Louisiana. | 3,847,000,000 | 965,725, 200 | 65, 936,995 | 126,336,600 | 28,624,814 | 21,689,011 |
| Maine. | 2,303,000,000 | 652,758,700 | 36,489,405 | 81,788,200 | 19,188,062 | 10,843,613 |
| Maryland | 4,517,000,000 | 1,385,994,500 | 88,342,770 | 160,559, 200 | 49,700, 227 | 21,672,063 |
| Massachusetts. | 14,955,000,000 | 4,685 , 555 , 600 | 313,040,685 | 385,635,100 | 130,541,736 | 83,200,816 |
| Michigan | 13,223,000,000 | 3,254, 851,600 | 251,584, 845 | 628,963,300 | 101,602,363 | 109,313,771 |
| Minnesota | 9,481,000,000 | 1,698,961,000 | 130,593,660 | 333,861,000 | 60,395,213 | 49,595,509 |
| Mississippi | 2,464,000,000 | 581,223,500 | 33,928,745 | 119,158,100 | 14,784,245 | 18,162,198 |
| Missouri. | 11,261,000,000 | 2,369,603,500 | $188,208,510$ $28,167,260$ | $366,798,200$ $60,480,000$ | $91,851,053$ $9,436,752$ |  |
| Montana. | 2,547,000,000 | 375,559,800 | 28,167,260 | 60,480,000 | 9,436,752 | 13,004,923 |
| Nebraska | 5,800,000,000 | 804,771,000 | 74,259,140 | 203,091,600 | 21,704,530 | 26,897,792 |
| Nevada | 568,000,000 | 89,419,000 | 6,401,650 | 12,844,600 | 1,258,234 | 2,296,534 |
| New Hampsh | 1,587,000,000 | 402,385, 500 | 23,045,940 | 51,796,000 | 11,324,102 | 6,736,965 |
| New Jersey. | 13,514,000,000 | 3,442,631,500 | 210,614,285 | 384,423,800 | 134,945,554 | 105, 018,108 |
| New Mexico | 959,000,000 | 214,605,600 | 10,882,805 | 36,489,600 | 2,831,026 | 5,283,846 |

TABLE SHOWING WEALTH, INCOME, AND CERTAIN EXPENDITURES OF THE UNITED STATES IN 1928-Concluded.

| States. | Wealth (value of all tangible property). | Estimated income 1928. | Estimated total expenditures for luxuries*, 1928. | Expenditures for passenger automobiles in 1928. | Expenditures for life insurance in 1928. | Expended for public elementary and secondary schools, 1928. |
| :---: | :---: | :---: | :---: | :---: | :---: | :---: |
| New York | 40,570,000,000 | 14,780,960,700 | 1,087,640,335 | 1,079,320,200 | 393,512,558 | 301,212,050 |
| North Carolina | 5,396,000,000 | 1,073,028,000 | $65,936,995$ | 236,620,600 | 44,981,851 | 38,990,052 |
| North Dakota | 2,576,000,000 | 304,024,600 | 24,246,765 | 85,613,100 | 8,493,077 | 15,549,062 |
| Ohio.- | 21,281,000,000 | 5,007,464,000 | 384,099,000 | 846,935,800 | 296,943,130 | 140,139,457 |
| Oklahoma | 4,261,000,000 | 1,117,737,500 | 67,857,490 | 265,204,100 | 32,084,957 | 29,358,677 |
| Oregon | $3,828,000,000$ | 733,235,800 | 59,535,345 | 130,660,700 | 20,446,296 | 19,988,549 |
| Pennsylvania | 32,610,000,000 | 8,530,572,600 | 574,228,005 | 848,540,700 | 281,215,210 | 177,441,493 |
| Rhode Island | 2,205,000,000 | 715,352,000 | 41,610,725 | 64,911,300 | 26,737,464 | 12,688,611 |
| South Carolina | 2,749,000,000 | 616,991, 100 | 39,050,065 | 108,746,300 | 20,131,738 | 15,812,645 |
| South Dakota | 3,401,000,000 | 304,024,600 | 32,648,415 | 96,867,800 | 8,493,077 | 14,928,546 |
| Tennessee. | 4,930,000,000 | 1,046,202,300 | 71,698,480 | 166,973,500 | 38,690,683 | 22,768,369 |
| Texas | 10,898, 000,000 | 3,067,071,700 | 195,250,325 | 602,109,100 | 53,789,486 | 65,917,564 |
| Utah | 1,757,000,000 | 312,966,500 | 23,686,105 | 48,330,900 | 7,549,402 | 10,678,498 |
| Vermont | 943,000,000 | 268,257,000 | 14,723,795 | 46,839,800 | 9,436,752 | 5,079,837 |
| Virginia | 5,637,000,000 | 1,180,330,800 | 76,819,800 | 174,315,700 | 36,803,333 | 22,478,887 |
| Washington. | 5,704,000,000 | 1,385,994,500 | 99,225,575 | 200,933,600 | 38,690,683 | 32,546,003 |
| West Virginia | 5,348,000,000 | 938,899,500 | 65,296,830 | 124,780,600 | 77,381,366 | 25,774,628 |
| Wisconsin. | 8,923,000,000 | 2,002,985,600 | 145, 957,620 | 375,433,800 | 57,564,187 | 48,340,345 |
| Wyoming | 1,160,000,000 | 214,605,600 | 13,443,465 | 28,411,300 | 3,145,584 | 6,121,109 |

* Soft drinks, ice cream, candy, chewing gum, theaters and similar amusements, jewelry, perfumes, cosmetics, toys and sporting goods.
IMPORTANT BILLS PAID ANNUALLY
IN THE UNITED STATES
Public Schools-Ele - \$2,448,633.561
Public Schools-Ele-
and Collegiate
Life Insurance
Certain Luxuries

 Calculations based on the following sources; U.S. Department of Interior, Office of Edu.
cation for school costs; the Spectator Co. For Life Insurance; U.S. Treasury Department, for luxuries; F.W. Dodge Corporation for building construction; and National Automobile Chamber of Commerce and American Automobile Association for passenger automobiles.

The Circuit Court Sets Aside Section 91a.
Those who are familiar with the legislation for changing the boundaries of township and community high school districts will recall the following facts:

1. Up until 1917 no special legislation was provided for changing the boundaries of high school districts. But the legislature during that year provided a detailed plan for making such changes which contained the provision that an appeal might be taken from the action of the local officers to the State Superintendent of Public Instruction who might review the case and whose action upon it would be final.
2. The Supreme Court in passing upon this statute declared it unconstitutional on the ground that it conferred upon an administrative officer judicial and legislative powers.
3. In 1923 a new law was passed providing that the boundaries of high school districts might be changed by a county board consisting of three officers, the county judge being one of them.
4. The Supreme Court set aside this law on the ground that it conferred legislative powers upon a judicial officer.
5. From that time down to 1929 there was no method for altering the boundaries of township and community high school districts, but during that year a new law was enacted providing that the county superintendent should upon petition have the power to change the boundaries of high school districts. It was known at the time this bill was under consideration that it was open substantially to the same objection brought against the 1917 law, namely, that it conferred legislative powers upon an administrative officer. Whether the circuit court in setting aside this enactment took that ground can not be determined until the opinion of the court is printed.

## The Illiteracy Commission.

At the request of the Secretary of the Interior, Governor Emmerson appointed a State Committee on Illiteracy. This committee met in the office of the Superintendent of Public Instruction on the morning of the 11th of October. After several hours of discussion, the committee reached the conclusion that the data obtainable were so unsatisfactory and untrustworthy that no conclusion could be based upon them. It seemed to be the general impression that the illiteracy figures assembled by the federal census takers were unsatisfactory. One member of the committee who has lived in Jackson County for over thirty years, said that he knew the census figures for Jackson County could not be correct. The census ten years ago gave 1700 illiterates in that county. He did not believe that there were 500 persons who could be classed as illiterate in the county at the time the census was taken. After other similar expressions of opinion, the committee decided to ask the legislature for an appropriation to make a survey of the State to secure accurate information. No remedial educational legislation or administrative measures could be formulated until it was known where and in what numbers these illiterates are located.

## A Physical Education Program for Rural Schools.

It has long been known by competent observers that little or no effective work was being done in the one-room schools to give the children that kind of physical and health development which was being provided for the children in the city schools. The State Director of Physical Education, after a study of the situation, undertook the difficult task of working out a suggestive, detailed program for the use of the teachers in these rural schools. After consulting with county superintendents, rural school teachers, and other persons familiar with the one teacher schools, he prepared an outline program which is now published and ready for use. It is confidently believed that with this outline in the hands of every rural
school teacher, definite worth while work can be accomplished. The main outline and program is based on an enrollment of more than ten children in a one-room school, but there are detailed suggestions as to how these plans may be utilized for an enrollment of fewer than ten pupils.

## County Superintendents Elected on November 4.

It is interesting to study the effect of the recent unusual landslide election upon the county superintendency in Illinois. There were thirty new county superintendents elected at that time. Two of them had been county superintendents previously in the same counties. Five of the thirty old county superintendents who were not re-elected were defeated in the primary, and one of the old county superintendents did not stand for re-election. This leaves only twenty-four who were defeated in the landslide. Among those defeated in the primary and in the election were at least five of the best county superintendents in the State. Three of these defeats are directly chargeable to the landslide, all of them having run far ahead of their county tickets.

It is worth while to note, however, that there were fewer changes in this election than have resulted at any other election in the last twenty-four years. It may be a matter of interest to know that of the seventeen women county superintendents who were up for election, seven were defeated either in the primary or in the election itself. One new woman county superintendent was elected, which makes a net loss of six.

A list of the newly elected county superintendents follows:

| Adams... | George M. Smith |
| :---: | :---: |
| Alexander | .Lucy B. Twente |
| *Bond. | D. E. Sims |
| Boone. | Fred C. Keeler |
| *Brown | Fred Nations |
| Bureau. | Mary L. Uthoff |
| *Calhoun | Cuba M. Tureman |
| Carroll. | Martha J. Ashby |
| Cass. | .Walter E. Buck |
| *Champaign | .M. L. Flaningan |
| *Christian | .....Cloyd Wright |
| Clark | . .B. F. Holscher |
| Clay. | L. B. Babcock |
| Clinton. | Mary B. McQuade |
| * Coles. | William H. Green |
| Cook | Edward J. Tobin |
| Crawford | John Nuttall |
| *Cumberland | William I. Birdzell |
| DeKalb. | .Warren Hubbard |
| DeWitt. | .... May Porter |
| *Douglas. | .Luther Black |
| DuPage | Lewis V. Morgan |
| * Edgar | ..Arthur Forster |
| *Edwards | ..... R. M. Ring |
| Effingham | W. Henderson |
| Fayette | ....S. B. Vance |
| Ford | F. F. Scatterday |
| Franklin | Elmer B. Swofford |
| Fulton. | . .P. H. Hellyer |
| *Gallatin | Milledge M. Davis |
| *Greene. | .C. A. Whiteside |
| Grundy . | ....C. H. Root |
| Hamilton | . M. L. Hunt |
| Hancock | Arthur E. Decker |
| Hardin | E. N. Hall |
| Henderso | Chris S. Apt |


| Henry | William W. Tucker |
| :---: | :---: |
| Iroquois | .W. E. Richison |
| Jackson | Lewis Ebb Etherton |
| * Jasper | Merle D. Yost |
| *Jefferson | Raymond Lovin |
| *Jersey | Louis E. Groppel |
| JoDaviess | Frank L. Burns |
| *Johnson | Lloyd B. Robertson |
| *Kane | E. Earl McCoy |
| Kankakee | Frank Saltzgiver |
| Kendall | Alfred N. Barron |
| Knox | .Walter F. Boyes |
| *Lake | William C. Petty |
| LaSalle | .....W. R. Foster |
| Lawrence | E. C. Cunningham |
| Lee | ....L. W. Miller |
| Livingston | W. W. McCulloch |
| Logan | E. H. Lukenbill |
| McDonough | ence L. McGaughey |
| McHenry | .... Ethel C. Coe |
| McLean | . Wm. B. Brigham |
| Macon. | . Cora B. Ryman |
| Macoupin | L. E. Wilhite |
| *Madison. | .F. M. Scott |
| *Marion | Paul Chance |
| *Marshall | . Ozell Stateler |
| Mason | . A. R. Smith |
| Massac | Luther L. Evers |
| *Menard. | E. M. Augspurger |
| Mercer | . John D. Cooke |
| *Monroe | Oscar A. Schmitt |
| Montgomery | . . John H. Grigg |
| Morgan | H. H. Vasconcellos |
| * Moultrie | . Albert Walker |
| Ogle. | . Geo. F. Cann |
| Peoria | John A. Hayes |
| *Perry | J. Harley Hammock |
| Piatt | . Chas. McIntosh |
| *Pike | Homer L. Johnson |
| *Pope | Velma B. Crain |
| Pulaski | Ethel B. Hartman |
| Putnam | Thomas M. Kennedy |
| Randolph | .R. O. Finley |
| Richland | Earl H. Hostettler |
| Rock Island | . Justin Washburn |
| *St. Clair | .E. H. Runkwitz |
| Saline | ...A. A. Moore |
| Sangamon. | J. Ed. Taylor |
| *Schuyler | . Orvall Briggs |
| Scott | . Alice I. Mudd |
| Shelby | .W. Frank White |
| Stark | . . . C. E. Griffith |
| Stephenson | .F. P. Donner |
| Tazewell | F. R. Isenburg |
| Union | .L. W. Brown |
| Vermilion | ..L. A. Tuggle |
| Wabash | J. T. Timberlake |
| Warren. | F. M. Winbigler |
| *Washington | .C. A. Reeder |
| Wayne. | L. F. Samford |
| White. | .H. E. Puntney |

Whiteside......................................................................
Will...................................................................... . . August Maue
Williamson................................................................. . . . Don C. Moss
Winnebago............................................................ Irving F. Pearson
Woodford......................................................................... L. Dyar

* New superintendents.

The State Course of Study.
For over thirty years the State of Illinois has had a State Course of Study which has been ranked as the best general state course in the country. Many other states have adopted it instead of making one of their own. The State Teachers' Association, through the county superintendents section, were the official sponsors of this course. A State-wide commission consisting of the State Superintendent of Public Instruction, the dean of the College of Education of the University of Illinois, the presidents of the five State Teachers' Colleges and six county superintendents have been responsible for ${ }^{*}$ the making of this course. It has always been printed and sold by a private corporation.

The method adopted by the commission for revising the course was to have the dean of the College of Education and the five Teachers' College presidents appoint certain members of their faculty to revise the several courses. An editor was then chosen by the commission who put the course together for the final printing.

In the last few years the impression has grown that a new plan should be adopted for determining when the course needed revision and to make such revision when it was deemed necessary. At the last meeting of this commission it was determined to appoint thirteen State-wide committees, each committee to have charge of a particular subject in the course. Each one of these thirteen committees was to be made up of a member of the faculty of the College of Education and one from each of the five Teachers' Colleges. The members of each of these committees were to confer at such times and places as they might decide upon. It was further determined by the commission that in each one of the six colleges the member of the faculty who was at the head of the committee, we will say on history, would form a local committee consisting of a nearby city superintendent, county superintendent, and rural school teacher.

All of these committees have been appointed and are now making a study of the course with a view to deciding whether there is need of a revision, and if so, to provide the material for that new course.

It is the intention of the commission to continue these committees so that if at any time any one of the committees feels that the subject it is working upon needs revision, the commission may authorize that revision. A course of study should be in constant process of review and revision. It will probably lead to the printing of thirteen separate monographs, each one covering a special subject of instruction. Perhaps there has been no more forward looking and progressive step taken in connection with the betterment of the rural and village schools of the State than this new movement inaugurated by the commission in charge of the State Course of Study.

## Quotations from an Address by President Hoover on Child Welfare.

"We approach all problems of childhood with affection. Theirs is the province of joy and good humor. They are the most wholesome part of the race, the sweetest, for they are fresher from the hands of God. Whimsical, ingenious, mischievous, we live a life of apprehension as to what their opinion may be of us; a life of defense against their terrifying energy; we put them to bed with a sense of relief and a lingering of devotion. We envy them the freshness of adventure and discovery of life; we mourn over the disappointments they will meet.

COMPLICATED PROBLEMS.


#### Abstract

"These questions of child health and protection are a complicated prob. lem requiring much learning and much action. And we need have great concern over this matter. Let no one believe that these are questions which should not stir a nation; that they are below the dignity of statesmen or governments. If we could have but one generation of properly born, trained, educated, and healthy children, a thousand other problems of government would vanish. We would assure ourselves of healthier minds in more vigorous bodies, to direct the energies of our nation to yet greater heights of achievement. Moreover, one good community nurse will save a dozen future policemen. "Again, there are the problems of child labor. Industry must not rob our children of their lightful heritage. Any labor which stunts growth. either physical or mental, that limits education, that deprives children of the right of comradeship, of joy and play, is sapping the next generation.


## OPPORTUNITY FOR ALL.


#### Abstract

"The many activities which you are assembled here to represent touch a thousand points in the lives of children. The interest which they obtain in the minds and hearts of our country is a turning to the original impulse which inspired the foundation of our nation, the impulse to secure freedom and betterment of each coming generation. The passion of the American fathers and mothers is to lift children to higher opportunities than they have themselves enjoyed. It burns like a flame in us as a people. Kindled in our country by its first pioneers, who came here to better the opportunities for their children rather than themselves, passed on from one generation to the next, it has never dimmed nor died. Indeed, human progress marches only when children excel their parents. In democracy our progress is the sum of progress of the individuals-that they each individually achieve to the full capacity of their abilities and character. Their varied personalities and abilities must be brought fully to bloom; they must not be mentally regimented to a single mold or the qualities of many will be stifled; the door of opportunity must be opened to each of them. "May you who are meeting here find in your deliberations new fuel with which to light this flame of progress so that this occasion may be marked with a fresh luster that will set us anew on the road through the crowding complexities of modern life."


## Service by the School Teachers.

Regardless of what might have been in the mind of Field Marshal von Moltke when he said, "The Prussian schoolmaster won the battle of Sadowa," it is unquestionably true that in many emergencies the patriotism of school teachers has stood their countries as well as their communities in good stead.

School teachers of Chicago last semester endured injurious delay in the payment of their salaries, yet remained on the job, loyal to the childhood intrusted to their care. And last Saturday they, together with other school board employees, returned to their places of duty to aid, on their own time, in the registration of the city's unemployed, many of whom were heads of dependent families.

Members of the Governor's Unemployment Commission regarded it as appropriate that the schools, to which the family looks for the education of its children, in a time of unemployment should stand at the service of the heads of families who are out of work. The faithful teachers, by their cooperation, made the plan readily workable.

The community owes its gratitude to the teachers who, not stinting their measure of devotion, broke into their Saturday holiday to travel the second mile for those they serve.-Chicago Daily News, November 10.

MEMORIAL
то


ANNIE LOUISE KELLER
Остовен 19, 1927

# A Contribution for a <br> MEMORIAL 

To

## Annte Louise Keller

Your attention has been called several times to the heroic act of Annie Louise Keller, a teacher in a one-room school in Greene County, Illinois, in saving the lives of her children by sacrificing her own. The State Legislature has passed resolutions of appreciation, as have other educational and civic organizations.

A movement has been started at White Hall to erect some sort of a permanent monument to her memory. The local committee has selected October 19th as the day on which the matter should be presented to the teachers and pupils of the State for an expression of their appreciation in the form of a donation for the memorial.

My position against making the public schools a collecting agency is well known. Here, however, is one of those rare exceptions we are always ready to make to any rule. I am therefore, requesting the county and city superintendents of the State to give their teachers and pupils the opportunity to contribute on that day.

Yours sincerely,
Francis G. Blair, Superintendent.

## Senate Resolution No. 42.

Whereas, We are reminded occasionally that acts of real heroism are performed by people in the more humble walks of life, acts that deserve honor and commemoration, which act of heroism was performed by Miss Annie Louise Keller of White Hall on the nineteenth instant during the recent storm and the lives of eighteen children saved and her own life sacrificed;

Whereas, Such act of heroism is called to our attention by an item which appears in the daily press and commented upon editorially therein; therefore, be it

Resolved, That the Illinois State Senate in honor of the heroic act and self-sacrificing deed by this school teacher and as a silent tribute to her memory stand; be it further

Resolved, That a suitable copy of this resolution be sent to her near relatives and that the same be spread at large on the records of the State Senate, and as additional tribute to her memory the Senate do now adjourn.

## To the Teachers of Illinois:

Teachers, like any other professional group, are exalted through every heroic act of any member of that group. No one liveth unto himself. The good he does, like the leaven, tends to leaven the entire lump. Some of the noble, heroic work of teachers is done in such obscure surroundings that the world never hears of it. Even the teacher's own associates may not be conscious of what has been done. In the end, however, every forward look, every forward movement, every noble achievement in the work adds to the standing and influence of the entire profession. But it is not given to the members of our calling very often to perform a heroic act so courageous, so commanding as to challenge the approbation of the people of a community or state or nation.

When some thirty years ago a frail women teacher carried one of her children through a blizzard safely to its home, but in so doing froze her own body so that she died from the effect, instantly there was an outburst of approval for this truly heroic act and sacrifice.

When Annie Louise Keller, on April 19, 1927, in a one-room school in Greene County, Illinois, saw the coming storm, she divined its meaning.

Nothing in the books of pedagogy she had read, nothing in the lectures she had taken in institutes and institutions of learning had dealt directly with such a situation. However, her entire training and experience had given her the power of command, the presence of mind, the courage to meet emergencies which arose on every hand in almost every day of her school work. How simple it must have seemed to her just before the crash of the storm to say in that commanding, but reassuring way to her children, "Crawl under your desks and stay there." How simple and natural it must have seemed to her as the responsible person, as the only one present who could care for them, to stand by the door while all the children were croucherl beneath the desks, quieting their fears with her presence and encouraging words. The storm broke, the brick building was practically demolished, the brick piling high upon the desks above the children's bodies, but without a single child being hurt; but those tumbling, hurling bricks piled high upon the body of the teacher crushing out her life. No soldier on the battlefield ever met a great crisis more nobly, more bravely than she. No patriot celebrated in history and song is more deserving than she of all the praise that her act has brought to her name.

The greatest monument which we can build to do honor to such heroism is the appreciation of those who have been benefited and of all those who understand the sacrifice she made for the lives of her children. It will come to few public servants to have their deeds and name honored and perpetuated in resolutions of both houses of the State Legislature as has come to this modest, faithful teacher. There is, however, a solid and substantial reason for desiring to express our appreciation in some other form of a memorial. The good people of White Hall who knew her and her family have undertaken to erect a material monument to her bravery and to her memory. It was their intention to make it purely the appreciation of those who knew her and who had been directly associated with her in her life and work. Such a candle, however, can not be hid under a bushel. Others who had read or heard of the incident asked to be allowed to contribute something towards this expression of respect. In deference to these requests, the local organization has authorized the secretary of the local Historical Society, Mr. R. B. Pearce, and the Superintendent of Public Instruction, to receive contributions to be applied in erecting a suitable memorial. No doubt many teachers throughout the State will desire to show their appreciation in this substantial way.

## Francis G. Blair, Superintendent.

## Among the Immortals.

Annie Keller has joined the immortals. The decree of heroism has been awarded her and entered in the records of the infinite. Miss Keller, teacher of a country school at White Hall, saved her children from the terror of the storm and gave her life in doing so. Her conduct was heroic, noble and intelligent. It is difficult to say which of these three deserves first place in her honor. We admire heroism. We praise nobility. What can we say of intelligence that properly would describe it? Without it, what would her heroism and nobility have benefited her or her children. The world needs heroes and nobles. It needs more than all else intelligence.

The loss that White Hall sustains in this noble woman's sacrifice is not so much the loss of a heroine and a courageous woman; it is the loss of an intelligent woman. Who can estimate the value of an individual endowed as she was. A memorial as imperishable as her sacrifice should be erected to this young woman. These children who owe their lives to her have received a blessed heritage and a beautiful benediction to carry with them through life-the memory of their teacher, Annie Keller, who gave her life freely and willingly that they might live.

Such deeds as hers should cause every community to elevate in its esteem the worth and the value of its school teachers.
-Illinois State Journal, April 22, 1927.
Miss Anne Loulse Kelder-Carroleton.
Every disaster develops some outstanding hero or heroine. Directly in the path of yesterday's tornado, near Carrollton, was Centerville School

—Lorado Taft.
MODEL FOR ANNIE LOUISE KELLER MEMORIAL
where Miss Annie Louise Keller of White Hall was teaching eighteen little boys and girls. Seeing the storm coming she realized the danger of those children. There was no time to spare. Fast thinking and instantaneous action were necessary. Ordering the children to be calm and to immediately lie flat on the floor beneath their seats, thus to protect them from flying debris in case the building was struck, she quickly took her position at the door, standing guard to see that her instructions were followed out and that panic did not ensue. In a moment the storm did strike. The school house did collapse. Through the presence of mind of their teacher, the children were protected from the flying debris and all of them escaped serious injury but the brave teacher who had seen to it that the lives of those little ones were protected, was struck herself as she stood there at the door. After all of the children had been rescued, her body was taken from the ruins of the school-dead.

Little wonder the parents of those children honor her for her heroism and little wonder that today in her home city of White Hall there is community depression as the friends and neighbors of this heroine realize that she has passed to her reward. They speak of her as one who gave her life for others and so she did. Not the community of White Hall alone but the State of Illinois may justly pay homage to the beautiful character and the marvelous heroism of this school teacher. Verily does this name deserve a place with the names of those who have been lauded and decorated for heroism on the field of battle-Miss Annie Louise Keller.
-Illinois State Register, April 20, 1927.

## The Annie Louise Keller Memorial.

The contributors to the Annie Louise Keller Memorial Fund will be interested in the picture on the opposite page which shows the clay model designed by Lorado Taft for the memorial to be erected in White Hall. This model and the subsequent memorial owe existence to the contributions of many and the concerted efforts of a few deeply and sincerely interested workers. From the contributions of the school children to the inspired composition of the artist, each phase of the ultimate memorial has been fired with the nobility and unselfishness of the sacrifice which this marble group is to commemorate.

From school children, teachers, superintendents. principals, and from many interested contributors outside of the field of education, the funds have been gathered at White Hall. R. B. Pearce, treasurer of the Annie Louise Keller Memorial Committee, reports that on February 15, 1929, the entire amount represented by time certificates of deposit on White Hall banks was $\$ 5,275.92$. This is slightly in excess of the amount which the committee contracted to pay to the artist. The amount in excess of $\$ 5,000.00$ will be spent by the committee in the construction of a suitable foundation for the marble base.

In the fashioning of the model which appears on the opposite page, Miss Mary Keller, sister of Annie Louise Keller, has sat for the sculptor so that the symbolism and inspired grouping of the figures might have the added value of representing the features of Annie Louise Keller.

Working upon the basis of this model the memorial groun will be carved from pink marble by Lorado Taft. In selecting pink marble as the proper medium for this subject, Lorado Taft wrote to Francis G. Blair, Superintendent of Public Instruction as follows:
"What I desire to do is not to use bronze at all but to show the figures emerging from the marble block. The effect would be far more beautiful than could be obtained through a dark spot of bronze attached to another material. I generally use bronze but I have a feeling that in this case we have an opportunity for a more ideal and poetic treatment. I am deeply interested in it and do not care if the carving costs me more."

Even as the artist has become deeply interested in his subject and has been inspired to transcent the limits of time and funds in order to create in enduring marble the conception of his reverence for such nobility and self sacrifice, so have others in their contributions and in their work given largely of their efforts and their time so that such great heroism should not have been in vain.

## DEDICATION

The Dedication of the

Anvie Louise Keller Memorial
will take place in Whiteside Park, White Hall, Illinois

Sunday Afternoon, August 25, 1929

Beginning at Two O'Clock
(In case of bad weather, the exercises will be held in the Princess Theatre.)

## PROGRAM

Two O'Clock P. M., Sunday, August 25
Hon. Francis G. Blair, Chairman
"America"-Audience
Invocation-Rev. A. E. C. Pentland
Male Quartet
Fannie Spaits Merwin
Hon. Lorado Taft
Duncan Sisters Quartet
Hon. V. Y. Dallman
Hon. Thomas D. Masters
Male Quartet
Senator A. S. Cuthbertson
Duncan Sisters Quartet
Unyeiling Cereniony

Local Committee
H. E. Bell . . . President
J. D. Rowe . . . Secretary
R. B. Pearce . . Treasurer

Important Bulletins Issued-1928-1930.

# SCHOOL LAW-SPECIAL ACTS. 

CIRCULAR NO. 223-1928.

## ANNEXATION OF TERRITORY

An Act giving cities organized under special charters and having the government of the public schools under such charters, the government of public schools in any territory annexed to said cities, with the right to levy and assess taxes for school purposes against the property in said territory so annexed.
Section 1. Be it enacted by the People of the State of Illinois, represented in the General Assembly: That in all cities in this State having a population of less than twenty thousand, and incorporated under any special law, whose public or common schools within the corporate limits of said city are governed by virtue of such special Acts, where any territory has been heretofore, or may hereafter be annexed to said city for general corporate purposes, such territory so annexed shall be included in, and shall be subject to the control and government of said cities for school purposes upon petition signed by a majority of the legal voters in the territory to be annexed as fully and to the same extent as if the said territory were originally within the corporate limits of said city as created by such special Acts, and said territory, when so annexed, shall thereby become disconnected from any school district to which, prior to such annexation, it may have been connected or belonged.
§ 2. All cities referred to in section 1 of this Act shall have the right to levy, assess, and collect taxes for school purposes in the territory so annexed, in the same manner, and as fully and to the same extent as the said cities may now have the right over the territory comprised within the original corporate limits of said city.

Approved April 12, 1899.

## BOARD OF EDUCATION APPOINTED.

An Act to provide for the appointment of school directors and members of the board of education in certain cases.
Section 1. Be it enacted by the People of the State of Illinois, represented in the General Assembly: That in all cases where, by the provisions of any general law, the members of any common council of any city have been made ex-officio school directors, or members of the board of education in and for the school district of which the said city shall constitute the whole or a part, the said school directors or members of the board of education shall hereafter be appointed as hereinafter provided.

1. The application of this Act relates only to the school districts that include the cities of Carlinvillc, Galena, LaHarpe, Lake Forest, Macomb, Rockford and Waukegan.
§ 2. It shall be the duty of the mayor of such city, at the first regular meeting of the city council, after each annual municipal election, and after his installation into office, to nominate and place before the council for
confirmation as school directors, or members of the board of education, as the case may be, one person from each ward of said city to serve for two years, and one person from the city at large to serve for one year, and if the persons so appointed shall be confirmed by a majority vote of the city council, to be entered of record, the person so appointed, together with such persons theretofore appointed under the provisions of the Act to which this is an amendment, whose terms of service shall not expire within one year, shall constitute the board of education or school directors for such district; Provided, that the person appointed from the city at large for one year shall be president of said board of education or school directors, but shall have no vote in such board excepting in case of a tie: Provided, further, that in any city having a population of 45,000 or more, constituting a school district to which this Act is applicable, the board of education shall consist of eleven (11) persons who shall be nominated by the mayor from the city at large and confirmed by a majority vote of the city council, one of which persons shall be designated by the mayor as the president of said board of education, and such person shall have no vote except in case of a tie; five members of said board of education and such person as may be designated as the president thereof shall be nominated by the mayor and placed before the city council for confirmation at the first regular meeting of the city council after the installation of the mayor into office and upon confirmation by said council shall hold their offices for two years and until their successors shall be chosen as herein provided; the remaining five members of said board of education shall be nominated by the mayor and placed before the city council for confirmation at the first regular meeting of the city council next after one year from the date of the mayor's installation into office, and upon confirmation by said council shall hold their offices for two years and until their successors shall be chosen as herein provided; Provided, that in case a vacancy occurs in said board of education at any time by the death or resignation of any member thereon, or otherwise, the mayor shall nominate and place before the city council for confirmation at a regular meeting thereof some proper person to fill such vacancy, and upon confirmation by the city council, the person so nominated shall hold the office during the remainder of the term for which his or her predecessor was appointed: Provided, further, that the persons now constituting the board of education of cities having a population of 45,000 or more to which this Act applies shall hold their offices until their successors shall be chosen as herein provided. [As amended by an Act approved and in force April 26, 1917.]
§ 3. The said persons shall, as soon as practicable after their appointment, organize by electing one of their number secretary, who shall hold his office for one year. All rights, powers and duties heretofore exercised by and devolved upon the members of the city council, as ex-officio members of the board of education, or school directors, shall devolve upon and be exercised by the members of the board of education and school directors appointed under the provisions of this Act. [As amended by Act approved and in force May 28, 1889.]
§ 4. In all school districts to which this Act shall apply the boards of education or school directors shall annually, before the first day of August, certify to the city council, under the hands and seals of the president and secretary of the board, the amount of money required to be raised by taxation for school purposes in said district for the ensuing year, and the said city council shall thereupon cause the said amount to be levied and collected in the same manner now provided by law for the levy and collection of taxes for school purposes in such district, but the amount to be so levied and collected shall not exceed the amount now allowed to be collected for school purposes by the general school laws of this State; and when such taxes have been collected and paid over to the treasurer of such city or school district, as may be provided by the terms of the Act under which such district has been organized, such funds shall be paid out only on the order of the board of education or school directors, signed by the president and secretary of such board.
§ 5. That whenever there is no money in the hands of the treasurer of any school district, to which this Act shall apply, for educational or building purposes, it shall be lawful for the school directors or the board of education of such district to draw and issue warrants against and in anticipation of any taxes already levied for educational or building purposes, to the extent of seventy-five per centum of the total amount of any such taxes levied. Warrants drawn and issued under the provisions of this section shall show upon their face that they are payable solely from said taxes when collected, and not otherwise, and shall be received by any collector of taxes in payment of the taxes against which they are issued, and which taxes against which said warrants are drawn shall be set apart and held for their payment. Every warrant issued under this section shall bear interest, payable only out of the taxes against which it shall be drawn, at a rate not to exceed five per centum, per annum, from the date of its issuance until paid, or until notice shall be given by publication in a newspaper or otherwise, that the money for the payment of said warrant is available, and that it will be paid upon presentation. [Added by an Act approved May 20, 1915.]
§ 6. All warrants heretofore drawn, issued and disposed of by the school directors or board of education of any school district, to which this Act applies, for educational or building purposes are hereby validated, and insofar as such warrants are outstanding and unpaid, are hereby made legal and valid obligations of the school district or corporate body issuing the same. [Added by an Act approved May 20, 1915.]
§ 7. Any school district to which the Act of which this is an amendment applies shall have the power to issue, sell and negotiate its negotiable coupon bonds and use the proceeds derived therefrom for the purpose of paying the amount of principal and interest bearing warrants, and any and all interest accrued and accruing thereon which shall have been issued by such district or in behalf thereof subsequent to January 1, 1923, and prior to January 1, 1924, in anticipation of any taxes levied and assessed for educational purposes. And upon the payment of said warrants or any thereof from the proceeds of the issue, sale and negotiation of bonds under the power herein given, the taxes in anticipation of which said warrants so paid shall have been issued to the extent of the total principal of said warrants and interests thereon shall be used by the school district or school authorities entitled to such taxes when collected for the purposes for which said taxes are levied and assessed. Any and all bonds which shall be issued hereunder shall be issued in such form and in such denomination, payable at such place and at such time or times, not to exceed twenty years from the date of issue, and shall bear interest at such rate not exceeding, however, the rate of five per centum per annum payable semi-annually, as the school directors or boards of education, issuing such bonds shall by resolution prescribe. Provided, however, that school directors and boards of education of any such school district shall not incur any indebtedness hereunder by the issue of bonds which together with other outstanding indebtedness of such school district exceeds in the aggregate five per centum of the valuation of taxable property in such school district to be ascertained by the last assessment for State and county taxes previous to the incurring of such indebtedness. All bonds issued hereunder shall be signed before being issued, negotiated and sold, by the president of the school directors or the board of education of the school district for the benefit of which said bonds shall be issued, and attested by the clerk, secretary or such other person as the school directors or boards of education of such school district may designate, and said bonds shall be countersigned by the treasurer of such school district, and shall be numbered and registered by such treasurer in a book provided for such purpose. Such treasurer shall record the exact amount for which each bond shall be issued, negotiated and sold, and when any bond shall be paid such treasurer shall duly cancel the same and enter in the register where such bonds are recorded, the date, month and year when said bonds shall have been paid. [As amended by an Act approved June 27, 1923.]
§ 8. Any such school district which shall have issued its bonds as provided in said section 7 shall thereafter have the power to issue its interest bearing warrants from time to time in anticipation of taxes levied and assessed for educational purposes as provided in the Act of which this is an amendment or as otherwise provided by law, only to provide funds to meet the current needs and requirements of such school district which shall arise from and after January 1st and prior to July 1st of the year during which the taxes anticipated shall be collected, and the taxes which may be anticipated by the issuance of such warrants shall be those levied and assessed for educational purposes for the year next prior to the year of the collection thereof; Provided, however, any such school district shall have the power to issue its interest bearing warrants in anticipation of taxes levied and assessed for educational purposes for the year 1923 as provided in said Act of which this is an amendment or as otherwise provided by law for the current needs and requirements of such school district arising from and after January 1, 1924, and prior to July 1, 1924, to the extent of the full amount that such taxes shall not have been anticipated by such school district prior to January 1, 1924, by the issuance of interest bearing warrants and provided, further, nothing contained in this Act shall take away, limit or abridge the right and power of any school district to which said Act of which this is an amendment is applicable from issuing thereunder interest bearing warrants in anticipation of any taxes levied and assessed for building purposes, and the purchase of school grounds. [Added by an Act approved June 27, 1923.]

Approved May 29, 1879.

## BOARD OF EDUCATION ELECTED.

Ax Act to give cities, incorporated towns, townships and districts, in which free schools are now managed under special Acts, authority to elect boards of education having the same powers as boards of education now elected under the general free school laws of this State.
Section 1. Be it enacted by the People of the State of Illinois, represented in the General Assembly: That any city, incorporated town, township or district having a population of not less than 1,000 and not over 20,000 inhabitants, in which free schools are now managed under any special Act, may, by vote of its electors, determine to elect, instead of the directors or other governing or managing board, now provided for by such special Act, a board of education whieh shall be elected at the time and in the manner and have the powers now conferred by law upon boards of education of districts not governed by any special Act.
§ 2. Upon petition of fifty voters of such city, town, township or district, presented to the board having the control and management of schools in such city, town, township or district, it shall be the duty of such board, at the next ensuing election to be held in such city, town, township or district, to cause to be submitted to the roters thereof, giving not less than fifeen days' notice thereof, by posting not less than five notices in the most public places in such city, town, township or district, the question of "electing a board of education having the powers conferred upon such boards in districts organized under the Free School Laws," which notice may be in the following form, to-wit:

Public notice is hereby given, that on the.........day of.................. A. D. ........... an election will be held at....................................... between the hours of ..........m. and ...........m. of said day, for the purpose of deciding the question of "electing a board of education having the powers conferred upon such boards in districts organized under the Free School Law."

If it shall appear, upon a canvass of the returns of such election, that a majority of the votes cast at such election are "for electing a board of education having the powers conferred upon such boards in districts organized
for boards of education under the Free School Law," there shall be elected a board of education for such district; and should there not be sufficient time to give the notice required by law for such election, then such election may be held on any Saturday thereafter, but all subsequent elections shall be held at the time provided by the Free School Law.

Approved June 2, 1891.

## BOARDS OF EDUCATION ELECTED IN CERTAIN DISTRICTS.

An Act to provide for the election of boards of education in school districts organized under Special Acts of the Legislature of this State, where such school districts are maintained under the general school laws of this State, and where there is no provision in such special Acts for the election of boards of education.
Section 1. Be it enacted by the People of the State of Illinois, represented in the General Assembly: That hereafter, in all school districts in this State organized under any special law of this State, and maintaining public schools under any general school laws of this State, where there is no provision in said special Acts creating such special school districts, for the election of boards of education as otherwise provided, there shall be elected in each of said special school districts, in lieu of the school directors as now provided, a board of education, to consist of seven members to be elected at the time and in the manner as now provided by the general law for the election and qualification of boards of education in other cases: Provided. that at the first election of such board, which shall be held on the third Saturday in April, A. D. 1898, two of such members shall be elected to serve one year, two to serve two years, and two to serve three years, and a president of such board shall be elected, whose term of office shall be one year; and annually thereafter there shall be elected in said school district two members of such board, whose term of office shall be three years, and there shall also be elected, annually thereafter a president of said board. Said board of education, when so elected and qualified, shall have all the powers of trustees in school townships as is now provided by general law. Said board of education, in addition to the powers of trustees aforesaid, shall also have all the powers of school directors as is now provided for by the general school law of this State; and in addition thereto and inclusive thereof, they shall have all the powers and perform all the duties of boards of education in school districts having a population of not less than 1,000 and not over 100,000 inhabitants under the general school law as the same now exists and as set forth in article 6 of the school law, or shall be conferred by any future alterations thereof by the Legislature. [As amended by an Act approved May 10, 1901.]

1. The provisions of this Act govern the schools only in the Illiopolis, Lockport, Marion, Naperville and Olney districts.
§ 2. Whereas, An emergency exists, therefore this Act shall take effect from and after its passage.

Approved June 10, 1897.

## BOARDS OF EDUCATION ELECTED IN CERTAIN DISTRICTS.

An Act to amend section 1 of an Act entitled, "An Act to provide for the election of boards of cducation in certain districts," approved May 15, 1903, in forcc July 1, 1903.
Section 1. Bc it enacted by the People of the State of Illinois, represented in the General Assembly: That section one (1) of an Act entitled, "An Act to provide for the election of boards of education in certain districts," approved May 15, 1903, in force July 1, 1903, be and the same is hereby amended to read as follows:
§ 1. That in all school districts in this State, having a population of over 35,000 by the last Federal census, existing by virtue of any special
charter, where the board of directors or board of education is elected or appointed by the common council of the city, of which school district such city may form the whole or a part, and where there are no provisions in the special charter creating such school district, for the election of a board of directors or board of education, there shall be elected hereafter in each of said school districts, in lieu of the present governing body, a board of education, to consist of seven members to be elected at the same time and in the same manner, as provided by the general school law for the election of boards of education in school districts having a population of not less than 1,000 and not more than 100,000 inhabitants. Such board of education when elected and qualified, shall have all the powers of trustees of schools in school townships. It shall also have all the powers of boards of directors, and in addition thereto, all the powers of boards of education elected by virtue of the general school law of this State: Provided, however, that where any such school district shall lie wholly within or partly within and partly without any such city, village or incorporated town and said city, village or incorporated town, has adopted or may adopt an Act entitled, "An Act regulating the holding of elections and declaring the result thereof in cities, villages, and incorporated towns in this State," approved June 19, 1885, and in force July 1, 1885, and Acts amendatory thereof, then the board of directors or board of education of such school district shall locate the polling place or places, appoint the judges and clerks and otherwise conduct the election in that portion or part of the school district that lies without such city, village or incorporated town, in the manner now provided by law, except as hereinafter provided, but no one residing without such city, village or incorporated town shall vote at any polling place within, nor shall any one residing within vote at any polling place without, and the votes cast at the polling place or places without such city, village or incorporated town, shall be returned, certified and canvassed as is now provided by law in such cases, and in addition thereto a complete abstract of the vote cast and canvassed shall be made, certified and returned to the board of election commissioners of such city, village or incorporated town: And provided, further, that in all that part or portion of such school district that lies within such city, village or incorporated town, and in such school district, when the same lies wholly within any such city, village or incorporated town, the election for such board of directors or board of education shall be conducted by the board of election commissioners of such city, village or incorporated town and in accordance with the provisions of the said Act of June 19, 1885, and the amendments thereto: And provided. further, when such school district lies partly within and partly without any such city, village or incorporated town, the said board of election commissioners shall certify the returns received by them from the polling place or places without such city, village or incorporated town, to the proper officer or officers; and all the returns so certified and returned by the said board of election commissioners shall be canvassed, together with the returns certified from the polling places within such city, village or incorporated town, by the same canvassing board and the results thereof declared, and certificates of election shall be issued thereon the same as if all such votes had been cast in, certified and returned from such city, village or incorporated town: And, provided, further, that the regular election for the members of such board of education in any such school district lying wholly within or partly within and partly without any such city, village or incorporated town, which city, village or incorporated town has adopted or may adopt said Act of June 19, 1885, and Acts amendatory thereof, shall be held on the first Tuesday of the month of April of each and every year after the passage of this Act: And, provided, further, that nominations of candidates for the office of member of said board of education to be voted for at all elections provided for in this Act shall be made only by petition in like manner as is provided for nominations of candidates by petition for town offices in counties under township organization by an Act entitled, "An Act to provide for the printing and distribution of ballots at public expense,
and for the nomination of candidates for public offices, to regulate the manner of holding elections, and to enforce the secrecy of the ballot," approved June 22, 1891, in force July 1, 1891, and Acts amendatory thereof; such petitions to be addressed to and filed in the office of the said board of education of such city, village or incorporated town, which board may certify to the said board of election commissioners the petitions so filed; except, however, that such petitions for nominations at the election which may be held on the fourth day of April, 1911, may be filed on or before five days before such election; and said elections in other respects to be held under the provisions of the said Act of June 22, 1891, and Acts amendatory thereof, so far as the same may apply and may not be inconsistent with the provisions of this Act.

1. The foregoing section affects only the school districts in which the cities of Quincy and Springfield are situate.
§ 2. Whereas, An emergency exists, therefore, this Act shall take effect and be in force from and after its passage.

Approved March 29, 1911.

## BONDS.

An Act to authorize certain school districts to issue bonds for certain purposes.
Section 1. Be it enacted by the People of the State of Illinois, represented in the General Assembly: That for the purpose of building or repairing school houses, or purchasing or improving school sites, any school district in this State, existing by virtue of any special charter, and governed by such special charter, and special or general school laws, whose boundaries are co-extensive with or greater than the boundaries of any incorporated city, town or village, where authorized by a majority of all the votes cast at an election called for that purpose, may borrow money, and as evidence of such indebtedness, may issue bonds in denominations of not less than one hundred (100) dollars, nor more than one thousand (1,000) dollars, for a term of not to exceed twenty (20) years bearing interest at a rate not to exceed five (5) per centum, per annum, payable annually, semiannually, or quarterly, and signed by the president and secretary of the school board of such school district: Provided, that the amount borrowed in any one year shall not exceed, including existing indebtedness, five (5) per centum of the taxable property of such school district, to be ascertained by the last assessment for State and county taxes previous to incurring such indebtedness. [As amended by an Act approved March 30, 1905.]
§ 2. All bonds authorized by virtue of this Act, before being issued, negotiated and sold, shall be registered, numbered and countersigned by the treasurer of such school district. Such register [registration] shall be made in a book provided for this purpose and in this register shall be entered the record of the election authorizing such school district to issue bonds, and a description of the bonds issued, including the number, date, amount, rate of interest and when payable.
§ 3. All moneys, borrowed by virtue of this Act, shall be paid into the treasury of such school district, and upon receiving such moneys, the treasurer shall deliver the bond or bonds issued therefor, to the person or persons entitled to receive the same, and shall credit the amount received to such school district. The treasurer shall record the exact amount received for each bond issued, and when any bond is paid the treasurer shall cancel the same, and enter in the register opposite the record of such bond, the words, "paid and cancelled this ....day of.............................. 19.....," filling the blanks with the date, month and year corresponding to the date of such payment.
§ 4. Whenever it is desired to hold an election for the purpose of borrowing money, as provided by this Act, the school board of such district in which such election is to be held, shall give ten (10) days' notice of the holding of such election, by posting notices in at least three public places in such school district. Such notices shall specify the place where such
election is to be held, the time of opening and closing the polls and the proposition to be voted on. At such election two members of the school board shall act as judges and one shall act as clerk. The judges and clerk shall take the oath required of judges and clerks of an election held for county or township officers. At such election all votes shall be by ballot. [As amended by an Act approved March 30, 1905.]
§5. Within ten (10) days after such election the judges shall cause the poll book to be returned to the treasurer of the said school district, with a certificate thereon showing the result of such election. The poll book shall be filed by the treasurer, and shall be evidence of such election. For the failure to return the poll book to the treasurer within the time prescribed, the judges of said election shall be liable, severally, to a penalty of not less than twenty-five (25) dollars nor more than one hundred (100) dollars, to be recovered in a suit in the name of the People of the State of Illinois, before any justice of the peace, and when collected shall be added to the school fund of said district.
§ 6. Where any such school district has heretofore issued bonds, or other evidences of indebtedness, on account of any public school building, or for any other purpose, which are not binding and subsisting obligations against such school district and remaining outstanding, such school district may, upon the surrender of any such bonds or any part thereof, or other evidence of indebtedness, issue in lieu thereof, to the holder or holders of said bonds, or to any person or persons, for money with which to take up the same, new bonds in accordance with the provisions of this Act: Provided, such bonds shall not be issued so as to increase the aggregate indebtedness of such school district to exceed, including existing indebtedness, five (5) per centum of the taxable property of such school district, to be ascertained by the last assessments for the State and county taxes previous to incurring such indebtedness.
§ 7. Whereas, An emergency exists, this Act shall be in full force and effect from and after its passage.

Approved and in force May 10, 1901.

## BONDS.

An Act giving to the board of education of any school district having a population of less than 100,000 inhabitants, and existing by virtue of any special charter and governed by any or all such special charters, the power to borrow money for certain purposes and issue negotiable coupon bonds therefor, and providing that the proposition or question to borrow money and issue such bonds shall be submitted to the voters of such school district.
Section 1. Be it enacted by the People of the State of Illinois, represented in the General Assembly: That the board of education of any school district having a population of less than 100,000 inhabitants, and existing by virtue of any special charter and governed by any or all such special charters, is hereby empowered and authorized to borrow money for the purpose of building school houses, or repairing or altering any schoolhouse already erected, or purchasing schoolhouse sites or purchasing school grounds adjacent to or adjoining any schoolhouse site, or separated therefrom only by a public street or way, and to issue its negotiable coupon bonds therefor, in such form and such denominations, payable at such place and at such time or times (not exceeding twenty years from date of issuance) and bearing interest at such rates as said board of education may by resolution prescribe. Such bonds shall be in denominations of not less than $\$ 100.00$ nor more han $\$ 1,000.00$, and shall bear interest at a rate not to exceed five per centum per annum, payable semi-annually: Provided, that no money shall be borrowed or bonds issued unless the proposition or question to borrow money and issue bonds for the purpose or purposes and in the amount prescribed in said resolution shall be submitted to the voters of such school district at some general or special election held in such school district, or at a special election called for such purpose and the majority of all the
votes cast shall be in favor of such proposition: Provided, further, that no such board of education or school district shall incur any indebtedness hereunder which together with all other outstanding indebtedness exceeds in the aggregate five (5) per centum of the value of taxable property of such school district, to be ascertained by the last assessment for State and county taxes previous to the incurring of such indebtedness.
§ 2. Whenever it is desired to submit to the voters of any school district to which this Act applies, the proposition or question to borrow money and issue bonds for any or all of the purposes specified in this Act, the president or secretary of the board of education of such school district shall, in writing, direct the county clerk or board of election commissioners, or other authority required by law, to give notice of general elections held within the city, town or county wherein such school district is situated, to give notice that such proposition or question shall be submitted to the voters of such school district, upon such date as the president or secretary shall have in writing specified. And thereupon such county clerk, board of election commissioners or such other authority shall post or cause to be posted a notice in some public place in each election precinct within such school district, twenty (20) days prior to the date of the election at which such proposition or question shall be submitted to the voters of such school district, or publish or cause to be published once each week for two successive weeks, a notice in some secular newspaper of general circulation in and published in the city, town or county wherein such school district is situated, stating that such proposition or question shall be submitted to the voters of such school district. The time and place or places of election shall be specified in such notice, and the proposition or question to be voted upon at such election shall be stated therein.
§ 3. The ballot to be used at any election when said proposition or question shall be submitted to the voters of any school district to which this Act applies, shall be a separate distinct ballot, and the total amount of the bonds sought to be issued, and the specific purpose or purposes for which said bonds shall be issued shall be stated on said ballot. The ballot used at such election shall be substantially in the following form:

Shall bonds or obligations for the purpose of (state specific purpose) in the sum of $\$ . . . . . . . . .00$ be issued by the board of education of


The ballots cast at such election shall be canvassed, and the result of such election shall be entered of record and certified to as provided by law for other elections in such districts.
§ 4. All bonds authorized to be issued under and by virtue of this Act, before being issued, negotiated and sold shall be signed by the president of the board of education of the school district for the benefit of which said bonds shall be issued, and attested by the secretary of such board of education, and countersigned by the treasurer of such board of education or of such school district. All of such bonds shall be numbered by such treasurer and registered in a book provided for such purpose. All moneys borrowed under and by virtue of this Act shall be paid into the treasury of such board of education or of such school district, and thereupon the treasurer thereof shall deliver the bond or bonds therefor to the person, persons, corporation or corporations entitled to receive the same. Such treasurer shall record the exact amount for which each bond shall be issued, negotiated and sold, and when any bond shall be paid, the treasurer shall duly cancel the same and enter in the register opposite the record of such bond the date, month and year when said bond was paid.
§ 5. This Act shall not be construed to repeal "An Act to authorize certain school districts to issue bonds for certain purposes," approved and in force May 10, 1901.

Approved June 29, 1915.

## BONDS-REGISTRATION.

An Act to provide for registration in the office of the county clerk of bonds issued by school districts in this State, to provide for the levy and extension of taxes to pay the same and to provide for the extension of taxes to pay bonds heretofore issued.
Be it enacted by the People of the State of Illinois, represented in the General Assembly:

Section 1. Whenever any school district in this State shall be authorized to issue bonds, the recording officer of such district shall file in the office of the county clerk of each county in which any portion of said district is situated, a certified copy of the resolution providing for the issuance of the bonds and levying a tax to pay the same. It is hereby made the duty of the county clerk to prepare and keep in his office a registry of all such bonds, which registry shall show the name of the issuing body and the date, amount, purpose, rate of interest and maturity of the bonds to be issued, and when bonds shall have been so registered a certificate evidencing such fact shall be endorsed on the back of each such bond. The county clerk annually shall extend taxes against all of the taxable property situated in the county and contained in the district as of the date of the registration of such bonds in amounts sufficient to pay maturing principal and interest, and such taxes shall be computed, extended and collected in the same manner as is now or may hereafter be provided for the computation, extension and collection of taxes for general corporate purposes for the issuing district.
§ 2. It is hereby made the duty of the recording officer of each school district in this State as to all bonds now outstanding and unpaid, to file in the office of the county clerk of each of the counties in which such school district or any part thereof is situated, a certified copy of each resolution providing for the issuance of such bonds and for the levy of a tax to pay principal of and interest on same, provided, however, that it shall not be necessary to file such certified copy if there is at the time this Act takes effect on file with such county clerk a certified copy of each such resolution with respect to all outstanding bond issues of the school district. As to all such bonds heretofore issued, it is hereby made the duty of the county clerk annually to extend a tax upon all of the taxable property in the territory constituting the school district at the time of the issuance of the bonds, in amounts sufficient to pay maturing principal of and interest on same.

Approved June 29, 1927.

## BOND VALIDATED.

An Act to validate certain proceedings, of community high school boards of education, relating to the designation of polling places for certain elections, and to legalize the subsequent and otherwise lawful issue of bonds to pay for the construction of high school buildings.
Be it enacted by the People of the State of Illinois. represented in the General Assembly:

Section 1. Whenever, prior to the passage of this Act the board of education of any community high school district of this State, in pursuance of a petition signed by not fewer than three hundred legal voters of such district, has given due notice of an election, for the purpose of deciding whether said district should build a community high school and issue bonds for that purpose, and has held an election for that purpose, at which election a majority of the votes cast were in favor of such proposition, and has thereafter entered into a contract for the sale of the bonds authorized by said election, all of such proceedings being in full conformity with the provisions of the statutes in regard thereto, except that two convenient and usual polling places were designated by the board of education for said election, without relation to precincts, instead of establishing and fixing the boundaries of
precincts and designating one polling place in each precinct; then in such case the said election is validated and the contract for the sale of and the issue of the bonds, authorized by said election, are hereby made legal.
§ 2. Because contracts for the sale of bonds have been made as above described and work started upon one or more community high schools under circumstances such as those above set out and because the question has been raised whether an election held as aforesaid is within the strict construction of the provisions of the statutes in regard thereto, therefore, an emergency exists and this Act shall take effect upon its passage.

Approves and in force May 5, 1927.

## CAHOKIA PERMANENT SCHOOL FUND.

An Act to provide for the conservution of the property of the village and commons of Cahokia in St. Clair County, and to create a permanent school fund for the inhabitants of the said village and commons.
Section 1. Be it enacted by the People of the State of Illinois, represented in the General Assembly: The township school treasurer of school township numbered one north range ten west, third principal meridian, St. Clair County, Illinois, is hereby authorized to receive for the use of the common school of the village of Cahokia, all leases, reversions, monies, credits, notes, mortgages, bonds or other property which the former supervisors of the village of Cahokia, their successors in office, and the present receiver of the village of Cahokia may have, own or control for the use of the inhabitants of the village of Cahokia.
§ 2. It is the duty of the receiver of the village of Cahokia and of any other persons who have, own, or control any such property to deliver the same, upon proper demand, to the said school treasurer and if his demand is not complied with, the school treasurer may sue and recover the same for the use of the common school of the village of Cahokia.
§ 3. Said township school treasurer shall keep this fund separate and apart from such other funds as he may have, and it shall be designated by him as the Cahokia Fund.
§4. Said township school treasurer shall, annually, deliver to the county superintendent of schools, a statement, under oath, showing the exact condition of this fund, and a description of all bonds, mortgages, notes, leases, reversions and other securities held by him for said fund, giving all data necessary for a full understanding of the condition of said fund.
§ 5. The fee simple money as established by law shall not be expended in any manner, but the interest money arising from said fund may, with the approval of the county superintendent of schools, be expended for special purposes benefiting the common school in the village of Cahokia, but shall not be used for the benefit of any other school in said District No. 54. [As amended by an Act approved June 27, 1923.]
§6. If, at any time, the village of Cahokia shall become a school district separate and apart from District No. 54, in the manner provided by general law, the interest money on said fund may be disposed of by the township school treasurer, from time to time, upon the order of the trustees of said district, in the same manner as provided by general school law, but the fee simple money shall remain forever intact.

Approved June 27, 1921.

## CHANGES IN BOUNDARIES VALIDATED.

An Act to validate changes in the boundaries of township or community high school districts.
Section 1. Be it enacted by the People of the State of Illinois, represented in the General Assembly: Subject to the conditions of section 2 of this Act all changes of boundaries of township or community high school districts whereby:

1. Territory was detached from one high school district and added to another high school district; or
2. A community high school district was created from territory belonging to one or more high school districts; or
3. Territory was detached from a high school district and added to a non-high school district; or
4. Territory not within a high school district was added to a high school district; or
5. A community high school district was created from territory belonging to one or more high school districts, together with territory from a non-high school district;

Are hereby made legal and valid.
§ 2. However no such change of boundary as described in section 1 is validated unless:

1. Such change was made by the county superintendent of schools, the county judge and the county clerk of the county in which the districts affected were situated, acting as an ex-officio board, or, if the districts were in two or more counties, then by the concurrent action of the county superintendents of schools, the county judges and the county clerks of the counties in which the districts were situated, acting as ex-offcio boards; and
2. Prior to the making such change, the change was petitioned as follows:
(a) If the change made was that described in paragraph 1, of section 1 , then by a majority of the legal voters at school elections residing within the territory detached from one high school district and added to an adjacent high school district, or by a majority of the legal voters at school elections in each high school district;
(b) If the change made was that described in either paragraph 2, 3 or 4 of section 1, then by a majority of the legal voters at school elections residing within the territory created into a community high school district, detached from or added to a high school district, as the case may be; or
(c) If the change was that described in paragraph 5 of section 1, then by a majority of the legal voters at school elections residing within each of the high school districts and the non-high school territory created into the community high school district by the change.
"Legal voters at school elections," means persons entitled to vote at elections held for the purpose of choosing officers of schools.
§ 3. All pending actions attacking or questioning the validity or changes of boundaries to any township or community high school districts, made in accordance with the provisions of this Act, shall abate.
§ 4. Whereas an emergency exists, therefore, this Act shall be in full force and effect from and after its passage and approval.

Approved June 24, 1921.

## COMMUNITY CONSOLIDATED SCHOOL DISTRICTS LEGALIZED.

An Act to legalize the organization of certain community consolidated school districts.
Section 1. Be it enacted by the People of the State of Illinois, represented in the General Assembly: That in all cases where a majority of the inhabitants, regardless of sex, of any contiguous territory bounded by school district lines, voting on the proposition, having voted at any election called for the purpose by a county superintendent of schools in favor of the organization of such territory into a community consolidated school district, and when at a subsequent election similarly called and held a board of education has been chosen for such district each such election is hereby made legal and valid and such territory is hereby declared legally and validly organized and established as a community consolidated school district and a valid and existing school district and body politic and corporate of the State for the purpose of establishing and maintaining a community consolidated school. The board of education acting for each such district
is hereby declared to be the duly constituted corporate authority thereof, and each such board shall hereafter consist of a president and 6 members, which shall be the maximum number of members, and shall be elected and organized in the same manner and have the powers and discharge the duties of boards of education of school districts as provided by sections 121a, $125,126,126 \mathrm{a}$ and 127 of 'An Act to establish and maintain a system of free schools' approved and in force June 12, 1909, as said sections now exist or may from time to time be amended.

The description of the districts included in any petition which has been filed with the county superintendent of schools for the consolidation of two or more districts, wherein said districts have been designated by number, shall be held to be a sufficient description of such districts.
§ 2. All Acts and proceedings heretofore done, had or performed by each such district and the persons from time to time elected and acting as the board of education thereof such as are authorized to be done, had or performed by school districts or boards of education thereof by the general school law of the State are hereby declared to be legal and valid in all respects.
§ 3. All pending actions attacking the organization of community consolidated school districts coming under the provision of this Act shall abate.
§ 4. Whereas, an emergency exists, this Act shall take effect from and after its passage and approval.

Approved May 4, 1921.

## COMMUNITY CONSOLIDATED SCHOOL DISTRICTS LEGALIZED.

## An Act to legal the organization of certain community consolidated school districts.

Section 1. Be it enacted by the People of the State of Illinois, represented in the General Assembly: In all cases where a majority of the inhabitants of any contiguous territory bounded by school district lines, voting on the proposition, having voted at any election called for the purpose by a county superintendent of schools in favor of the organization of such territory into a community consolidated school district, and when at a subsequent election similarly called and held a board of education has been chosen for such district, each such election is hereby made legal and valid and such territory is hereby declared legally and validly organized and established as a community consolidated school district, and a valid and existing school district and body politic and corporate of the State for the purpose of establishing and maintaining a community consolidated school, notwithstanding the fact that such territory embraces a previously organized community consolidated school district, or a school district established by special legislative act, or both a previously organized community consolidated school district and a school district established by special legislative act.

The board of education acting for each such district is hereby declared to be the duly constituted corporate authority thereof, and each such board shall hereafter consist of a president and 6 members, which shall be the maximum number of members, and shall be elected and organized in the same manner and have the powers and discharge the duties of boards of education of school districts as provided by section 121a, 125, 126, 126a, and 127 of "An Act to establish and maintain a system of free schools" approved and in force June 12, 1909, as said sections now exist or may from time to time be amended.

1. The application of this Act relates to the community consolidated school district that includes the city of Alton and other community consolidated school districts similarly situated.
§ 2. All acts and proceedings heretofore done, had or performed by each such district and the persons from time to time elected and acting as the board of education thereof such as are authorized to be done, had or
performed by school districts or boards of education thereof by the general school laws of the State are hereby declared to be legal and valid in all respects.

Approved May 1, 1923.

## COMMUNITY CONSOLIDATED SCHOOL DISTRICTS LEGALIZED.

AN Act to legalize the organization of certain community consolidated school districts and all subsequent acts and proceedings of such districts and of persons elected and acting as boards of education for such districts.
Section 1. Be it enacted by the People of the State of Illinois, represented in the General Assembly: That in all cases where a majority of the inhabitants, regardless of sex, of any contiguous territory, voting on the proposition, having voted at any election called for the purpose by a county superintendent of schools in favor of the organization of such territory into a community consolidated school district, and when at a subsequent election similarly called and held a board of education has been chosen for such district each such election is hereby legal and valid and such territory is hereby declared legally and validly organized and established as a community consolidated school district and a valid and existing school district and body politic and corporate of the State for the purpose of establishing and maintaining a community consolidated school. The board of education acting for each such district is hereby declared to be the duly constituted corporate authority thereof, and each such board shall hereafter consist of a president and 6 members, which shall be the maximum number of members, and shall be elected and organized in the same manner and have the powers and discharge the duties of boards of education of school districts as provided by sections 121a, 125, 126, 126a and 127 of 'An Act to establish and maintain a system of free schools' approved and in force June 12, 1909, as said sections now exist or may from time to time be amended.

The description of the districts included in any petition which has been filed with the county superintendent of schools for the consolidation of two or more districts, wherein said districts have been designated by number, shall be held to be a sufficient description of such districts.

1. This Act affects the community consolidated school district that includes the villages of Forsyth and other community consolidated school districts similarly situated.
§ 2. All Acts and proceedings heretofore done, had or performed by each such district and the persons from time to time elected and acting as the board of education thereof such as are authorized to be done, had or performed by school districts or boards of education thereof by the general school laws of the State are hereby declared to be legal and valid in all respects.
§ 3. Because of an emergency, this Act shall take effect upon its passage.

Approved June 27, 1923.

## COMMUNITY HIGH SCHOOL DISTRICTS LEGALIZED.

Ax Act to legalize the organization of certain community high school districts.
Be it enacted by the People of the State of Illinois, represented in the General Assembly:

Sectiox 1. In all cases where a majority of the inhabitants of any contiguous territory voting upon the proposition at an election called and held for that purpose prior to January 1, 1926, have voted in favor of the organization of the territory described in the notice of such election into a community high school district and when at a subsequent election called and held for that purpose, a board of education has been chosen for such district and such board shall have organized and performed duties as a board of education, and in such territory a majority of the inhabitants voting on the question have voted in favor of the issuance of bonds of such community high school districts, then each such election is hereby made legal and valid,
and such territory, as the same is described in the notice of election on the question of organization, is hereby declared legally and validly organized as a community high school district and a valid and existing school district and body politic and corporate of this State for the purpose of establishing and maintaining a high school. The board of education acting for each such community high school district is hereby declared to be the duly constituted corporate authority thereof, and each such board shall thereafter consist of five members and shall be elected and organized in the same manner and have the same powers and discharge the duties of boards of education of high school districts as provided by an Act of the General Assembly of the State of Illinois, entitled, "An Act to establish and maintain a system of free schools," approved June 12, 1909, and all Acts amendatory thereof and supplementary thereto.
§ 2. All acts and proceedings done, had or performed by each such district, and the persons from time to time acting as the board of education thereof, such as are authorized to be done, had or performed, by school districts or boards of education thereof by the general school laws of the State, are hereby declared to be legal and valid in all respects.
§ 3. This Act shall not be construed as validating any district where at the time the Act becomes effective judgment of ouster has been entered against the officials of a district which would otherwise be validated by this Act.
§ 4. Whereas, attempt has been made to organize certain community high school districts as described in section 1 of this Act, and defects exist in the procedure incident thereto, and such districts are desirous of conducting schools and it is for the public interest that such schools be conducted and that steps be taken at once to select a schoolhouse site, purchase a site and build a schoolhouse for each such district, therefore an emergency exists and this Act shall be in full force and effect forthwith upon its passage.

Approved June 27, 1927.

## COMMUNITY HIGH SCHOOL DISTRICTS VALIDATED.

An Act to validate the election for and establishment of certain community high school districts and acts and proceedings had or performed in such districts.
Section 1. Be it enacted by the People of the State of Illinois, represented in the General Assembly: In any case heretofore and prior to the passage of this Act, whereupon the receipt of a petition signed by fifty or more legal voters residing in any contiguous and compact territory, whether in the same or different townships described in the petition, the county superintendent of schools of the county in which the territory or the greater part thereof was situated, since July 1, 1923, and prior to the passage of this Act, ordered an election to be held for the purpose of voting for or against the proposition to establish a community high school, by posting notices for at least ten days in ten of the most public places throughout the said territory, which notices were substantially in the following form, to-wit:

## Notice of Election.

Notice is hereby given that on
the .day of 19...., an election will be held at. for the purpose of voting for or against the proposition to establish a community high school for the benefit of the inhabitants of the following desscribed contiguous and compact territory, to-wit:.

The polls will be opened at...........o'clock .......M. and close at........... o'clock M. of the same day.
and established one or more polling places within the territory described in the petition and appointed two judges and a clerk for each polling place, and at said election the ballots used were in substantially the following forms, to-wit:

## Official Ballot.

| FOR the establishment of a community high school |  |
| :--- | :--- |
| AGAINST the establishment of a community high school |  |

and a majority of the voters upon the question voted in favor of the establishment of a community high school district, and where said attempted organization and said election are in all other respects in conformity with law, then such election is hereby validated and the district attempted to be organized as a community high school district is declared to be a legal community high school district, and all acts and proceedings had or performed in such district, if otherwise in conformity with law, are also declared to be legal and valid in all respects.

1. This Act validates the high school district that includes the city of Havana and all other high school districts attempted to be organized according to section 89a, added by an Act approved June 28, 1919, since July 1, 1923. Approved June 30, 1925.

## COMMUNITY HIGH SCHOOL DISTRICTS VALIDATED.

An Act to validate the election for and establishment of certain community high school districts and acts and proceedings had or performed in such districts.
Be it enacted by the People of the State of Illinois, represented in the General Assembly:

Section 1. In any case heretofore and prior to the passage of this Act, whereupon the receipt of a petition signed by fifty or more legal voters residing in any contiguous and compact territory, whether in the same or different townships described in the petition, the county superintendent of schools of the county in which the territory or the greater part thereof was situated, since July 1, 1925, and prior to the passage of this Act, ordered an election to be held for the purpose of voting for or against the proposition to establish a community high school, by posting notices for at least ten days in ten of the most public places throughout the said territory, which notices were substantially in the following form, to-wit:

## Notice of Election.

Notice is hereby given that on.........the.........day of.................. $19 \ldots$. , an election will be held at............................for the purpose of voting for or against the proposition to establish a community high school for the benefit of the inhabitants of the following described contiguous and compact territory, to-wit.
The polls will be opened at.........o'clock......... M, and closed at......... o'clock.........M, of the same day.

## A..................... $B$ <br> County Superintendent.

Dated this............................. . 19....
and established one or more polling places within the territory described in the petition and appointed two judges and a clerk for each polling place, and at said election the ballots used were in substantially the following form, to-wit:

## Official Ballot.

| For the establishmnt of a community high school |  |
| :--- | :--- |
| Against the establishment of a community high school |  |

and a majority of the voters upon the question voted in favor of the establishment of a community high school district, and where said attempted organization and said election are in all other respects in conformity with law, then such election is hereby validated and the district attempted to be organized as a community high school district is declared to be a legal community high school district, and all acts and proceedings had or performed in such district, if otherwise in conformity with law, are also declared to be legal and valid in all respects.

Approved July 7, 1927.

## ELECTIONS.

## An Act to regulate the manner of holding elections in school districts having

 boards of education and operating under special charters.Section 1. Be it enacted by the People of the State of Illinois, represented in the General Assembly: In all elections in any school district having a board of education elected by the people of the said district and operating under a special charter, it shall be the duty of the board of education to establish a polling place, or polling places, at such school building or school buildings, in such districts as will in its judgment accommodate the voters of such district, provided that in such districts having 10 or more school buildings used as school houses, there shall be not less than five polling places established.
§ 2. It shall be the duty of the board of education in any such district to appoint for any election, at least one election judge and one clerk for each polling place. So far as possible, at least one member of such board of education shall be assigned to each polling place.
§ 3. Notice of any election in any such district shall be given or posted in the manner provided by law for the giving or posting of notices of election in such district.
§ 4. Because of an emergency, this Act shall be in force and effect from and after its passage.

Approved and in force May 22, 1919.

## EMINENT DOMAIN.

An Act giving to the trustees of schools, board of school inspectors, board of education or other corporate authority managing and controlling the mublic schools of any school district existing by virtue of any special charter and governed by any or all such special charters or special or general school laws of this State, and having a population of fewer than 500,000 inhabitants, the power to acquire property and to have the compensation to be paid therefor determined by the exercise of the right of eminent domain.
Section 1. Be it enacted by the People of the State of Illinois, represented in the General Assembly: That whenever any school district existing by virtue of any special charter and governed by any or all such special charter or special school laws of this State, and having a population of fewer than 500,000 inhabitants, shall require any lot or parcel of land situated within such school district for a site for a school building, or for an addition to any school building already erected and used for school pur-
poses, or shall require any lot or parcel of land situated within such school district for the purpose of a playground for school children, and the compensation for such lot or parcel of land cannot be agreed upon between the owner or owners of such lot or parcel of land and the trustees of schools, board of school inspectors, board of education or other corporate authority managing and controlling the public schools of such district it shall be lawful for the trustees of schools, board of school inspectors, board of education, or other corporate authority managing and controlling the public schools of such district to acquire such lot or parcel of land and have the compensation to be paid therefor determined in the manner which may at the time be provided by law for the exercise of the right of eminent domain. Approved June 23, 1915.

## EXISTING INDEBTEDNESS.

Ax Act to allow directors of schools under special laws to assume and provide for indebtedness heretofore created by the authorities of city for school purposcs.
Section 1. Be it enacted by the People of the State of Illinois, represented in the General Assembly: That whenever any city in this State is by special law made a school district, or whenever any school district created by special law shall be co-terminus with any city, the directors of such district shall have the power, at the request of the city council, to assume and provide for, by borrowing and taxation, any indebtedness now existing, created by the authorities of the city for school purposes.

Approved June 22, 1891.

## HIGH SCHOOL DISTRICTS LEGALIZED.

## An Act to legalize the organization of certain high school districts.

Section 1. Be it enacted by the People of the State of Illinois, represented in the General Assembly: That in all cases where a majority of the inhabitants of any contiguous and compact territory voting on the proposition, having voted at any election called for the purpose by a county superintendent of schools in favor of the organization of such territory into a high school district, and when at a subsequent election similarly called and held a board of education has been chosen for such district, each such election is hereby made legal and valid and such territory is hereby declared legally and validly organized and established as a high school district, and a valid and existing school district and body politic and corporate of this State for the purpose of establishing and maintaining a high school. The board of education acting for each such district is hereby declared to be the duly constituted corporate authority thereof, and each such board shall hereafter consist of a president and six members, and shall be elected and organized in the same manner and have the same powers and discharge the duties of boards of education of school districts as provided by sections 123, 125, 126, 126a and 127 of an Act of the General Assembly of the State of Illinois entitled, "An Act to establish and maintain a system of free schools," approved June 12, 1909, as said sections now exist or may from time to time be amended; but the annual election of the members of the boards of education shall be on the second Saturday of April. [As amended by an Act approved June 24, 1921.]

1. This Act legalizes the high school districts established in consequence of the Act of June 5, 1911.
§ 2. All Acts and proceedings heretofore done, had or performed by each such district and the persons from time to time elected and acting as the board of education thereof, such as are authorized to be done, had or performed by school districts or boards of education thereof by the general school laws of this State are hereby declared to be legal and valid in all respects.
§ 3. Whenever there are two such districts which overlap in territory, that district which shall have first established and now continues to conduct a high school, is hereby validated and confirmed.
§ 4. All pending actions attacking the organization of districts coming under the provisions of this Act shall abate.
§ 5. The invalidity of any section of this Act shall not affect the remainder thereof.
§ 6. Whereas, an emergency exists, therefore this Act shall be in full force and effect from and after its passage and approval.

Approved and in force June 14, 1917.

## HIGH SCHOOL DISTRICTS LEGALIZED.

## An Act to legalize the organization of certain high school districts.

Section 1. Be it cnacted-by the People of the State of Illinois; represented in the General Assembly: That in all cases where a majority of the inhabitants of any compact and contiguous territory voting on the proposition, having voted at any election called for the purpose by a county superintendent of schools, in favor of the organization of such territory into a community high school district, and when at a subsequent election similarly called and held a board of education has been chosen for such district, each such election is hereby made legal and valid and such territory is hereby declared legally and validly organized and established as a high school district, and a valid and existing school district and body politic and corporate of the State for the purpose of establishing and maintaining a high school. The board of education acting for each such district is hereby declared to be the duly constituted corporate authority thereof, and each such board shall hereafter consist of five members, and shall be elected and organized in the same manner and have the powers and discharge the duties of boards of education of school districts as provided by sections 86,126 and 127 of an Act entitled, "An Act to establish and maintain a system of free schools," approved and in force June 12, 1909, as said sections now exist or may from time to time be amended.

1. This Act legalizes all high school districts established in consequence of section 8.9 of the general school law, amended by an Act approved June 22, $191 \%$.
§ 2. All acts and proceedings heretofore done, had or performed, by each such district and the persons from time to time elected and acting as the board of education thereof, such as are authorized to be done, had or performed by school districts or boards of education thereof by the general school laws of the State, are hereby declared to be legal and valid in all respects, anything in any special charter to the contrary notwithstanding.
§3. Whenever there are two such districts which overlap in territory, that district which shall have first established and now continues to conduct a high school, is hereby validated and confirmed.
§ 4. All pending actions attacking the organization of districts coming under the provisions of this Act shall abate.
$\S 5$. The invalidity of any section of this Act shall not affect the remainder thereof.
§ 6. Whereas, an emergency exists, therefore this Act shall be in full force and effect from and after its passage and approval.

Approved May 1, 1919.

## HIGH SCHOOL DISTRICTS LEGALIZED.

An Act to legalize the organization of high school districts having within the boundaries thercof all or part of a school distriet established by special legislative Acts.
Section 1. Be it enacted by the Pcople of the State of Illinois, represented in the General Assembly: That in all cases where a majority of the inhabitants of any contiguous territory, having therein all or part of a
school district established by special legislative Act, voting on the proposition, have voted at an election called by the county superintendent of schools for the purpose, in favor of the organization of such territory into a community high school district, and where at a subsequent election similarly called and held, a board of education has been chosen for such district, such territory is hereby declared legally and validly organized and established as a community high school district, and a valid and existing school district and body politic and corporate of this State for the purpose of establishing and maintaining a high school. The board of education acting for each such district is hereby declared to be the duly constituted authority thereof, and each such board shall hereafter consist of five members and shall be elected and organized in the same manner and have the powers and discharge the duties of boards of education of school districts as provided by sections 86 , 126 and 127 of an Act entitled, "An Act to establish and maintain a system of free schools," approved and in force June 12, 1909, as said sections now exist or may from time to time be amended or supplemented.
§ 2. No irregularity, defect or omission whatsoever, in the time or manner of calling, holding or conducting any such elections or in the notice thereof, ballots used therein, or returns thereof, shall be heid to invalidate any such elections.
§ 3. All Acts and proceedings heretofore done, had or performed by each such district and the persons from time to time elected and acting as the board of education thereof, such as are authorized to be done, had or performed by school districts or boards of education thereof by the general school laws of the State, are hereby declared to be legal and valid in all respects.
§ 4. Whenever the board of education of any such district has levied taxes and a certificate of levy has been filed and certified to the county clerk or county clerks of the county or counties in which such school district is situated, such tax levy is hereby declared to be legal and valid notwithstanding such levy shall not have been made, filed or certified in the manner or within the time prescribed by law.
§ 5. Whenever there are two community high school districts, or a township high school district, and a community high school district, which overlap in territory, that district which shall have first established and now continues to conduct a high school, is hereby validated and confirmed.
§ 6. The provisions of each special legislative Act establishing a school district are hereby specifically repealed in so far as such provisions are in conflict with the right of each community high school district hereby validated to establish and maintain a high school, and this Act shall be construed as evidencing a legislative intent to repeal such conflicting provisions and to legalize and validate each such community high school district including within its boundaries all or part of a school district established by special legislative Act.
$\S 7$. The invalidity of any section of this Act shall not affect the remainder thereof.
§ 8. Whereas, An emergency exists, therefore this Act shall be in full force and effect from and after its passage and approval.

Approved May 10, 1921.

## HIGH SCHOOL DISTRICTS LEGALIZED.

## An Act to legalize the organization of certain high school districts.

Section 1. Be it enacted by the People of the State of Illinois, represented in the General Assembly: That in all cases where a majority of the inhabitants of any contiguous territory, voting on the proposition, have voted at an election called for the purpose by the county superintendent of schools, in favor of the organization of such territory into a community high school district, and where, at a subsequent election similarly called and held, a board of education has been chosen for such district, such territory is hereby declared legally and validly organized and established as a high
school district, and a valid and existing school district and body politic and corporate of this State for the purpose of establishing and maintaining a high schonl. The board of education acting for such district is hereby declared to be the duly constituted authority thereof, and each such board shall hereafter consist of five members, and shall be elected and organized in the same manner and have the powers and discharge the duties of boards of education of school districts as provided by sections 86,126 and 127 of an Act entitled, "An Act to establish and maintain a system of free schools," approved and in force June 12, 1909, as said sections now exist or may from time to time be amended or supplemented.

1. This Act legalizes certain high school districts established in consequence of section 89 a of the general school law, added by an Act approved June 28, 1919.
§ 2. No irregularity, defect or omission whatsoever, in the time or manner of calling, holding or conducting any such elections or in the notice thereof, ballots used therein, or returns thereof, shall be held to invalidate any such elections.
§ 3. All Acts and proceedings heretofore done, had or performed, by each such district and the persons from time to time elected and acting as the board of education thereof, such as are authorized to be done, had or performed by school districts, or boards of education thereof by the general school laws of the State, are hereby declared to be legal and valid in all respects.
§ 4. Whenever the board of education of any such district has levied taxes and a certificate of levy has been filed and certified to the county clerk or county clerks of the county or counties in which such school district is situated, such tax levy is hereby declared to be legal and valid notwithstanding such levy shall not have been made, filed or certified in the manner or within the time prescribed by law.
§ 5. Whenever there are two community high school districts, or a township high school district and a community high school district, which overlap in territory, that district which shall have the first established and now continues to conduct a high schooi, is hereby validated and confirmed.
§ 6. All pending actions attacking the organization of districts coming under the provisions of this Act shall abate.
§ 7. The invalidity of any section of this Act shall not affect the remainder thereof.
§ 8. Whereas, An emergency exists, therefore this Act shall be in full force and effect from and after its passage and approval.

Approven May 10, 1921.

## HIGH SCHOOL DISTRICTS LEGALIZED.

## An Act to legalize the organization of township high school districts.

Section 1. Be it enacted by the Pcople of the State of Illinois, represented in the General Assembly: That in all cases where a majority of the inhabitants of any school township, whether the same consists of a congressional township or a congressional township and a fractional township added for school purposes, voting on the proposition, at an election pursuant to notice given by the township school treasurer, have voted in favor of the organization of such territory into a township high school district, regardless of whether such election was held by the trustees of schools or the township election officials, and when at a subsequent election similarly called and held, a board of education has been chosen therefrom each such election is hereby made legal and valid and such territory is hereby declared legally and validly organized and established as a township high school district, and a valid and existing school district and body politic and corporate of the State for the purpose of establishing and maintaining a high school.

The board of education acting for each such district is hereby declared to be the duly constituted corporate authority thereof, and each such board
shall hereafter consist of five members and shall be elected and organized in the same manner and have the powers and discharge the duties of a board of education of a high school district, as now or hereafter provided by law.

1. This Act affects the high school district that includes the village of Genoa and other high school districts similarly situated.
§ 2. All Acts and proceedings heretofore done, had or performed by each such district and the persons from time to time elected and acting as the board of education thereof, such as are authorized to be done, had or performed by school districts or boards of education thereof by the general school laws of this State are hereby declared to be legal and valid in all respects.
§ 3. All pending actions attacking the organization of districts coming under the provisions of this Act shall abate.
§ 4. The invalidity of any section of this Act shall not affect the remainder thereof.
§ 5. Whereas, An emergency exists, therefore, this Act shall be in full force and effect from and after its passage and approval.

Approved June 20, 1921.

## HIGH SCHOOL DISTRICTS LEGALIZED.

## An Act to legalize the organization of certain high school districts.

Section 1. Be it enacted by the People of the State of Illinois, represented in the General Assembly: In all cases where a majority of the inhabitants of any contiguous territory, voting on the proposition, have voted heretofore and prior to the passage of this Act at an election called for that purpose by the county superintendent of schools, in favor of the organization of such territory into a community high school district, and where, at a subsequent election similarly called and held, a board of education has been chosen for such district, and where an election thereafter called for that purpose, a school site has been selected and a majority of the inhabitants of such district voting on the proposition have voted in favor of building a school house and in favor of issuing bonds for that purpose and where such district has conducted a high school for at least six school months prior to the passage of this Act, each such election is hereby made legal and valid and such territory is hereby declared legally and validly organized and established as a community high school district and a valid and existing school district and body politic and corporate of this State for the purpose of establishing and maintaining a high school. The board of education acting for such district is hereby declared to be the duly constituted authority thereof, and each such board shall hereafter consist of five members, and shall be elected and organized in the same manner and have the powers and discharge the duties of boards of education of school districts as provided by sections 86 and 127 of "An Act to establish and maintain a system of free schools," approved and in force June 12, 1909, as said sections now exist or may from time to time be amended or supplemented.

1. This Act legalizes the high school district that includes the village of Franklin Park and all other high school districts attempted to be organized in consequence of the Act of June 27, 1923.
§ 2. All Acts and proceedings heretofore done, had or performed by each such district and the persons from time to time elected and acting as the board of education thereof, such as are authorized to be done, had or performed by school districts or boards of education thereof by the general school laws of the State, are hereby declared to be legal and valid in all respects.

Approved June 30, 1925.

## JOLIET SCHOOL DISTRICT.

An Act to provide for the election of boards of school inspectors in certain cases, to define the powers, and to regulate the revenue thereof, to vest the title to certain school property and to repeal certain Acts herein named.
Section 1. Be it enacted by the People of the State of Illinois, represented in the General Assembly: That in every city in this State, whose schools have been operating under the provisions of special Acts and are governed by a board of school inspectors, and where such city, together with territory added thereto for school purposes, includes two districts for the purpose of electing six inspectors (three in each district) and one district for all other school purposes, there shall continue to be elected a board of school inspectors, consisting of six members (three in each district) and one inspector at large, who shall be chosen for a term of three years.
§ 2. Such board of inspectors, when elected and qualified, shall have power, in addition to the powers conferred upon by special law and the general school law, to employ teachers, janitors and such other employees as the board of inspectors shall deem necessary and to fix the amount of their compensation; to buy or lease sites for school houses, with the necessary grounds; to build, erect, lease or purchase buildings suitable for school purposes; to repair and improve school buildings and to furnish them with the necessary supplies, fixtures, apparatus, libraries and fuel; and such board shall have power to let school property on lease-hold, when not needed for school purposes, for a term of not longer than ninety-nine years from the date of the granting of the lease; provided that all leases entered into for the leasing of said property shall provide for revaluation privileges at least once in every ten years, and such board of inspectors shall have full power, and it shall be the duty of such board of inspectors to take the entire supervision and control of the schools of such district. [As amended by an Act approved June 24, 1921.]
§ 3. The board of school inspectors sliall have the power to levy a tax, annually, upon all the taxable property of such district, in the manner provided by article 8 of the general school law, for the purpose of maintaining free schools, in accordance with the powers conferred by section 2 of this Act. All moneys raised by taxation for school purposes, or received from the State common school fund, or any other source, or now held or hereafter collected for school purposes, shall be paid to and held by the township treasurer as a special fund for school purposes, subject to the order of the board of school inspectors, upon warrants signed by the president and secretary thereof, or a majority of said board.
§ 4. The title, care and custody of all school houses and school sites belonging to such districts shall be vested in the trustees of schools of the townships in which such districts are situated: Provided, however, that the supervision and control of such school houses and school sites shall be vested in the board of inspectors of such district.
§ 5. The trustees of schools of townships in which such districts are situated are hereby vested with the power to alter or change the boundaries of such school districts when petitioned as provided for by the general school law.
§6. "An Act extending the powers of boards of school inspectors elected under special Acts," approved June 19, 1893, as amended by an Act approved June 11, 1897, and "An Act increasing the number of school inspectors elected undel special Acts from six to seven members," approved March 6, 1895, "An Act to provide for the election of boards of inspectors in certain cases," approved May 12, 1905, and all other Acts and parts of Acts inconsistent with the provisions of this Act are hereby repealed.

Approved May 25, 1907.

## KANKAKEE SCHOOL DISTRICT.

An Acr to amend section 5 of an Act entitled, "An Act to incorporate the Kankakee School District," approved and in force February 16, 1865, as subsequently amended.
Be it enacted by the People of the State of Illinois, represented in the General Assembly:

Section 1. That section 5 of an Act entitled, "An Act to incorporate the Kankakee School District," approved and in force February 16, 1865, as subsequently amended, be and the same is hereby further amended to read as follows:
§ 5. The said board of education shall have the following powers, besides those hereinbefore mentioned:

First-They shall provide common schooling for all persons residing within said school district, between the ages of five years and twenty-one years, for not less than eight months of each year.

Second-They shall have control of all school houses, school lots and school property within said school district; shall have power to purchase lots for the erection of school houses thereon, and erect or hire buildings for school houses, and keep the same in repair, and furnish schools with necessary fixtures, furniture, books, apparatus and libraries.

Third-Whenever said board of education shall be of the opinion that any of the real estate belonging to said board or said district has become unnecessary, unsuitable, or inconvenient, or shall in any way, deem it proper to sell such real estate, they may sell and convey the same; and all such conveyances shall be signed by the president of said board, and attested by the clerk of said board, for and in behalf of said board.

Fourth-They shall appoint all teachers of the schools of said distričt, fix their salaries or compensation, and may dismiss such teachers at any time.

Fifth-They shall direct what branches of learning shall be taught, and what books shall be used in said schools.

Sixth-They shall establish schools or departments of different grades, and may, either themselves, with the aid of the principal teacher of the highest grade or department of the schools of said district, or through a committee of three examiners, to be appointed by said board, including said teachers, examine scholars in advancing them from grade to grade; and upon passing a sufficient examination, upon completing the branches of learning directed by said board, scholars shall be entitled to a certificate from said board, under the hand of said president, and attested by said clerk, that such scholar has graduated at the said school; and they shall make all necessary rules and regulations for the admission of pupils, and the government of the schools of said district; and may suspend or expel pupils guilty of refractory and incorrigible conduct, or possessed of any infectious or contagious disease, and may appoint agents and servants upon any matter conducive to the interests of said district.

Seventh-For the purpose of building a high or central school house, and other school houses and additions thereto, and repairing and improving the school houses of said district, and purchasing lots or real estate for such buildings, and libraries and apparatus, it shall be lawful for said board to borrow money, at a rate of interest not to exceed ten per cent, per annum, and issue bonds therefor, in sums of not less than one hundred dollars; which bonds shall be signed by the said president, and attested by the said clerk, for and in behalf of said board: But the said school district shall not become indebted in any manner or for any purpose, to an amount, including existing indebtedness, in the aggregate exceeding five per centum on the value of the taxable property in the school district, to be ascertained by the last assessment for State and county taxes, previous to the incurring of such indebtedness. And before, or at the time of incurring any indebtedness as aforesaid, the board shall provide for the collection of a direct annual tax sufficient to pay the interest on such debt, as it falls
due, and also to pay and discharge the principal thereof within twenty years from the time of contracting the same. And the said board shall, prior to the second Monday of September, annually, estimate the amount of money necessary to be raised by a special tax for school and building purposes in said district during the ensuing year, and find what rate per cent this amount will require to be levied, which shall not exceed one (1) per cent on the assessed value of the real and personal property in said district, and which rate shall be certified by the said president, and attested by the said clerk, and returned to the clerk of the county court of Kankakee County, on or before the second Monday of September, annually; and which certificate may be in the following form:

We hereby certify that the board of education of Kankakee School District requires the rate of ........ per cent on the dollar to be levied on the taxable property of said school district, for the year 19.... for school purposes and ......... per cent for building purposes.

Dated this .......... day.......................................... A. D. 19.... A. B., President.

Attest: C. D., Clerk.
The money thus raised shall be appropriated by the said board to the various objects for which it was intended, and shall be collected in the same manner as school taxes are collected under "An Act to establish and maintain a system of free schools," approved and in force June 12, 1909, or any laws of this State that may hereafter be passed for the collection of school taxes, and shall be paid over by the collectors to the treasurer of said district.

Approved July 7, 1927.

## KASKASKIA PERMANENT SCHOOL FUND.

An Act to provide for the sale of the Kaskaskia Commons, upon the island of Kaskaskia, in the county of Randolph, and to create a permanent school fund for the inhabitants of said island out of the proceeds of said sale, and to punish any person failing to comply with the provisions thereof.
§ 13. It shall be the duty of the Treasurer and the Auditor of Public Accounts, upon the commissioners making their final report as herein provided, to keep the principal of said fund invested in good interest bearing State, county, school, municipal or other approved bonds, or notes secured by mortgage, upon unincumbered realty, so as to bring at least five per cent interest annually, the investments to be made by the Treasurer. The Auditor of Public Accounts shall be the keeper of such securities and the Treasurer, Auditor of Public Accounts and the Superintendent of Public Instruction, or a majority of them, shall approve the securities before the investments are consummated, and shall be investigated to their satisfaction, the loans or securities purchased, before the investment is made: Provided, however, the land owners of Kaskaskia island shall have the preference to borrow the money upon their lands when the security they offer is approved by the officers aforesaid.

The Auditor of Public Accounts shall keep an accurate and correct record of the investments and the income derived therefrom and shall see that such income is collected and paid to the Treasurer. Such income shall be paid out by the Treasurer for educational and building purposes only, as authorized and required by the general school law of the State, and the Auditor of Public Accounts shall issue warrants for such educational and building purposes upon certified, itemized bills of the proper school officers of the island of Kaskaskia when filed with him and approved by the Superintendent of Public Instruction: Provided, however, the school directors shall be authorized to purchase from the income on the proceeds derived from the sale of Kaskaskia Commons text-books for all pupils attending school on the island. If it shall appear on the first Mondays of April and of October, in each year, that there is rent, interest or other funds not
required for distribution, then in such case the amount not required for: distribution shall be added to the principal of the Kaskaskia Commons permanent school fund, become a part thereof, and invested as such.

The school directors of the district of the island of Kaskaskia shall on or before the first day of July, in each year, ascertain as near as possible, how much money will be needed.for educational and building purposes for the next ensuing year, and from the total estimate they shall deduct the balance in the hands of the treasurer held by him to the credit of the district and received from the State distributive fund or from other sources, so as to show the net amount needed and shall make a record of same. The clerk of the board shall thereupon make and forward to the Superintendent of Public Instruction a certified copy of the record. Upon receipt of the certified copy of such record, the Superintendent of Public Instruction shall examine the estimates and make such changes in said estimates, increasing or reducing any of the items thereof or the entire amount as in his judgment or discretion he may deem best for the interest of the said schools of the island and his decision shall be final and binding. It shall be the further duty of the Superintendent of Public Instruction to forward certified copies of the estimates as approved by him to the Auditor of Public Accounts and the school directors of the island of Kaskaskia. Upon receipt of the estimates approved by the Superintendent of Public Instruction, the Auditor of Public Accounts shall set apart the amounts so certified and approved for the use and benefit of the public schools of the island of Kaskaskia. No contract in excess of twenty-five ( $\$ 25.00$ ) dollars for the expenditure of money shall be entered into by the school board or school boards until it has been submitted to and approved by the State Superintendent of Public Instruction. [As amended by an Act approved June 25, 1915.]

## PENSION FUND.

An Act to enable any board of school inspectors, or any body or board of officials, which governs, or has charge of the affairs of any school district having a population of not fewer than 10,000 and not more than 100,000 inhabitants, and governed by special Acts of the General Assembly of this State and in such other districts as may hereafter be ascertained by any special or general census to have such population and which school districts are also governed by like special Acts, to establish and maintain a teachers' pension and retirement fund.
Section 1. Be it enacted by the Peanle of the State of Illinois, represented in the General Assembly: That in all school districts, having a population of not fewer than 10,000 , and not more than 100,000 inhabitants organized under and governed by special Acts of the General Assembly of this State and in such other districts as may hereafter be ascertained by any special or general census to have a population of not less than thirty thousand nor more than one hundred thousand and which may also be governed by any such special Acts, the board of school inspectors, of every such district, or the body or board of officials which governs, or has charge of, the affairs of any such school district, may establish and maintain in and for said district a teachers' pension and retirement fund.
§ 2. Said board of school inspectors, or the body or board of officials which governs, or has charge of, the affairs of any such school district wherein the provisions of this Act may be made operative, shall cause to be elected a board of management for the purpose of carrying out the provisions of this Act. Said board of management shall consist of either three or nine members, as said board of school inspectors, or the body or board of officials which governs, or has charge of, the affairs of any such school district shall determine. Two-thirds of the membership of said board of management shall consist of members of the active teaching force of said district, who are contributors to said pension and retirement fund and they shall be elected by the members of said active teaching force of said district who are contributors to said pension and retirement fund, in such manner
and for such terms as said board of school inspectors, or the body or board of officials which governs, or has charge of the affairs of any such school district shall by resolution determine. One-third of the membership of said board of management shall consist of members of the said board of school inspectors, or the body or board of officials which governs, or has charge of, the affairs of any such school district. Such representative shall be selected by such board of school inspectors, or the body or board of officials which governs, or has charge of, the affairs of any such school district for such terms as said board may by resolution determine.
§ 3. The teachers' pension and retirement fund shall consist of moneys contributed by teachers under the provisions of this Act; also of moneys received from donations, legacies, gifts, bequests and otherwise, of moneys paid into said fund in pursuance of any law now in force or hereafter enacted; and of any sum or sums payable thereto from the common school fund of the State as may be provided by law: Provided, that any amounts taken from the common school fund shall be taken only from that part of said fund which under the law would otherwise be distributable to counties or districts coming under the provisions of this Act. The board of school inspectors or the body or board of officials which governs, or has charge of, the affairs of any school district wherein the provisions of this Act are or may become operative, may appropriate and pay into the teachers' pension and retirement fund, annually, in addition to moneys placed in such fund from interest on the district funds raised by taxation and interest on the proceeds from the sales of any school lands of such district, as provided by law, a sum not to exceed in amount the aggregate of the sums set apart and contributed to such fund from the salaries of teachers in the employ of such board of school inspectors, or body or board of officials. [As amended by an Act approved June 24, 1921.]
§ 4. The board of school inspectors, or the body or board of officials which governs, or has charge of, the affairs of any such school district, shall have charge of such funds, and shall invest the same at interest. The rate of interest, which shall not be less than four per cent nor more than seven per cent, per annum, payable annually, shall be determined by a majority of said board of school inspectors, or the body or board of officials which governs, or has charge of the affairs of any such school district, at any regular or special meeting. No loan shall be made for less than one year nor more than five years. All loans shall be secured by mortgage on unencumbered realty situated in this State, worth at least fifty per cent more than the amount loaned. In estimating the value of the realty mortgaged to secure the payment of money loaned, the value of improvements liable to be destroyed may be included; but in such case the improvements shall be insured for their insurable value in a responsible insurance company or companies, and the policy or policies shall be transferred to the board of school inspectors or body or board of officials as additional security and shall be kept so insured until the loan is paid. Nothing herein shall prevent the investing of the principal of the said fund in bonds issued by the State, the Sanitary District of Chicago, counties, townships, and cities in this State and in bonds of such school district when the same have been issued for the purpose of building or repairing school houses, in such district, or purchasing and improving school sites, when the issuance of such bonds has been authorized by the majority of the votes cast at an election held for that purpose. Said board of school inspectors, or body or board of officials, shall have the power to make payments from such fund of pensions and annuities granted in pursuance of this Act. [Amended by an Act approved June 24, 1927.]
§5. Any person who shall be employed to teach in the public schools of the district where the provisions hereof may be in force after this Act shall take effect, shall be entitled to the benefits of the said fund upon complying with the provisions of this Act, and for the purpose of this Act, such persons shall be divided into the following classes:

First-Those who have taught five years or fewer than five years in the public schools.

Second-Those who have taught more than five years and not more than ten years.

Third-Those who have taught more than ten years and not more than fifteen years.

Fourth-Those who have taught more than fifteen years.
After this Act shall take effect, there shall be set apart from the salaries of each teacher in the employ of the board of school inspectors, or the body or board of officials which governs, or has charge of, the affairs of any such school district $\$ 5.00$ per annum while they remain in the first class; $\$ 10.00$ per annum while they remain in the second class; $\$ 15.00$ per annum while they remain in the third; and $\$ 30.00$ per annum while they remain in the fourth class, which amounts shall be deducted by the board of school inspectors, or the body or board of officials which governs, or has charge of, the affairs of any such school district, in equal installments from their respective salaries at the regular times for the payment thereof, and be paid into and constitute a part of the said teachers' pension and retirement fund of the district.
§ 6. Teachers who become contributors to, and beneficiaries of the said pension and retirement fund, under provisions of this Act may count past services as a part of the period of twenty-five years hereinafter specified, by paying into the fund a sum equal to that which he or she would have contributed under the provisions of this Act, had he or she been a regular contributor to said fund during said period of past service, together with interest thereon at the rate of four per cent per annum from the time such payments would have been made had such person during such time been a contributor to such fund, to the time such person by making such payment become entitled to the benefits and credit of such past service.
§ 7. The board of management shall adopt a resolution declaring and fixing the maturity of service and the right to the immediate benefits of the fund, in favor of the persons entitled to the benefits thereof in the following cases:

First-When any persons shall have taught in the public schools for a period of twenty-five years within the meaning of this Act.

Second-When any contributor to the fund shall have taught fifteen years in public schools, within the meaning of this Act, and shall have been declared by three competent physicians who have made a physical examination of the teacher, at the request of the board of management, to be suffering from a permanent disability: Provided, however, that the board of management shall not declare any contributor entitled to the immediate benefits of the fund until he or she shall have taught in the public schools of the district three-fifths of the term of service of twenty-five or fifteen years, as the case may be: And, provided, further, that no person shall be entitled to the benefits of the fund until he or she shall have retired from service as a teacher.
§ 8. Each teacher so retired or retiring after twenty-five years of service shall be entitled thereafter to receive from said fund an annuity not to exceed $\$ 400.00$, and each teacher so retired, because of permanent disability, after fifteen years of service shall receive from said fund as an annual pension such proportion of the full annuity of $\$ 400.00$ as the sum contributed by such teacher so retired bears to the total contributions required for a full annuity. Pensions and annuities shall be paid monthly during the school year out of the said fund created in accordance with the provisions of this Act, in the manner and at the times provided by law for the payment of the salaries of teachers.
§ 9. The president and secretary of the board of school inspectors or the body or board of officials, which governs or has charge of the affiairs of any such school district, shall certify monthly to the treasurer of such fund all amounts deducted from the salaries of teachers, special teachers, principals and superintendents in accordance with the provisions of this Act, which amounts together with all other moneys contributed to the fund, shall be set apart and held by the treasurer of the district as a special fund
for the purposes herein specified, and shall bs paid out on recommendation of the board of management upon warrants signed by the president and secretary of the board of school inspectors, or the body or board of officials, which governs or has charge of the affairs of any such school district.
§ 10. The treasurer of the district or of the board of school inspectors or body or board of officials, which governs or has charge of the affairs of any such school district, shall be ex-offcio the custodian of the pension and retirement fund, and shall hold the same subject to the control and direction of the board of school inspectors, or body or board of officials, which governs or has charge of the affairs of any such school district in accordance with the provisions of this Act. The said treasurer shall keep his books and accounts concerning such fund in the manner prescribed by the board of school inspectors, or the body or board of officials, which governs or has charge of the affairs of any such school district and his books and accounts shall be subject to the inspection of the board of school inspectors, or the body or board of officials, which governs or has charge of the affairs of any such school district, or any member thereof or the board of management or any member thereof. The treasurer shall be liable on his official bond for the proper performance of his duties and the conservation of the fund created by this Act, and such treasurer's bond in all districts where this Act may be in force shall be so conditioned as to cover the liability for such fund. Any legal proceedings which may be necessary for the enforcement of the provisions of this Act shall be brought by and in the name of the board of school inspectors, or the body or board of officials, which governs or has charge of the affairs of any such school district, for the use of the Pension and Retirement Fund. If at any time a teacher who is willing to continue as teacher in the schools of said district is not re-employed as such or is discharged as such before the time at which he or she would be entitled to a pension under the provisions of this Act, then to such teacher shall be refunded the money he or she may have contributed to said fund. Any teacher who shall retire voluntarily from the service of said district prior to entering the fourth class above defined shall receive a refund of one-half the money he or she shall have theretofore contributed to such fund.
§ 11. All persons who shall be employed as teachers by the board of school inspectors, or the body or board of officials which governs, or has charge of the affiairs of any such school district, shall accept the provisions of this Act by such accepting or continuing in such employment; and thereupon become liable as contributors to the Pension and Retirement Fund in accordance with the terms thereof. And the provisions of this Act shall become a part of and enter into any such contract of employment as fully as though the same were specifically set forth in said contract of employment.
§ 12. All pensions, or annuities, granted under the provisions of this Act and every portion thereof, shall be exempt from attachment or garnishment process, and shall not be seized, taken, subjected to, detained or levied upon by virtue of any execution, or any process or proceedings whatsoever issued out of or by any court for the payment or satisfaction in whole or in part of any debt, claim, damage, demand or judgment against any pensioner or annuitant hereunder, and no annuitant or pensioner shall have the right to transfer or assign his or her pension or annuity or any part thereof either by way of mortgage or otherwise.
§ 13. The said treasurer shall not be entitled to retain any interest accruing from any pension and retirement fund, but all such interest earned thereon shall be covered into such fund, become a part thereof, and be subject to the purposes of this Act. The treasurer shall also set aside annually and place in such fund all interest accruing from the district funds of the district (whether levied for educational or building purposes) and as well all interest earned by money coming from the investment of the proceeds of the sales of any school lands of said district.
§ 14. If any school district where there is not sufficient revenue from interest and contributions to maintain a teachers' pension fund under the foregoing provisions hereof, such school district may, by a majority vote
of its electors at an election for such purpose, establish a fund for the retirement of teachers who are over fifty years old, and who have faithfully served such district for twenty-five years. The fund shall be derived from such revenues as may lawfully be devoted to the said purpose by the directors of a district, or by direct appropriation by a town. The amount of the annual pension allowed to any person, under the provisions of this section, shall not exceed one-half the annual compensation received by such person at the time of the retirement of such person; in no case, however, shall the same exceed four hundred dollars ( $\$ 400.00$ ) per annum.
§ 15. If the board of school directors, or governing board of any such school district that may be within the terms of this Act, heretofore and subsequent to July 1, 1911, sought to establish and maintain a teachers' pension and retirement fund, without legal authority so to do, all Acts done with reference thereto are hereby validated, and shall be given the same force and effect in law and equity, as if they had been done under this Act.
§ 16. The provisions of this Act shall apply to the board of school inspectors of the city of Peoria, and to all other boards of directors, boards of education and boards of school inspectors, in districts within the limits of population above fixed, that exist under and by virtue of any special school charter heretofore granted to any such district by the said State of Illinois.
$\S 17$. The word "teachers" shall be held to include all teachers, superintendents, assistant teachers and school principals, who may be employed in the public schools of a district.
§ 18. If any school district organized under any special Act of the General Assembly shall create a Teachers' Pension and Retirement Fund, under the provisions of this Act, and shall thereafter cease to exist under such special Act, and shall operate under the general school laws, then and in such event, the said fund shall be continued, maintained and administered under such general law by the proper officers of said district, and all persons holding any part of said fund or records, relating to it, shall deliver the same to the proper officers of said new, or reorganized school district; and all the rights of all persons in and to said fund, shall be continued, and as well as the liabilities of all persons toward such fund shall continue as fully as though such original school district had been operating under the general school laws, rather than a special Act or charter, at the time such fund was created.

Approved June 27, 1913.

## PLAY GROUNDS.

An Act authorizing school districts to acquire real estate by gift, donation or devise for the purpose of establishing, maintaining and operating play grounds, recreation grounds and athletic fields and to provide for the policing thereof.
Section 1. Be it enacted by the People of the State of Illinois, representcd in the General Assembly: Any school district in this State organized and existing under the general law or by special charter is hereby authorized and empowered to acquire by gift, donation or devise, real estate, and to hold the same, not to exceed ten (10) acres in school districts having less than ten thousand inhabitants, for the purpose of establishing play grounds, recreation grounds and athletic fields, and to equip the same and to operate and maintain the same, the cost of equipping, maintaining and operating the same to be paid from the building fund levied, collected and appropriated in such school district.
§ 2. Such real estate so acquired need not be contiguous to any other school property or real estate owned by such school district.
§ 3. If such real estate so acquired by such school district shall lie partly or wholly outside the corporate limits of any city, village or incorporated town situated in such district, then such real estate so acquired shall, if the same be situated within one mile of the corporate limits of any such city, village or incorporated town in such school district, be under the police control and protection of the police force or police department
of such city, village or incorporated town, and it is hereby made the duty of any such city, village or incorporated town to exercise police control and protection over such real estate and its equipment, in the same manner and to the same extent that such city, village or incorporated town would exercise police control and protection thereover if such real estate were situated within the corporate limits of such city, village or incorporated town.
§ 4. Whereas, an emergency exists; therefore, this Act shall be in force and effect from and after its passage.

Approved June 26, 1917.

## SALE OF REALTY.

An Act providing that the board of education of any school district existing by virtue of any special charter may sell real estate conveyed to it heretofore or hereafter by any city for school purposes and use the proceeds derived therefrom for school building purposes or for the purchase of other real estate for such purposes.
Section 1. Be it enacted by the People of the State of Illinois, represented in the General Assembly: That the board of education of any school district existing by virtue of any special charter may sell and dispose of any and all real estate heretofore and hereafter conveyed to it by any city for school purposes, and use the proceeds derived from the sale thereof for school building purposes or for the purchase of other real estate for such purposes.
§ 2. Any and all Acts or parts of Acts inconsistent with the provisions hereof are hereby repealed.

Approved June 26, 1917.

## SPECIAL ACTS DISCONTINUED.

An Act to establish and maintain a system of free schools.
§ 51. Any city, township or district in which schools are now managed under any special Act, may, by vote of its electors, cease to control its schools under such special Acts, and become part of the school township, or townships, in which it is situated. Upon petition of fifty voters of such city, township or district, presented to the board having the control and management of the public schools, it shall be the duty of such board to cause to be submitted to the voters at the next ensuing election to be held in such city, township or district, the question of "organizing under the general school law." Notice shall be given by posting notices in the five most public places in such city, township or district, at least fifteen days before the date of holding such election, which notices shall be in the following form, to-wit:

## Notice of Election.

Notice is hereby given, that on the......day of............................. an election will be held at........................for the purpose of deciding the question of organizing under the general school law. The polls will be opened at.............o'clock, .....m., and closed at............o'clock, .....m. (Signed)
If it shall appear, upon a canvass of the returns, that a majority of the votes cast at such election are in favor of organizing under the general school law, then the board having the control and management of schools in such city, township or district shall give notice of an election to be held on any Saturday thereafter, according to the provisions of this Act, for the purpose of electing a board of directors or board of education, as the case may require; but all subsequent elections shall be held on the third Saturday of April annually.

Approved June 12, 1909.

## TOWNSHIP 41 NORTH, RANGE 14 EAST.

An Act to unite and consolidate with School Township 41 North, Range 14 East certain parts of other school townships, and to constitute the same one township for school purposes.
Be it enacted by the People of the State of Illinois, represented in the General Assembly:

Section 1. That all that part of fractional Township Forty-one (41) North, Range Fourteen (14) East, and all that part of Township Forty-one North, Range Thirteen (13) East, and all that part of the Archange Ouilmette Reserve, and all that part of Township Forty-two (42) North, Range Thirteen (13) East, lying and being within the corporate limits of the city of Evanston, be and hereby are united and consolidated, and form and constitute a township for school purposes, and be known as Township No. 41 North, Range No. 14 East.
§ 2. That all parts of "An Act to establish the town of Lakeview, in Cook County, and to change the name and boundaries of the town of Ridgeville and to constitute the same a township for school purposes," approved February 17, 1857, and all parts of "An Act to re-annex certain lands to the town of New Trier," approved February 24, 1859, and all other Acts or parts of Acts conflicting with this Act, are hereby repealed.

Approved July 7, 1927.

## TOWNSHIP HIGH SCHOOL DISTRICTS LEGALIZED.

An Act to legalize the organization of high school districts comprising a school township, including such as have within the boundaries thereof a school district established by special legislative Act, and to repeal all conflicting provisions of such special legislative Acts.
Section 1. Be it enacted by the People of the State of Illinois, represented in the General Assembly: In all cases where a majority of the inhabitants of any school township, including any school township having within its boundaries a school district established by special legislative Act, voting on the proposition, having voted at any election called for the purpose, by a County Superintendent of Schools, in favor of the organization of such school township into a high school district, and where a board of education thereafter selected for such high school district has exercised control over the affairs of such high school district, levied taxes, located and purchased school sites, built schoolhouses, issued bonds and operated a high school, such election is hereby made legal and valid, and such school township is hereby declared legally and validly organized and established as a high school district, and a valid and existing school district and body politic and corporate of this State for the purpose of establishing and maintaining a high school.

1. This Act legalizes the township high school district that includes the city of Waukegan and other township high school districts similarly situated.
§ 2. The Board of Education so selected and acting for each such district is hereby declared to have been and to be the duly constituted authority thereof, and all acts and proceedings heretofore done, had or performed by each such district, and the persons from time to time selected and acting as the Board of Education thereof, such as are authorized to be done, had or, performed by such school districts or boards of education thereof by the general school laws of the State are hereby declared to be legal and valid in all respects; and each such Board of Education hereafter shall consist of a president and six members and shall be elected and organized in the same manner and have the same powers and discharge the duties of boards of education of school districts, as provided in sections 125,

126, 126a and 127 of "An Act to establish and maintain a system of free schools," approved and in force June 12, 1909, as amended, as said sections now exist, or may, from time to time, be amended or supplemented.

The Board of Education acting for each such high school district at the date this Act becomes effective is, and shall continue to be the duly constituted governing body thereof, until a new Board of Education shall have been elected and qualified, and such acting Board of Education is hereby expressly authorized to call and hold an election to elect such new Board of Education.
§ 3. All elections heretofore called and held by the board of education of each such high school district, including elections called for the purpose of voting upon the question of issuing bonds of such high school district are hereby validated and legalized, and all bonds so authorized by a majority of the voters upon the question are hereby validated, and the board of education to be elected, as above provided, shall have power to issue and sell such bonds and to adopt all resolutions necessary for that purpose.
§ 4. The provisions of any special legislative Act establishing a school district are hereby specifically repealed insofar as such provisions are in conflict with the right of each such high school district hereby validated to establish and maintain a high school, and this Act shall be construed as evidencing a legislative intent to repeal such conflicting provisions and to legalize and validate each such high school district, including such as have within the boundaries thereof a school district, establish by special legislative Act.
§ 5. All pending actions attacking the organization of districts coming under the provisions of this Act shall abate.
§ 6. The invalidity of any section of this Act shall not affect the remainder thereof.
§ 7. Whereas, An emergency exists. Therefore, this Act shall be in full force and effect from and after its passage and approval.

Approved March 31, 1921.

## TOWNSHIP HIGH SCHOOL DISTRICTS LEGALIZED.

An Act to legalize the organization of certain township high school districts and to declare an emergency.
Be it enacted by the People of the State of Illinois, represented in the General Assembly:

Section 1. In all cases where a majority of the inhabitants of any contiguous territory voting upon the proposition at an election heretofore called and held for that purpose, have voted in favor of the organization of such territory into a township high school district, and when at a subsequent election called and held for that purpose a board of education has been chosen for such district and such board has organized and performed duties as a board of education, each such election is hereby made legal and valid, and such territory as the same is described in the notice of election on the question of organization is hereby declared legally and validly organized as a township high school district and a valid and existing school district and body politic and corporate of this State for the purpose of establishing and maintaining a high school. The board of education acting for each such township high school district is hereby declared to be the duly constituted corporate authority thereof, and each such board shall hereafter consist of five members and shall be elected and organized in the same manner and have the same powers and discharge the duties of boards of education of high school districts as provided by an Act of the General Assembly of the State of Illinois, entitled "An Act to establish and maintain a system of free schools," approved June 12, 1909, and all Acts amendatory thereof and supplementary thereto.

1. This Act was intended to legalize the proposed township high school district that included the city of Vandalia and other township high school districts similarly situated. In this connection, see The People v. Rogier, 326-310, and authorities there cited.
§ 2. All Acts and proceedings done, had or performed by each such district, and the persons from time to time acting as the board of education thereof, such as are authorized to be done, had or performed, by school districts or boards of education thereof by the general school laws of this State, are hereby declared to be legal and valid in all respects.
§ 3. Whereas, Attempt has been made to organize certain township high school districts as described in section 1 of this Act, and defects exist in the procedure incident thereto, and such districts are desirous of conducting schools and it is for the public interest that such schools be conducted and that steps be taken at once to select a school house site, purchase a site and build a schoolhouse for each such district, therefore an emergency exists and this Act shall be in full force and effect forthwith upon its passage.

Approved June 2, 1927.

# DETAILED REPORT OF COUNTY AND STATE SCHOOL BUDGETS. 

FOR THE YEAR ENDED JUNE 30, 1927.

EXHIBIT OF COMPARISONS WITH COMMENTS.

CIRCULAR NO. 227.

Issued by Francis G. Blair, Superintendent of Public Instruction, Springfield, Illinois.

## FOREWORD.

I submit herewith a detailed report of the various items of the county school budgets for the school year ended June 30, 1927, as submitted to the Superintendent of Public Instruction by the county superintendents of schools. The total amounts of such budgets, making a grand total of $\$ 8,834,202.71$, were submitted as a State budget by the Superintendent of Public Instruction to the Auditor of Public Accounts on November 30, 1927.

Section 211 of the General School Law sets forth the manner of apportioning the common school fund. With the fund limited to $\$ 8,057,000.00$ the provisions of this section make it necessary for each county budget to be reduced materially. This reduction in turn necessitates a considerable reduction of each district budget.

Since many requests come to this office for an explanation of these reductions, I am publishing herein section 211 of the General School Law and a table showing the amounts set aside by the Auditor in compliance with the law and the amounts of the orders sent to the county superintendents of schools by him.

The table is self explanatory and furnishes complete figures to show that every cent of the $\$ 8,057,000.00$ appropriated by the legislature is used for the benefit of the schools of the State.

A brief explanation of the steps taken in making up the table on apportionment and distribution and a few comments on the operation of the budget method of distribution are also included in this circular.

To W. E. White and H. A. Paine, statistical clerks, is due the credit for the careful and thoroughgoing character of this summary.
F. G. Blair, Superintendent.

## COMMENTS ON THE OPERATION OF THE BUDGET METHOD OF DIS- <br> TRIBUTION OF THE STATE SCHOOL FUND BASED ON STATE BUDGET FOR SCHOOL YEAR ENDED JUNE 30, 1927.

Since the budget plan of distribution as provided in the lllinois School Law as amended in 1923 is supposed to equalize educational opportunities by encouraging greater length of school term, better attendance of pupils
and the employment of better trained teachers, the following figures from the State budget incorporating the askings from all the districts of the State are of interest:

| Total amount under Section I | (Teacher-day) | 0,120.85 |
| :---: | :---: | :---: |
| Total amount under Section II | (Special aid) | 313,418.00 |
| Total amount under Section III-1 | (Teacher Training) | 1,969,106.40 |
| Total amount under Section III-2 | (Days attendance) | 2,450,457.46 |
| Total amount under Section IIIa | (Special award to rural schools) | 31,100.00 |
| Grand total |  | 8,834,202.71 |

## Rewards and Aid.

The amounts in section I and III-2 totaling $\$ 6,520,578.31$ go directly toward the encouragement of a longer term and of better attendance.

This leaves only $\$ 2,313,624.40$ of the total to be used to encourage the employment of better trained teachers and to help districts whose valuations are low and whose people are being taxed the limit without referendum. Of this amount sections III-1 and IIIa totaling $\$ 2,000,206.40$ call for amounts going to districts that employ well trained teachers and section II calls for $\$ 313,418.00$ going to districts whose valuations are $\$ 40,000.00$ (one-half value) or less per full-time elementary school teacher and whose tax levies are at least 2 per cent for educational purposes. The amounts of reward on training or of aid offered under these sections depend upon the length of term. Hence it is evident that under this budget plan of distribution by far the greater portion of the fund goes to districts that can employ well trained teachers for a long term.

## Counties Losing by the Change in Method of Distribution.

The following twenty-nine counties received less from the budget plan of distribution in 1924 than they would have received had the census plan continued in operation:

Calhoun, Clark, Clinton, Cook, Crawford, Edwards, Effingham, Fayette, Franklin, Gallatin, Hamilton, Hardin, Johnson, Lake, LaSalle, Lawrence, Logan, Massac, Monroe, Morgan, Perry, Pulaski, Randolph, St. Clair, Scott, Union, Wabash, Washington and Will.

Assuming that practically the same amounts would have gone to the counties under the census plan in 1925 as in 1924, the following twentyseven counties lost from the operation of the budget plan in 1925:

Calhoun, Clinton, Cook, Crawford, Edwards, Effingham, Fayette, Gallatin, Greene, Hamilton, Hardin, Johnson, Kankakee, LaSalle, Logan, Monroe, Montgomery, Morgan, Perry, Randolph, St. Clair, Scott, Shelby, Union, Wabash, Washington and Will.

The six counties, Clark, Franklin, Lake, Massac, Lawrence and Pulaski, that lost in 1924 are listed in the gaining class in 1925, while the four counties, Greene, Kankakee, Montgomery and Shelby shifted from gainers in 1924 to losers in 1925.

Carrying forward the same comparison for the year 1926 the following thirty counties lost from the operation of the budget plan:

Calhoun, Clinton, Cook, Crawford, Edwards, Effingham, Fayette, Gallatin, Greene, Hamilton, Hardin, Jasper, Johnson, Kankakee, LaSalle, Logan, Monroe, Montgomery, Morgan, Perry, Putnam, Randolph, Rock Island, St. Clair, Scott, Shelby, Union, Wabash, Washington and Will.

Three counties, Jasper, Putnam and Rock Island appear among the losers in 1926.

The same comparison for the year 1927 shows the following thirty-five counties lost from the operation of the budget plan:

Calhoun, Clinton, Cook, Crawford, Edwards, Effingham, Fayette, Gallatin, Greene, Hamilton, Hardin, Jersey, Johnson, Kankakee, LaSalle, Logan, Marshall, Massac, Menard, Monroe, Montgomery, Morgan, Peoria, Perry, Pulaski, Putnam, Randolph, Rock Island, St. Clair, Scott, Shelby, Union, Wabash, Washington and Will.

Jasper County has a little more by the budget method but Jersey, Marshall, Massac, Menard, Peoria and Pulaski receive less in 1927 than they did in 1924 under the census method.

A study of the counties that are losing under the budget plan shows there are two classes. One class is losing because of having a large proportion of the children of school age enrolled in parochial schools. The counties in that class seem to be Clinton, Cook, Effingham, Kankakee, LaSalle, Monroe, Randolph, Peoria, Rock Island, St. Clair, Washington and Will.

The other class loses because the counties are too poor to employ well trained teachers for long terms and yet not poor enough to receive much from the special aid to districts of low valuation. They are Calhoun, Crawford, Edwards, Fayette, Gallatin, Greene, Hamilton, Hardin, Jersey, Johnson, Marshall, Massac, Menard, Montgomery, Morgan, Perry, Pulaski, Putnam, Scott, Shelby, Union and Wabash.

Text of School Law Relating to the Distribution of State School Fund.
§ 211. On the first Monday in January annually, the Auditor of Public Accounts shall apportion the common school fund in the manner following:
(a) There shall be set aside annually by the Auditor from the common school fund of the State and paid into the State treasury for the maintenance and administration of the Illinois State Teachers' Pension and Retirement Fund an amount sufficient to meet all the demands made upon said Pension and Retirement Fund, in accordance with the provisions of an Act entitled: "An Act in relation to an Illinois State Teachers' Pension and Retirement Fund," approved May 27, 1915, which amount until otherwise provided by law, shall be equal to two-fifteenths of one mill upon each dollar of the assessed valuation of all taxable property of the State exclusive of cities and school districts not coming under the provisions of the State Teachers' Pension and Retirement Fund Act, provided that that portion of the common school fund apportioned to cities or school districts not coming under the provisions of said Act shall not be diminished or affected by the provisions of this section. The Auditor shall draw his warrants quarterly upon the State Treasurer for payments from the Illinois State Teachers' Pension and Retirement Fund, upon the presentation of proper vouchers as provided by law.
(b) There shall be set aside by the Auditor and paid by him to the State Treasurer annually from the common school fund an amount equal to two-fifteenths of one mill upon each dollar of the assessed valuation of all taxable property of the State within any city and school district coming under the provisions of an Act entitled: "An Act to enable any board of school inspectors or any body or board of officials which governs or has charge of the affairs of any school district having a population of not fewer than ten thousand $(10,000)$ and not more than one hundred thousand $(100,000)$ inhabitants, and governed by special Acts of the General Assembly of this State, and in such other district as may hereafter be ascertained by any special or general census to have such population and which school districts are also governed by like special Acts to establish and maintain a "Teachers' Pension and Retirement Fund," approved June 27, 1913, as amended. The moneys set aside as provided in this subdivision shall be taken only from that part of the common school fund which under the law, would otherwise be distributable to the counties wherein a teachers' pension fund is or may be established under the above named Act of June 27, 1913, and the Auditor shall draw his warrants upon the State Treasurer proportionately for the respective cities and school districts payable to the
treasurer of the board of school inspectors and to all other boards of directors, boards of education and boards of school inspectors in such cities or districts in accordance with the provisions of the Act above named, who shall credit such sum so paid to him or them to the Teachers' Pension and Retirement Fund under the provisions of said Act of June 27, 1913.
(c) There shall be set aside by the Auditor annually and paid into the State treasury the aggregate of all amounts payable from the State School Fund and for compensation for county superintendents of schools, as provided in an Act entitled: "An Act concerning fees and salaries and to classify the several counties of this State with reference thereto," approved March 29, 1872, as amended, and the Auditor shall draw his warrants upon the State Treasurer quarterly for the payment to the several county superintendents of their compensation as fixed by law.
(d) When any State institution is located in a school district having fewer than one thousand inhabitants and the State owns one-eighth or more of the total land area of such district, and pupils who are members of families employed in said institution, attend the public school in said district there shall be set aside by the Auditor annually and paid into the State treasury the sum hereinafter named, and the Auditor shall draw his warrant upon the State Treasurer for the payment of said sum to the board of directors of said school district. Said amount shall equal the sum which said land owned by the State would be required to pay in taxes, if privately owned, based upon the tax rate for school purposes in said district, computing the value per acre at the average value per acre of the equalized assessed value of all the lands assessed in said district; And, provided, further, that when the State acquires or has heretofore acquired by condemnation, or property subject to condemnation, any improvements, switch tracks, and rolling stock in connection therewith, the equalized value of which at the time of acquisition by the State is $\$ 15,000.00$ or in excess thereof, there shall be added to said sum so computed an additional sum which said improvements, switch tracks and rolling stock connected therewith, would be required to pay in taxes, if privately owned, based upon the tax rate for school purposes in said district; and if said improvements, switch tracks and rolling stock should decrease in value or become valueless, such facts shall be determined in the usual manner of assessment of property for tax purposes: Provided, that annually on or before the first Monday in December of each year, the president and secretary of said board of directors of said district shall certify to the Auditor of Public Accounts the following matters:
A. The name of the State institution.
B. The total land area of said district in acres.
C. The total ownership of the land of the State in acres.
D. The total equalized assessed value of all the land in said district.
E. The rate of tax levy for said district for said year.
F. The number of pupils who are members of families employed in said State institution.
G. The assessed equalized value of improvements, switch tracks, or rolling stock.
(e) There shall be apportioned to each county annually for the benefit of the several school districts therein, amounts to be determined as hereinafter provided, and the Auditor shall issue an order upon the county collector to pay to the county superintendent of schools the amount of such order out of the funds collected by him, not otherwise appropriated by law, and take the county superintendent's receipt therefor. In case the money available in such common school fund for this purpose is greater or less than the amount required under the provisions of this Act, the apportionment to each county shall be proportionately increased or reduced.

The amounts to be apportioned shall be determined for each county by school districts as follows:

First-The teacher-school-day, which shall constitute one basis for apportionment, shall consist of class sessions of not less than four clock hours
class time work per day, conducted by a full time elementary teacher with not less than five pupils between the ages of six and twenty-one years in a school grade not lower than the first grade nor higher than the eighth grade. Days during which schools are not in session, because of an act of God or upon the order of the board of health or other proper authority other than the board of directors or board of education, shall be deemed school days and shall be included in determining the number of teacher-school-days.

A sum of 70 cents shall be apportioned to each county for each teacher-school-day or major fraction thereof. In addition thereto the following apportionment shall be made to the counties:
(1) The sum of $\$ 2.00$ for each teacher-school-day in school districts of the county having an assessed valuation of property, per full time elementary teacher of $\$ 25,000.00$ or less.
(2) The sum. of $\$ 1.50$ for each teacher-school-day in school districts of the county having an assessed valuation of property, per full time elementary teacher, of more than $\$ 25,000.00$ and up to and including $\$ 30,000.00$.
(3) The sum of $\$ 1.00$ for each teacher-school-day in school districts of the county having an assessed valuation of property per full time elementary teacher, of more than $\$ 30,000.00$ and up to and including $\$ 35,000.00$.
(4) The sum of 50 cents for each teacher-school-day in school districts of the county having a valuation of property, per full time elementary teacher, of more than $\$ 35,000.00$ and up to and including $\$ 40,000.00$.

If in any year a school district does not levy the maximum rate allowed by law (without referendum) for educational purposes, no apportionment on the teacher-school-day basis under the provisions of paragraphs (1), (2), (3) and (4) above, shall be made to the county for the benefit of such district for that year.

Second.-There shall also be apportioned to each county, for each elementary teacher, supervising principal, supervisor of elementary academic subjects or teacher or supervisor of special elementary subjects regularly employed by a school district of the county for full time work in grades, one to eight inclusive, and for teachers or supervisors of special elementary subjects regularly employed by a school district of the county for part time work in grades one to eight inclusive in proportion to the time employed, amounts, based upon the training beyond the twelfth grade in a recognized high school as follows:
(1) For each teacher who has had at least eighteen weeks of normal school training, or its equivalent, 50 cents per week for each week not exceeding thirty-six weeks that such teacher is employed.
(2) For each teacher who has had at least thirty-six weeks of normal school training, or its equivalent, $\$ 1.00$ per week for each week not exceeding thirty-six weeks that such teacher is employed.
(3) For each teacher who has been graduated from a two-year course, in a State normal school, or its equivalent, $\$ 2.50$ per week for each week not exceeding thirty-six weeks that such teacher is employed.

Training substituted as an equivalent for normal school training shall be determined and classified by the State Examining Board for teachers' certificates which shall furnish a statement of such classification to the county superintendent. Upon satisfactory written evidence the county superintendent may in his classification of teacher-training use each forty (40) months of experience acquired before this Act is in force as an equivalent for eighteen (18) weeks normal school training.

Third-There shall also be apportioned to each county a sum of $1 \frac{1}{2}$ cents per day for each day's attendance of each pupil between the ages of six and twenty-one enrolled in grades, one to eight, inclusive. A pupil day shall be one full day or major portion thereof that the pupil is in actual attendance. Days during which schools are not in session, because of an act of God, or upon the order of the board of health, or any other proper authority other than that of the board of directors or board of education, shall be deemed school days. Each pupil enrolled at the time of such
forced intermission shall be counted as present during the time such order is in force.

Fourth-There shall also be apportioned to each county for each normal school graduate, who teaches nine school months in a one-room elementary school district, a sum of $\$ 100.00$.

In case a school district lies in more than one county or in more than one township of a county the total amount of funds to be apportioned for the benefit of such school district shall be apportioned to the county or township as the case may be in which the school buildings thereof are situated.
§ 211a. Data upon which distribution of the common school fund shall be made shall be taken from statistics pertaining solely to the school yearnext preceding July 1st.

Thirty days before the close of each school year the superintendent, principal or teacher in charge of each school shall submit in duplicate to the county superintendent of schools the names of the several teachers employed in the district and their training classification as provided in this Act. The county superintendent of schools shall compare said lists with the lists certified to him by the proper certificating authorities and shall return within ten days after receipt the duplicate together with his corrections to the superintendent, principal, or teacher making the report, who shall compile the school district budget upon the information therein contained.

The board of education or the board of directors of each school district shall prepare and certify to the county superintendent not later than July 15th of each year its school district budget on blanks to be provided by the Superintendent of Public Instruction.

Explanation of Steps Taken in Making Up Table on Apportionment and Distribetion of State School Fund.

[^3] INSTRUCTION，ACCORDING TO AMENDMENT OF SECTION 211，GENERAL SCHOOL LAW，APPROVED JULY 2，1923，FOR YEAR 1927．

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APPORTIONMENT AND DISTRIBUTION OF THE COMMON SCHOOL FUND UPON BUDGETS FURNISHED BY THE SUPERINTENDENT OF PUBLIC


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APPORTIONMENT AND DISTRIBUTION OF THE COMMON SCHOOL FUND UPON BUDGETS FURNISHED BY THE SUPERINTENDENT OF PUBLIC INSTRUCTION-Concluded.

| Counties. | Appropriation to State School Fund and interest on school fund. | Amounts to districts in which State institutions are situated. | Amounts of county budgets as submitted by Superintendent of Public Instruction. | Amounts apportioned to counties after reducing budgets in compliance with <br> Sec. 211 E of School Law. | Amounts apportioned to State Teachers' Pension and Retirement Fund. | Amounts apportioned for county superintendents' salaries. | Amounts of auditor's orders sent to counties. |
| :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: |
| Warren |  |  | 40,373 82 | 36,809 70 | 2,428 60 | 3,000 00 | 31,381 10 |
| Washington |  |  | 23,645 65 | 21,558 26 | 1,14190 | 2,700 00 | 17,716 36 |
| Wayne |  |  | 48,165 47 | 43,91350 | 95401 | 3,000 00 | 39,959 49 |
| White |  |  | 41,682 07 | 38,002 46 | 86381 | 3,000 00 | 34,138 65 |
| Whiteside. |  |  | 59,493 85 | 54,241 85 | 3,460 95 | 3,200 00 | 47,580 90 |
| Will. |  |  | 118,496 19 | 108,035 57 | 7,315 99 | 4,00000 | 96,719 58 |
| Williamson |  |  | 111,697 83 | 101,837 36 | 1,978 36 | 3,400 00 | 96,459 00 |
| Winnebago |  |  | 131,222 37 | 119,638 30 | 8,72502 | 3,60000 | 107,313 28 |
| Woodford |  |  | 31,027 90 | 28,288 82 | 2,275 98 | 3,000 00 | 23,012 84 |

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# THE SCHOOL LAW OF ILLINOIS. 

ENACTED BY THE FIFTY-SIXTH GENERAL ASSEMBLY.

$$
\text { CIRCULAR NO. } 236 .
$$

Issued by Francis G. Blatr, Superintendent of Public Instruction.

## ATTENDANCE LAW.

An Act to amend sections 274 and 275 of "An Act to establish and maintain
a system of free schools," approved June 12, 1909, as amended.
Be it enacted by the People of the State of Illinois, represented in the General Assembly:

Section 1. Sections 274 and 275 of "An Act to establish and maintain a system of free schools," approved June 12, 1909, as amended, are amended to read as follows:
§ 274. Every person having custody or control of any child between the ages of seven and sixteen years, shall, annually, cause such child to attend some public or private school for the entire time during which the public school in the district wherein the pupil resides is in session: Provided, that in the following cases children shall not be required to attend the public schools:
(a) Any child attending a private or a parochial school where children are taught such branches of education as are taught to children of corresponding age and grade, in the public schools, and where the instruction of the child in the branches of education is in the English language;
(b) Any child who is physically or mentally unable to attend school such disability being certified to the county or district truant officer by a competent physician; or in case the child is excused for temporary absence for cause by the principal or teacher of the school which the child attends;
(c) Children over fourteen years of age, who are necessarily and lawfully employed, may be excused from attendance at school by the county superintendent of schools or the superintendent of the public school which the child should be attending, on the recommendation of the board of directors or board of education of the public school district in which such children reside, and said board shall certify the facts in all such cases. In districts where part time continuation schools are established, children excused as in this paragraph provided shall attend such schools at least eight hours each week during the period said continuation schools are in session:
(d) Any child over twelve and under fourteen years of age during the hours while in attendance at confirmation classes.

Any person having custody or control of a child between the ages of seven and sixteen years who shall fail to comply with the provisions of this Act shall be deemed guilty of a misdemeanor and shall, on conviction thereof, be fined not less than five dollars nor more than twenty dollars and cost
of suit for each offense, and shall stand committed until such fine and costs of suit are paid.

The county superintendent of schools in each county shall appoint a county truant officer who shall be an assistant county superintendent of schools and who shall possess the qualifications required in this Act. Such assistant county superintendent of schools shall receive such compensation as may be fixed by the board of county commissioners or board of supervisors, as the case may be, together with his necessary traveling expenses, to be paid out of the county treasury.

Such assistant superintendent shall file his acceptance with the county clerk and shall take and subscribe an oath of office. He shall also file with such clerk a bond in the penal sum of $\$ 1,000.00$, conditioned for the faithful performance of his duties as such officer, to be approved by the county judge of his county. Said assistant superintendent shall perform the duties of truant officer in all the school districts of the county; provided, that in any school district, the board of directors or board of education shall have authority to appoint one or more truant officers and fix the compensation of the same, said compensation to be paid by the district.

It shall be the duty of the truant officer of the school district for which he is appointed, whenever notified by the superintendent, teacher, or other person or persons of violations of this Act, or the county truant officer, when notified by the county superintendent, to investigate all such cases of truancy or non-attendance at school in their respective jurisdictions, and if the child or children complained of are not exempt under the provisions of this Act, then said truant officer shall proceed as is provided in this Act.
§ 275 . (a) It shall be the duty of the county superintendent of schools to furnish the truant officer of the county, at the opening of the schools, with a list of the teachers and superintendents employed in his county other than in such school districts as employ truant officers.

It shall be the duty of the clerk of the board of directors and secretary of the board of education of all school districts except such districts as employ district truant officers, to provide the teacher (or teachers) at the beginning of the school, a list of the names and addresses of the children living in the district who come under the provisions of this Act, together with the names and addresses of persons having custody or control of such children. The teachers shall at the opening of school and at such other times as may be required by the county superintendent of schools, compare the said list with the enrollment of the school and report to the county superintendent of schools the names of persons having custody or control of children included under the provisions of this Act who are not in regular attendance at the public school, together with the names of such children and their respective ages, stating in each case, if known, the cause of such absence, and shall also report the names of any other persons having the custody or control of children who were not enumerated in the list at the beginning of school, and who do not attend school. The county superintendent shall, without delay, place such information at the disposal of the county truant officer.

In all school districts which employ truant officers the clerk of the board of directors or the secretary of the board of education shall at the beginning of each school year, furnish a copy of the last school census to the superintendent of schools (or principal teacher) in said district, together with the names and addresses of the truant officers in said district, and it shall be the duty of said superintendent, (or principal teacher) to compare such census list with the enrollment of the school or schools and, from time to time, as it may be necessary, report to the proper truant officers the names and addresses of persons having custody or control of children included under the provisions of this Act, who are not in regular attendance at public schools and also the names of persons having custody or control of children who are not in regular attendance at school and whose names are not included in the census list.
(b) In case any person shall fail to send any child or children under his custody or control to some lawful school the truant officer, upon having
proper notice thereof, shall, as soon as practicable thereafter, give notice in person or by mail to the person having custody or control of such child or children, that such child or children under his custody or control shall be present at the proper public school on the day following the receipt of such notice. Said notice shall inform the person having custody or control of such child or children of the date that attendance must begin and that such attendance at school must be continuous and consecutive during the remaining school year as taught in the district. The truant officer shall at the same time that the said notice is given to the person having custody or control of said child or children notify the teacher or superintendent of the fact of notice and it shall be the duty of the teacher or superintendent to notify the truant officer of the failure on the part of such person having custody or control of the child or children to comply with said notice.
(c) It shall be the duty of all truant officers after having given notice, as herein provided, to any person having custody or control over any child or children not attending school, as provided in this Act, to determine whether such notice has been complied with, and in case of failure of compliance therewith, he shall, as soon as possible thereafter, make complaint against such person before any justice of the peace in the county where such person resides, for failure to comply with the provisions of this Act; and in every such case it shall be the duty of such justice of the peace to issue a warrant upon said complaint and to proceed to hear and determine the same in the same manner as is provided by statute for other cases under his jurisdiction, and in case of conviction of such person for violation of this Act, such person shall be punished according to the provisions of this Act.
(d) It shall be the duty of all school officers, superintendents, teachers or other persons to render such assistance and furnish such information as they may have at their command to aid such truant officers in the performance of their official duties.

Approved April 19, 1929.

## BOARD OF EDUCATION ELECTED.

An Act to amend section 126a of "An Act to establish and maintain a system of free schools," approved June 12, 1909, as amended.
Be it enacted by the People of the State of Illinois, represented in the General Assembly:

Section 1. Section 126a of "An Act to establish and maintain a system of free schools," approved June 12, 1909, as amended, is amended to read as follows:
$\S 126$ a. The nominations of candidates for the offices of president and members of the board of education shall be made only by petition which shall be in substantially the following form:

## Nominating Petition.

To the secretary of the board of education of district numbered

## in. ................................. . County.

We, the undersigned, being.
.or more of the inhabitants and legal voters residing within said district, hereby petition that in said district shall be a candidate for the office of
 for at the election to be held on the. $\qquad$ 19.......

## Name

## Address

The foregoing petition shall be verified by a certificate, which may be substantially as follows:

I, .................................................... . . hereby certify that I am a legal voter and reside within the district described in this petition and that the signatures on this sheet were signed in my presence and are genuine
and that to the best of my knowledge and belief the persons so signing were at the time of signing qualified voters.

Subscribed and sworn to before me this............day of
19.

All petitions shall be filed with the secretary of the board of education at least twenty days before the day of election. All petitions shall be signed by at least fifty voters or 10 per cent of the legal voters of the district; that is to say, if 10 per cent of the legal voters amount to more than fifty voters then the signatures of 50 or more legal voters to any petition will be sufficient. When petitions are in apparent conformity with the requirements of this section they shall be received and filed and the names of the candidates shall be printed on the ballot in the order in which the petitions are filed with the secretary.

The ballot to be used at all elections held for the selection of a president and members of the board of education shall be furnished by the district and shall be substantially in the following form:

## OFFICIAL BALLOT.

For president to serve for one year.
Vote for one.
JOHN ADAMS

For two members to serve for three years.
Vote for two.
JAMES MADISON
$\square$ JAMES MONROE
$\square$
$\qquad$

The official ballot shall remain in charge of the judges of the election. One of the judges shall give the voter one and only one ballot, on the back of which such judge shall endorse his initials in such manner that they may be seen when the ballot is properly folded and returned. Upon the receipt of his ballot the voter shall forthwith, without leaving the inclosure in which the election is held, prepare his ballot by making a cross-mark in the square or squares preceding the name or names of the candidate or candidates of his choice or by writing in the name or names of the candidate or candidates of his choice in the blank space or spaces on the ballot making a cross-mark in the square or squares preceding the name or names so written and the ballot shall be so counted. The voter shall fold the ballot so as to conceal the cross-marks thereon and deposit the ballot without undue delay. No voters shall vote or offer to vote any ballot except the official ballot received from the judges of the election. Such election shall be held at the school house or such place as may be designated by the proper officers in the notice of election.

Any voter who may declare that he cannot read the Englishl language or that by reason of any physical disability is unable to mark his ballot shall, upon request, be assisted in marking his ballot by the two judges of the election who shall mark the ballot as directed by the voter and shall thereafter give no information regarding the same.

Any person who shall electioneer or who shall solicit votes on election day within any polling place or within one hundred feet of any polling place, or who shall interrupt, hinder or oppose any voter while approaching the polling place for the purpose of voting shall be deemed guilty of a misdemeanor and upon conviction thereof shall be fined in a sum not less than twenty-five dollars and not more than one hundred dollars for each offense.

Approved June 17, 1929.

## BONDS LEGALIZED.

An Act to legalize certain bonds of school districts having a population of more than 8,500 and less than 300,000 where the same, including existing indebtedness, exceeds two and one-half per cent of the assessed value of taxable property therein but is not in excess of the constitutional limitation.
Be it enacted by the People of the State of Illinois, represented in the General Assembly:

Section 1. That in all cases where any school district having a population of more than 8,500 and less than 300,000 has been authorized to issue bonds, by majority of the voters voting on the proposition at an election duly called and held for that purpose not more than four (4) months prior to the time this Act becomes effective, the aggregate amount of which bonds when added to the existing indebtedness for any such school district exceeds two and one-half per cent ( $21 / 2 \%$ ) of the assessed valuation of taxable property therein but is not in excess of the constitutional limitation, and contract for the sale thereof has been made prior to the time this Act becomes effective, all such bonds so authorized when executed and delivered are hereby declared to be valid and legally binding obligations of any such school district.

Approved June 10, 1929.

## CERTIFICATES.

AN Act in relation to certification of teachers and to repeal a certain Act therein named.
Be it enacted by the People of the State of Illinois, represented in the General Assembly:

Section 1. No one shall be authorized or employed to teach in the common schools of the State or shall receive for teaching any part of any public school fund who is not of good character, at least eighteen years of age, and who does not, at any time he enters upon his duties, hold a certificate of qualification covering the period of his employment and granted by the Superintendent of Public Instruction, by the State Examining Board, and a county superintendent as hereinafter provided, or, by the board of education of a city having a population exceeding 200,000 inhabitants: Provided, however, that the provisions of this Act relating to limited State certificates shall not apply to counties having a population exceeding 500,000 inhabitants.
§ 2. All certificates issued under this Act shall be State certificates valid in every school district coming under its provisions and shall be of two grades: (a) Those unlimited in time, issued by the Superintendent of Public Instruction and designated as life supervisory certificate, life high school certificate, life special certificate, life kindergarten-primary certificate and life elementary school certificate: (b) Those limited in time, issued by the State examining board and a county superintendent and designated as limited supervisory certificate, limited high school certificate, limited special certificate, limited kindergarten-primary certificate, limited elementary school certificate, provisional elementary certificate and emergency certificate.

First-A life supervisory certificate valid for teaching and supervising in all grades of the common schools for which the requirements shall be: (1) Graduation from a recognized higher institution of learning with 120 semester hours, or an equivalent preparation; (2) four years' successful supervision, two of which shall have been in Illinois; (3) a successful examination in English, educational psychology, sociology, the principles and methods of teaching, and school organization, administration and supervision, and (4) the preparation of a thesis on one or more problems of school administration, the subject or subjects of which shall be selected from a list prescribed by the Superintendent of Public Instruction.

Second-A life high school certificate valid for teaching and supervising in the higher six grades of the common schools for which the requirements shall be: (1) Graduation from a recognized higher institution of learning with not less than 120 semester hours, or an equivalent preparation; (2) four years' successful teaching experience, two of which shall have been in Illinois; (3) a successful examination in English, educational psychology, sociology, and the principles and methods of teaching, and (4) the preparation of a thesis on one or more secondary school problems, the subject or subjects of which shall be selected from a list prescribed by the Superintendent of Public Instruction.

Third-A life special certificate valid for teaching and supervising the special subject or subjects named in the certificate in any and all grades of the common schools for which the requirements shall be: (1) Graduation from a recognized higher institution of learning with not less than 120 semester hours, or an equivalent preparation; (2) four years' successful teaching experience, two of which shall have been in Illinois; (3) a successful examination in English, the principles and methods of teaching and each of the subjects named in the certificate, and (4) the preparation of a thesis on one or more school problems, the subject or subjects of which shall be selected from a list prescribed by the Superintendent of Public Instruction.

Fourth-A life kindergarten-primary certificate valid for teaching and supervising in the kindergarten and in the first and second grades for which the requirements shall be: (1) the completion of 90 semester hours of work in a recognized kindergarten-primary training school, or an equivalent preparation; (2) four years' successful teaching experience, two of which shall have been in Illinois; (3) a successful examination in English, educational psychology, and the theory and practice of kindergarten and primary work, and (4) the preparation of a thesis on one or more problems of primary education, the subject or subjects of which shall be selected from a list prescribed by the Superintendent of Public Instruction.

Fifth-A life elementary school certificate valid for teaching and supervising in the lower ten grades of the common schools for which the requirements shall be: (1) The completion of 90 semester hours of work in a recognized higher institution of learning, or an equivalent preparation; (2) four years' successful teaching experience, two of which shall have been in Illinois; (3) a successful examination in English, educational psychology, sociology and the principles and methods of teaching, and (4) the preparation of a thesis on one or more elementary school problems, the subject or subjects of which shall be selected from a list prescribed by the Superintendent of Public Instruction.
§ 3. Examinations for life certificates shall be held according to such regulations and by such examiners as the Superintendent of Public Instruction shall prescribe and appoint. Each applicant who sustains a satisfactory examination shall receive a certificate of the kind applied for, if in the judgment of the Superintendent of Public Instruction, his personality and general qualification other than scholarship fit him for the work the certificate shall authorize him to perform. Any life certificate now in force and life certificates issued under the provisions of this Act shall be valid during the good behavior of the holder thereof.
$\S 4$. The holder of any life certificate, while he continues to teach, shall annually before entering upon his duties, present his certificate to the
county superintendent for registration and pay a fee of one dollar therefor, which fee shall be covered into the institute fund. State certificates in force at the time of the passage and approval of this Act are hereby recognized and continued.
§ 5. A limited supervisory certificate provided for in section 6 of this Act may be exchanged for a life supervisory certificate: Provided, the holder thereof shall file certified evidence of four years' successful supervision and of having completed one year of work in a recognized higher institution of learning in advance of the requirements for a bachelor's degree and a total of 15 semester hours in education.

Second-A limited high school certificate provided for in section 6 of this Act may be exchanged for a life high school certificate: Provided, the holder thereof shall file certified evidence of having taught successfully for a period of four years and of having completed one year of work in a recognized higher institution of learning in advance of the requirements for a bachelor's degree.

Third-A limited special certificate provided for in section 6 of this Act may be exchanged for a life special certificate: Provided, the holder thereof shall file certified evidence of having taught successfully for a period of four years and of having completed one year of graduate work in the special subject or subjects enumerated in the certificate, in a recognized higher institution of learning.

Fourth-A limited kindergarten-primary certificate provided for in section 6 of this Act may be exchanged for a life kindergarten-primary certificate: Provided, the holder thereof shall file certified evidence of having taught successfully for a period of four years and of having graduated from a recognized higher institution of learning with a bachelor's degree and with a minimum of 120 semester hours.

Fifth-A limited elementary school certificate provided for in section 6 of this Act may be exchanged for a life elementary school certificate provided the holder thereof shall file certified evidence of having taught successfuily for a period of four years and of having graduated from a recognized higher institution of learning with a bachelor's degree and with a minimum of 120 semester hours.
§ 6. Limited certificates shall be as follows:
First-A limited supervisory certificate shall be valid for four years for teaching and supervising in any and all grades of the common schools. It shall be issued to the persons who have completed 120 semester hours of work in a recognized higher institution of learning including 15 semester hours in education and who have taught successfully for four years in the common schools. It shall be renewable for a period of four years upon successful teaching experience and professional growth.

This certificate shall be issued upon a successful examination to applicants who have completed 60 semester hours of work in a recognized higher institution of learning and who have taught successfully for four years in the common schools. The examination shall include English, educational psychology, sociology, the principles and methods of teaching and school administration. When obtained by examination this certificate shall be renewable once upon certified evidence that the applicant has completed a total of 90 semester hours and a second time upon certified evidence that the applicant has completed the requirements for a bachelor's degree in a recognized higher institltion of learning with a minimum of 120 semester hours. Thereafter, it shall be renewable for periods of four years upon successful teaching experience and professional growth.

Second-A limited high school certificate shall be valid for four years for teaching and supervising in the higher six grades of the common schools. It shall be issued to graduates of a recognized higher institution of learning with a bachelor's degree whose college credits shall include the following: Fifteen semester hours in education, and electives sufficient to make up 120 semester hours. It shall be renewable for periods of four years upon successful teaching experience and professional growth.

This certificate shall be issued upon a successful examination to applicants who have completed 60 semester hours of work in a recognized higher institution of learning. The examination shall include English, educational psychology, the principles and methods of secondary education and seven high school subjects chosen from a list prescribed by the examining board, one subject shall be chosen from each of the following groups: (1) Mathematics, (2) history, (3) science, (4) foreign language or English literature, or American literature. When obtained by examination this certificate shall be renewable once upon certified evidence that the applicant has completed a total of 90 semester hours, and a second time upon certified evidence that the applicant has completed the requirements for a bachelor's degree in a recognized higher institution of learning with a minimum of 120 semester hours. Thereafter it shall be renewable for periods of four years upon successful teaching experience and professional growth.

Third-A limited special certificate shall be valid for four years for teaching and supervising the special subject or subjects named in the certificate in any and all grades of common schools. It shall be issued to persons who have completed 60 semester hours of work in a recognized higher institution of learning including 12 semester hours in education and 20 semester hours in each subject named in the certificate. It shall be renewable for periods of four years upon successful teaching experience and professional growth.

This certificate shall be issued upon a successful examination to applicants who have completed 30 semester hours of work in a recognized higher institution of learning. The examination shall include English, the principles and methods of secondary education and the special subject or subjects named in the certificate. When obtained by examination this certificate shall be renewable once upon certified evidence that the applicant has completed a total of 60 semester hours of work in a recognized higher institution of learning including not less than 20 semester hours in each of the special subjects named in the certificate. Thereafter, it shall be renewable for periods of four years upon successful teaching experience and professional growth.

Fourth-A limited kindergarten-primary certificate shall be valid for four years for teaching and supervising in the kindergarten and in the first and second grades of the common schools. It shall be issued to graduates of a recognized kindergarten-primary training school who have completed 60 semester hours of work in such institution. It shall be renewable for periods of four years upon successful teaching experience and professional growth.

This certificate shall be issued upon a successful examination to applicants who have completed 30 semester hours of work in a recognized kinder-garten-primary training school. The examination shall include English and the theory and practice of kindergarten and primary work. When obtained by examination this certificate shall be renewable once upon certified evidence that the applicant has completed the remaining 30 semester hours of work required for graduation from a recognized kindergarten-primary training school. Thereafter, it shall be renewable for periods of four years upon successful teaching experience and professional growth.

Fifth-A limited elementary school certificate shall be valid for four years for teaching and supervising in the lower ten grades of the common schools. It shall be issued to persons who have completed 60 semester hours of work in a recognized higher institution of learning including 10 semester hours in education, 5 of which shall be practice teaching. It shall be renewable for periods of four years upon successful teaching experience and professional growth.

This certificate shall be issued upon a successful examination to applicants who have completed 30 semester hours of work in a recognized higher institution of learning including 5 semester hours in education. The examination shall include: Physiology, penmanship, grammar, reading, orthography, geography, History of the United States, Illinois history and civics,
arithmetic, the State course of study, principles and methods of teaching, general science, algebra, English, European history, and two of the five sciences; botany, zoology, physics, chemistry and physiography. When obtained by examination this certificate shall be renewable once upon certified evidence that the applicant has completed a total of 60 semester hours of work in a recognized higher institution of learning. Thereafter, it shall be renewable for periods of four years upon successful teaching experience and professional growth.

Sixth-A provisional elementary school certificate shall be valid for four years for teaching in the lower eight grades of the common schools. It shall be issued to applicants who have completed 30 semester hours of work in a recognized higher institution of learning including 5 semester hours in education.

This certificate shall be issued to graduates of a recognized four year high school upon a successful examination in physiology, penmanship, grammar, reading, orthography, geography, History of the United States, Illinois history and civics, arithmetic, the State course of study, principles and methods of teaching and general science.

This certificate shall be renewable, once only, and shall not be issued after July 1, 1931. The holder of such certificate obtained on credits or by examination may exchange the same at any time prior to its expiration for a limited elementary school certificate upon filing with the examining board certified evidence of having met the requirements for a limited elementary school certificate.

Seventh-An emergency certificate of any kind may be issued at any time to any person who shall file certified evidence of having met the prerequisites for admission to the examination for a regular certificate of the same kind, provided the county superintendent of the county in which the emergency exists shall certify to the examining board the necessity of such certificate. It shail be valid only until the next subsequent examination.
§ 7. All limited certificates shall be printed by and bear the seal of the examining board. When issued upon college credits, the credits shall be approved by the examining board.
§ 8. For the purpose of carrying out the provisions of this Act with regard to limited certificates there is hereby created an examining board to consist of the Superintendent of Public Instruction, who shall be ex-offcio chairman, a city superintendent, a high school principal, an elementary school teacher, each to serve three years, one to be appointed annually by the Superintendent of Public Instruction upon the recommendation of the State Teachers' Association at its annual meeting and three county superintendents each to serve three years, one to be appointed annually by the Superintendent of Public Instruction upon the recommendation of the county superintendents' section of the State Teachers' Association at its annual meeting. The first year of the terms of the members of the board shall end on January 1, following the passage and approval of this Act. The necessary traveling expenses of the board and such other expenses as are necessary in carrying out the provisions of this Act shall be provided through the office of the Superintendent of Public Instruction. The Superintendent of Public Instruction shall have the power to fill vacancies until the next annual meeting of the State Teachers' Association. Examinations for limited certificates shall be held at the various county seats on the same day at least three times each year and under such rules as may be prescribed by the examining board. Questions for each examination shall be uniform throughout the State, and shall be prepared by said board and forwarded to the county superintendent under seal, to be broken only at the time of opening the examination and in the presence of the applicants. The county superintendent shall conduct the examination in his county and at the close of the same shall forward all papers to the examining board. The grades shall be returned with a limited certificate for each successful applicant to the county superintendent who shall sign and issue the same, if in his
judgment the personality of such applicant and his general qualifications other than scholarship fit him for the work which the certificate would authorize him to perform. The papers shall be kept on file for three months for reference by the applicant or the county superintendent. The examining board shall have power to make and prescribe such rules and regulations as may become necessary for the administration of this Act.
§ 9. The holder of any certificate issued under the provisions of section 6 of this Act must register the same each year with the county superintendent in whose county the holder is to teach. Such certificate shall be renewable at its expiration or within 90 days thereafter at the option of the county superintendent in whose county the holder is teaching and on certified evidence filed with the State examining board that the holder has completed all the requirements for renewal as set forth in section 6 of this Act, including successful teaching experience and professional growth.
§ 10. An applicant for a limited certificate who has not completed the prerequisites for admission to the examination for such certificate shall be admitted to a preliminary examination set by the examining board for the purpose of determining whether such applicant possesses an equivalent preparation.
§ 11. On and after the time this Act goes into effect a valid county certificate may with the concurrence of the State examining board and the county superintendent be exchanged for a limited certificate of equal rank. A county supervisory certificate for a limited supervisory certificate; a county high school certificate for a limited high school certificate; a county special certificate for a limited special certificate; a county kindergartenprimary certificate for a limited kindergarten-primary certificate; a first grade county certificate for a limited elementary school certificate.

A second grade county certificate may be exchanged for a provisional elementary school certificate which shall be convertible into a limited elementary certificate at any time prior to its expiration upon certified evidence filed with the examining board that the holder thereof has completed three years' successful teaching experience and one full year of work in a recognized higher institution of learning, or, upon evidence of seven years of successful teaching experience and professional growth subsequent to the exchange.
§ 12. All exchanges of county certificates for limited certificates shall be completed by April first of the year next following the date upon which this Act goes into effect and all county certificates now in force shall become invalid on April first next following the date upon which this Act goes into effect. Provided that the examining board may extend this time.

In the examination of teachers for certificates higher than those which they shall have received in exchange for certificates in force when this Act goes into effect, and in the renewal of their certificates, successful experience in teaching or supervision shall be accepted as an equivalent for high school and professional training.
§ 13. The holder of every teacher's certificate in Illinois, whether life or limited, shall annually within thirty days after assuming the duties of any teaching position report to the county superintendent of the county in which such teacher is employed such items of information relative to training, experience, salary and other data required by the Superintendent of Public Instruction. Said reports shall be collected in the office of the county superintendent and filed with the Superintendent of Public Instruction.

Every applicant for a limited certificate shall pay to the county superintendent a fee of one dollar upon the issuing of such certificate based upon credit for work done in a recognized higher institution of learning and a fee of one dollar for each examination for such certificate, which fee shall be covered into the institute fund. Every limited certificate shall be annually registered by the county superintendent before the holder begins to teach and a fee of one dollar shall be covered into the institute fund.
§ 14. Any person who shall sell, barter, trade, or give away, or offer to sell, barter, trade, or give away, to applicants for teachers' certificates, or to any other person, or any person who shall buy, purchase, bargain or
trade for or accept, any of the questions prepared for the examinations of the teachers, or in any way dispose of, or accept of any such questions, in violation of the rules prescribed by the examining board, or any person who shall reveal or give information which shall reveal the identity of any writer of an examination paper, shall on conviction, be fined not less than $\$ 25$ nor more than $\$ 100$.
§ 15. By the word "recognized" as used in this Act in connection with the word "school" or "institution" is meant such school, college or university, junior college or special or technical school as maintains an equipment, course of study and standard of scholarship approved by the Superintendent of Public Instruction or the examining board, according to the certificate to which it pertains. The 60 semester hours required for a limited elementary school certificate shall be the equivalent of the first two years' work required for graduation from a recognized teacher training institution, and the 30 semester hours required for a provisional elementary school certificate shall be the equivalent of the first year's work in such recognized institution. The terms "equivalent preparation" and "professional growth" as used in this Act, shall be interpreted and determined by the Superintendent of Public Instruction or the examining board, according to the certificate to which it pertains.
§ 16. The first year of all certificates shall expire on June 30 following the date of issue. Certificates earned in May or June shall be dated July 1, following.
§ 17. Any certificate issued pursuant to this Act may be suspended by either the county superintendent or Superintendent of Public Instruction upon evidence of immorality, incompetency, unprofessional conduct, or other just cause. A provisional certificate may be revoked for the same reasons by the county superintendent. Any other limited certificate may be revoked for the same reasons by the State examining board upon the recommendation of the county superintendent. Life certificates may be revoked for the same reasons by the Superintendent of Public Instruction. When a certificate is suspended by a county superintendent, the right to appeal shall lie to the State examining board if a limited certificate, or to the Superintendent of Public Instruction if a life certificate. When an appeal is taken within ten days after notice of suspension it shall act as a stay of proceedings not to exceed sixty days. Unprofessional conduct shall include an indifferent or antagonistic attitude toward, or refusal to attend or participate in institutes, teachers' meetings, professional readings, or other reasonable requirements of the county or State Superintendent. It shall include also, neglect or unnecessary delay in making of statistical and other reports required by school officers.
§ 18. An applicant for a limited certificate may write the examination in any county and apply for a certificate in another county.
§ 19. When a person applies for a limited certificate he shall file the names of three competent persons as reference to character and certified evidence that he has met the prerequisites for admission to the examination.
§ 20. The Superintendent of Public Instruction or the State examining board may recognize and honor any certificate coming from another state obtained under conditions equivalent to the requirements in Illinois.
§ 21. "An Act to provide for the certification of teachers," approved June 28, 1913, as amended, is repealed.

Approved June 25, 1929.

## CHANGES IN BOUNDARIES.

An Act to amend section 47 of "An Act to establish and maintain a system of free schools," approved June 12, 1909, as amended.
Be it enacted by the People of the State of Illinois, represented in the General Assembly:

Section 1. Section 47 of "An Act to establish and maintain a system of free schools," approved June 12, 1909, as amended, is amended to read as follows:
§ 47. Changes in the boundaries of districts which lie in separate townships, and of districts formed of parts of two or more townships, may be made at any semi-annual meeting of trustees in April or October, or at any special meeting held for such purpose, by the concurrent action of the several boards of trustees in which the district or districts lie, each board being petitioned as provided in the preceding section of this Act.

Approved June 14, 1929.

## CHANGES IN BOUNDARIES.

An Act to amend section 84 g of "An Act to establish and maintain a system of free schools," approved June 12, 190., as amended.
Be it enacted by the People of the State of Illinois, representcd in the General Assembly:

Section 1. Section 84 g of "An Act to establish and maintain a system of free schools," approved June 12, 1909, as amended, is amended to read as follows:
$\S 84 \mathrm{~g}$. The county superintendent of schools under whose direction a community consolidated school district is established shall retain jurisdiction of said district; that is to say, all petitions for the detachment of territory from the community consolidated school district shall be presented to the county superintendent under whose direction the district was established. He shall have the exclusive power, in his discretion, to change the boundaries of community consolidated school districts so as:

First-To annex a common school district adjoining any community consolidated school district to such community consolidated school district upon a petition signed by two-thirds of the legal voters of such common school district.

Second-To detach the territory of a former common school district from any community consolidated school district and organize the same into a common school district, upon a petition signed by two-thirds of the legal voters residing in the territory described in the petition.

Third-To detach territory from any community consolidated school district and annex the same to an adjacent community consolidated school district or to an adjacent common school district, or to detach territory from a common school district and annex the same to a community consolidated school district, upon a petition signed by two-thirds of the legal voters residing within the territory described in the petition.

Fourth-If one-half of the legal voters of a former common school district shall file with the county superintendent of schools a petition asking that a vote be taken in such district on the question of detaching from a community consolidated school district, then the county superintendent of schools shall within (30) thirty days from the date of filing of said petition call an election in said former school district and if three-fourths of the legal voters of such district shall vote in favor of detachment then the county superintendent of schools shall thereupon detach said territory and organize the same into a common school district.

Within thirty days after a community consolidated school district shall have been established, or after any change is made in the boundaries of any district or districts, the county superintendent of schools shall make and file with the county clerk of the county or counties, a map of the community consolidated school district or districts established or involved in any change of boundary.

Approved June 10, 1929.

## CHANGES IN BOUNDARIES LEGALIZED.

## An Act to legalize changes in boundaries of township and community high school districts.

Be it enacted by the People of the State of Illinois, represented in the General Assembly:

Section 1. That changes of boundaries of township and community high school districts, heretofore made prior to the passage of this Act, whereby territory was detached from one high school district and added to another high school district, are hereby made legal and valid in all cases where the change was petitioned for by two-thirds of the legal voters residing in the territory detached from one high school district and added to the adjacent high school district, or by a majority of the voters of each high school district affected by the change; provided that this shall apply only in cases in which the district to which the territory is added has voted to issue bonds.
§ 2. The boundaries of such high school districts, according to such changes, are hereby adopted, confirmed, established and made the true boundaries of said districts, notwithstanding the Act of the Legislature, under which the boards which originally made such changes proceeded, may have been held to be invalid.
§ 3. Whereas an emergency exists in that certain high school districts to which territory was added by said changes have issued bonds subsequent to such changes, this Act shall be in full force and effect from and after its passage and approval.

Approved June 10, 1929.

## CHANGES IN BOUNDARIES VALIDATED.

An Act to validate certain changes in the boundaries of townships or community high school districts.
Be it enacted by the People of the State of Illinois, represented in the General Assembly:

Section 1. All changes of boundaries of township or community high school districts whereby territory not within a high school district was heretofore before the passage of this Act added to a high school district which high school district has subsequently issued bonds, are hereby made legal and valid if such change was made by the chairman of the county board of supervisors or board of county commissioners, the county judge and county clerk of the county in which the districts affected were situated acting as an ex-officio board, or if the districts were in two or more counties then by the concurrent action of the chairmen of the county board of supervisors or board of county commissioners, the county judges and county clerks of the counties in which the districts were situated acting as ex-officio boards and if prior to the making of such change, the change was petitioned by two-thirds of the legal voters at school elections residing within the territory added to a high school district. "Legal voters at school elections" means persons entitled to vote at elections held for the purpose of choosing officers of schools.

Approved June 17, 1929.

## DEAF, BLIND AND DEFECTIVE VISION.

An Act to enable school directors, boards of education and boards of school inspectors to establish and maintain classes and schools for children, deaf, blind, and having defective vision, and providing for the payment from the state treasury of the excess cost of maintaining and operating such classes and schools over the cost of maintaining and operating elementary schools for normal children and to repeal a certain Act therein named.
Be it enacted by the Peopte of the State of Illinois, represented in the General Assembly:

Section 1. Boards of education, school directors and boards of school inspectors, whether acting under the general law or under a special charter, shall be empowered to establish and maintain classes and schools for children, deaf, blind, and having defective vision, who are residents of their" respective school districts.
§ 2. Such boards of education, school directors and boards of school inspectors may acquire sites for such schools anywhere within the counties in which their respective school districts are situated in the same manner as is provided in the case of the acquirement of public school sites in said respective school districts, and authority is hereby expressly granted for this purpose.
§ 3. The boards of education, school directors and boards of school inspectors establishing and maintaining such classes, school or schools, may employ a superintendent and all other necessary officers, agents and teachers for such schools and classes, and shall prescribe the method of discipline and the course of instruction therein, and shall exercise the same powers and perform the same duties as are prescribed by law for the establishment, maintenance and management of other classes and schools, and in addition thereto, shall have all powers necessary to carry the terms and provisions of this Act into operation and effect.
§ 4. If a child resident of one school district attends in another of said school districts a class for the blind, or deaf, or for those with defective vision, or a class in which some special instruction needed by the child because of his handicap is provided, the board of education, directors or board of school inspectors of the school district in which he resides shall pay to the school district maintaining the school or class he attends his tuition in a sum equal to the tuition in the school district in which such class is located for a child of normal instruction needs. The boards of education, directors or boards of school inspectors of the school district in which such child resides shall pay for his transportation to the class in the other school district, unless the school officials of the school district in which the class he attends is located provide his transportation to the class.
§5. No person shall be employed to teach any class or classes in such school or schools whol shall not have first obtained a certificate of qualification for teaching in such school or schools, as provided by law. But no person shall be authorized or employed to teach the deaf who shall not have received instruction in the method of teaching the deaf for a term of not less than one year, and no one shall be employed to teach the blind or those having defective vision, who has not had the benefit of special training approved by the Superintendent of Public Instruction.

All classes or schools maintained for children, deaf, blind, or with defective vision, shall be established for the benefit of such children who are between the ages of three and twenty-one years.
§6. Each board of education, school directors and board of school inspectors shall keep an accurate, detailed and separate account of all monies paid out by it for the maintenance of such classes and schools and for the instruction and care of the pupils attending them, and shall report the same to the Department of Public Welfare for the approval, on vouchers, prescribed by said department, on or before the third Monday in August in
each year, together with the excess of cost for each and every pupil for each school year, ending in June, over the last ascertained average cost thereof, for the instruction of normal children in the elementary public schools of its school district for a like period of time of attendance, as such excess shall be determined and computed by said board of education, school directors or board of school inspectors.
§ 7. The aggregate excess cost of the maintenance of such classes and schools, as determined, computed and reported by the said school officials, as provided in section 6 of this Act, shall be, and the same is hereby made a charge against the State of Illinois, and such excess costs shall be paid annually to such board of education, school directors or board of school inspector's, as the case may be, on the warrant of the Auditor of Public Accounts out of any money in the treasury appropriated for such purposes on presentation of proper vouchers approved by the Department of Public Welfare: Provided, hovever, that such excess cost for each pupil shall not exceed the following amounts: For deaf pupils, $\$ 110.00$ a pupil; for blind pupils, and those having defective vision, $\$ 250.00$ a pupil. If a child is both blind or has defective vision and deaf, he shall be counted as a full time pupil among those with each kind of a defect, in determining the State's contribution to the classes for such children, provided the work and attention necessary for both types of children are afforded him.
§ 8. All classes and schools established according to any of the provisions of this act shall be subject to the general supervision of the Superintendent of Public Instruction.
§ 9. The Auditor of Public Accounts is hereby authorized and directed to draw his warrants on the State Treasurer on or before the first Monday in September of each year for the respective sums of excess cost theretofore reported to him, as provided in section 7 of this act, upon the order of the Department of Public Welfare.
§ 10. An Act to enable school directors and boards of education to establish and maintain classes in schools for deaf and dumb and blind and providing for the payment from the State Treasury of the excess cost of maintaining and operating such classes and schools over the cost of maintaining and operating elementary schools for normal children, approved June 2, 1911, in force July 1, 1911, as amended, is hereby repealed.

Approved April 23, 1929.

## DISTRIBUTIVE FUND.

An Act to amend section 211 of "An Act to establish and maintain a system of free schools," approved June 12, 1909, as amended.
Bc it enacted by the People of the State of Illinois, represented in the General Assembly:

Section 1. Section 211 of "An Act to establish and maintain a system of free schools," approved June 12, 1909, as amended, is amended to read as follows:
§ 211. On the first Monday in January annually, the Auditor of Public Accounts shall apportion the common school fund in the manner following:
(a) There shall be set aside annually by the Auditor from the common school fund of the State and paid into the State Treasury for the maintenance and administration of the Illinois State Teachers' Pension and Retirement Fund an amount sufficient to meet all the demands made upon said pension and retirement fund, in accordance with the provisions of an Act entitled: "An Act in relation to an Illinois State Teachers' Pension and Retirement Fund," approved May 27, 1915, which amount until otherwise provided by law, shall be equal to $1 / 10$ of one mill upon each dollar of the assessed valuation of all taxable property of the State exclusive of cities and school districts not coming under the provisions of the State Teachers' Pension and Retirement Fund Act, provided, that that portion of the common school fund apportioned to cities or school districts not coming under the
provisions of said Act shall not be diminished or affected by the provisions of this section. The Auditor shall draw his warrants quarterly upon the State Treasurer for payments from the Illinois State Teachers' Pension and Retirement Fund, upon the presentation of proper vouchers as provided by law.
(b) There shall be set aside by the Auditor and paid by him to the State Treasurer annually from the common school fund an amount equal to $1 / 10$ of one mill upon each dollar of the assessed valuation of all taxable property of the State within any city and school district coming under the provisions of an Act entitled: "An Act to enable any board of school inspectors or any body or board of officials which governs or has charge of the affairs of any school district having a population of not fewer than ten thousand $(10,000)$ and not more than one hundred thousand ( 100,000 ) inhabitants, and governed by special Acts of the General Assembly of this State and in such other district as may hereafter be ascertained by any special or general census to have such population and which school districts are also governed by like special Acts to establish and maintain a Teachers' Pension and Retirement Fund," approved June 27, 1913, as amended. The moneys set aside as provided in this sub-division shall be taken only from that part of the common school fund which under the law would otherwise be distributable to the counties wherein a Teachers' Pension Fund is or may be established under the above named Act of June 27, 1913, and the Auditor shall draw his warrants upon the State Treasurer proportionately for the respective cities and school districts payable to the treasurer of the board of school inspectors and to all other boards of directors, boards of education and boards of school inspectors in such cities or districts in accordance with the provisions of the Act above named, who shall credit such sum so paid to him or them to the Teachers' Pension and Retirement Fund under the provisions of said Act of June 27, 1913.
(c) There shall be set aside by the Auditor annually and paid into the State Treasury the aggregate of all amounts payable from the State School Fund as and for compensation for county superintendents of schools, as provided in an Act entitled: "An Act concerning fees and salaries and to classify the several counties of this State with reference thereto," approved March 29, 1872, as amended, and the Auditor shall draw his warrants upon the State Treasurer monthly for the payment to the several county superintendents of their compensation as fixed by law.
(d) When any State institution is located in a school district having fewer than one thousand inhabitants and the State owns one-eighth or more of the total land area of such district, and pupils who are members of families employed in said institution, attend the public school in said district there shall be set aside by the Auditor annually and paid into the State Treasury the sum hereinafter named, and the Auditor shall draw his warrant upon the State Treasurer for the payment of said sum to the board of directors of said school district. Said amount shall equal the sum which said land owned by the State would be required to pay in taxes, if privately owned, based upon the tax rate for school purposes in said district, computing the value per acre at the average value per acre of the equalized assessed value of all the land assessed in said district; and, provided, further, that when the State acquires or has heretofore acquired by condemnation, or property subject to condemnation, any improvements, switch tracks, and rolling stock in connection therewith, the equalized value of which at the time of acquisition by the State is $\$ 15,000.00$ or in excess thereof, there shall be added to said sum so computed an additional sum which said improvements, switch tracks and rolling stock connected therewith, would be required to pay in taxes, if privately owned, based upon the tax rate for school purposes in said district; and if said improvements, switch tracks and rolling stock should decrease in value or become valueless, such facts shall be determined in the usual manner of assessment of property for tax purposes: Provided. that annually on or before the first Monday in December of each year, the
president and secretary of said board of directors of said district shall certify to the Auditor of Public Accounts the following matters:
A. The name of the State institution.
B. The total land area of said district in acres.
C. The total ownership of the land of the State in acres.
D. The total equalized assessed value of all the land in said district.
E. The rate of tax levy for said district for said year.
F. The number of pupils who are members of families employed in said State institution.
G. The assessed equalized value of improvements, switch tracks or rolling stock.
(d-1) If the children from any orphanage or home for orphan, dependent or abandoned children, maintained by any organization or association embracing in its objects the purpose of caring and providing for such children and admitting to such orphanage or home children from the State in general and not only those from a particular district or locality, attend the public schools maintained by any school district, the Auditor of Public Accounts annually shall, upon the recommendation of the Superintendent of Public Instruction set aside and pay into the State Treasury an amount sufficient to pay the annual tuition of such children so attending such public schools and shall draw his warrant upon the State Treasurer for the payment of such amount to the board of directors of such school district. The amount of such tuition shall be determined by multiplying the number of such children attending such schools by the total annual per capita cost of administering the schools of the district. The total annual per capita cost of administering such schools shall be determined by totaling all expenses of the school district for the preceding school year, including among other things, depreciation, interest charges and insurance and excluding only capital expenditures and the retirement of bonds and anticipation warrants and dividing such total by the average monthly enrollment for said year: Provided, that annually on or before the first Monday in December of each year the president and secretary of said district shall certify to the Auditor the following:
A. The name of the orphanage or home and of the organization or association maintaining the same;
B. The number of children from such orphanage or home attending the schools of the district;
C. The total number of children attending the schools of the district; and
D. The total expenses of the school district exclusive of capital expenditures and the retirement of bonds and anticipation warrants.

Whenever the persons in charge or connected with such orphanage or home who are in charge of orphans attending the public schools, have received from the parent or guardian of any such orphan or by virtue of an order of court, a specific allowance for educating such orphan, such persons shall pay to the school board in the district where such orphan attends school such amount of such allowance as is necessary to pay the tuition required by such district for the education of such orphan. However, if such allowance is insufficient to pay such tuition in full, the Auditor shall pay to such district the difference between the total tuition charge and the amount of such allowance.
(e) There shall be apportioned to each county annually, for the benefit of the several school districts therein, amounts to be determined as hereinafter provided, and the Auditor shall issue an order upon the county collector to pay to the county superintendent of schools the amount of such order out of the funds collected by him not otherwise appropriated by law, and take the county superintendent's receipt therefor. In case the money available in such common school fund for this purpose is greater or less than the amount required under the provisions of this Act, the apportionment to each county shall be proportionately increased or reduced.

The amounts to be apportioned shall be determined for each county by school districts as follows:

First-The sum of $\$ 9.00$ shall be apportioned for each pupil, other than pupils whose tuition is paid from the State Treasury under the provisions of paragraph (d-1) of this section, in average daily attendance as credited or allotted for the school year in the manner hereinafter provided.

The actual number of pupils in average daily attendance shall be computed in a one-teacher school by dividing the total aggregate days of attendance by the actual number of days school is in session; and in schools of two or more teachers, or in schools where records of attendance are kept by session teachers, by taking the sum of the respective averages of the units composing the group; provided, that within the meaning of this section days of attendance shall be counted only for sessions of not less than four clock hours class time work per day, with pupils between the ages of six and twenty-one years and in grades one to eight, inclusive. From the actual number of pupils so determined shall be derived the credited or allotted number upon which apportionments shall be based.

Any district in which the actual number of pupils in average daily attendance during the year as determined above average eighteen or more per full time elementary school teacher, shall be credited with the number determined. Any district in which the actual number of pupils in average daily attendance during the year as determined above averages less than eighteen per full time elementary school teacher, shall be allotted eighteen pupils in average daily attendance per full time elementary school teacher.

Second-In any year a school district which levies for educational purposes at least the maximum rate allowed by law (without referendum) shall be entitled, in addition to the apportionments based on average daily attendance as provided above, to such equalization quotas as are necessary to supplement the computed yield of the maximum educational tax rate allowed by law (without referendum) so as to produce the larger sum under the following computation based on the full school term: (1) The sum of $\$ 25.00$ per pupil in average daily attendance as credited or allotted to said district in the manner provided in this section; or (2) the sum of $\$ 850.00$ per full time elementary school teacher engaged in teaching pupils under the above stated conditions required for computing apportionments based on average daily attendance.

In case a school district lies in more than one county or in more than one township of a county the total amount of funds to be apportioned for the benefit of such school district shall be apportioned to the county or township, as the case may be, in which the school building or buildings thereof are situated.

Approved June 25, 1929.

## ELECTION OF TRUSTEES.

An Act to amend seetions 22, 31, 32 and 33 of "An Act to establish and maintain a system of free sehools," approved June 12, 1909, as amended.
Be it enacted by the People of the State of Illinois, represented in the General Assembly:

Section 1. Sections 22, 31, 32 and 33 of "An Act to establish and maintain a system of free schools," approved June 12, 1909, as amended, are amended to read as follows:
§ 22. The election of trustees of schools shall be held in townships whose boundaries do not coincide with those of towns, on the second Saturday of April, annually until the year 1933. Thereafter such elections shall be held every two years. In townships whose boundaries do coincide with those of towns as established under the township organization laws, the trustee or trustees shall be elected annually until the year 1933, at the same time and in the same manner as town officers. After the year 1933, in such townships, such elections shall be held every two years, at the same time and in the same manner as elections for town officers elected in those years in such townships. In townships in which no election for school trustees has heretofore been held, or in townships in which from any cause there
are no trustees of schools, or in case of a vacancy or vacancies, the election of trustees of schools may be held on any Saturday. No person shall hereafter be nominated for the office of trustee of schools, in townships containing 20,000 inhabitants or over, except by petition signed by at least twenty-five (25) legal voters of the school township in which he is seeking nomination and election filed ten (10) days prior to such election with the township treasurer, or in case of a first election, with the county clerk. The township treasurer shall, in townships containing 20,000 inhabitants or over furnish all ballots to be used at the election for trustees, and the name of no candidate shall be printed on such ballots except a petition shall be filed in his behalf as herein provided. But if such township lies wholly or partly within the limits of a city, town, or village having a board of election commissioners which is directed by law to take charge of and make provisions for elections held in such city, town or village, or any part thereof, the township treasurer shall certify the nominations of school trustees to such board of election commissioners, not less than eight days prior to the date of such election and the board of election commissioners shall furnish the ballots necessary for the election in that territory over which it has jurisdiction.
§ 31. In townships already organized, the school trustee elected in the year 1930, to succeed the trustee whose term then expires, shall hold his office for a term of three years until his successor is duly elected and qualified. The trustee elected in the year 1931, to succeed the trustee whose term then expires, shall hold his office for a term of four years and until his successor is duly elected and qualified. The trustee elected in the year 1932, to succeed the trustee whose term then expires, shall hold his office for a term of five years and until his successor is duly elected and qualified.

At the first election of trustee in a newly organized township, the trustees shall at their first meeting, cast lots for their respective terms of office, for two, four, and six years; and thereafter one trustee shall be elected every two years, and at the usual time for electing a trustee of schools, to fill the vacancy occurring. In case of a tie vote, the election shall be determined by lot, on the day of the election, by the judges.
§ 32. Successors to the trustees whose terms of office expire in the years and at the time prescribed in section 31, and their successors, respectively shall hold their offices for six years, and until their respective successors are duly elected and qualified.
§ 33. Within ten days after each election for trustees of schools, such trustees shall organize by appointing one of their number president, who shall hold his office for two years. It shall be the duty of the president to preside at all meetings of the board and to sign the proceedings thereof when recorded. If the president be absent from any meeting, or refuse to perform any of the duties of his office, a president pro tempore may be appointed. The president may be removed by the trustees of schools for good and sufficient cause.

Approved June 21, 1929.

## ELECTIONS

§ 91. For the purpose of building one or more high schools, conducting and supporting such schools and paying all necessary expenses, the territory for the benefit of which a high school is established under any of the provisions of this Act, and all high school districts organized under any statute in force at the time of their organization, and all high school districts legalized by statute shall be regarded as school districts, and the board of education of each of said high school districts shall in all respects have the powers and discharge the duties of boards of education elected under the general school law in common school districts having a population of one thousand or more and not exceeding one hundred thousand inhabitants. The board of education of any such high school district shall have the right to build or acquire and maintain one or more sites and
erect thereon, buildings, when in their judgment such additional facilities are needed by the district and the site or sites therefor have been lawfully selected.

In all elections held under the provisions of this Act, the board of education shall have the power to establish a suitable number of voting precincts for the accommodation of voters of the district in which said election is held and shall fix the boundaries of said precincts, but if any city, village or incorporated town be located within such territory, then the board of education shall establish one or more voting precincts wholly within the corporate limits of each such city, village or incorporated town and designate one polling place in each, which precincts shall be composed of contiguous territory in as compact form as may be for the convenience of the electors voting therein. Said board shall appoint two judges and one clerk for each polling place assigning as far as practicable at least one member of such board to each polling place. Notice of all such elections shall be in the form now prescribed by law and be posted by the said board of education in at least three public places in each of said voting precincts at least ten (10) days before the day of election. The polls shall be opened on such election days not later than noon, and shall not be closed before 7:00 o'clock p. m.

Approved June 24, 1929.

## HIGH SCHOOL DISTRICTS.

An Act to add section 91a to "An Act to establish and maintain a system of free schools," approved June 12, 1909, as amended.
Be it enacted by the People of the State of Illinois, represented in the General Assembly:

Section 1. Section 91a is added to "An Act to establish and maintain a system of free schools," approved June 12, 1909, as amended, the added section to read as follows:
§ 91a. In addition to means for creating high school districts heretofore provided in this Act the county superintendent of schools shall have the power to create new high school districts or alter the boundaries of existing high school districts when petitioned by the voters as hereinafter provided. The county superintendent of schools shall change the boundaries of any township or community high school districts so as-

First-To detach territory from one high school district and add the same to another high school district when petitioned by two-thirds of the legal voters residing within the territory described in the petition asking that said territory be detached from one high school district and added to an adjacent high school district, or when petitioned by a majority of the legal voters of each high school district; provided, that no territory shall be so detached from any district and added to another district except upon petition signed by at least one hundred (100) legal voters. Provided, that no territory shall be detached from a high school district and added to another high school district, unless the territory remaining in the original district, and the adjacent district to which said detached territory shall be added, shall each contain a city or village of two thousand (2,000) inhabitants or more.

Second-To create a community high school district from territory belonging to one or more township or community high school districts when petitioned by two-thirds of the legal voters residing within the territory described in the petition asking that such territory be created into a new community high school district; provided, that should the district so created cease at any time thereafter to be a high school district the territory of such district shall thereupon without further action become a part of the district or districts of which it formed a part or parts at the time of such creation.

Third-To annex territory not within a high school district to a high school district upon petition of two-thirds of the legal voters residing within such territory.

Fourth-To create a community high school district from the territory belonging to one or more high school districts, together with territory from a non-high school district when petitioned by two-thirds of the legal voters residing in each of the several portions detached from the high school districts and in the non-high school district; provided, that should the district so created cease at any time thereafter to be a high school district the territory of such district shall thereupon without further action become a part of the district or districts of which it formed a part or parts at the time of such creation.

Provided, that no new community high school district be created wholly or in part from territory belonging to one or more high school districts unless the new high school district and each of the remaining high school districts affected contains an incorporated city or village of at least 3,000 population.

The county superintendent of schools shall give ten (10) days' public notice of the proposed change of boundaries by posting notices in ten of the most public places in each of the high school districts affected by the proposed change of boundaries and by mailing a notice to the board of education of each high school district affected by the proposed change of boundaries, before he enters the order making such change, provided, that the county superintendent of schools shall not add any territory to an existing district pursuant to a petition of two-thirds of the legal voters residing within the territory proposed to be added to an existing district if before the ten (10) days shall have been expired five per cent of the legal voters residing within such existing district shall file a petition with the county superintendent of schools objecting to such addition of territory.

However, the county superintendent shall not change the boundaries of any high school district or create any new high school district if the territory remaining in such districts whose boundaries are so changed or the territory of the district created will not, be compact and contiguous.

If the districts involved in the change of boundaries lie in two or more counties the change shall be made by the concurrent action of the county superintendents of schools of such counties.

Within ten (10) days after a high school district has been established under the provisions of this Act or after any change is made in the boundaries of any district or districts the county superintendent of schools shall make and file with the county clerk a map of the high school district or districts established or involved in any change of boundaries.

Within thirty days of the election of the board of education of a high school district as contemplated by this Act, the county superintendent of schools shall file in the office of the county clerk a transcript certified to by him showing all the steps taken and proceedings had in the organization of said high school district.

Approved June 17, 1929.

## HIGH SCHOOL DISTRICTS LEGALIZED.

As Act to legalize the organization of certain community high school districts, all subsequcnt acts and procecdings of such districts, certain elections held thercin and bonds issued thereby.
Be it cnactcd by the People of the State of Illinois. represented in the General Assembly:

Sbction 1. In all cases where a majority of the inhabitants of any compact and contiguous territory, voting upon the proposition at an election called and held for that purpose prior to the passage of this Act, have voted in favor of the organization of the territory described in the notice of such election into a community high school district, by virtue of the
method prescribed by section 89a of "An Act to establish and maintain a system of free schools," approved June 12, 1909, as amended by Act approved June 28, 1919, and where at the time of such election there existed a high school district, the boundaries of which fall wholly within and are entirely included in the boundaries of the territory of such community high school district, and such community high school district is maintaining, operating and controlling a high school for the benefit of the inhabitants of the community high school district, which includes all of the inhabitants of the high school district theretofore existing, and where the theretofore existing high school district has been dissolved and has ceased to function, and where at such election the ballots used did not specify the addresses of the several polling places; and where at a subsequent election called and held for that purpose a board of education has been chosen for such district and such board has organized and performed duties as a board of education, and where at a subsequent election called and held for that purpose the issuance of bonds has been authorized, then each such election, if otherwise legal; is hereby made legal and valid, and such territory, as the same is described in the notice of election on the question of organization, if otherwise legally and validly organized, is hereby declared legally and validly organized as a community high school district and a valid and existing school district and body politic and corporate of this State, for the purpose of establishing and maintaining a high school, and the board of education acting for each such community high school district, if otherwise legally constituted, is hereby declared to be the duly constituted corporate authority thereof, and bonds issued by such community high school district, if otherwise legal, are hereby validated.
§ 2. All acts and proceedings done, had or performed by each such community high school district and the persons from time to time acting as the board of education thereof, such as are authorized to be done, had or performed by community high school districts or boards of education thereof by the general school laws of this State, are hereby declared to be legal and valid in all respects.
§ 3. Whereas, bonds are now outstanding concerning which doubts have arisen as to their legality, therefore an emergency exists and this Act shall therefore be in full force and effect from and after its passage and approval.

Approved June 10, 1929.

## PLAYGROUNDS—CHICAGO.

An Act to amend an. Act entitled, "An Act to provide for the control, maintenance and operation of playgrounds by boards of education in cities having a population excecding 100,000 inhabitants," approved June 28, 1921, as amendca, by adding thercto a new section to be Fnown as section 3 concerning and providing for tax anticipation warrants.
Be it cnacted by the Pcople of the State of Illinois, represented in the General Assembly:

Section 1. That an Act entitled, "An Act to provide for the control, maintenance, and operation of playgrounds by boards of education in cities having a population exceeding 100,000 inhabitants," approved June 28, 1921, as amended, be and the same hereby is amended by adding thereto a new section to be known as section 3 which shall be and read as follows:
§3. When there is not sufficient money in the treasury to meet the ordinary and necessary expenses for playground purposes, and for the purpose of equipping, maintaining and operating playgrounds, the board of education shall have power to request the city council, whose duty thereupon it shall be, to order issued warrants against and in anticipation of any taxes levied for the payment of the expenditures for the purpose of equipping, maintaining, and operating playgrounds, to the extent of seventy-five (75) per cent of the total amount of taxes levied for such purposes: Provided,
however, that warrants drawn and issued under the provisions of this section shall show upon their face that they are payable solely from said taxes when collected and not otherwise, at the time fixed therein, and shall be received by any collector of taxes in payment of taxes against which they are issued and such taxes against which said warrants are drawn shall be set apart and held for their payment. Every warrant issued against said taxes shall bear interest, payable annually out of the taxes against which said warrants are drawn at a rate of not to exceed 6 per cent per annum, from the date of their issuance until paid or until notice shall be given by publication in a newspaper or otherwise that the money for the payment of said warrants is available and that said warrants will be paid on presentation: Provided. however said rate shall be not to exceed five (5) per cent per annum after April 30, 1932.
§ 2. Whereas the board of education of the city of Chicago, which comes within the purview of the Act that is hereby amended, is in immediate need of money to pay the necessary expenses for equipping, maintaining, and operating playgrounds under its control, therefore an emergency exists, and this Act shall take effect upon its passage.

Approted June 10, 1929.

## POLLING PLACES

Ax Act to amend section 28 of "An Act to establish and maintain a system of free schools," approved June 12, 1909, as amended.
Be it enacted by the People of the State of Illinois, represented in the General Assembly:

Section 1. Section 28 of "An Act to establish and maintain a system of free schools," approved June 12, 1909, as amended, is amended to read as follows:
§ 28. In townships in which for general elections there are more than three polling places, the trustees shall give notice that polls will be opened for such elections in at least three places; in which case the trustees shall appoint two judges and a clerk to serve at each polling place and fix the compensation of the same; provided, however, that the trustees may establish additional polling places and appoint judges and clerks therefor up to one polling place for each 800 voters in the township.

Approved June 17, 1929.

## RETIREMENT OF TEACHERS.

Ax Act to amend section 3 and the title of "An Act to provide for the compulsory and voluntary retirement of teachers, principals, district superintendents, and assistant superintendents, and the payment of retirement annuities," approved May 19, 1926, as amended.
Be it enacted by the People of the State of Illinois, represented in the General Assembly:

Section 1. Section 3 of "An Act to provide for the compulsory and voluntary retirement of teachers, principals, district superintendents, and assistant superintendents, and the payment of retirement annuities," approved May 19, 1926, as amended, is amended to read as follows:
§ 3. Any superintendent of schools or member of the board of examiners and all teachers, principals, district superintendents, and assistant superintendents, now or hereafter serving in any of the aforesaid capacities in the public schools of such city, and whose services in any one or more of any educational positions in the public schools of such city within the last twenty (20) years prior to retirement under this Act, shall aggregate, when taken together, fifteen (15) years or more, and who have served in the public schools of the United States for twenty-five years or more, and who are sixty-five (65) or more years of age, and who have not reached the age of compulsory retirement, as prorided in sections 1 and 2 of this Act,
shall upon their own request, be retired from active service and thereafter be paid annuities for life from the moneys derived from the general tax levy for educational purposes; provided, that no superintendent of schools or member of said board of examiners shall be subject to compulsory retirement under the provisions of this Act, during his or her term of office.

Such annuities shall be paid respectively according to the following table of ages and, annuities annually:

Age 66.......................................eleven hundred dollars ( $\$ 1,100.00$ )
Age 67........................................twelve hundred dollars ( $\$ 1,200.00$ )
Age 68......................................thirteen hundred dollars ( $\$ 1,300.00$ )
Age $69 \ldots . . . . . . . . . . . . . . . . . . . . .$. ..................
And, provided, that the age of sixty-five (65) and at any year of age thereafter, the board of education of such city may require a physical or a mental examination of any such teacher, principal, district superintendent, or assistant superintendent upon the request of the superintendent of schools of such city and if any such teacher, principal, district superintendent, or assistant superintendent be found incapacitated for service after trial as already or hereafter provided by law he shall be retired at the annuity above provided for that age of voluntary retirement.

And, provided further, that all such superintendents of schools, members of the board of examiners, teachers, principals, district superintendents, and assistant superintendents shall be subject to the same conditions as to advisory service as provided for in section 2 of this Act. Nothing contained in this Act shall in any way impair or prejudice the right of any superintendent of schools, member of the board of examiners, teacher, principal, district superintendent, or assistant superintendent, so retired to annuity under other statutory provisions concerning any teachers' pension fund or teachers' pension and retirement fund established in accordance with the provisions of any statute of this State, and the payment to be made under this section, or the Act which it amends, shall be in addition to any such annuity.
§ 2. The title of said Act is amended to read as follows:
"An Act to provide for the compulsory and voluntary retirement of teachers, principals, district superintendents, and assistant superintendents, and for the voluntary retirement of superintendents of schools and members of the board of examiners, and for the payment of retirement annuities." Approved June 17, 1929.

## REVENUE.

An Act to amend section 189 of "An Act to establish and maintain a system of free schools," "pproved and in force June 12, 1909, as subsequently amended, and to add one new section to said Act to be known as section $1351 / 2$.
Be it enacted by the People of the State of Illinois, represented in the General Assembly:

Section 1. That section 189 of "An Act to establish and maintain a system of free schools," approved and in force June 12, 1909, as amended, be and the same is hereby further amended to read as follows:
§ 189. For the purpose of establishing and supporting free schools for not fewer than seven months in each year and defraying all the expenses of the same of every description; for the purpose of building, repairing and improving school houses, or procuring school land, furniture, fuel, libraries and apparatus and for all other necessary incidental expenses in each district, village or city, having a population of two hundred thousand or more inhabitants, the directors, the board of education and the authorities of such district, village or city, as the case may be, shall be authorized to levy a tax for the year 1929 upon all taxable property of the district, village or city not to exceed, except as heremafter stated, one and forty-seven one-
hundredths (1.47) per cent for educational purposes and one-half (1/2) of one (1) per cent for building purposes and the purchase of school grounds (exclusive of taxes levied for the purposes of free text book tax, school playground tax and public school teachers' pension and retirement fund tax), upon the valuation to be ascertained for the year 1929 by the assessment for the purposes of State and county taxes, even though said taxes may be retrospective in their operation and may require additional tax levies, for which additional levies authority is hereby granted, and the directors or the board of education and the authorities of such district, village or city, as the case may be, are hereby authorized to add to the appropriation and tax levies for the year 1929 for that purpose; whenever the directors, the board of education and the authorities of such district, village or city, as the case may be, prior to the date this Act becomes effective, may have levied a tax upon said valuation for the year 1929 for each of said purposes as then by law permitted, then said directors, board of education and authorities of such district, village or city, as the case may be, are hereby specifically empowered to levy for each of said purposes upon said valuation for the year 1929 an additional tax and appropriate the same to the extent that the aggregate tax levied for said year 1929 for each of said purposes shall not exceed the maximum per cent hereby provided therefor and after the filing in the office of the county clerk of a copy of said tax levy duly certified it shall be the duty of said official to extend said additional tax; and to levy a tax for the year 1930 upon all taxable property of the district, village or city not to exceed, except as hereinafter stated, one and thirtyfive one-hundredths (1.35) per cent for educational purposes and one-half ( $1 / 2$ ) of one (1) per cent for building purposes and the purchase of school grounds (exclusive of taxes levied for the purposes of free text book tax, school playground tax and public school teachers' pension and retirement fund tax), upon the valuation to be ascertained for the year 1930 by the assessment for the purposes of State and county taxes, and to levy a tax for the year 1931 and annually thereafter upon all taxable property of the district, village or city not to exceed, except as hereinafter stated, ninety-six one-hundredths (96/100) of one (1) per cent for educational purposes and one-half ( $1 / 2$ ) of one (1) per cent for building purposes and the purchase of school grounds (exclusive of taxes levied for the purposes of free text book tax, school playground tax and public school teachers' pension and retirement fund tax), upon the valuation to be ascertained by the annual assessment for the purpose of State and county taxes; provided, that any sum expended or obligations incurred for the improvement, repair or benefit of school buildings and property shall be paid from that portion of the tax levied for building purposes and the purchase of school grounds. Provided, however, that if the directors or board of education in any such district, village or city shall desire to levy or cause to be levied in any one year after the year 1930 (exclusive of taxes levied for the purpose of free text book tax, school playground tax and public school teachers' pension and retirement fund tax), more than ninety-six one-hundredths (96/100) of one (1) per cent but not more than one and forty-six one-hundredths (1.46) per cent for educational purposes, such directors or board of education may, by resolution stating the per cent so desired cause a proposition for an assent thereto to be submitted to the voters of such district, village or city at any general or special election, and if at such election a majority of the votes cast on said proposition shall be in favor thereof, the directors or board of education of such district, village or city may thereafter until such authority is revoked in like manner, levy annually for educational purposes a tax in excess of ninety-six one-hundredths (96/100) of one (1) per cent but not exceeding the per cent mentioned in said proposition. Such proposition may be submitted at any time, and from time to time, to the voters of such district, village or city, at any such election at the instance of such directors or board of education; and such directors or board of education shall levy or cause to be levied no tax after the year 1930 in excess of ninety-six one-hundredths (96/100) of one (1) per cent for educa-
tional purposes that shall not be authorized by the result of such election, ascertained as aforesaid unless and until assented to by the voters of such district, village or city in like manner.

Provided, further, that the directors or board of education in any such district or city or village which shall have adopted the provisions of an Act entitled, "An Act to authorize boards of education and school directors to provide text books for the free use of the public schools, and to sell text books at cost to the pupils who desire to purchase them and prescribing penalties for the violation thereof," approved June 28, 1919, in effect July 1, 1919, may levy or cause to be levied annually for the purpose of carrying out the provisions of said Act, a tax of not more than four (4) cents on each one hundred dollars of the assessed value of all the taxable property, on all the taxable property of said district, city or village, said tax to be known as free text book tax. Said tax shall be in addition to the maximum of all other taxes which the school district or village or city is now, or may hereafter be, authorized by statute to levy upon the aggregate valuation of all taxable property within the school district, village or city, and the county clerk in reducing taxes levied as and when required so to do by virtue of the provisions of an Act entitled, "An Act concerning the levy and extension of taxes," approved May 9, 1901, in force July 1, 1901, as subsequently amended, shall not consider said free text book tax as a part of the tax levy of the school district, village or city required to be included in the aggregate of all taxes to be reduced and no reduction of any tax levy made under the provisions of said last mentioned Act and amendments thereto, shall diminish any amount appropriated or levied for said free text book tax.

Provided, further, that the city council of any city in this State having a population exceeding 100,000 inhabitants and having a public school teachers' pension and retirement fund shall upon the demand and under the direction of the board of education annually levy for the purpose of providing revenue for such pension fund, a tax of three-twentieths $(3 / 20)$ of a mill on each dollar of the assessed valuation of all taxable property, on all taxable property within such city. Said tax shall be known as public school teachers' pension and retirement fund tax. Said tax shall be in addition to the maximum of all other taxes which such board of education or city is now, or may hereafter be, authorized by statute to levy upon the agglegate valuation of all taxable property within such city; and the county clerk in reducing taxes levied as and when required so to do under the provisions of an Act entitled, "An Act concerning the levy and extension of taxes," approved May 9, 1901, in force July 1, 1901, as subsequently amended, shall not consider said public school teacher's' pension and retirement fund tax as a part of the tax levy of such city required to be included in the aggregate of all taxes to be reduced, and no reduction of any tax levy made under the provisions of said last mentioned Act shall diminish the amount appropriated or levied for said public school teachers' fund and retirement fund tax.

For the purpose of establishing and supporting free schools for not fewer than eight months in each year and defraying all the expenses of the same of every description; for the purpose of building, repairing and improving school houses, or procuring school land, furniture, fuel, libraries and apparatus, and for all other necessary incidental expenses in each district, village or city, having a population of less than two hundred thousand inhabitants, the directors, the board of education and the authorities of such district, village or city, as the case may be, shall be authorized to levy a tax annually upon all the taxable property of the district, village or city not to exceed, except as hereinafter stated, one (1) per cent for educational purposes and three-eighths ( $3 / 8$ ) of one (1) per cent for building purposes and the purchase of school grounds, upon the valuation to be ascertained by the last assessment for State and county taxes; provided, that any sum expended or obligations incurred for the improvement, repair or benefit of school buildings and property shall be paid from that portion of the tax levied for building purposes and the purchase of school grounds. Provided,
however, that if the directors or the board of education in any such district, village or city shall desire to levy or cause to be levied in any one year more than one (1) per cent but not more than one and one-half ( $11 / 2$ ) per cent for educational purposes and more than three-eighths ( $3 / 8$ ) of one (1) per cent but not more than one-half ( $1 / 2$ ) of one (1) per cent for building purposes and the purchase of school grounds, such directors or board of education may, by resolution stating the per cent so desired, cause a proposition for an assent thereto to be submitted to the voters of such district, village or city at any general or special election, and if at such election a majority of the votes cast on said proposition shall be in favor thereof the directors or board of education of such district, village or city may thereafter until such authority is revoked in like manner, levy annually for educational purposes a tax in excess of one (1) per cent but not exceeding the per cent mentioned in said proposition, and a tax for building purposes and the purchase of school grounds, in excess of three-eighths ( $3 / 8$ ) of one (1) per cent but not exceeding the per cent mentioned in said proposition for such purposes. Such proposition may be submitted at any time, and from time to time, to the voters of such district, village or city, at any such election at the instance of such directors or board of education; and such directors or board of education shall levy or cause to be levied no tax in excess of one (1) per cent for educational purposes, or in excess of three-eightlis ( $3 / 8$ ) of one (1) per cent for building purposes and purchase of school grounds, that shall not be authorized by the result of such election ascertained as aforesaid, unless and until assented to by the voters of such district, village or city in like manner. Provided. further, that if the directors or board of education of any such district, village or city has established and is maintaining, or shall hereafter establish and maintain grades nine, ten, eleven and twelve in addition to grades one to eight inclusive, sucl directors or board of education may, by resolution stating the per cent so desired, but not to exceed one (1) per cent for educational purposes and three-eighths ( $3 / 8$ ) of one (1) per cent for building purposes and the purchase of school grounds, cause a proposition for an assent thereto to be submitted to the voters of such district, village or city at any general or special election, and if at sucl election a majority of the votes cast on such proposition shall be in favor thereof, the directors or board of education of such district, village or city may thereafter until such authority is revoked in like manner levy annually for educational purposes a tax upon all the taxable property of the district, village or city not to exceed the per cent mentioned in said proposition for such purposes and levy annually for building purposes and the purchase of school grounds a tax upon all the taxable property of the district, village or city not to exceed the per cent mentioned in said proposition for such purposes. Such proposition may be submitted at any time, and from time to time, to the voters of such district, village or city, at any such election at the instance of such directors or board of education. Said tax shall be in addition to the maximum of all other taxes which the school district or village or city is now or may hereafter be authorized by statute to levy upon the aggregate valuation of all taxable property within the school district, village or city.
§ 2. That a new section is added to said Act entitled, "An Act to establish and maintain a system of free schools," approved and in force June 12. 1909, as subsequently amended, said new section to be known as section $1351 / 2$ and to read as follows:
§ $1351 / 2$. The board of education shall, within the first quarter of each fiscal year, beginning with the year 1930, adopt a budget and shall pass a resolution to be termed the "annual school budget," in and by which annual school budget the said board of education shall appropriate such sums of money as may be required to defray all necessary expenses and liabilities of said board to be paid or incurred during the fiscal year.

Such budget shall present a complete financial plan for the current fiscal year. It shall include detailed estimates of all balances available at the beginning of said fiscal year for expenditures during such year, and also
detailed estimates of all current revenues applicable to expenditures or charges to be made or incurred during such year including all taxes, State contributions, rents, fees, perquisites, and all other types of revenue. Such estimates of revenues from taxes shall not exceed the amounts which it shall be estimated will be produced by, or derived from, levies lawfully made for such year pursuant to the provisions of section 189 of this Act. Such budget shall also set forth (a) the actual or estimated deficits of prior years; and (b) estimates of all expenditures or charges to be made or incurred during such year for any of the purposes for which said board of education is authorized by law to make expenditures. Such budget shall be so segregated as to funds, and otherwise, as to give effect to the requirements of law relating to the respective purposes to which said revenues and balances are applicable, to the end that no expenditure shall be authorized or made for any purpose in excess of the money lawfully available therefor

Such annual school budget shall specify the several funds, organization units, purposes, and objects for which appropriations are made and the amount appropriated for each fund, organization unit, purpose or object, and shall include appropriations for all unpaid liabilities incurred during prior years.

Such annual school budget shall be prepared in tentative form and in such tentative form shall be made conveniently available to public inspection, for at least ten (10) days prior to final action thereon, by having at least three copies thereof on file in the office of the secretary of said board and said board shall hold at least one public hearing thereon of which notice shall be given by at least one publication in a newspaper having general circulation in such city. It shall be the duty of said board of education to have such tentative budget prepared and made so available for public inspection and also to arrange for and hold such public hearing or hearings.

Subsequent to such public hearing, or hearings, and before final action on such school budget, said board may revise, alter, increase, or decrease the items contained therein as prepared in such tentative form but the aggregate amount finally appropriated for any fund or purpose, including appropriations for all such unpaid liabilities, shall not exceed the amount available therefor as set forth in the budget estimates of balances and revenues applicable thereto. Such school budget may be amended at the next regular meeting of said board of education, occurring not less than seven (7) days after the passage thereof. Said board shall cause said school budget to be published in its proceedings within thirty (30) days after the passage thereof.

After the adoption of such school budget, said board of education shall not make any further or other appropriations prior to the adoption or passage of the next succeeding annual school budget, and the said board shall have no power, either directly, or indirectly, to make any contract or to do any act which shall add to its expenditures or liabilities, in any fiscal year, anything or sum over and above the amount provided for in the annual school budget for that fiscal year; provided, however, that nothing herein contained shall prevent the board of education, by a concurring vote of two-thirds of all the members thereof (said votes to be taken by yeas and nays and entered in the proceedings of the said board) from making any expenditures or incurring any liability rendered necessary to meet emergencies such as epidemics, fires, unforeseen damages or other catastrophes, happening after the annual school budget shall have been passed or adopted. Nor shall anything herein contained be construed to deprive the board of power to provide for and cause to be paid from the funds of said board any charge imposed by law without the action of the said board.

After December 31, 1929, no contract shall be made, or expense or liability incurred, by the said board of education, or any member or committee thereof, or by any person or persons for or in its behalf, notwithstanding the expenditure may have been ordered by the said board, unless an appropriation therefor shall have been previously made by said board in manner aforesaid. Neither said board, nor any member or committee thereof, shall, during a fiscal year, expend or contract to be expended any money,
or incur any liability, or enter into any contract which, by its terms, involves the expenditure of money for any of the purposes for which provision is made in the annual school budget in excess of the amounts appropriated in said budget. Any contract, verbal or written, made in violation of this section shall be null and void as to said board of education, and no moneys belonging thereto shall be paid thereon; provided, however, that nothing herein contained shall prevent the making of lawful contracts for the construction of buildings, the term of which contracts may be for periods of more than one year.

The board of education shall, at any time after the first half of each fiscal year, have power, by a two-thirds vote of all the members thereof, to authorize the making of transfers within any fund under its jurisdiction, of sums of money appropriated for one object or purpose to another object or purpose; provided, that such action by the said board shall be entered in the proceedings of the said board; provided, further, that no appropriation for any purpose shall be reduced below an amount sufficient to cover all obligations incurred or to be incurred against the appropriation for such purpose.

If, at the termination of any fiscal year or the time when the school budget for the ensuing fiscal year should have been passed as provided for in this Act, the appropriation necessary for the expenditures of said board of education for such ensuing fiscal year shall not have been made, the several amounts appropriated in the last school budget for the objects and purposes therein specified, so far as the same shall relate to operation and maintenance expenses shall be deemed to be reappropriated for the several objects and purposes specified in said last school budget; and until the board shall act in such behalf, the treasurer shall make the payments necessary for the support of the schools on the basis of the appropriations of the preceding fiscal year. The term school budget, as herein used, shall include any appropriation resolution adopted by said board for the fiscal year 192 s.

The appropriation resolution or budget, including the amounts for the payment of contract liabilities, or to defray the expense of any project or purpose, shall not be construed as an approval by the board of any of said contract liabilities, or of any project or purpose mentioned, but shall be regarded only as the provision of a fund, or funds, for the payment thereof when said contract liabilities have been found to be valid and legal obligations against said board, and when properly vouchered, audited and approved by the board, or when any project or purpose is approved and authorized by the board as the case may be.

Filed June 26, 1929.
The Governor having failed to return this bill to the General Assembly during its session, the General Assembly having adjourned sine die on June 20, 1929, and he having filed the same in my office on this date without signature or objections, it has therefore become a law.

Witness my hand this 26th day of June, A. D. 1929.
William J. Stratton, Secretary of State.

## REVENUE-PLAYGROUNDS.

An Act to amend section 2 of an Act entitled, "An Act to provide for the control, maintenance and operation of playgrounds by boards of education in cities having a pomutation exceeding 100,000 inhabitants," approved June 28, 1921, in force July 1, 1921, as subsequently amended.
Be it enacted by the People of the State of Illinois, represented in the General Assembly:

Section 1. That section 2 of an Act entitled, "An Act to provide for the control, maintenance and operation of playgrounds by boards of education in cities having a population exceeding 100,000 inhabitants," approved June 28 , 1921, in force July 1, 1921, as subsequently amended, be and the same is hereby further amended to read as follows:
§ 2. The city council of any such city shall, upon demand and under the direction of such board of education, annually levy for the purpose of equipping, maintaining and operating playgrounds adjacent to or connected with any public school under the control of such board of education or school district, an annual tax not exceeding two-tenths (2/10) of one (1) mill on each dollar of assessed value of all taxable property, on all taxable property in such city, said tax to be known as school playground tax. Said tax shall be in addition to the maximum of all other taxes which the school district, village or city is now, or may hereafter be, authorized to levy upon the aggregate valuation of all taxable property within the school district, village or city, and the county clerk in reducing taxes levied as and when required so to do, by virtue of the provisions of an Act entitled, "An Act concerning the levy and extension of taxes," approved May 9, 1901, in force July 1, 1901, as subsequently amended, shall not consider said playground tax as a part of the tax levy of the school district, village or city required to be included in the aggregate of all taxes to be reduced, and no reduction of any tax levy made under the provisions of said last mentioned Act and amendments thereto, shall diminish any amount appropriated or levied for said playground tax.

Approved June 24, 1929.

## SCHOOL DENTISTS.

An Act to amend section 136 of "An Act to establish and maintain a system of free schools," approved and in force June 12, 1909, as amended.
Be it enacted by the People of the State of Illinois, represented in the General Assembly:

Section 1. That section 136 of "An Act to establish and maintain a system of free schools," approved and in force June 12, 1909, as amended, be and the same is hereby amended to read as follows:
§ 136. The board of education shall exercise general supervision and management of the public education and the public school system of the city, and shall have power to make suitable provision for the establishment and maintenance throughout the year, or for such portion of the year as it may direct, not less than nine months in time, of schools of all grades and kinds, including normal schools, high schools, night schools, schools for defectives and delinquents, parental and truant schools, schools for the blind, the deaf and the crippled, schools or classes in manual training, constructural and vocational teaching, domestic arts and physical culture, vacation and extension schools and lecture courses, and all other educational courses and facilities, including play ground maintenance. It shall have power to cooperate with the Juvenile Court, to make arrangements with the public or quasi public libraries and museums for the purpose of extending the privilege of such libraries and museums to teachers and pupils of the public schools. The board shall also have power to employ dentists and prescribe their duties for the purpose of treating the pupils in the schools, but accepting such treatment shall be optional with parents or guardian. The board may grant the use of essembly halls and class rooms when not otherwise needed, including light, heat and attendants, for free public lectures, concerts, and other educational and social interests, free of charge, but under such provisions and control as the board may see fit. The board shall have continuing power to divide the city into sub-districts and apportion the pupils to the several schools, but no pupils shall be excluded from or segregated in any such school on account of his or her color, race or nationality.

Approved June 18, 1929.

## SCHOOL LANDS

An Act to amend section 224 of an Act entitled, "An Act to establish and maintain a system of free schools," approved and in force June 12, 1909, as amended.
Be it enacted by the People of the State of Illinois, represented in the General Assembly:

Section 1. That section 224 of an Act entitled, "An Act to establish and maintain a system of free schools," approved and in force June 12, 1909, as amended, be and the same is hereby amended to read as follows:
$\S 224$. When the inhabitants of any township shall desire the sale of the common school lands of such township, they shall present to the county superintendent of the county in which the school lands of the township, or the greater part thereof lie, a petition for their sale. Such petition shall be signed by at least two-thirds of the voters of the township. The petition must be signed in the presence of at least two adult citizens of the township, after the true meaning and purpose thereof have been explained, and an affidavit must be affixed thereto by two citizens witnessing the signing, which affidavit shall state the number of the inhabitants in the township twenty-one years of age and over, and the petition so verified shall be delivered to the county superintendent for his action thereon. In townships having a population of more than 10,000 inhabitants, such petition shall be signed by at least one-tenth of the legal voters of the township, and be delivered to county superintendent at least fifteen days preceding the regular election of trustees, or the date of a special election, which may be called for such purpose; and thereupon it shall be the duty of the county superintendent to notify the voters of such township that an election for or against the proposition to sell common school lands of the township, or a portion thereof, will be held at the next regular election of trustees, or at a special election called for that purpose, by posting notices of such election in at least two of the most public places throughout such township, for at least ten days before the date of such election, which notice may be in the following form, to-wit:

Election for Sale of Common School Lands.
Notice is hereby given that on................the..................... . day of................................................. 1. an election will be held at . .......................................... the proposition to sell common school lands of the township, to-wit: (Here insert description of the lands). The polls will be opened at................. and closed at.................o'clock, .......... M.

County Superintendent.
The ballots of such election sliall be received and canvassed as other elections provided for in this Act, and the returns of the result thereof made to the county superintendent, and if two-thirds of the vote upon such proposition shall have been cast in favor of the sale, the county superintendent shall act thereon. No section shall be sold in any township containing fewer than 200 inhabitants; and common school lands in fractional townships may be sold when the number of acres are in, or above, a ratio of 200 to 640 but not before, provided, however, that where the lands sought to be sold are swamp or overflow lands, and are located in a township containing less than 200 inhabitants, a petition signed by at least two-thirds of the voters in such township shall be sufficient to cause the county superintendent to act thereon. All other proceedings shall be the same as provided in this section. Provided, however, nothing in this section shall be construed as prohibiting the transfer of school land belonging to a city in trust for the use of schools under the terms and provisions of the statute entitled, "An Act concerning the powers of certain municipal corporations with respect to real estate," approved July 2, 1925, when the board of education of a city having a population exceeding 100,000 inhabitants shall desire
to convey such land to the city comprising the school district of such board of education; and, provided, further, that in case of such transfer the limitations as to the size of the lot or tract of land that may be conveyed contained in sections 226 to 230 inclusive of this Act shall not apply.

Approved June 21, 1929.

## SCHOOL TOWNSHIPS

An Act to amend sections 19 and 20 of "An Act to establish and maintain a system of free schools;" approved June 12, 1909, as amended.
Be it enacted by the People of the State of Illinois, represented in the General Assembly:

Section 1. Sections 19 and 20 of "An Act to establish and maintain a system of free schools," approved June 12, 1909, as amended, are amended to read as follows:
§ 19. Each congressional township is hereby established a township for school purposes. When a fractional congressional township contains fewer than two hundred persons under 21 years of age, the trustees of schools, upon petition of a majority of the adult inhabitants of such fractional township, may, by written agreement with the trustees of any adjacent township, consolidate the territory, school funds and other property of such fractional township with such adjacent township. Such territory, school funds and other property, shall thereafter be managed by the trustees of such adjacent and consolidated township in accordance with the terms of such agreement, in the manner provided by law. The agreement shall be signed by a majority of the trustees of each township, and filed for record in the office of the county clerk of the county in which such consolidated township, or the greater part thereof, is situated.

Whenever a new township has been or is hereafter created from the territory of two or more congressional townships, such new township shall be a school township for school purposes, and shall have and enjoy all the lights, powers and privileges and be charged with all the duties and obligations heretofore or hereafter provided by law for a congressional school township.
$\S 20$. The school business of all school townships shall be transacted by three trustees, to be elected by the qualified voters of the township, as hereinafter provided. Such trustees shall be a body politic and corporate, by the name of "trustees of schools of township No................... range No................," according to the number, or in case of school townships created from two or more congressional townships, such name shall be "trustees of.............township ........................county, Illinois," for example, "trustees of Poplar Grove Township, Boone County, Illinois." Such corporation shall have perpetual existence, with power to sue and be sued, and to plead and be impleaded, in all courts and places where judicial proceedings are had.

Approved June 17, 1929.

## SCHOOL YEAR.

An Act to amend section 114 of "An Aet to estublish and maintain a system of free schools," approved June 12, 1909, as amended.
Be it enaeted by the People of the State of Illinois, represented in the General Assembly:

Section 1. Section 114 of "An Act to establish and maintain a system of free schools," approved June 12, 1909, as amended, is amended to read as follows:
§ 114. The board of directors shall have the following additional duties:
First-To make, at the annual election of directors, to the voters there present, a detailed report of receipts and expenditures, and transmit a copy of the same within five days to the township treasurer.

Second-To report to the county superintendent within ten days the names of all teachers employed, with the dates of the beginning and end of their contracts.

Third-To provide for the revenue necessary to maintain schools in their districts.

Fourth-To determine, in case of a district composed of parts of two or more townships, which treasurer is to receive the taxes of the district, and to notify the collectors in writing accordingly.

Fifth-To adopt and enforce all necessary rules and regulations for the management and government of the public schools of their district.

Sixth-To visit and inspect the public schools as the good of the schools may require.

Seventh-To appoint all teachers and fix the amount of their salaries.
Eighth-To direct what branches of study shall be taught, what text books and apparatus shall be used, and to enforce uniformity of text books in the public schools; but they shall not permit books to be changed oftener than once in four years.

Ninth-To establish and keep in operation for at least eight months in each year, and longer if practicable, a sufficient number of free schools for the accommodation of all persons in the district over the age of 6 and under 21 years and to secure for all such persons the right and opportunity to an equal education in such schools.

Tenth-To purchase, at the expense of the district, a sufficient number of text books used to supply children whose parents are unable to buy them. Such text books shall be loaned only, and the directors shall require the teacher to see that they are properly cared for and returned at the end of each term of school.

Eleventh-To deliver to the township treasurer on or before the seventh day of July, annually, all teachers' schedules made and certified as required by law.

Twelfth-To pay no public money to any teacher unless such teacher at the time of his or her employment shall have held a certificate of qualification obtained under the provisions of this Act, and shall have kept and furnish schedules as required by this Act, and shall have satisfactorily accounted for books, apparatus and other property of the district that he may have taken in charge.

Thirteenth-To cause a copy of the township treasurer's report of the financial condition of the district to be entered upon the records of the district, and to post the same at the front door of the building where the annual election of directors is held.

Fourteenth-To keep and maintain, in good repair, all division fences between school grounds and adjoining lands.

Approved June 17, 1929.

## WARRANTS.

An Act to amend section $11 \%$ of "An Act to establish and maintain a system of free schools," approved June 12, 1909, as amended.
Be it enacted by the People of the State of Illinois, represented in the General Assembly:

Section 1. Section 117 of "An Act to establish and maintain a system of free schools," approved June 12, 1909, as amended, is amended to read as follows:
§ 117. When there is no money in the treasury of any school district of this State, whether governed by either or both the general school laws, or any special charter, to defray the necessar'y expenses of the district, the directors, board of education, or board of school inspectors, as the case may be, may issue warrants, or may provide a fund to meet said expenses by issuing and disposing of warrant, drawn against and in anticipation of any taxes levied for the payment of the necessary expenses of the district, either for educational or for building purposes, as the case may be, to the extent
of 75 per cent of the total amount of the tax so levied. Such warrants shall show upon their face that they are payable solely from such taxes when collected, and shall be received by any collector of taxes in payment of the taxes against which they are issued, and such taxes shall be set apart and held for their payment. Every warrant issued under the provisions of this section shall bear interest, payable only out of the taxes against which it is drawn, at a rate not exceeding 6 per centum per annum, from the date of its issuance until paid, or until notice shall be given by publication in a newspaper, or otherwise, that the money for its payment is available, and that it will be paid on presentation, unless a lower rate of interest shall be specified therein, in which case the interest shall be computed and paid at said lower rate.

Approved June 10, 1929.

## WARRANTS—CHICAGO.

Ax Act to amend section 132 of "An Act to establish and maintain a system of free schools," approved and in force June 12, 1909, as amended.
Be it enacted by the People of the State of Illinois, represented in the General Assembly:

Section 1. That section 132 of "An Act to establish and maintain a system of free schools," approved and in force June 12, 1909, as amended, be and the same is hereby further amended to read as follows:
§ 132. The board of education may acquire, by purchase, condemnation or otherwise, real estate for any and all school purposes. Condemnation proceedings for the purpose of acquiring such property shall be conducted in the name of the city, in trust for the use of schools. The title to all real estate held for the use and benefit of the schools shall be held in the name of the city, in trust for the use of schools. All conveyances of real estate shall be made to the city in trust for the use of schools.

The board of education shall have power to erect or purchase buildings suitable for school houses, for school administration, and for deriving revenues from school lands, and keep the same in repair; and to issue bonds for the purpose of building, furnishing and repairing school houses and school administration buildings and for purchasing sites for the same, and to provide for the payment of said bonds; and when there is not sufficient money in the treasury to meet the ordinary and necessary expenses for educational and for building purposes, to request the city council, whose duty thereupon it shall be, to order issued warrants against and in anticipation of any taxes levied for the payment of the expenditures for educational and for building purposes to the extent of 75 per cent of the total amount of the taxes levied for such purposes: Provided, however, that warrants drawn and issued under the provisions of this section shall show upon their face that they are payable solely from said taxes when collected, and not otherwise, at the time fixed therein and shall be received by any collector of taxes in payment oi taxes against which they are issued, and such taxes against which said warrants are drawn shall be set apart and held for their payment. Every warrant issued against said taxes shall bear interest, payable annually out of the taxes against which said warrants are drawn, at a rate of not to exceed 6 per cent per annam, from the date of their issuance until paid, or until notice shall be given by publication in a newspaper or otherwise that the money for the payment of said warrants is available and that said waırants will be paid on presentation. Provided, however, said rate shall be not to exceed five (5) per cent after April 30, 1932.
§ 2. Whereas, the Board of Education of the City of Chicago, which is the only board of education in the State of Illinois that comes within the purview of section 132 of the Act that is hereby amended, is in immediate need of money to pay its necessary expenses but is unable to sell any warrants in anticipation oî taxes on account of the low rate of interest on same, therefore an emergency oxists, and this Act shall take effect from and after its passage and approral.

Aiproten March 28, 1929.

## APPENDIX.

## CHILD LABOR.

An Act to amend "An Act concerving child labor and to repeal an Acts entitled, 'An Act to regulate the employment of children in the state of Illinois, and to provide for the enforcement thereof," approved May 15. 1903, as amended:
Be it enacted by the People of the State of Illinois, represented in the General Assembly:

Section 1. "An Act concerning child labor, and to repeal an Act entitled, 'An Act to regulate the employment of children in the State of Illinois, and to provide for the enforcement thereof,'" approved May 15, 1903. as amended, is amended to read as follows:
§ 1. No minor under the age of fourteen years shall be employed. permitted or suffered to work at any gainful occupation in, for or in connection with, any theatre, concert hall or place of amusement, or any mercantile institution, store, office, hotel, laundry, manufacturing establishment. mill, cannery, factory or workshop therefor, within the State.
§ 2. It shall be the duty of every person, firm or corporation, agent or manager, superintendent or foreman of any firm or corporation employing minors over the age of fourteen and under the age of sixteen years for or in connection with any theatre, concert hall or place of amusement, or any mercantile institution, store, office, hotel, laundry, manufacturing establishment, mill, cannery, factory or workshop within this State, to keep a register in said theatre, concert hall or place of amusement, or in said mercantile institution, store, office, hotel, laundry, manufacturing establishment, mill, cannery, factory or workshop in or for or in connection with which said minors shall be employed or permitted or suffered to work, in which register shall be recorded the name, age, place of residence of every minor employed or suffered or permitted to work therein, or therefor, or in connection therewith, over the age of fourteen and under the age of sixteen years; and it shall be unlawful for any person, firm or corporation, agent or manager, superintendent or foreman of any firm or corporation to hire or employ or to permit or suffer to work in or for or in connection with any theatre, concert hall or place of amusement, or any mercantile institution, store, office, hotel, laundry, manufacturing establishment, mill, cannery, factory or workshop, any minor over the age of fourteen and under the age of sixteen years, unless there is first procured and placed on file in such theatre, concert hall or place of amusement or in such mercantile institution, store, office, hotel, laundry, manufacturing establishment, mill, cannery, factory or workshop, an employment certificate issued as hereinafter provided and accessible to the authorized officers or employees of the Department of Labor, and to the truant officers or other school officials charged with the enforcement of the compulsory education law.
§ 3. Every person, firm or corporation, agent or manager, superintendent or foreman of a corporation, employing or permitting or suffering to work five or more minors over the age of fourteen and under the age of sixteen years, in or for, or in connection with any theatre, concert hall or place of amusement, or any mercantile institution, store, office, hotel, laundry, manufacturing establishment, mill, cannery, factory or workshop, shall post and keep posted in a conspicuous place in every room in or in connection with which such help is employed or permitted or suffered to work, a list containing the name, age and place of residence of every minor over the age of fourteen and under the age of sixteen years, employed, permitted or suffered to work in or in connection with such room.
§ 4. An employment certificate shall be issued only by the superintendent of schools or by a person authorized by him in writing; or where there is no superintendent of schools, by a person authorized by the school board or other local school authority or in counties of the first and second classes during vacation by the county superintendent of schools: Provided, that no member of a school board or other person authorized as aforesaid, shall have authority to issue such certificates for any minor then in or about to
enter his own establishment, or the employment of a firm or corporation of which he is a member, officer or employe. The person issuing these certificates shall have authority to administer the oaths provided for herein, but no fee shall be charged therefor. It shall be the duty of the school board or local school authority, to designate a place or places (connected with their offices when practicable), where certificates shall be issued and recorded, and physical examinations made without fee, as lereinafter provided, and to establish and maintain the necessary records and clerical service for carrying out the provisions of this Act.
\& 5. The official authorized to issue an employment certificate to any minor shall issue such certificate only upon the application in person of the minor desiring employment, accompanied by the parent, guardian or custodian of such minor and after having received, examined and approved the following papers, namely:
(a) A school record, as hereinafter provided.
(b) A certificate of physical fitness, as hereinafter piovided.
(c) Proof of age, as hereinafter provided.
(d) A statement signed by the prospective employer, or by some one duly authorized on his behalf, stating that he expects to give such minor present employment, and setting forth the character of the same and the number of hours per day and of days per week, which said minor shall be employed.

For the issuance of an employment certificate, the school record requived by this Act shall be filled out and signed by the principal of the school, public or private or parochial, which the minor has last attended, or by some one duly authorized by him, or during vacation by the county superirttendent of schools in counties of the first and second classes, and shall be furnished to any minor who may be entitled thereto: Provided, said minor shall have first secured proof of age and statement signed by the prospective employer, as provided in this section. It shall certify that the said minor is able to read and write legibly, simple sentences in the English language and has completed a course of study equivalent to the work prescribed for the first eight years of the public elementary school, in spelling, reading, writing, arithmetic to and including fractions, geography and history, and has attended school for at least 130 days during the year preceding the date of his application for his first employment certificate, or between his thirteenth and fourteenth birthday. Such school record shall also give the full name, date of birth and residence of minor, and the name and residence of the parent, guardian or custodian, as shown on the records of the school.

The school record shall be in the following form:
School Record.
Name of parent or guardian or custodian
Residence of parent or guardian or custodian

[^5]fourteenth birthday. The date of last attendance in this school was..........
Signature of Principal
The certificate of physical fitness required by this Act for any minor shall be signed by a physician appointed by the municipal health department, the board of education, or other local school authority, and shall state that the said minor has been thoroughly examined by the said physician at the time of his application for an employment certificate, and is physically qualified for the employment specified in the statement submitted in accordance with the requirements of this section, and is of sound health and of normal physical development for a child of his age.

The evidence of age required by this Act shall consist of one of the following proofs of age, which shall be required in the order herein designated:
(a) A duly attested transcript of the birth certificate, furnished free by the State, filed according to law with a registrar of vital statistics, or other officer charged with the duty of recording birth; such registration having been completed within the ten years after date of birth; or,
(b) A baptismal certificate or transcript of the record of baptism, duly certified, and showing the date of birth, and place of baptism; or,
(c) A passport showing the age of the minor; or,
(d) In case none of the aforesaid proofs of age shall be obtainable, and only in such case, the issuing officer may accept, in lieu thereof, other documentary record of age (such as official certificate of arrival in the United States bona fide Bible record, confirmation certificate or life insurance policy which are at least one year old at the time of the minor's application for the permit), or transcript thereof, duly certified, which shall appear to the satisfaction of the issuing officer to be good and sufficient evidence of age; or, in case none of the aforesaid proofs of age shall, in the judgment of the officer having power to issue employment certificates be obtainable, such officer may accept in lieu thereof a written statement signed by the head teacher or principal of the public or private school which such child has attended, certifying that he or she was in. grade, and can read and write legibly simple sentences in English, and further certifying the name, age, place and date of birth of such child as shown by the official record of such school for at least two years during the period such minor was in attendance thereat; or,
(e) In case none of the aforesaid proofs of age shall be obtainable, and in such case only, the issuing officer may accept, in lieu thereof, the signed statement of two physicians, at least one of whom shall be a public health officer or public school physical inspector, stating that they have separately examined the minor and that in their opinion the minor is at least fourteen years of age, or in case where such appears to be true that said minor is at least sixteen years of age.
§ 5a. Vacation certificates may be issued in the same manner and under the same conditions that certificates are issued for employment during the regular session of the school, except that for such vacation permits to children who have reached their fourteenth birthday, no proof of education qualifications shall be necessary and no school record required, as in the case of the regular certificates, but any such vacation certificate shall be valid only for the period indicated upon the certificate, which must be limited to the time during vacation of the public schools in the town, district or city where the child resides.

Any employer who fails to dismiss from his services any employee named in a vacation certificate upon the expiration thereof, or fails to return such certificate to the authorities who issued the same, upon the expiration thereof, shall be subject to a fine of not less than ten ( $\$ 10.00$ ) dollars nor more than fifty ( $\$ 50.00$ ) dollars.

Such vacation certificate shall bear upon its face the date of its expiration.
§ 5b. The persons authorized to issue employment certificates may issue a permit to work outside of school hours to any minor over the age of fourteen and under the age of sixteen, regardless of what schooling he
has completed, for a period of time which when added to the time such minor is required by law to attend school shall not exceed eight hours in any one day, which time shall be between 7 o'clock a. m. and 7 o'clock p. m. Provided, that the person issuing any such permit to work outside of school hours shall immediately notify in writing, the principal of the school which the minor is attending, and if at any time, to the satisfaction of the person issuing such permit to work, it appears that the school work or the health of such minor is being impaired by such employment, the authority issuing such permit may revoke the same. Such employment certificate shall have printed across the face in red "Permit for work out of school hours," and shall be issued within the requirements prescribed in section 5 of this Act with relation to health, written statement of employment and proof of age, and shall be acknowledged and returned to the superintendent of schools by employers within the same period and under the same penalties as regular employment certificates.
§ 6. All employment certificates shall be issued in triplicate, one which shall be forwarded by mail by the issuing officer to the prospective employer of the minor for whom the employment certificate is issued, and another of which shall be forwarded to the properly authorized officer of the Department of Labor, and a third, or the facts contained on it, shall be filed in the issuing office.

Whenever an employment certificate shall be refused to a minor the name and present address of such minor, and the school record issued to such minor, shall be forwarded by the official refusing to issue the certificate to the principal of the school which such minor should attend, or to the compulsory attendance or truant officer.

In any prosecution for a violation of this Act, the employment certificate shall be admissible as prima facie evidence of the facts set forth therein.

Any explanatory matter may be printed upon such certificate in the discretion of the board of education or other local school authority.

The employment certificate shall be signed by the officer duly authorized by the board of education or other local school authority and by the minor and shall be in the following form:
To the office of.
. (City)
(State)

## EMPLOYMENT CERTIFICATE

This certifies that I have made a careful examination of all proofs, documentary and otherwise, required by section 5 of an Act entitled, "An Act concerning child labor and to repeal an Act entitled 'An Act to regulate the employment of children in the State of Illinois, and to provide for the enforcement thereof,'" approved May 15, 1903, as amended for.

## .................................(name of minor), and find the following:

(a) That the above named minor can read and write legibly simple sentences in the English language and has completed the work of the .............................grade in the.............................................. school, and that he had attended school at least 130 days during the year previous to this date, or between his thirteenth and fourteenth birthdays.
(b) That the above named minor is physically fit to do the work specified in the statement submitted in accordance with the requirements of section 5 of the aforesaid Act; and that his height is (feet and inches)

or dark)
(c) That he or she was born at (city, state or country)
19....................... as shown by............................................
(d) That (name of employer)...................................of (address)
............................................... ployment at (character of the work)
hours per day and..........................days per week.
Officer duly authorized by the superintendent of the board of education (cr other local.school authority) of..................................... (city), to issue employment certificates.

This certificate belongs to the board of education, (or other local school authority) and is to be returned to this office within three days after (name of minor) leaves the service of the employer holding the same.
§ 6a. The person authorized to issue employment certificates, may, upon the application in person of any minor over the age of sixteen years, and upon presentation of evidence of age as required for minor under the age of sixteen in section 5 of this Act, issue a certificate of age for minor over the age of sixteen. The certificate of age for minor over the age of sixteen years shall be in the following form and shall bear on the face the signature of the minor to whom it is issued, affixed in the presence of the issuing officer.
CERTIFICATE OF AGL FOK MINOR OVER SIXTEEN YEARS.
(Issued on the evidence of age as required by Illinois Child Labor Law.)
Office of the Employment Certificate Bureau.

(Date)
(Signature of minor affixed in presence of issuing officer)

## TO THE EMPLOYER.

Do not destroy this card. It belongs to the minor to whom is it issued. Return it to him when he leaves your service.
§ 7. It shall be the duty of every person who shall employ any minor under the age of sixteen years to acknowledge in writing, to the official issuing the same, the receipt of the employment certificate, within three days after the beginning of such employment. On termination of the employment of a minor under the age of sixteen years, the employment certificate issued to such minor shall be returned by mail, by the employer to the official issuing the same, immediately on the demand of the minor for whom the certificate was issued, or otherwise, within three days after the termination of said employment. The official to whom the certificate is so returned shall file said certificate, and notify the compulsory attendance or truant officer. Any minor whose certificate has been returned as above provided, shall be entitled to a new employment certificate upon presentation of a statement from a prospective employer as hereinabove provided, accompanied by a certificate of physical fitness issued in a manner as hereinabove provided and based upon a re-examination of the minor, and certifying that the minor is physically fit to undertake the work specified in the statement submitted in accordance with the requirements of section 5 of this Act.
§ 8. The Department of Labor, through its authorized officers or employees, shall visit all theatres, concert halls or places of amusement, all mercantile institutions, stores, offices, hotels, laundries, manufacturing establishments, mills, canneries, factories or workshops, and all other places where minors are or may be employed, in this State, and ascertain whether any minors are employed contrary to the provisions of this Act. Such officers and employes may require that employment certificates, and all lists of minors employed in, or for or in connection with such theatres, concert halls or places of amusement, and such mercantile institutions, stores, offices, hotels, laundries, manufacturing establishments, mills, canneries, factories or workshops, and all other places where minors are employed, as provided for in this Act, shall be produced for their inspection on demand.

And provided, that upon written complaint to the school board or other local school authorities of any city, town, district, or municipality, that any minor (whose name shall be given in such complaint) is employed in,
or for or in connection with any theatre, concert hall or place of amusement, or any mercantile institution, store, office, hotel, laundry, manufacturing establishment, mill, cannery, factory or workshop, contrary to the provisions of this Act, it shall be the duty of such school board or other local school authorities, to report the same to the Department of Labor.
§ 9. No person under the age of sixteen years shall be employed or suffered or permitted to work at any gainful occupation more than six days in any one week, nor more than eight hours in any one day; or before the hours of seven o'clock in the morning, or after the hour of seven o'clock in the evening. Every employer shall post in a conspicuous place in every room where such minors are employed, a printed notice stating the hours required of them each day of the week, the hours of commencing and stopping work, and the hours when the time or times allowed for dinner or for other meals, begins and ends. The printed form of such notice shall be furnished by the Department of Labor, and the employment of any such minor for longer time in any day so stated, or more than six days in any one week, shall be deemed a violation of this section.
§ 10. No minors under the age of sixteen years sliall be employed at sewing belts, in any capacity whatever; nor shall any minors adjust any belt to any machinery; they shall not oil or assist in oiling, wiping or cleaning any machinery; they shall not operate or assist in operating circular or band-saws, wood-shapers, wood-joiners, planers, sandpaper or wood polishing machinery, emery or polishing wheels used for polishing metal, woodturning or boring machinery, stamping machines in sheet-metal and tinware manufacturing, stamping machines in washer and nut factories, corrugating rolls, such as are used in roofing factories, nor shall they be employed in operating or assisting to operate any passenger or freight elevator, steam-boiler, steam machinery or other steam generating apparatus; they shall not operate or assist in operating dough breaker or cracker machinery of any description; wire or iron straightening machinery; nor shall they operate or assist in operating rolling mill machinery; punches or shears, washing, grinding or mixing mill or calendar rolls in rubber manufacturing, nor shall they operate or assist in operating laundry machinery; nor shall minors under the age oî sixteen years be employed in any mine or quarry; nor shall they be employed in any capacity in preparing any composition in which dangerous or poisonous acids are used, and they shall not be employed in any capacity in the manufacture of paints, colors or white lead; nor shall they be employed in any capacity whatever in any employment that the Department of Labor finds to be dangerous to their lives or limbs, or where their health may be injured or morals depraved; nor in any bowling alley, nor in any theatre, concert hall or place of amusement wherein intoxicating liquors are sold; nor shall any females under the age of sixteen years be employed in any capacity where such employment requires them to remain standing for and during the performance of their work.
§ 11. The presence of any minor under the age of sixteen years, in any manufacturing establishment, factory or workshop, or in any other place in which such minor is by this Act prohibited from working shall constitute prima facic evidence of his or her employment therein.
§ 12. It shall be the special duty of the Department of Labor to enforce the provisions of this Act, and to prosecute all violations of the same before any magistrate or any court of competent jurisdiction in this State. It shall be the duty of the authorized officers and employees of the Department of Labor, and they are hereby authorized and empowered, to visit and inspect, at all reasonable times and as often as possible, all places covered by this Act. Truant officers and other school officials authorized by the board of education or school directors may enter any place in which children are, or are believed to be employed and inspect the work certificates on file. It shall be the duty of such truant officers or other school officials to file complaints against any employer found volating the provisions of this Act.
§ 13. Whoever having under his control a minor under the age of
sixteen years, permits such minor to be employed in violation of the provisions of this Act, shall for each offense be fined not less than $\$ 5.00$ nor more than $\$ 25.00$, and shall stand committed until such fine and costs are paid.

Every person authorized to sign any of the certificates prescribed by section 5 and section 6 of this Act, who certifies to any materially false statement therein, shall be guilty of a violation of this Act, and upon conviction thereof, shall be fined not less than $\$ 5.00$ nor more than $\$ 100.00$ for each offense, and shall stand committed until such fine and costs are paid.

A failure to produce to the authorized officers or employes of the Department of Labor, or to the school attendance officers, any employment certificate or list required by this Act, shall constitute a violation of this Act.

Any person, firm or corporation, agent or manager, superintendent or foreman of any firm or corporation, whether for himself or for such firm or corporation, or by himself or througl sub-agents, or managers, superintendents or foreman, who shali violate or fail to comply with any of the provisions of this Act, or shall refuse admittance to premises or otherwise obstruct the officers or employees of the Department of Labor, in the performance of their duties, as prescribed by this Act, shall be deemed guilty of a misdemeanor and upon conviction thereof, shall be fined not less than $\$ 5.00$ nor more than $\$ 200.00$ for each offense, and shall stand committed until such fine and costs are paid.

Provided, that the employment of a minor shall not be deemed a violation of this Act insofar as the employer is concerned if, immediately prior to the employment of said minor, the employer shall have been presented with or shall have obtained the duly attested over age certificate issued in accordance with section 6 of this Act to the said minor.
§ 14. No provision of this Act shall be construed to prevent any minor over the age of fourteen years, who shall not have completed the educational requirements prescribed by this Act, but who, on July 1, 1929, shall be lawfully employed by any person, firm or corporation, from continuing in employment without complying with said educational requirement, and, provided, further, that no minor under the age of fourteen years shall be allowed to work more than eight hours in any one day, nor more than six days in any one week: Provided, that nothing in this section shall be construed to prevent any minor under the age of fourteen years from doing voluntary work of a temporary and harmless character, for compensation, when school is not in session, with the consent of parent or guardian, nor shall any provision of this Act be construed to prevent the board of education or school directors of any school district from substituting vocational education under its supervision for academic education.
§ 15. The invalidity of any portion of this Act shall in no way effect the validity of any other portion thereof which can be given effect without such invalid part.

Approved June 17, 1929.

# SUGGESTIONS ON SPECIAL TRAINING FOR TEACHERS IN THE ONE-TEACHER SCHOOLS. 

CIRCULAR NO. 245.<br>Prepared by U. J. Hoffiran, State Supervisor of Rural Schools.

Issued by Francis G. Blair, Superintendent of Public Instruction.
SUGGESTIONS ON SPECIAL TRAINING FOR TEACHERS FOR RURAL ONE-TEACHER SCHOOLS.

The Needs. While there should be no difference in the scholarship and the technique of instruction required in a one-teacher rural school and that required in a city graded school, the conditions in a one-teacher school are so greatly different from those in a graded school that special teacher-training is necessary.

The regular two-year course of the normal school leading to a diploma, while it fits the student well for the city graded school with one grade in a room, does not furnish the special training required to cope with the peculiar situations in a room containing eight grades.

One-third of the children in Illinois must attend a one-teacher school. It is hoped that in the future from this source will come as high-class citizenry and leadership as in the past. That this may be, the children of the rural districts must have the knowledge and training that will fit them to take their place in the life of today that is very different from life when their grandfathers went to school. Schools taught by untrained teachers differ little from those of the grandfathers. Unless they have schools that fit them for it, they will surely fall behind and they, as well as our country, will be the losers.

That the teaching in the one-teacher schools is not as good as it is in the city schools requires no argument. Most of the teachers have no preparation for teaching. The few who attend a normal school but receive no special training, flounder and waste much of the children's time and let them form bad habits while the teacher is learning from the mistakes she makes. With special training to meet the peculiar conditions, she will learn from her successes and teach well from the first.

The farmers pay a good portion of the tax to support the teachers colleges and are entitled to a good deal more direct benefit from them than they have received in the past. It is gratifying that the teachers colleges have so readily responded to their needs.

After 1931 all who enter upon teaching will have to receive one year of training beyond the high school before they may be certificated to teach. The teacher's colleges should provide the opportunity for training for beginning teachers in the one-teacher schools as well as for the graded schools.

## What Is the Special Training Needed?

Organization. To provide ample time for the instruction of each and every child from the first through the eighth grade and provide ample time for each to do his work is not an easy problem. The beginning teacher needs training and skillful direction in solving it.

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Administration. The teacher must perform the duties of superintendent, supervisor, janitor, school nurse as well as instructor. She must carry the load of responsibility alone. Where angels might well fear to tread, a girl of twenty should not be obliged to rush in without some of the advantages that angels are supposed to have. Compared with her, the one-grade teacher has an easy job. With proper direction and training, even the beginner may be well prepared successfully to conduct such a school from the first.

Instruction. To be able to instruct children of every grade from the first through the eighth in the time available requires special training not supplied in the regular practice school of the college. The knowledge of subject-matter, the insight into the capabilities and characteristics of this great variety of children, is so extensive and varied that special instruction and training are necessary.

There are so few children in each grade that any grade can hardly be called a class. Seldom are there more than four and sometimes only one in a grade. If the teacher has had practice teaching only in teaching larger classes, she is at a loss what to do. She must learn the art of individual instruction.

Directed Study. The teacher's time is so completely occupied with the grades from the first through the fourth that the more advanced grades must learn by study more than through instruction. What they need is to be shown how to study. The teacher must be able to plan their work and direct them in doing it when they need such direction. In this way the pupils can be profitably employed all of the time and the teacher will need less time for the upper grades, and still render the best service to her pupils. The training school should show them how this may be done.

Management. The management, that is, governing and influencing the children in a one-room school containing children of all ages and advancement, is a very different matter from managing a room of one grade of children of about the same age and attainment. Special instruction, observation and practice are needed.

The: Thaf For Spechal Training.
Nearly all the students in the teachers' colleges who expect to take two years of work and secure a diploma expect to get employment in a graded school. They very naturally will choose the regular course in the practice school. If they fail to get a position in a graded school, they accept a one-teacher school. This is not best for the children and not pleasant for the teacher.

The students who expect to attend college for one year only, hoping to earn the money to go another year, will have to go to the country. Such should be required to take the special training course for the one-teacher school.

## Essextials of a Riral Trifing Deparment.

The Director: There should be employed a director who should devote full time to this department. He should be versed in the general educational problems: Child psychology, rural sociology, the history of education, the teaching and learning processes, school systems and school law, but for this position he should be a specialist in the organization, management and the instruction of the one-teacher school. He should be able to demonstrate how to teach all the school subjects as they should be taught in the one-teacher school, as well as to direct others.

The Training Schoots. There should be as many typical one-teacher schools easily accessible as are required to accommodate all the students in training. The school board should permit the college to select the teacher and should pay the customary salary. The college should add to the satary whatever is needed to secure a teacher of superior fitness and skill. The


Students in the Western Illinois State Teachers College who expect to teach in one-teacher rural schools. The man at the lower
management of the school should be in charge of the college, the school board being consulted.

The Training Teacher. The teacher in charge should be a graduate at least of a two year course, have had special training for this type of school and have demonstrated by successful experience that she can conduct and teach such a school in a superior manner. While the school should serve as a training school, the primary object should be to make it serve the best interests of the children. If rightly conducted, it can serve both purposes better than the one purpose is served when only one teacher does the work. The influence of the superior training teacher and the help given the pupils by the student teachers add greatly to the interest and the progress in the work of the children.

Transportation. The college should furnish transportation to the students in training. It should also provide typewritten, mimeographed and multigraphed material needed in instruction. Play-ground apparatus and all other equipment should be supplied by the school board.

Cooperation. The director and the training teacher should cooperate in planning the work of the pupils and of the student teachers. The parent should organize a parent-teachers club to meet occasionally with the school. Such meetings may add much interest and greatly encourage the children to do better work.

## Duties of the Director.

First-He should organize his department and his advice in the selection of training teachers should have weight.

Second-He should see to it that the training schools are properly equipped and adequate transportation of training teachers and students in training is provided.

Third-He should counsel, instruct and direct the work of the training teachers, assisting them in formulating programs for pupils and for students in training.

Fourth-He should visit the training schools as often as need be, conduct meetings of the training teachers and student teachers separately or together, as may be best to discuss the solution of problems which may arise.

Fifth-He should assist the training teachers in making study plans for the children in all subjects and in the routine of the work of the students in training.

Sixth-He should give a course of six weeks, daily class periods, in management of the one-teacher school.

Seventh-He should give a course of eighteen weeks in the State Course of Study exemplifying instruction of each school subject in the daily program of the one-teacher school.

## The Course in Management.

The use of a single text book is not advised. There should be available to the students copies of the best treatises on this subject. An objective is to lead the student to be an investigator. The single text book may defeat this purpose. The director should prepare a detailed syllabus of his course, citing writers on the various topics. Guided by the syllabus, the student should read the references, take notes and outline in a note-book his own conclusions.

The lesson period should be as little as possible, a lecture or a reciting period. It should be a conference, a round-table discussion.

Some of the most important topics are:
First-Organization of a one-teacher school. The program of daily work.

Second-Objectives in the organization and the program.
Thirl-Objectives in instruction, in study.

Fourth-The learning process. Objectives and methods of testing-Pretest, Presentation test, Assimilation or final test.

Fifth-The teaching process.
Sixth-Creating interest in study and learning.
seventh-The uses of class instruction.
Eighth-The uses of individual instruction.
Ninth-The importance and function of study plans.
Tenth-The unity of the school instead of eight schools in one room.
Eleventh-Cooperation of pupils and parents in the success of the school.
Twelfth-Health and sanitation.
The purpose is to guide the student in getting a general view of the field and the sources of help when he enters upon teaching. The director should lead in the search for knowledge rather than seek to impart it.

Mastering the State Course by Study and Exemplification of Instruction.
Eighteen weeks should be devoted to an intensive study of the elementary school curriculum. This can be best done by the student informing himself of its contents, then hịmself doing a part of the work as the pupil will be expected to do it.

The director can exemplify right procedure and instruction. The student will read about these, see them in operation and himself do what he will later expect his own pupils to do.

The State Course of Study is so voluminous, intricate and involved that the beginning teacher trying to use it is helpless and soon gives up trying to follow it. This course is intended to show her what it is and how to use it.

Eight subjects should be taken up-reading, language, arithmetic, geography, U. S. history, spelling, health and civics. Two weeks should be given to each. The section of each to be used to exemplify instruction and study can be selected by the director and the class. As a rule the assignment should cover about a month's work, though it is best to choose a unit of interest, a definite unit of the subject.

## Procedure Suggested.

First-A class period may be devoted to becoming familiar with the year's work of which the unit is a part.

Second-The next period should be used by the director and the students cooperating in formulating a study plan for the unit to be studied.

Third-Three periods should be devoted to the study of the unit. It should be done in the class room under the guidance of the director. Each student should have a text book of his own and should have access to books of reference. In the nastery of the unit the study plan previously made should be followed. The director should give the assistance needed by any student, thus demonstrating how directed study and individual instruction can be used with their pupils.

Fourth-One period should now be used to demonstrate how to conduct a discussion of the subject studied. The director should lead not simply in getting answers to questions, but in stimulating thought and securing the expression of the student's own thinking.

Fifth-One period can be devoted to a discussion of tests, the students having formulated their ideas on the subject. They should then undergo a model test on the subject studied.

Sixth-Two periods should be devoted to studying the requirements of the State Course of Study, covering eight years of work in the subject. These periods should be given to examining the Course, asking for information where the requirements are not clear. A test may be given, determining whether the student can state the objectives and content of each of the eight years of work.
srrenlh-One period can be profitably spent in discussing means and llevices for getting pupils in readiness to begin the study of a unit of the

subject-in getting pupils interested in the problem-in establishing confidence in their ability to succeed.

The other subjects can be exemplined in a similar way.
The Guiding Principle is: The instructor should show rather than tell how to do; the student should learn by thinking and doing rather than by listening and remembering.

## The Rural Practice Schools.

- The Procedure. The training teacher in charge under the leadership of the director of the rural department should organize and conduct the school for the best interest of the children who attend. She is responsible to them. The use of the school as a training school should not make it less serviceable to the children. It can be made more serviceable because of the additional help that is given them by the student teacher. The training teacher must so manage that superior service is rendered by the student teacher.

In the Lower Grades. The pupils in the first, second, third and fourth grades require class instruction as well as direction in their seat work every day in every subject. Their only means of learning is the teacher. But by the end of the fourth grade they have learned to read, write, to draw and to use numbers. They can now begin to do much of their work under direction.

In the Upper Grades. From the fifth grade on the pupils have the tools of learning. They now need direction in the use of them. Class instruction is still useful but it is used less frequently. Planning the pupil's study and directing him in doing it should occupy most of his and the teacher's time. Making a plan for the pupil to do his work and then seeing to it that he can and does do it is more valuable service to him than simply telling him how to do it. It is better to know what he should do and see that he does it than to examine him to find out whether he has done it. To the pupil study time is of more value than reciting time. The recitation in a subject is not necessary every day, but the study of the subject is. In planning the pupil's study and directing him in doing it is the teacher's most valuable service. The student teacher receives the most benefit from her practice in this kind of work.

## Order of the Student Teacher's Work.


#### Abstract

Observation. Two weeks can be spent in observing the training teacher. Each student should have a guide for observation and take notes on what she observes under each topic. One week the observation should be in the forenoon and the other in the afternoon work. Things to be observed include, the routine of the work, management of heating and ventilation, the window shades, movement of classes, recesses, games, noting attitudes and behavior of pupils and teacher-in short, getting acquainted with the situation. This observation should be followed by a conference of students, teacher and director. Note-books should be inspected.

Individual Guidance and Instruction. For one week the student teacher should observe pupils doing their work in various subjects and should give such guidance, instruction and encouragement as each may need. This will require that the student teacher inform herself of the tasks which the pupil is at work upon.

P'laming Lessons. For one week or more the student teacher should learn what work pupils are to do next and make study plans for them, then guide them as may be necessary.

Conducting Classes. For three or more weeks the student should conduct classes. Some of the things to do are to give a pre-test, that is, find out whether the pupils have any knowledge which prepares them to comprehend the problem; next to present the problem, that is, put it clearly before them what they are to do and how to begin, to get them in readiness


to go to work. After the pupils have worked a day or two on the problem or lesson under the direction of the student teacher, she should conduct class discussion. This should reveal what essentials pupils have failed to get. They should be given the opportunity to master these points. Then a final test should be given. If any pupils failed in the essentials, other student teachers should guide them in mastering the points on which they failed. Workbooks in all the subjects should be in the hands of pupils. These save time and make definite what is to be done. The student teacher should have had the opportunity to observe the training teacher conduct class work and learn the steps suggested in the foregoing.

Conducting the School. The student teacher should next be given the opportunity to take full charge of the school, a quarter or a half day at a time. The training teacher should occupy her time in working with the student teacher, observing her work and afterward giving the advice needed.

Primary Methods. Instruction and training in primary methods should


Taken when this one of the rural training schools at Dekalb was recognized by State Superintendent F. G. Blair as a "Superior" school. The gentlemen at the left center are Mr. Hall, Director of Rural Training, Superintendent Blair, County Superintendent Hubbard and President Adams.
be received in the chasses in these subjects in the regular classes in the college. In the one-teacher training school the student should be shown how to employ such methods under the peculiar conditions of the oneteacher school.

## Some General Suggestions.

The Objective. From what has been said it is clear that the purpose is to give the beginning teachers an insight into the problems of the oneteacher school that will enable them to start right when they begin teaching. The problems are: right attitude toward the work, objectives to be aimed at, some definite ideas of procedure in organization, management and instruc-
tion. What they gain here should enable them to do well from the first and improve rapidly by learning to teach by trying to teach.

Credits. In the first year of the college a credit must be earned in school management. This course taken in the one-teacher training school is thought to be more than equal to what is obtained in the regular class in school management. Here the student has practice in management as well as in instruction. Some credit should also be given for the practice teaching. Having had it with small classes in short periods the teacher can readily apply correct procedure in large classes and long class periods.

Looking Ahead. The one-teacher school is not the best rural school that may be devised. The rural population in many districts is already so small that the enrollment is too small for interest and the best work. The population continues to decrease and children are fewer. Road improvement in Illinois is advancing so rapidly that transportation will be feasible in a large part of the State. There is a prospect that the system of taxation will be changed so that the farmer will not have to bear the heavy tax burden which he now bears. The creation of larger districts, the transportation of the rural children to larger schools seem not far distant.

The teachers colleges and the department of rural education in them can render a great service by helping to create sentiment for the change. If a centralized rural school can be established in the vicinity of the college, it will help to give the vision and will afford a training school for principals and teachers for this better type of rural school. Special training for these schools is quite as necessary as it is for the one-teacher rural school.

## PHYSICAL AND HEALTH EDUCATION.

## Suggestions for Rural One-Teacher Schools Programs.

OBJECTIVES, LEGAL REQUIREMENTS, DAILY PROGRAMS, PHYSICAL LAYOUT, PHYSICAL EDUCATION PROGRAM, HEALTH EDUCATION PROGRAM.

CIRCULAR NO. 247.

1ssued by Francis G. Blatr, Superintendent of Public Instruction.

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## FOREWORD.

A law is usually both an effect and a cause. It results from the growing sense of a community need. This need expresses itself through individual and group activities. Gradually the need becomes more generally appreciated until a majority demands that a law shall embody the idea for the general good. That is the course taken by the physical education movement in Illinois. For many years it was provided by certain families for their children and then by clubs and organizations for larger groups of children. Certain city school districts required it in their course of study. In time practically every district under a board of education made some provision for physical education. Four years ago the Legislature, in response to a very general demand, enacted the physical education law requiring that at least one hour a week shall be given in all schools of the State to the teaching and training in health ideas and health habits. At the last session of the General Assembly a physical director was provided for who should formulate plans and courses of study for those schools which do not have local physical directors. It is well known that children in the rural and village schools stand greatly in need of such a program.

This circular is an attempt to supply county superintendents and teachers with concrete suggestions. It is necessarily somewhat tentative and subject to change, but it provides the teachers with a working plan. It is hoped that the Teachers' Colleges will provide for its use in the short courses which prepare teachers for teaching in the rural schools. It is also hoped that the county superintendent will arrange to have all the teachers in his rural schools study the plans as here outlined and make it a part of the county program.

F. G. Blatr, Superintendent.

## SECTION I.

## General Statement.

Purpose of Bulletin. This bulletin is planned to serve as a source of material for immediate use. It is, therefore, temporary and suggestive until such time when a more complete and suitable outline shall be developed. It should be used as a guide for classroom, gymnasium and playground activities. While it is designed for the one-teacher schools it is believed teachers in graded schools can adapt the procedure suggested to graded school situations.

Growth in Physical and Health Education. It is generally recognized that physical and health education has been neglected. A movement for universal education in these two important phases has taken such impetus that in 1930 thirty-six states have legislated for this instruction and twenty-one states have appointed supervisors to assist in such instruction.

Preparation of Teacher. It is not necessary to have special preparation to begin this important work, although each teacher should have general knowledge which will help her develop the physical, mental, moral and social health of the children entrusted to her care.

Problems. The one room rural school presents a great problem in the State physical and health education program. One can visualize its needs; but by its nature barriers are set up that prevent meeting these needs to the fullest extent. In one-teacher schools the teaching is not closely supervised. There are many rural schools that are on dirt roads, making them quite often inaccessable to direct supervision or frequent visitation.

The major portion of the work falls upon the individual teacher either with supervision or without supervision. The teacher has many duties to perform in guiding the destinies of her charges. It is the hope that these specific suggestions may aid in the discharge of this new duty.*

## Objectives.

The following minimum objectives are suggested to stimulate the promotion of a positive and health education program. Some schools will attain all the objectives; many schools will attain most of them; while all schools can reach some of them.

It is suggested and desired that every school will set out to attain at least one physical and one health education objective the first year and then gradually develop the program by promoting an additional objective each year until all have been realized.

Healtll Objectives.
A medical and dental examination for every school child.
Health habits that endure.
Cooperation with health authorities in the immunization for small pox, diphtheria and typhoid.
Plysical Objectives.

[^6]A class period in physical education each day.
A gymnasium or community room for every school.
Equipped and suitable playground space for every school.
Opportunities for Scouting, Four-H clubs and nature study.
Provisions for adult recreation.

## Conditions Governing the Program.

There are several peculiar conditions to be considered in planning a program of physical and health education for a one-room country school that are common in all rural schools. The physical conditions are the most prominent that must be considered.

Economy in Expenditures. The habits of economy in expenditures in country life carries over into expenditures for schools. It is not a fault, but a virtue if not practiced to the detriment of the school children. Care should be exercised by the teachers to show that apparatus is needed. Much of it can be homemade. The minimum of expenditures should at first be asked for.

Parents' Attitude. The parents of today had no provisions for play at school. Some sincerely believe the school is for work, not for play. They must be shown that play and health and exercise are quite as essential for the growth of the child's body as study is for his mind. It is not intended that the child shall study less, but more by being healthy and happy while he is at school. A good way to bring parents to see the value of physical and health education is to have them take an active part in play activities, social affairs, picnics and field trips to neighboring cities. In addition to this, demonstrations for special occasions with the parents as the audience and the community activities with the parents as participants will aid in breaking down this prejudice.

Grouping of Pupils. The variations in the ages of the children in the one-room school and the lack of size of the school groups may be satisfactorily met by having two groups: the younger pupils (1-2-3-4 grades) and the older pupils (5-6-7-8 grades).

Physical Conditions. The physical conditions of the school building and grounds quite often hinder the best results. However, very little equipment is necessary when adequate play space is available. Equipment aids in the variety of activities producing the maximum amount of pleasure. The structure of the building and the condition of the school building often hamper the program for physical education during the winter months. The ingenuity of the teacher will solve this by adapting outside activities to the limitations of poorly planned buildings.

Immediate Needs of Children. The most important consideration is the adjustment of the program to the immediate needs of the children. These needs are (a) the development of coordinations through variety of activities; (b) the development of health through health instruction and the promotion of health habits; (c) the promotion of social training through group contacts; (d) freedom of movement and the unconscious control of manners. Much of this can be achieved by a proper program of indoor exercises.

## SECTION II. ORGANIZATION.

Schools With an Enrollment of Ten to Thirty Pupils. The division of the children of the one room school into an older group (grades 5-6-7-8), and a younger group (grades $1-2-3-4$ ) is recommended, except for the few suggestions hereafter made for the one to ten pupil schools and for schools with an enrollment over thirty. The grouping of grades may be varied and made advisable according to the size of the pupils and the number of pupils in the room; trying to strike a balance if possible with an equal number of pupils in each group.

## Suggestive Lesson Plan.

Variety of Activities. The lesson plan for the daily program should provide for a variety of activities. A variety of such activities may be obtained from "Health and Physical Education." By using the following three divisions in making up the activities in the lesson, a minimum variation is assured. There will be times when all three divisions cannot be given. Occasionally there will be times when the entire period can be given to game activity. Additional and detailed material is given in Section III, pages 19 to 36 .

1. Tactics. Facing, left, right and about. Marching, in place, forward and backward, left and right closing steps, on toes with legs stiff, on toes with knees bent and with hands on ankles. (About $1 / 6$ th of the period.) Fundamental folk dance steps; skipping, closing step, step hop, step swing hop, gallop hop and others may be used as part of tactics. Facing about may be added to marching by allowing four counts to the facings. Other variations and combinations of these may be added. Skipping, hopping and running may be substituted for or added to tactics. This division should be reserved for indoor activity during wet and inclement weather.
2. General Activities. Team games, folk dancing, badge test exercises, track and field events, rope skipping, physical measurement tests, playground apparatus and tumbling offer avenues for stunts and contests. In the schoolroom, stunts should be modified to the indoor situation, consisting of balancing, sitting and rising, trick walking, dips and push ups, hopping and skipping combinations.

Younger Group, grades 1-2-3-4: Story plays, rhythmic plays, mimetic exercises, stunts, relays, games.

Older Group, grades 5-6-7-8: Team games, contests, folk plays, stunts, badge tests, track and field events.
3. Games. Suitable games may be chosen for each group as suggested under Section III, pages 19 to 36 .

## Suggested Dally Programs.

Time Allotment. The programs outlined are merely suggestive and tentative. The time allotted to physical education should be given every day. The recess period should not be substituted for the physical education period; but the time allotted to physical education may be added to the recess period.

Organized Recess. The recess period should be organized as a physical education period; thus giving ample time to carry out an effective organization for supervised recess activities. The following daily program provides ample time for physical education and does not require much change from the school program with the traditional morning and afternoon recess, and has the added feature of the extra forty minute period at noon, which may be used for the instruction of student leaders.

9:00-9:10 Opening of school.
Opening exercises, health inspection, flag salute.
10:00-10:05 Five minute relaxation period.
Story plays, rhythmic plays, calisthenics, marching. (Suitable activities should be chosen from each group.)
10:25-10:40 Recess for toilet and drink. Physical education period, games, stunts, contests and other general activities.
12:00-12:30 Hot lunch served in school. Pupils not allowed to play before 12:30.
*12:15-12:30 Instruction for students of the older group who act as leaders.
12:30-12:45 Rhythms, games, folk plays, stunts. Quiet games, no violent exercise; goal throwing, pitching games and horseshoes.
$12: 45$
Beginning of afternoon session.

[^7]1:50-1:55 Five minute relaxation period.
Story plays, rhythmic plays, calisthenics, marching. (Suitable activities should be chosen from each group.)
2:25- 2:40 Fifteen minute play period.
Organized games: Volley ball, dodge ball, captain ball, newcomb, relays, running and jumping, soccer, baseball, etc.
Younger Group: Circle games, relays, dodge ball, bat ball, potato racing, jumping, rope skipping, etc.
Older Group: Games of higher organization, baseball, basketball, soccer, captain ball, etc.
Teach and practice new activities to be played in the morning.
Provisions for Minimum Requirements. In order to meet the minimum requirements of the law, the one hour required may be divided into five 12 minute periods, each one of these added to the daily afternoon recess period thus providing a more simple adjustment to the daily program.
10:25-10:30 Recess for toilet and drink.
10:30-10:40 Participation in games learned during afternoon period.
12:15-12:30 Instruction for students of the older group who act as leaders.
12:30-12:45 Rhythms, games, folk plays, stunts, etc.
2:25-2:52 Recess period plus 12 minute daily physical education time allotment equals 27 minutes. Organized games: Volleyball, dodge ball, captain ball, newcomb, relays, running, jumping, soccer, baseball and other general activities.
Younger Group: Circle games, relays, dodge ball, bat ball, potato racing, jumping, rope skipping, etc.
Older Group: Games of higher organization, baseball, basketball, soccer, captain ball, etc.
Teach and practice new activities to be played in the morning.

## Playground Space and Apparatus.

Arrangement. It is a good policy to have the playground space divided so that each group will have a definite place to carry on its activities. It is further suggested that definite places be designated for the various activities. The playground apparatus should be placed along the outer edge of the play space with apparatus suitable for each group in the space assigned the respective groups.

In schools with limited play space, the duplication of activities on the same space and the alternation of groups using this space on alternate days will help solve this problem. The following diagram gives suggestions for a duplication of activities which keeps the small and large groups separated.

Procedure for older Group. Divide the class into an older and younger group. Separate the boys and girls in the older group. One day the girls of the older group participate in group or team games such as baseball, volleyball, or captain ball while the boys participate in the various individual activities such as horseshoe, basketball far throw and goal shoot, baseball target and far throw, horizontal bar and jumping. On alternate days the boys and girls of this group change from group to individual activities. A rotation of individual events as well as the group events will assure constant activity, prolong the variation and promote organization.

Procedure for Younger Group. A similar arrangement may be carried through for the younger group by dividing it into lower and upper grades. The lower grades (1-2) may use the sand pile, seesaws and swings and participate in singing games, folk plays, rhythms and simple circle games; while the upper grades (3-4) participate in group games, simple folk dances of the older group, team games of low organization, take part in simple stunts on the apparatus and use the individual athletic events such as jumping, throwing, pitching, basket shooting, trick walking and balance beams.
(Younger Group)



## Miniatia Equipafest.

Outdoor spaec and Equipment. The most important essential of school ground equipment is adequate play space. The building program of every new school should include this essential and most of the equipment listed under Equipment with Suggestions for Its Use on page 38. The following list suggests a minimum; much of this may be home made as suggested on pages 38-41.

6 Bean or corn bags.
4 Horseshoes.
1 Balance beam ( $2^{\prime \prime} \times 4^{\prime \prime} \times 12^{\prime}$ ).
1 Chinning bar (adjustable to two heights).
3 Fish poles for jumping (or a rope with a weight on either end).
1 Set high jump standards.
4 Short skipping ropes.
1 Long skipping rope.
1 Sandbox 6 feet square (sand, ladles, blocks).
2 Seesaws (sawhorse, long boards).
2 Swings.
1 12-inch playground baseball.
1 Playground ball bat.
1 Soccer football (may be used for volleyball).
1 Basketball.
6 Pairs Indian clubs.
6 Wands.
1 Book of games.
School Boards Furnish Equipment. This equipment is part of the school equipment and should be furnished by the board of directors, school boards, managing boards or trustees. It should not be necessary for the teachers and pupils to promote activities to raise funds to secure the equipment.

Minimum space.-The minimum space should be large enough to provide for the activities shown on page 13. The following sizes are offered as a minimum:

$$
\begin{array}{ll}
10-20 \text { pupils: } & 100^{\prime} \times 100^{\prime} \text { or an equivalent square foot area. } \\
20-30 \text { pupils: } & 150^{\prime} \times 150^{\prime} \text { or an equivalent square foot area. } \\
30-50 \text { pupils: } & 250^{\prime} \times 250^{\prime} \text { or an equivalent square foot area. }
\end{array}
$$

Professor Strayer of Columbia University has recommended a minimum of two acres for a one room rural school and a minimum of three acres for a two room rural school. There is no reasonable justification for rural schools that are surrounded by "wide open spaces" to be restricted to a few square feet of playground space.

Standard and Superior School Requirements. The State requirement for standard schools is a minimum of one-half acre; while the superior school must have at least one acre with play apparatus.

Indoor Space. Rural school buildings should be equipped with some provisions for indoor playrooms. The arrangement of any suitable room may be substituted for a gymnasium. The basement may be elevated, well lighted and ventilated for active general play.

Superior Schools Have Playrooms. Most superior schools have basement playrooms. It is suggested that where ever possible, new buildings should be provided with a playroom that might also be used for community events and parent meetings. Whenever the weather permits, the children should have their activities outdoors; dressed so as to be properly protected against the weather.

## Adjusting Progran to Exceptionat. Schools.

I. With an Enrollment of Thirty to Forty. Schools that have an enrollment over thirty may divide the pupils into three groups: Older group (grades 7-8), intermediate group (grades 4-5-6) and younger group (grades 1-2-3).

During the morning period the younger group should be taught dramatized stories, group singing and circle games by the teacher while the older and intermediate group, under the leadership of the most adept students practice individual athletic events, tests and stunts, games and contests and other general activities such as team games and badge test events.

During the afternoon period the younger group should be supervised by pupil leaders of the older group (preferably girls) chosen by the teacher; practicing and playing the activities learned in the morning. The pupils of the older and intermediate group should be under the supervision of the teacher who teaches and directs new activities such as individual athletic events, tests and stunts, games and contests, and other general activities such as team games and badge test events.

## Student Leaders.

Student Leaders. Select a group of activities for the week. Set aside the noon hour on Monday to instruct pupils of the older group as leaders in the activities selected. Rotate these leaders every two or three weeks. This offers training for the students, aids the teacher in her work and decreases in a large degree the discipline problem. These leaders should be responsible for the proper use and care of equipment and should assist in refereeing, scoring games, recording records in tests and assisting in competitive activities. They should be used to help direct the play of the smaller group. The teacher's supervision, direction and favorable attitude is most vital for an effective program.
II. With an Enrollment of One to Ten. It will be impractical to carry out team games such as playground ball, volley ball, captain ball, and dodge ball in schools with an enrollment ranging from one to ten. Most of the activities in these schools should be individual participation on the swings, seesaws, slides and sandpile with pitching and tossing games for the younger group. The older group should participate in individual athletic events, basket shooting, baseball target throwing, apparatus and tumbling stunts and such dual events as horseshoe pitching, contests and motor ability test stunts.

Joint Participation. To provide the opportunities of group contacts and participation in the activities listed for the schools with large enrollments, it is suggested that two or three small enrollment schools that are in close proximity get together once a week for an hour after school and jointly participate in these activities. During the regular physical education period the pupils should be taught the knowledge and elements of the activities which through joint participation after school will provide the same recreational advantages of schools with the large enrollment.

Teaching Procedure. The following suggestions offer a procedure for the teachers of these schools. The younger group may be taught the words of singing games, the movements of mimetics, the description of games, the movement of story plays and the handling of materials used in the various activities, such as pitching, ball tossing, catching, setting up Indian clubs, etc. The older group may be taught the elements of organized team games through dual, triple or quadruple participation by using modified team game situations.

One Pupil Schools. In schools where there is but one pupil in the older group, such pupils may learn the elements of the games by playing with the teacher.

Elements of Playground Ball. In playground ball, the pupil may pitch to the teacher who acts as catcher or batter; thus offering practice in pitching, batting, catching and fielding. Fielding ground balls may also be practiced by rolling and bouncing the ball on the ground, while throwing the ball high in the air will give practice in fielding fly balls.

Elements of Volley Ball, Captain Ball and Dodge Ball. In volley ball, a student may learn to serve by batting the ball over the net or a rope with the teacher or another student receiving. Continuous batting the ball in
the air with the over hand and underhand bat, develops another element of volley ball. In captain ball and dodge ball, bouncing, catching, tossing at targets and moving objects (another pupil) will develop some of the elements necessary for these games.

Elements of Basketball. Shooting goals, bouncing, free throwing and passing back and forth between pupil and teacher will develop basketball elements. The teacher and pupil, by changing places, will increase the opportunities for development of a greater number of elements.

Two to Ten Pupil Schools. Two, three or four pupils may use the same procedure as suggested above with the addition of some team play. Each pupil repeats the practice elements a prescribed number of times and then acts as an assistant for the other members of the group. A definite rotation will give each pupil a trial of each element to be practiced. Girls and boys may practice these elements together.

Volley Ball. In volley ball, serving (batting the ball over the net at the start of the game and after a point has been scored) over the net with one return from each side, unlimited continuous batting from each side, unlimited continuous batting with over or underhand bat and then over the net, and modified rules such as unlimited number of bats by a side and playing net ball, permitting assistance on the serve, and allowing two bats in succession by the same player, promotes game elements of volley ball.

Playground Ball. In playground ball playing "one old cat" which is played by any number in the field and only one batter will provide team elements. Regular playground ball rules are used except that only one base is used and the batter must go to it and return home on each fair ball hit. A regular order of rotation is given to replace the batter who is out.

Basketball. In basketball, playing "keep away" with combinations of passing, bouncing and shooting and playing a regular game with two or three on a side using one-half the ordinary court with both teams using the same basket will provide game elements for basketball.

Captain Ball, Dodge Ball. In captain ball and dodge ball, playing "keep away," throwing at targets and at one another, passing between one another using the overhand, underhand and bounce passes and playing games using one half the regular space with two, three or four on a side will aid in developing the elements needed for these games.

## SECTION III. ACTIVITIES.

## Games.

The use of any good book on games will provide materials which may supplement or replace the following games.
A. Indoor Games.

1. Passing Relays. Use an eraser, block, ball or bean bag. Variations such as passing overhead, turning in the seat, standing in the aisle and passing between the legs promote variety and provide pleasant content. On the word "Go" the first one in each row passes the object to the one in the rear. This continues until the last one in the row receives it and stands up enabling the teacher to pick the winner.
2. Word Relays. Passing the names of fish, birds or beasts or other names from the front to the back of the row with variations of turning in seats, rising and vaulting.
3. Black Board Relays. Each row is given a piece of chalk. The first one in each row runs to the board and writes a number (from one to nine) and returns to his seat, gives the chalk to the next in the row who writes another number. The remaining ones do likewise. The last one in the row adds the numbers and writes the total. The first row to finish with the correct answer wins. Variations: (1) First in each row writes a number from 50 to 100 , the next subtracts a number from 10 to 20 ; this continues until each in the row has had a turn. (2) Drawing pictures with
the first one in each row starting the object named with each succeeding pupil adding to it. The last in each row finishes the picture. (3) Sentence construction with the first in each row starting a sentence and each succeeding pupil adding words or phrases. The last in each row finishes the sentence.
4. Potato Race. Draw a circle on the floor in front of each row. Use an eraser, piece of chalk or bean bag. The first in each row piants the potato in the circle, returns to his seat. The next in turn runs and gathers the potato, returns to his seat and hands the potato to the one in the rear, who runs forward and plants the potato. This is repeated until the last has finished.
5. Counting Relays. Use ascending and descending counting with the pupils turning in their seats and passing the numbers from front to rear by counting aloud. The teacher gives a number. On the word "Go" the first one in each row gives it to the one in the rear, who adds or subtracts and passes it on to the next. This is repeated until the last has finished.
6. Vaulting Relays. The rows stand in the aisle to either left or right. The first one in each row vaults over his seat by placing one hand on the desk and the other on the back of the seat and assumes the position of attention. As soon as the heels are together the next vaults and assumes a like position. This continues until the last pupil has vaulted. The row finishing first is the winner. Variations such as vaulting with one-half turn and sitting in the seat, vaulting with one-half turn and bending and touching the floor with the hands and sitting in the seat may add to the pleasure, increase exercise and add coordinations.
i. Number Race. Number the pupils in each row consecutively from front to rear. The teacher calls a number. The pupil in each row having the number corresponding to the one called stands to the right, runs forward and encircles his row. The row finishing first is the winner. Each row is accredited with the number of wins. After ever number in each row has been called, the row having the greatest number of wins is the victor.
7. Synapse Relay. Pupils stand in the aisles, face to left or right and grasp hands. At the command "Go" the pupils at the left hand end of the row press the hand of the one to their right, who as soon as they receive the pressure pass it along. As the last ones receive the pressure, they raise their hands signifying the finish, thus enabling the teacher to pick the winner. Repeat three times and change the start from the right hand end with three repetitions.

Suggested Variations. Using the stiff leg walk, deep knee bend walk, backward walk, duck walk (hands on the ankles) and hopping on one or both feet in the relays not only increases the variations and coordinations, but also multiplies the number of games and adds to the pleasure.

Used for Other Occasions. These games may be transferred outdoors or used in set ups similar to the class room in schools having basement or community rooms. These games are also easily utilized for programs and mixers for parent meetings and parties.

## B. Outdoor Games.

Some of these games may be used for girls; others for boys. Many may be used for both boys and girls. Quite a few games listed under each group may be interchanged.
Older Group. (Grades 5-6-7-8).

1. Three Deep. Players stand in a double circle facing the center, one ahead of the other, forming couples. Two players are chosen as runner and chaser. The runner and chaser start outside the circle and at no time during the game are they to cut in or across the circle. The runner steps in front of any couple which makes that group three deep and the outer one of the three must run and the chaser tries to tag him. When a runner is tagged by the chaser, the chaser becomes the runner and the runner becomes the chaser and the game continues. Frequent dodging in front of the couples
will keep the game active and allow all to share the sport. A variation may be had by having the runner step behind a couple and slapping the one ahead who in turn slaps the one in front, who runs as soon as he is slapped.
2. Bull In the Ring. Draw a ring or use the dodge ball circle. A large group may be divided into two groups or the girls may form one group, with the boys forming another group. Both groups may work from the opposite halves of the dodge ball circle or from two separate rings. One player is chosen to be the bull. Those in the circle clasp hands. The bull tries to break through and escape. If the bull breaks through, all in the circle chase the bull. The one who succeeds in catching him becomes the bull for the next play.
3. Duck on the Rock. When the game is played out-of-doors, a large stone, which represents the duck, is placed on a rock or object which gives elevation. The owner, who is drake, stands to guard it. A line is drawn twenty or thirty feet from the rock. Beyond this each of the other players stand and in turn throws his stone at the duck, which he tries to knock off the rock. If he doesn't succeed, he may stand back of the line and wait until some one does succeed. If he prefers, he may run in, pick up his, stone and try to run back to the goal line before the drake can tag him. If he reaches it in safety he las a chance to throw again. When someone succeeds in knocking off the duck, all who have thrown and are back of the line, may run forward, pick up their stones and then run back to the goal line. The drake must replace his duck on the rock each time it is knocked off before he can tag any one. Whoever is tagged becomes drake. A player who has missed the duck may run in and try to place his foot on his stone. He is safe in this position, but once he picks up his stone he may not again place it on the ground for safety. To select the first drake all players stand back of the goal line and throw at the boulder. The one whose stone is farthest from the boulder is drake.
4. Circle Jump. Use a light fishpole or rope with a weight on one end. One child takes his place in the center of the circle with the rope or fishpole in his hands. The children forming the circle join hands. The center child swings the rope with a weight at one end or a fishpole about the circle under the feet of the other children who are expected to jump over it as it passes beneath them. If any player in the ring stops the progress of the weight or fishpole, he changes places with the child in the center.
5. Line Wrestling. A line is marked upon the field. Teams draw up on each side of the line. At the signal, the children try to pull their opponents across the line. When both feet of any opponent cross the line he becomes a captive and then becomes a member of that team. The team that has pulled over the most opponents at the end of a given time wins the trial. Best two out of three trials is the game.
6. Battle Ball. Two parallel lines are marked four feet apart within a restricted area. Competing teams line up behind the lines facing each other. A number of basketballs or volleyballs are distributed equally among the two teams. At the signal, the balls are thrown at opponents. If a ball touches the individual by a direct hit, bounce hit or an accidental touch, it is a point for the side making the hit. Only one player can be hit with one throw. The team making the most hits wins the game. Players may catch the ball which does not count a point.
\%. Bombardment. The field or gymnasium is divided into two equal parts. The players are divided into two teams. At the back of each court is placed a row of Indian clubs. The players from each team are scattered about in front of the clubs protecting them from the attacking balls, but may not cross the center dividing line. The object of the game is to throw either a soft ball or a bean bag at the Indian clubs and knock them down. A play ground ball, volleyball, basketball, or combination of these may be used. In large groups the use of several balls increases the activity, reaction and pleasure. One team must throw at the clubs in the court of the opposing team and vice versa. Each club that is knocked down counts one point for the team that threw at it. Each player tries to guard his own club and throw
at those of the opponents, so he must watch the balls or bean bags all the time, as they are constantly kept in motion. If a player knocks down a club on his own side by accident, it counts one point for the opponent. The team that has the greatest number of points at the end of a given time or first gains a certain stated score wins the game.
7. All Up Relay. Players are lined up in single file columns as in the simplest form of relay. Each line is considered a team. About thirty feet from the first player in each team, two circles are drawn, side by side, and in one of these three Indian clubs are placed. On the signal the first one in each team runs to the clubs and transfers each club separately to the adjoining circle, being sure that each club is standing before running back to the team. He tags the hand of the next one in line who has moved up to the starting line and the game continues as in the simple form of relay until the team has finished. The team finishing first, wins.

Younger Group. (Grades 1-2-3-4).

1. Chain or Link Tag. A goal line is marked off at each end of the playing field. All players line up on one end. One player is made "IT." On a given signal all players rush to the opposite side of the field. The one who is "IT" tries to tag one or more players. The players tagged join hands with "IT." As each player is tagged, he joins the end of the line. Only the two players on the ends of the line may tag. If any of the untagged players succeed in breaking through the chain line without being tagged, all of them may run across the base line to safety. The chain is reformed and the game is continued.
2. Orange and Blue. Mark off a given area forty or fifty feet apart. The end lines are goal lines. Players on the opposing teams line up back to back a distance of two feet on each side of the center line. The teacher calls one of the goal colors. If she calls orange, the members of the orange team chase the members of the blue team to their goal line, capturing as many as possible by tagging them before crossing their own goal line. Captives must join the team of the captors. The process is repeated a certain number of times or during a certain period of time and the team having the greatest number of players at the end of the game wins.
3. Pom-Pom Pullaway. (Or who is afraid of the Bug-a-boo.) Mark off an area about 40 or 50 feet square. One person is chosen to be "IT" (the catcher) who stands in the middle of the field. All others are grouped at one end. The one who is "IT" calls: "Pom-Pom-Pullaway, if you don't come I'll pull you away," whereupon every one must start to run to the opposite side of the field, while the catcher tries by tagging the runners to catch as many as possible before they reach the end line. If any player runs beyond the side boundary lines, he is considered caught. Each player who is caught remains in the middle and helps the catcher from then on, until all are caught. The last one caught is allowed to be "IT" for the next game.
4. Cat and Rat. Players form into a circle and join hands. One is chosen to act as cat and another as rat. The players in the circle try to keep the rat from being caught by the cat, by keeping their hands firmly interlocked and holding them low in order to keep the cat out, when the rat is inside the circle, or vice versa. When the cat catches the rat, the rat chooses another player who becomes the new cat, while the former cat becomes the rat. By limiting the time for each chase to one minute, players will get a chance to be active. Increased pleasure may be derived by having two or more rats and cats.
5. Last Couple Out. Players are lined up in couples as for relays. Divide players so there are at least two teams. One player stands in front of the line as caller. When he calls "last couple out," the two who are at the rear end of the line separate and run up to the front and try to get together again before the caller catches either one. If he does tag one of them, he may be the caller again. If he fails, he may choose one of the two to take his place, and he becomes the partner of the other, with whom he takes his place at the beginning of the line, the game then proceeding as before.
6. Poison Club. Players stand in a circle with hands joined. A group of Indian clubs is placed in the center of each circle, with about a foot of space between the separate clubs. The object of the game is to have the players in the circle pull each other into the center so as to touch the clubs. Those who touch the clubs are out of the game. The one who remains longest without touching the clubs is the winner. Those who become poisoned form another circle and continue to play.
\%. Double Tag. This game is played in the same manner as a simple game of tag familiar to everyone. All the players, however, are coupled off with arms locked. One couple is "IT" and chases the other couples. If the ones who are "IT" break apart, they must again lock arms before they can tag anyone. If the ones chased break apart while running from "IT," they must as a penalty become "IT."
7. Relay Races. Use of variations consisting of stunts listed for the younger group under Other Activities, page 211, using the suggested activities under Equipment and Its Use, page 216, will offer a wide range for relay racing.
8. Use balls, clubs and wands.
*2. Stunts on apparatus and tumbling and trick walking stunts.
9. Obstacles. Over, under, around apparatus, clubs, etc.
10. Potato Racing. (See potato racing under badge tests, page 216).
11. Pitching variations.

## Other Activities.

A. Oider Group. (Grades 5-6-7-8).

1. Teanl Ganes. (See suggestions for laying out courts, pages 219-222).
a. Captain Ball. Three to six circles are drawn on the floor in each half of the playing space, in triangular arrangement about 15 feet being allowed between the circles in each triangle. These circles are the bases. The players are divided into two teams, as Team A and Team B, and each team consists of three to six basemen (one of whom is the captain), three to six guards or fielders. The basemen stand in the bases. The guards of 'Team A, in front of the basemen of Team B, are at liberty to run at large and to catch the ball. The object of the game is to have a captain catch the ball when it is thrown from one of his basemen. Each time he does so it scores one point for his side. Variation may be made by scoring a point from basemen to basemen and two points from basemen to captain.

The game is started by having the ball tossed up between any two corresponding guards of opposing teams who stand in the center. The one who catches it has the privilege of the first throw. The game then continues, each side trying to throw the ball from a basemen to the captain, while the guards try to intercept the throws. Each time the captain catches the ball, it is taken back to the center and the game begins as before. The time is divided into halves, the side having the higher score at the end of the second half wins. At the end of the first half, the guards and basemen change places.
Fouls. It is a foul:
(a) For a baseman to step out of his base with more than one foot.
(b) For a guard to step inside of a base.
(c) To snatch the ball from an opponent.
(d) To bounce the ball more than once.
(e) To run with the ball.
(f) To hand the ball instead of throwing it.
(g) For a player to hold the ball more than three seconds.

Penalty for any one of the above fouls is an unguarded free throw to his captain by the baseman of opponent nearest to where the foul was committed.

[^8]b. Volley Ball.
(a) Outdoors. Mark out a court about 25 by 50 feet. Stretch a tennis or volley ball net across the court at the middle, the top of the net seven feet high in the center. Players are divided into two equal groups placed on opposite sides of the net. The light volley ball is used, and the object is to bat it over the net with open hands. One or both hands may be used. One player starts the game by "serving." To do this he stands with one foot on the rear line of the court, tosses the ball up, then bats it upward and toward the net. The other players watch the ball, and if one of them can help the ball over by batting it he may do so, but no player can bat it twice in succession. If the ball goes over the net without touching, it must be batted back by the opponents. The ball is in play as long as it is batted back and forth across the net; as soon as one side fails to return it, whether by letting it fall to the ground, batting it into the net, or batting it outside the court, it is out of play and must be started again by serving. The side failing to return the ball at any time when it is in play is said to "lose a point." If the side that served loses a point, it loses the right to serve, the ball going to the opponents. If the other side loses (serving side winning) one score is made by the serving side. Only the serving side can make scores; the other side tries to win the point and thus earn the right to serve. Server:

The server must stand with both feet behind the rear line of the court. The ball is served by hitting it with the open hand. If the served ball hits the net the ball is dead and goes to the opponents.

The ball is dead and goes to the offended side:
(a) If ball is knocked out of bounds.
(b) If ball hits or goes under net on serve.
(c) If ball fails to go over net.
(d) If any part of person's body touches net.
(e) If the ball is touched after it has already been touched by three persons before batting it over the net, or if it is touched by one person twice in succession.
(f) If a player reaches over the net.
(g) If a player serves out of turn.
(h) If a player catches, holds, or dribbles the ball.
scoring.
If the receiving side fails to return the ball legally over the net it counts one point for the serving side. The team which first scores fifteen points wins, except that when the score stands $14-14$ it is necessary for one team to score two points in succession.
(b) Indoors. Use a volley ball bladder covered with thin cloth or the mesh end of a stocking or a rubber volley ball. A net or string is stretched across the school room, dividing it into two equal parts. The top should be six feet from the floor. The players are divided into two equal teams. The game consists in batting a volley ball with the open hand back and forth over the string, a point being scored by either team whenever its opponent allows the ball to touch the floor or desks. The ball must be batted (not thrown). The players stand in the aisles, each having a required area to protect. The game starts by number one on either side serving the ball; i. e., tossing it up with the left hand and batting it with the right, trying to get the ball over the net or string to the opposing side.

Rotation of Players. Have the end player of each team in each file serve. When all the end players of a team have served they go to the front of their file. All other players move back one position. The rules are the same as in outdoor volley ball.
c. Playground Ball. This game may be played either indoors or on the playground. It is similar to outdoor baseball except that it is played on a smaller diamond and under modified rules. The regulation size court for the indoor game is 27 feet between the bases with the front line of the pitcher's box 23 feet from home base. These distances may be increased
if played out of doors. A soft stuffed ball is used. The size of the ball may range from twelve to seventeen inches in circumference. This game differs from regulation baseball in the following ways:
Pitcher:
(a) The ball must be pitched with a full underhanded motion with the arm parallel to the body.
(b) The pitcher must stand with both feet on the back line of the box and may take only one step forward in delivering the ball.
(c) He must not step out of his box while in the act of pitching. Butter is out:
(a) If opponents catch a fly ball from his bat before it touches any object.
(b) If hit by ball on third strike.
(c) If he bats out of turn.

Batter may take his base:
(a) If pitcher delivers an illegal pitch.
(b) If fair ball hits umpire.
(c) When the pitcher has delivered three balls.

Base runners:
(a) May not advance or steal while pitcher stands in his box holding ball.
(b) May not advance until ball is hit or passes the batter after being pitched.
(c) Base runner is put out as in regulation baseball.

Summary of differences:
(a) A ball is fair or foul according to the place it strikes and not according to where it rolls.
(b) Pitching rules differ; underhand pitching.
(c) Batter takes base on three balls instead of four.
(d) There is no stealing of bases until catcher has the ball.
(e) Ten men may be used by adding another short-stop.
d. Dodge Ball. Equipment needed: one or more basketballs and a stop-watch. It is well in this game to have a lime circle marked upon the field. This should be large enough to allow all the players to stand on it with plenty of room to throw the ball. Players of Team No. 1 take a position on the outside of the circle. Players of Team No. 2 take a position on the inside of the circle. The object of the players on the outside of the ring is to hit with the ball the players within the ring, but without stepping into the circle. A player may step into the circle to recover the ball, but must either pass the ball or step outside before throwing it at an opponent. As soon as a player is hit, he must drop outside the ring. The men in the ring can move freely about trying to keep from being hit. After all the men in Team No. 2 have been hit and have dropped outside the circle, the teams change, Team No. 1 taking the inside. Record is kept of the time required for each team to hit all of the men on the other team and the one requiring the least time wins. After the game has been learned it is advisable to use two balls which develops greater reaction, alertness, exercise and pleasure.
2. Contests.
a. Indian Wrestling. Two boys lie on their backs, side by side, with their feet in opposite directions. At count of one they raise and lower their inside legs, at count of two they repeat this performance, at count of three they lock legs, and each attempts to turn the other one over. The one succeeding is the victor.
b. Wand Wrestling.
(a) Sitting. (Pulling Sticks.) Two children sit on the floor, facing each other, toes against toes. A broom handle or wand is grasped by the opponents with hands alternated and placed shoulder width apart. At a signal each tries to pull the other from his sitting position off the floor.
(b) Standing. The wrestlers stand with the right foot forward, facing each other and holding a wand or broom handle between them. The hands
of opponents are alternated and placed shoulder width apart upon the wand. At a given signal each tries to pull, push or twist his opponent off balance. When either makes his opponent lose his grasp or his balance (shifting one or both feet from place) a point is scored.
c. Mount Wrestling. Competing teams divide according to size. The heavier men carry the lighter men on their backs. At the signal, they meet their opponents and the riders try to dismount the riders of the opposing team. A rider is dismounted when any part of his body touches the ground, or his body is lowered below the waist level. As soon as a rider is dismounted, he and his steed are out of the game. Holding onto the mount is prohibited. The team having the most players left at the end of the period wins.

## d. Duck Fight.

(a) A circle 8 to 10 feet in diameter is drawn on the floor. Two players squat within it and place a wand under their knees, arms between the knees and under the wand endeavoring to tip their opponent over. Victory is gained by tipping over an opponent, forcing him out of the circle, when either end of the wand touches the floor, when the hands touch the floor or when an opponent withdraws his arms from the wand.
(b) A ring six feet in diameter is drawn upon the ground. Two players are placed within this ring. They stoop and grasp their ankles. In this position they try to displace each other by shouldering. The player who is overthrown or who loses his grasp on his ankles loses. Same rules as for (a).
e. Rooster Fight. A circle four feet in diameter is drawn upon the floor or ground. Two players face each other, each standing upon one leg with both hands grasping the other foot behind his back. Each player shoulders the other endeavoring to make him step outside the ring or break his clasp on the up-held foot.
f. Tug of War.
(a) Rope. A rope is used, the center of which is marked by a string and also two points four feet on either side of the center. The center of the rope is placed over a mark on the ground and the two teams take opposite ends of the rope according to height. Contestants are not allowed to tie the rope around themselves nor to grasp inside the four foot mark. At a given signal the teams begin to pull. When either team succeeds in pulling the four foot mark of the other team across the center mark, that team wins. Pulls should be limited to two minutes.
(b) Human. Same organization as "Rope" except that instead of a rope; members of each team lock arms around the waist of the one in front of him. The two leaders, facing each other, take any hand grasp, or grasp a wand held horizontally between them. The team in which a break occurs, loses.
g. Hand Wrestling. The wrestlers stand with right foot advanced, clasping riglit hands. At a signal each tries to pull, push, or twist his opponent off balance. When either makes his opponent move a foot from its position, touch the floor with any part of his body other than his feet, he scores a win.
h. Foot Wrestling. With the arms folded and hopping on one foot, each wrestler tries by a side movement of the free leg to make his opponent put his other foot on the floor or force him out of a circle.

## 3. Stunts.

a. Squat Stand. Place the hands on the mat with the fingers directed forward. Raise the hips, placing the knees upon the corresponding, slightly bent elbows. Knees are bent. Balance in this position without touching the toes to the mat. Shoulders should remain forward of the hands.
b. Head Stand. Hands placed on the mat shoulder distance apart (fingers forward with the head ten inches forward on the mat forming a triangular base). Raise the hips and extend the thighs. (Back normally arched, legs straight. Feet together. Toes pointed.) Balance should be controlled by the arms. Avoid standing on the top of the head. Aim to stand straight and steady.
c. Hand Stand. Place the hands shoulder distance apart on the mats (fingers forward). Shoulders slightly forward of hands at the start. Extend the thighs (one at a time) to a position with the feet directly above the head. (Back normally arched. Legs straight. Feet together. Toes pointed. Shoulders above the hands. Arms straight. Head up.) Balance is controlled by the hands.
d. Hand Walk. Walk forward in a hand stand position. Take short steps and walk straight.
e. Cartwheel. This stunt may be done with either the left or right hand leading. If the right hand leads execute as follows: Place the right hand (fingers backward) close to the right foot. Raise the left leg sideward upward. Place the left hand opposite the right. Raise the right leg sideward upward. At this point the performer should resemble a figure $X$ with both feet above the head, legs apart and straight, back normally arched, head up, and arms straight. Finish the movement by placing the left foot near the left hand, raising the right hand, then placing the right foot on the mat and finally raising the left hand. Aim to do the cartwheel in a straight line.
f. Pirouette. From a standing position make a complete left to right turn by jumping off the ground and finishing in a standing position without losing the balance.
g. Crab Walk. Sit on the ground. Place hands on the ground and raise hips off the ground supporting the body on feet and hands. Walk with the head leading.
h. Spider Walk. Bend forward, place the hands on the ground. Walk with the head leading, keeping the arms and legs stiff.
i. Jump Wand. Hold a wand or broom handle with tips of fingers, in front of the thighs. Jump over the wand without loosening the grasp of either hand. Jump foot is done similarly without a wand, by a raised foot grasped with the opposite hand and jumping over with the opposite foot. Variations may be had by repeating forward and backward.
j. Cricket Walk. The individual squats down with knees spread, and places the hands on the mat in back of the heels, fingers pointing outward, with the arms on the inside of the knees. Then leans backward, putting the weight of the body entirely on the arms which become bent. In doing so the feet are raised from the floor and the legs "dangle" from over the bent arms. To begin the walk, the individual leans the body slightly forward, places the feet on the floor and transfers the weight of the body to them, then progresses by moving the hands forward, and in turn swings back to them, lifting the feet from the floor, advancing in this manner across the mat.
k. Spinning Wheel. Take a squat position, placing both hands on the floor in front with the elbows between the knees. Extend the right leg forward. Swing right leg to the left, under both hands and hop over it with the left foot. The right leg makes a complete circle. Repeat rapidly. Variations: reverse the direction of the right leg, extending the left leg forward.
4. Track and Field.
a. Jumping.
(1) Standing Broad Jump. In preparing to jump, stand on your toes with arms above head, bring the arms forward, downward, bending the knees and inclining the body forward. Spring from both feet, jump high as well as far, drawing the knees well up. Swing the arms forward and upward as you jump out.
(2) Running Broad Jump. The competitors shall have unlimited run but must take off from behind the take-off line. The take-off line should be the outer edge of a joist, 8 inches wide, which should be set firmly in the
ground at the ground level. When any part of the competitor's foot is over the take-off line while taking off for a jump, it shall be no jump but shall count as a trial. Measure same as standing broad jump.
(3) Standing Hop, Step and Jump. Outdoors this event may be carried on with or without a jumping pit; indoors with or without mats. If a jumping pit is used the take-off should be arranged so that on the final jump the contestant lands in the pit. To perform the event the contestant stands on one foot at the take-off, hops forward and lands on the same foot, steps forward on the other foot and leaps forward landing on both feet. From start to finish the performance is continuous without halt. The mark is set and measured as in the standing broad jump.
(4) Running Hop, Step and Jump. This event is the same as the standing hop, step and jump except that the contestant runs to the take-off. Fouls are checked and the mark is set and measured the same as in the running broad jump.
(5) Standing High Jump. The feet of the competitor may be placed in any position, but should leave the ground one foot at a time (scissors fashion) when making the attempt to jump. When either foot is lifted from the ground twice, or two springs are made in making the attempt, it shall count as one trial jump without result.
(6) Running High Jump. A rope with a weight at either end or a fish pole at least 12 feet in length should be used as a crossbar. In a large field meet it is best to give each contestant just two trials for each height. If he fails on the first he must take a second trial immediately and not wait for the next contestant to jump. To misplace the bar counts as a trial. If the contestant touches the cross bar with his body or any part of his clothing, but does not misplace the bar, it counts as a fair jump. Running under the bar but not misplacing it counts a balk. Two balks count one trial.
(7) Hurdling. Jumping over with a running stride, with the leg extended forward and leading.
b. Running Specified Distances.
(1) Forward and backward.
(2) Obstacles. Hurdles, over apparatus, over fences, etc.
(3) Skipping, forward and backward.
c. Relays.
(1) Leap Frog. Players stand in column of files with a distance of four feet between children. At the signal all the players in the column, except the last, assumes a stooping position. The last child will take a frog-leap over the backs of the children in the column, followed by the next to the last child, etc. As soon as the last child reaches the front of the column, he assumes a stooping position, likewise the children who have followed him. When the child who headed the column has leaped over the backs of the children making up the column, he rushes forward across the distance line, ending the race.
(2) Basketball. Two teams, A and B, are lined up across the end boundaries of the basketball field. On a signal, the first member of each team runs with the basketball to the opposite end of the field, and tries to put the ball into the basket. He stays until he succeeds or until he has taken five trials, whereupon he returns to the second member of his team, who has stepped up to the starting line. The second player, on catching the ball, runs as the first one did, and the race proceeds in this way until every player has caught the ball and crossed to the opposite side. The team wins which first has all its members on the opposite side. Variations: bouncing the ball and shooting, traveling and making complete turn before shooting, passing between two players or bouncing between two players with each taking alternate turns at shooting until basket is made or until five trials have been taken.
(3) Potato Race. Mark a starting line near one side of an open playing space; six feet from it make a circle eighteen inches in diameter and at intervals of three feet from the circle and beyond it mark from six to teu
crosses, depending on the size of the space. In the circle place as many bean bags, potatoes, erasers or blocks of wood as you have crosses. This is the outfit for one runner; provide as many as space and time allow. Players can do this quickly by organizing the work. At the signal, each player who is to run starts forward from the starting line, takes a bag from the circle and places it on a cross, returns and gets another and places it likewise, and continues until all are placed. Then he returns to the starting line. The first to cross the starting line after doing his work is winner. It is a foul to fail to leave a bag on a cross. The next set of runners may start with the bags on the crosses and bring them one by one to the circle. This may be made a group contest by having teams and counting the scores in the different races.
(4) Run and Catch. A cord or rope stretched 10 feet above ground. Starting line 30 feet away. Start as in the dash. Pupil runs and tosses a ball over cord, catches it and runs back to starting line. Three such trips are made, finishing at starting line. If ball is missed, it must be tossed again and caught before returning to starting line.
(5) All Up. (See page 203 under Outdoor Games).
(6) Adding any of the stunts listed under Other Activities for the older and younger groups and those listed under Equipment and Its Use. Run a specified distance, perform the stunt and return. Continue the relay until completed.
d. Throwing.
(1) Basketball and baseball throw for accuracy (at targets).
(2) Basketball and baseball throw for distance (with variations such as one hand throw, right and left; throwing with both hands; over the head, forward and backward).
(3) Basketball goal shooting.
(4) Pitching at buckets and picture frames.
e. Horseshoes. For this event horseshoes and a stake rising three inches above the ground are necessary. Establish a throwing line forty-two feet from the stake. The pupil stands on the throwing line and tosses the horseshoe at the stake attempting to ring it. One foot must be on the throwing line at the time the shoe is released. Each "ringer" scores five points; each "leaner" three points; each "toucher" two points; and each shoe stopping within one foot of the stake, scores one point. Shoes stopping more than a foot from the stake score nothing. The total number of points made by each pupil after throwing twenty individual shoes or an equal number of trials constitutes his score.
5. Winter Sports.

In schools with little or limited level space and in localities with a limited number of cold days and snow storms, much can be done by taking advantage of these days through the initiation of winter sports suggested in the following outline. When winter stays for a week or more, plans may be made to hold tournaments in these events and when the next cold snap appears the opportunity for participating in them would be at hand. The same events may be used successfully in localities having a long winter sports season.
a. Skiing Events. Draw a starting line and at a distance of fifty or seventy-five feet draw a take-off line and slide on
(1) both feet for distance
(2) on left and right foot for distance
(3) on both feet with half and full turns for distance.
b. Coasting Events. Draw a starting line and at a distance of fifty or seventy-five feet draw a take off line.
(1) Single coasting.
(a) Slide on stomach for distance
(b) Slide sitting up for distance
(c) Older children may attempt to stand on sled and slide for distance.
(2) Double coasting.
(a) Double stomach slide.

One child starts slide within the limited run area with a stomach slide. Another child waiting near the take off line "hooks" on, lying with his stomach on the back of the bottom child. This is for distance and the children must stay on until they stop.
(b) Same as (a) sitting.
c. Curling. Use rocks and sliding or bowling them to a target forty or fifty feet distant. A slide may be made by pouring water on the snow and letting it freeze.
d. Snow Games.

1. Snowball Tenpins. The tenpins can be sticks of wood whittled to represent regular tenpins used in bowling alleys or pieces of wood some five inches in diameter at the base, sawed so they will stand in the snow or regular Indian clubs may be used. Each player in turn has five throws with any sized snowball he may care to make, the throwing distance being usually fifty feet. One point is scored for each pin knocked over.
2. Tracking and Trailing. This game can be the means of many good times for those who love the out-of-doors in winter. The trailers should try to catch the trailmakers before the end of the trail is reached. Obstacles will add to the fun, or there may be blind trails where the trailmaker turns off the trail for a short distance, retraces his steps and then continues as before; a double trail which circles in two directions and then joins into one again, requiring the followers to go over rocks, fallen trees and brush. Obscure the trail for a distance by walking on a fence, on a road or swinging from tree to tree without leaving tracks; walking backwards, using branches and stones to make strange markings on the trail. This game requires observation, judgment, patience, initiative and good sportsmanship of every one in the group. A treasure, a feast and a fire at the end of the trail will add much to the interest.
3. Siberian Man Hunt. Is a combination of trailing and a snow battle. One person as fugitive runs across the snow in any direction he may please until he finds a good hiding place; and there conceals himself. The remainder after giving him a good start proceed to follow him in his tracks. As they approach his hiding place, he shoots at them with snowballs and everyone that is struck must fall dead. The fugitive must be struck three times before he is counted dead.
4. Snow Dart. (Cree Indian Game.) A wooden dart about a foot long is whittled out of a broom handle or other stick with a blunt point on one end tapering down to the other end. A narrow slide is made down the side of a hill about fifty feet long, with bumpers every 10 feet. The slide is iced by pouring water over it and permitting it to freeze. The object of the game is to let the dart travel down the slide making as many bumpers as possible, scoring one point for each bumper passed. The greatest number of points wins. Start the dart without a push. It should travel on its own weight. A point is scored for each bumper passed while the dart is on the track. An extra five points is scored each time the dart passes all the bumpers. Players take turns and may compete in singles, doubles or teams. Tournaments may be run for both boys and girls.
5. Snow Snake. (Menominee Indian Game.) This game is played by skipping sticks over the surface of the snow similar to skipping stones over the water. Each player has three or five sticks three to four feet long, especially whittled. Any smooth branch or stick may be substituted. Each contestant notches his sticks beginning with one and ending with the number used. (If five sticks are used, they are notched, one on the first, two on the second, three on the third, etc.) The contestants stand on a specified starting line taking alternate turns in skimming all of their sticks over the snow. At the end of each turn the stick that has gone farthest makes a score equal to the number of notches upon it for the contestant owning the stick. Only one contestant may score each turn. The second, third, fourth
and fifth round then follows. The game may finish with the throwing of the final stick or may be repeated any number of times, or until a certain score is reached.
6. Cut the Pie Tag. Make a large circle in the snow twenty or thirty feet in diameter with five or six intersecting lines resembling a wagon wheel. This may be done by tramping paths over the diagram. A player chosen to be "IT" stands at the center or the hub of the wheel. The other players scatter anywhere around the rim. The object of the game is for the one who is "IT" to chase those around the rim trying to tag any one of them as they try to cross the. wheel. They may use only the paths of the wheel. The one who is "IT" changes places with the one whom he tags.
B. Younger Group. (Grades 1-2-3-4).
7. Sand Box Play: (See suggestions listed under equipment and its use on page 217.)
a. Use spoons, shovels, blocks, etc.
8. Rope Skipping.
a. Rhymes.
b. Running through.
c. Plain jumping, once, twice, etc.
d. Half turns with b and c.
e. Hopping on one foot with b, c, d.
f. Stunts.
(1) Touching the ankles.
(2) Touching the ground.
(3) Picking up blocks or balls.
(4) Jumping in couples with locked arms.
(5) Etc.
9. Jacks.
10. Ball Play. Playing teacher with bouncing, passing, tossing over head, rolling on the ground. This game may be played indoors with bean bags, erasers, and other articles. One player is chosen as teacher. The other players form a line facing the teacher. One end is designated as head, the other as foot of the class. The teacher starts the game by passing the ball from head to foot of the line to each pupil who immediately passes it back to the teacher. Each pupil missing the ball goes to the foot of the line. When the teacher misses, the player at the head of the line takes her place; the teacher going to the foot of the class. When more than ten pupils play, divide them into two groups thus providing action.
11. Balance Beam. (See suggestions listed under Equipment and its use on page 216).
12. See Saw and Swings.
13. Winter Games in the Snow. Some of the same games listed for the large groups under Outdoor Games and modifications of these games may be used for this group.
14. Relays. See suggestions listed for relays for the small group, page 206 and suggestions listed for relays under Equipment and Its Use (Indian clubs and wands) on page 218.
15. Stunts.
a. Indian Stand. Hold arms forward and parallel. Cross left foot in front of right, sit down and rise without using the hands or losing balance.
b. Jump Over Foot. Raise left leg forward and cross in front of right; grasp left toe with right hand; jump over with right foot retaining grasp. Jump back and repeat to opposite side.
c. Knee Dip. Raise left heel backward and grasp the toes with the left hand. Bend the right knee until the left knee touches the ground. Return to a stand without losing the balance or grasp. Repeat to the opposite side.
d. Ince Jump Stand. From a position on the knees with the legs and toes extended backward, jump to a standing position without losing the balance.
e. Heel Touch. From a stand with feet together touch the left heel with the right hand without bending the knees. Repeat to the opposite side.
f. One Leg Squat. Raise the left leg and fold arms. Sit down and stand up without losing balance or unfolding arms. Repeat to the opposite side.
g. Russian Jump. Sit down to a squat, stand on the toes with heels together. Jump to a straddle stand upon the heels. Jump back to starting position and repeat three times.
h. London Bridge. Lie on the ground, place the hands at the rear of the head and arch the back.
i. Crab Walk. Form London Bridge and walk with the head leading.

## Athletic Badge Tests for Boys and Girls.

Their use is strongly recommended. For more detailed information regarding these tests write to the Playground and Recreation Association, 305 Fourth Avenue, New York City. No charge is made for this material. A number of tests are printed herewith.
A. Boys' Events.

First Test.
Pull-Up (chinning) ..................................................... 4 times
Standing Broad Jump.............................................. . . 5 ft. 9 in.
50 Yard Dash........................................................... . . . 8 seconds
Baseball Throw (accuracy)......... 3 strikes out of 6 throws at 40 ft .
Second Test.
Pull-Up (chinning) ................................................... 6 times
Standing Broad Jump.................................................. . . . 6 ft. 6 in.
Or Running Broad Jump.......................................... 12 f.t.
60 Yard Dash........................................................... . 8 seconds Baseball Throw (accuracy......... 3 strikes out of 5 throws at 45 ft .
B. Girls' Events.

First Test.
Potato Race ........................................................ 22 seconds
50 Yard Dash........................................................ 8 seconds
Baseball Throw (accuracy)...... 2 strikes out of 5 throws at 30 ft .
Second Test.
Potato Race ......................................................... 20 seconds
Run and Catch.......................................................... 19 seconds
Baseball Throw (accuracy)........ 3 strikes out of 6 throws at 30 ft .
C. Directions for Badge Test Events.

1. Pull-Up (Chinning).

A chinning bar in a doorway or the rungs of a ladder set at an angle against a building. Begin with arms straightened at full length and with feet off the ground. Pull up, without a kick, jerk or swing, until the chin is above the bar. Lower until arms are again straight. Repeat.

## 2. Jumping.

A jumping pit made by digging up a piece of ground 4 by 18 feet. A 2 by 5 inch board imbedded at one end for a "take off." Toes may not project over the front of the board in making the jump. Three trials are allowed and the best jump is taken as a record. If the jumper steps over the "take off" in the running broad jump, it counts as one trial. The measurement is taken from the front of the board to the nearest point at which any part of the body touches the ground.

## 3. Dash.

Use a watch with a second hand, the timer standing at the finish line. Starter gives the signal by saying "On the mark," "Get set," "Go." At the word "Go" the starter gives a signal with his arm or a handkerchief so that the timer may see it.

## 4. Potuto Ruce.

Mark a starting line near one side of an open playing space; six feet from it make a circle eighteen inches in diameter, and at intervals of three feet from the circle and beyond it mark from six to ten crosses, depending on the size of the space. In the circle place as many bean bags, potatoes, erasers or blocks of wood as you have crosses. This is the outfit for one runner; provide as many as space and time allow. Players can do this quickly by organizing the work. At the signal each player who is to run starts forward from the starting line, takes a bag from the circle and places it on a cross returns and gets another and places it likewise, and continues until all are placed; then he returns to the starting line. The first to cross the starting line after doing his work is winner. It is a foul to fail to leave a bag on a cross. The next set of runners may start with the bags on the crosses and bring them one by one to the circle. This may be made a group contest by having teams and counting the scores in the different races.
5. Run and Catch.

A cord or rope stretched 10 feet above ground. Starting line 30 feet away. Start as in the dash. Girl runs and tosses a ball over cord, catches it and runs back to starting line. Three such trips are made, finishing at starting line. If ball is missed, it must be tossed again and caught before returning to starting line.

## 6. Throwing (Accuracy).

A strike is any throw hitting the bull's eye 12". Thrower stands with both feet upon a line at distance specified for this event. As he throws he may step forward with one foot but the other foot must stay on the line. Girls use a $12^{\prime \prime}$ indoor baseball and may throw either overhand or underhand.

## Economized Equipment With Suggestions For Its Use.

Apparatus and Skills. It is almost universally agreed that apparatus has an important place on the playground because it is a body developer, the children enjoy it, it is useful in developing skills and its presence on the playground provides the opportunity of serving a larger number of children than would otherwise be possible.

Equipment and Coordination. This list of equipment is for those schools that are limited in funds. The essential equipment is play space and a teacher; the space should be large enough for courts of the listed games. With a good teacher very little apparatus is necessary to carry on a successful program, but play apparatus and equipment provide enjoyment and opportunities for coordinations and offer aids to the teacher limited in physical education training. The following materials are easily obtained and in most cases can be made by the older boys with the aid of their parents.

Exercises and stunts may be created by the teacher and the pupils. A few are listed under each apparatus to stimulate pupil initiative.

Balance Beam.s may be made by using a plank 12 feet long, 12 inches wide and 2 inches thick set edgeways in the ground to a depth of 8 inches, braced at each end with pegs. The portion of the plank underneath the surface should be treated with creosote.

Suggested activities on the balance beam.

1. Walk across length.
2. Run across length.
3. Walk backwards across length.
4. Run backwards across length.
5. Walk halfway across, $1 / 2$ turn, walk backwards.
6. Walk on toes, with knees bent, forward and backward.
7. Walk sideways.
8. Walk across, sitting down and rising in the middle.
9. Hopping on either foot and both feet, forward, sideward and backward.
10. Etc.

Chinning Bar for the smaller group may be made from a one inch pipe five or six feet long placed in two fence posts about four feet high. By having it at graded heights it may be used for vaulting and stunts.

Suggested activities for the chinning bar.

1. Hang by either hand or both hands.
2. Travel with half turn swing.
3. Hang by both knees, one knee.
4. Chin up and pull over to support.
5. Birds nest.
6. Drop off to stand from knee hang with swing, without swing.
7. Knee hand circle, either knee and both knees forward and backward.
8. Muscle grinder or elbow circle.

Sandpile may be made from four boards forming a box eight or ten feet square. A treatment of creosote will preserve the boards.

Suggested activities for the sandpile.

1. Keep sand dampened for molding.
2. Make list of projects to be molded.
a. Street with houses.
b. Castles and rivers.
c. Flower gardens.
d. Etc.

Horseshoes may be secured from any farmer or blacksmith. They should be paired according to size and weight and each pair painted a different color.

Suggested activities for horseshoes.

1. Use iron pegs.
2. Pitching left and right handed.
3. Pitching with both hands.
4. Tournaments of regular games for older boys and girls.
5. Pitching tournaments for younger boys and girls counting ringers only at shortened distances.
Ropes. A long rope for group jumping and tug of war. Short ropes for individual skipping and a long, thick rope for climbing. These may be salvaged from hardware stores or farmers.

Suggested activities for ropes.

1. Long rope.
a. Group jumping with running through, jumping once, twice, etc., "pepper, salt, mustard, vinegar and hot," by twos, threes and fours.
b. With half turns and full turns on each jump.
2. Short rope.
a. Skipping on both feet.
b. Alternate foot skipping extending legs forward.
c. Skipping with knee raising.
d. Skipping with four hops on the left foot, four hops on right, four hops on both feet.
3. Climbing rope.
a. Climbing.
b. Run, grasp, hang and swing.
c. Swing and jump for distance.
d. Swing and jump over rope for height.
e. Swing with inverted hang.

Bats and Ball.s may be purchased at reasonable prices from nearby dealers.

Volley Ball and Net. Net may be made of rope stretched between two trees; ball made of wadded paper covered with cloth. These may be purchased from nearby dealers at reasonable prices.

Homemade Pitching Targets can be made from old picture frames, buckets and barrel hoops.

Suggested activities for pitching targets.

1. Pitching with left hand, right hand and both hands.
2. Pitching used in relays.
3. Pitching backwards, over head and between legs.

Indian Clubs. For schools that do not have Indian Clubs old bottles may be filled with sand and utilized as Indian clubs. This presents an element of danger from broken glass which demands careful handling.

Suggested activities for Indian clubs.

1. Set up four or five in a row for relays.
2. Hurdling over the clubs
3. Alternate weaving with
a. Running
b. Skipping and hopping
c. Trick walking such as duck walk, spider walk
d. Pushing ball with wand
e. Kicking a soccer ball
4. Use for all up relays
5. Bombardment

Wands for stunts and contests may be made from old broom handles.
Suggested activities for wands.

1. Jumping stunts. Holding with both hands, jump through forward and backward.
2. Winding stunts. Holding over head, lower back of shoulders down to heels, step through and come to original position.
3. Contests.
a. Standing. Two pupils hold wand and wrestle for possession. Object: To twist until one releases grasp.
b. Sitting. Two pupils facing each other with feet together, legs straight pulling at command "Go." Object: To elevate opponent from sitting position.
4. Relays.
a. Using winding stunts at 1 and 2 and passing backwards and as under Indian clubs.
b. Using wand to push ball specified distance and return.
c. Using wand to push ball between Indian clubs.

Hurdles for obstacle relay races and track events may be made from old victrola or radio cases. They can be made to stand up by nailing a one foot length of $2 \times 4$ at each end. Hurdles may be made by the SmithHughes teacher of a nearby high school or the manual training teacher of the city schools.

Baseball Target may be made from a side of a packing case reinforced.
Jumping Pit used from the side for high jump and pole vault. Used from the end of broad jump and hop step and jump.

High Jump Standards. High jump and pole vaulting.
Vaulting Pole. A bamboo rug pole may be obtained from furniture company. An iron end may be made by blacksmith.

Small Rubber Balls. (Most children own these.) Old tennis balls may be used for various games.

Rubber Soccer Balls, Basketballs and Volley Balls may be secured at small cost.

Buckets. Old milk pails or water buckets partially filled with sand or cement may be used for potato racing and pitching contests.

Bean Bags, blocks, old tennis balls, old baseballs and indoor balls may be utilized as the potato and pitching equipment and for passing relays.

Apparatus May Be Made. Much of the apparatus and equipment can be made by the boys of the older group with the aid of their parents. Some of the more difficult pieces to make could be presented as projects to the Smith-Hughes director of a nearby community high school. Many of these directors have ideas for homemade playground equipment and are willing to offer this assistance as part of their community contact.

Indoor Activities. Some schools have a community room in the basement. In such schools the outside work, with some modifications, can readily be transferred to the indoor situation. In schools without basements most of the work will consist of discipline work and neuro-muscular training in skills using tactics (marching), free arm exercises (calisthenics) and games (seat games, modified outdoor relays, etc.). Although stunts are rather limited, many variations of the outside stunts may be invented. Rhythmics, story plays, folk dances and elementary dance steps may be substituted for the stunts of the lesson plan.

## Suggestions for Constructing Equipment and Laying Out Courts.

This list of equipment is for those larger schools that can provide funds necessary to purchase standard ready made equipment or for schools that can pay for their homemade construction. It is possible to enlist the SmithHughes boys of nearby community high schools to construct this equipment and lay out the courts as some of their projects.

## Playground Baseball Diamond:

Indoor baseball out-of-doors. Each side of diamond is 35 feet. From home to second base and from first base to third base is 48 feet 6 inches. Pitchers slab of wood or rubber 2 inches by 10 inches and placed 30 feet from home base. Home plate is 12 inches square; bases 18 inches square. Lime first base line to point 30 feet beyond first base and same for third base line.

Bat Ball or Kicle Ball:
The sides are 50 feet long and the ends are 30 feet wide. Home base is a space 15 feet from either end. The basketball court (indoors or outdoors) may be used for this court by drawing a line 15 feet from either end line and parallel to it. The court may be any size that will not restrict free movement. Runners base is two feet in diameter. Any object may be used as a base.

Pin Ball:
The sides may be 40 to 75 feet long and the ends 30 to 50 feet wide. Pin circles 10 feet in diameter. The five pins or clubs are one to two feet apart. The jump circle is three to four feet in diameter. The pin circles are 10 feet from the end line.

Captain Ball:
Shaded spots are positions occupied by one team and the unshaded spots by the other. The field is an oblong $30^{\prime}$ by $60^{\prime}$ divided into two equally large squares.

## Busketball Court:

Maximum size 94 feet long by 50 feet wide.
Minimum size 60 feet long by 35 feet wide.
Any size in between these measurements should be in same proportion.
Elementary school size 60 feet by 40 feet wide.
High school size 75 feet long by 48 feet wide.
Mark out all lines as per diagram and then dig trench two inches deep and two inches wide along all lines and fill with lime.
Girls' court divided into three sections.



Numpirg Pit


## Chinning Bar:

Materials required:
2 posts $4^{\prime \prime} \times 4^{\prime \prime} \times 10^{\prime}$, with $2^{\prime \prime}$ holes bored $6^{\prime \prime}$ from top, $1^{\prime} 6^{\prime \prime}$ from top, and $2^{\prime} 6^{\prime \prime}$ from top. $1 / 4$ " holes bored from opposite sides to $2^{\prime \prime}$ holes.
1 piece cast iron pipe, preferably galvanized, $17 / 8^{\prime \prime}, 5^{\prime}$ long with $1 / 4^{\prime \prime}$ holes bored $2^{\prime \prime}$ from each end.
$61 / 4^{\prime \prime}$ nails $6^{\prime \prime}$ long ( 60 penny).
Uprights set in concrete two feet. If not set in concrete uprights must be braced.
$21 / 4^{\prime \prime}$ iron rods $6^{\prime \prime}$ long. Used as pins to keep bar from turning (placed through the $1 / 4^{\prime \prime}$ holes in posts, through $1 / 4^{\prime \prime}$ holes in pipe).

Three Set Chinning Bars:
Materials required:
4 uprights, cast iron pipe $2^{\prime \prime}$, one $9^{\prime} 6^{\prime \prime}$ long, one $8^{\prime} 6^{\prime \prime}$ long and two $7^{\prime} 6^{\prime \prime}$ long (A).
2 short pieces $2^{\prime \prime}$ pipe each $11^{\prime \prime}$ long (B).
3 cross bars $2^{\prime \prime}$ pipe each $5^{\prime}$ long (C).
4 elbows (D).
2 tees (E).
Uprights are set in concrete.

## Jumping Pit:

Materials required:
1 piece $2^{\prime \prime} \times 6^{\prime \prime} \times 3^{\prime}$ (hard wood) take-off board.
Sawdust if available.
Set take-off board on edge so that top is level with the ground. Three feet in front of take-off dig pit $6^{\prime}$ wide and $20^{\prime}$ long. Remove sod and fill pit with sawdust. If sawdust is not available, fill with dirt and keep dirt well loosened whenever in use. Whiten take-off with paint or lime. Set take-off board for hop step and jump at such distance from the pit that the jumper finishes the jump in the pit.

## Baseball Targets

Materials needed:
3 pieces $1^{\prime \prime} \times 12^{\prime \prime} \times 36^{\prime \prime}$.
2 pieces $1^{\prime \prime} \times 4^{\prime \prime} \times 36^{\prime \prime}$ (clamps).
Screws or nails.
Lay pieces of $1^{\prime \prime} \times 12^{\prime \prime}$ side by side and fasten together with pieces $1^{\prime \prime} \times 4^{\prime \prime}$ about six inches from top and bottom. Use screws or nails that have been clinched by bending back points. Fasten on tree or post.

## Dodge Ball Circles:

40 feet in diameter for boys, 30 feet for girls, and 35 feet for mixed teams. Use one-half distance as radius of circle and with a 60 penny nail firmly held at center, scratch out outside line of circle, keeping string tight from center to outside lines as circle is marked. Dig a small trench not more than two inches deep and two inches wide following line of circle and place in it some lime. Replace lime as needed.

Volley Ball Court:
Materials required:
2 posts $4^{\prime \prime} \times 4^{\prime \prime} \times 9^{\prime} 6^{\prime \prime}$ set two feet in ground, and 30 feet apart.
2 screw eyes No. 65 , set six inches from top of each post facing court.
2 rope cleats $4^{\prime \prime}$, with screws, set about three feet below screw eyes. 1 volley ball net.
Court is 50 feet by 25 feet, with lines about the outside and at center. After measuring, dig lane $2^{\prime \prime}$ deep and $2^{\prime \prime}$ wide and mark with lime.

SECTION IV. SUGGESTIONS FOR HEALTH INSTRUCTION.
Inclement Days. During the wet, inclement months and during those days when the grounds are wet and muddy, much of the physical education work will of necessity be done indoors with the major portion devoted to health instruction and the training of health habits.

Winter Days. During the cold, dry winter days, the children and teacher should play outdoors during the recess and noon periods. Active running games will keep them warm and the fresh, invigorating winter air will stimulate health.

Daily Inspection. A daily inspection period based upon personal habits of cleanliness, such as clean hands, clean face, clean teeth, clean ears, clean nose, clean neck, clean handkerchief, clean shoes (rubbers off in school) clothes brushed, hair combed and wraps off will stimulate personal cleanliness habits. Through a daily inspection of eyes, ears, nose, throat and mouth, an inexperienced teacher may soon learn to recognize abnormalities and through this inspection she will call the children's attention to the seats of danger and create a health consciousness. Sparkling eyes, clean ears, clean teeth, clear mouth, clear throat and tongue and rosy cheeks indicate health, while dull eyes, running ears, decayed teeth, spotted mouth, spotted tonsils, discoloration of the tongue indicate abnormalities which should be reported to the nurse. The teacher makes this inspection before school as the children come in from the cloak room. As the pupil enters, she may first observe the face and eyes; then the child turns its head to either side and in a moment's glance the teacher can observe the teeth, mouth, throat and tongue. The teacher may assign this to the Junior Health Department as part of its work.

Conditions Calling for Immediate Attention. Teachers may bear in mind that more mistakes are made by not looking than by not knowing. The purpose of the inspection should be to detect the abnormal conditions which suggest the possibility of communicable diseases. The daily inspection will also develop a desirable attitude on the part of the child toward personal cleanliness and health, the school nurse and the family physician.

1. Skin eruptions, such as rash, pimples, sores, blotches, etc., suggest measles, smallpox, scarlet fever, etc.
2. Reduced color of the skin-paleness or whiteness, dark circles under the eyes suggest anemia.
3. Enlarged tonsils with no evidence of inflammation, no immediate danger; enlarged with evidence of inflammation--refer to nurse; enlarged and touching, or almost touching each other-refer to nurse; enlarged and creviced with pus-refer to physician (or nurse).
4. Observation of mouth breathing with notation of drooping jaw on several successive days indicate adenoids. Refer to nurse or physician.
5. The condition of the teeth may be normally clear with no decay. Encourage preventatives and proper care; minor pit cavities-refer to dentist; unclean pitted green or yellow-refer to dentist; badly decayedrefer to dentist.
6. A discharge of pus from the ear may indicate diphtheria. Refer to nurse.
7. A long continued cough with constant loss of weight or spitting of blood, or a combination of both indicates tuberculosis. Refer to nurse or physician.
8. Loss of breath easily, sudden face flushing, difficulty in playing with other children, inability to run indicate heart abnormality. Refer to physician for heart examination.

Classroom Chart of Communicable Diseases. The use of the communicable disease wall chart issued by the State Department of Public Health, Springfield, Illinois, will be invaluable as a guide for the detection of communicable diseases.

Personal Health Habits. Emphasis of the personal health habits listed in the following creed will help establish the fundamental personal habits of cleanliness. These may be placed upon cards. Have each child capable of doing so make his own card. The children of the large group can make cards for those of the small group who are unable to make their own. The cards should be placed in the child's own room at home or in such a place that it will be a constant reminder to him.

Health Creed. To keep myself clean, healthy and happy and to enjoy the friendship of my school mates, I must do these things in the morning before I go to school:

1. Drink a glass of water.
2. Go to the toilet.
3. Wash my face, ears, neck and hands.
4. Comb my hair.
5. Eat a good warm breakfast (including fruit and milk).
6. Brush my teeth.
7. Brush my clothes, shine my shoes, get a clean handkerchief.

And these things in the afternoon and in the evening before I go to bed:

1. Drink a glass of water. Eat an apple or orange.
2. Do my chores.
3. Eat my supper (including at least one vegetable and milk).
4. Study, read.
5. Brush my teeth.
6. Change my underclothes twice a week.
7. Take a bath at least twice a week.
*Health Habit Checking Sheets. Checking sheets may be used by pupils above the third grade to show a record of the health habits they have practiced during a given week. If these are arranged to have the parents' signature, they automatically promote home cooperation. The sheet may be scored at the end of the week. One point is allowed for each health habit each day.

In connection with the use of checking sheets it is necessary to guard carefully against any tendency to have a high score for the sake of the score. If checking becomes a mere motive for a high score, the project should be discontinued. It is well to ascertain the habits which are not being practiced and discuss them with the pupils, determining desirable ways of improving the practice of these habits.

Health Slogans.

1. Clean schools are more healthful.
2. It is better to wear out than to rust out.
3. The cost of safety is only a thought.
4. Stop, look and listen.
5. Smile and show your teeth.
6. Brush your teeth to win.
7. A toothbrush is a better friend than a toothache.
8. Everything depends on habit.

Health Mottoes. (Somewhat similar to slogans).

1. Health is wealth.
2. Laugh and grow fat.
3. Cleanliness pays.
4. Walk for health.
5. Early to bed, early to rise, makes one healthy, wealthy and wise.
6. Serve a smile and receive a laugh.
7. Vegetables and fruit for strength.
8. White milk makes white teeth.
[^9]
## HEALTH Habit CHECKING SHEET.

Name of Child
Parents' Signature
(Allow one point for each performance.)

| Health habit. | Mon. | Tues. | Wed. | Thurs. | Fri. | Sat. | Sun. | Score. |
| :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: |
| Sleep (at least 9 hrs . with window open). |  |  |  |  |  |  |  |  |
| Teetn (brush twice a day). |  |  |  |  |  |  |  |  |
| Eat 3 regular meals. |  |  |  |  |  |  |  |  |
| Nothing between meals except lunch of only one of the following: Milk, fruit or bread and butter. |  |  |  |  |  |  |  |  |
| Water, one glassful before breakfast and at least 3 others during day. |  |  |  |  |  |  |  |  |
| Bath twice a week and other times as needed. |  |  |  |  |  |  |  |  |
| Wash hands before each meal, after toilet and other times as needed. |  |  |  |  |  |  |  |  |
| Bowel movement every morning. |  |  |  |  |  |  |  |  |
| Fruit, at least one kind a day (apple, orange, grapefruit, etc.) |  |  |  |  |  |  |  |  |
| Vegetable, at least one kind a day (cabbage, beans, carrots, spinach, lettuce, etc.) |  |  |  |  |  |  |  |  |
| Milk (at least a pint a day). |  |  |  |  |  |  |  |  |
| Outdoor play at least one hour daily. |  |  |  |  |  |  |  |  |
| Total score for each day. |  |  |  |  |  |  |  |  |

## Healith in the Daify Program.

9:00-9:10 A.M. Opening exercises. Personal health creed. InspectionInstruction of health habits (one a day. Vary these by alternating and rotating their introduction). Healih motto. (One every two weeks. Vary these by alternating and rotating their introduction.)

10:00-10:05 A.M. Relaxation period-Emphasize posture cues (one a day, may repeat once a week). Milk period for those under weight and malnourished. Lunch of only one of the following: milk, fruit or bread and butter. Open windows to freshen room.

10:25-10:40 A.M. Recess for toilet and drink. (Stress habit of drinking between meals.)

12:00-12:30 P.M. Hot lunch. Stress rest, relaxation, mastication.
12:30-12:45 P.M. Physical education period. Stress fresh air, outside play. (Indoors, window ventilation, open top and bottom.)

1:50-1:55 P.M. Relaxation period. Emphasis of one home habit. Milk for underweight and malnourished. Open windows to freshen room.
2:25-2:40 P.M. Physical education. Emphasize good posture and give cues essential to good health, such as playing outdoors, suitable clothing for variations in weather.

From "Health and Physical Education" make a list of health habits and posture cues. Also a list of healthful fruits, vegetables and foods, followed with simple menus that will include fruit, vegetables and milk once a day. Introduce one or two of these a day at some time during the program. A short list of essentials repeated frequently will aid in establishing health habits.

Lunch Box Score Card. A score card similar to the one following should be placed on the black board and the children permitted to copy it and rate their own lunch boxes with the assistance of the teacher. In no case should comparisons be made between the contents of the lunch boxes of the children, as the object of the use of such a score card is to improve the lunches of the children and to stimulate the use of foods that will make for better health. When the child has rated his own lunch as above suggested (under the direction of the teacher) the score card should be taken home so that the parents may see the result.

## I. Container

1. If scalded every day......................................... 5 points
2. Containing glass jar with screw top...................... 5 points
II. Packing
3. Foods with odor, or those apt to dry out, in wax paper 10 points
4. Food so arranged that it is attractive and convenient
at lunch time............................................... 5 points
5. Napkin included-paper or cloth........................... 5 points
III. Contents of Lunch Box. The following types of food represented:
6. Foods to make you go....................................... 20 points

Bread as sandwiches............................. . 15 points
White
Whole wheat
Cakes or sweets................................... 5 points
2. Foods to make you grow

20 points
(Any of the following)
Meats
Fish
Eggs
Poultry
Cheese
3. Foods to keep you growing and going.................. 20 points (Any of the following)
Fresh fruits
Fresh vegetables
4. Milk to drink or something made with milk........... 10 points

Total points 100
100 points
Milk in some form as a soup, creamed vegetable, cocoa or simply a glass of milk to drink.

Sandwiches, rye, whole wheat, graham or oatmeal breads are best. Spread with butter.

For fillings, fruits, eggs, cheese, fish or vegetables may be used.
Vegetables may be used in sandwiches, in soups or creamed or buttered.
Fruits may be raw, baked, stewed or in puddings. Dried fruits may be used as sandwich fillings or as sweets.

Sweets, simple cakes, fruits, puddings or cookies.
One warm dish at school means much to the child. It promotes circulation, which warms the body, relieves fatigue, and stimulates the appetite. Hot cocoa or a simple soup are easy to make. The following verse may present the child's viewpoint.
"Pa warms the milk for the little calf
Ma heats the food for the chick;
Both eat a hot meal at noontime, too,
But my lunch is as cold as a brick."

The Correlation of Health with Other School Subjects.
Health as the basis of instruction may be taught through reading health stories, writing health creeds, mottoes and stories. In arithmetic, health problems may be used. Drawing health pictures, making health posters and score cards would emphasize health through drawing. Singing health songs and dramatizing health plays not only emphasize health, but increase the scope of learning. Reading health clippings and reporting on community health problems opens the civics class to health instruction. One day a week in each subject could be given to health topics without loss of value to the other school subjects. Any deviation from the school subject that broadens the scope of the child and yet remains within the confines of that subject is justified.

## SECTION V. SPECIAL EVENTS.

Seasonal Community Events. No program is complete without a festival in the fall, community night during the winter and a picnic and play day in the spring.

Parents' Meeting. A parents' meeting in the fall between the fall festival and the community night and in the spring between the community night and the playday picnic will give the teacher an opportunity to hold exhibits and programs of school activities and enable her to present plans or to do promotional work for playground apparatus, health inspection, vaccination, etc. Interest may be added and social contacts promoted by holding these activities jointly with four or five nearby districts.

Old Time Activities Revived. A revival of old time activities and the introduction of new ones for the parents centering in the school will enable the teacher to have either a special program or a parents' night once a month. Such activities as the husking bee, sleigh ride and oyster stew, country dances, monthly suppers with campfire and songs where beautiful sunsets may be seen and contacts with fine natural scenery may be made stimulates the parents to new life. They may take part in activities with the children such as hiking, whittling contests and camera contests. All of these activities end up in the school as the center.

Opportunities for Scouting. In the larger schools the opportunity to develop rural scouting for both boys and girls is present and offers an avenue for better cooperation of student and teacher. Scouting also offers educational advantages to the children as well as offering outing activities that will stimulate the health of the teachers. Class field trips may be combined with scouting activities.

Four-H Clubs, Junior Red Cross. Four-H clubs and the Junior Red Cross have a place in the program of special events, which also offer opportunities for the promotion of class work. The preparation and serving of hot lunches by the Four-H club members and first aid treatment by the Junior Red Cross members may be offered as practical application of their knowledge. Information relative to these organizations may be obtained from the county superintendents.

Junior Health Department Plans. Junior Department of Health or Health Club organization may be used as a plan for interesting children in desirable health practices. Organizing the class in this way gives an opportunity for emphasizing the responsibilities which may reasonably be given to the children. The inspection period may be varied from time to time, and may also be the inspection, in order to sustain the interest of the children. Most lower grades can use a very simple health club organization to advantage, but upper grade classes and rural schools can use the Junior Department of Health plan.

State Department of Public Health. Springfield. Health Education Outlines No. 1 and No. 2 available upon request from the State Department of Public Health, Springfield, give some suggestions for inspection organization. For lower grade children it is usually best to place emphasis on only one or two cleanliness habits at a time-such as clean hands or clean teeth (emphasis should always be placed on the condition of the teeth-not on the brushing) or clean face, neck and ears. After the children becomes accustomed to the inspection two, three or even more habits may be checked at one time.

## Supertised Luxch Hour.

Suggestions for Promoting Social Habits. A program is still incomplete if it does not provide the opportunity to promote social contacts which is one of the immediate needs of a rural physical education program. The supervision of the lunch period provides great possibilities in promoting social contacts and health habits. The following procedure is one that has proven successful for a period of three years.
"After the hands were washed, the lunch baskets were taken from the lockers and were held up for identification. Two paper napkins were passed. On one the lunch was spread. The other was used for a napkin or as a cover for the lunch, since school rooms sometimes have a few flies. After the lunch was spread, some child asked the blessing or the group offered one in unison; and then everyone, including the teacher, began to eat.
"In order to make this a social period sometimes the victrola was played, or some one told a story, or perhaps there was discussion about the value of eating fruit and drinking milk, or again general conversation was employed. The idea was to make the lunch period as happy and useful a period as possible."*

Through the supervised school lunch, children may be given practical training in nutrition. They may also learn table manners, habits of cleanliness and social etiquette.

Opportunities to Promote Social Habits. Well planned trips to nearby towns or cities, including visits to libraries, cafes, theatres, museums and high school physical education classes offer an avenue for this training.

[^10]Previous to and during these trips, the teacher should be constantly aware of the privilege she possesses for promoting polite social etiquette and should make use of each opportunity to give suggestions to stimulate desirable habits. These trips are part of her regular school duty. Teaching the children the common civic courtesies and considerations such as group walking on sidewalks and giving one-half to other pedestrians, keeping to the right of the walk, congregated groups moving to one side of the walk, observation of safety rules at intersections and the introduction to and the observation of traffic regulations would develop social habits and promote civic obligations. Taking a day off on circus day to place the children in these environments would not violate school rules, but would be a vital factor in broadening the social and civic as well as the educational contacts of the pupils.

Neither is a program complete without offering the opportunity to practice the habits taught in school. A program of special events will aid in the establishment of the habits taught in school. Such events as demonstrations and exhibitions of school work, parties, graduation exercises and special day programs offer opportunities for the children to gain social contacts and "dress up."

Practicc Personal Habits. The teacher will aid materially in clinching the habits if on the day of the event she will emphasize the habits of personal cleanliness. She may go so far as to stimulate the performance of the habits emphasized during the daily inspection periods and to remind the children of their health creed practice.

Promote Coopcration of School, Home and Community. Part of the program for the parents' meeting may be given to the county nurse, a local doctor, nearby physical director or Smith-Hughes teacher for the promotion of sentiment toward immunization against typhoid fever, vaccination against smallpox, health examinations, prevention of communicable diseases, school sanitation, playground equipment and recreation, or any other physical and health problem.

Program for Parcnts' Mceting. The following program is suggested to stimulate others that might be used for the parents' meetings. A program arranged so that all the children take an active part will assure attendance. The use of any activity growing out of the special events which are adaptable may be used in this program.

1. Exhibit of school work, including health posters. This will use up the time until the parents have arrived.
2. Greetings, welcome and short explanation of purpose of meeting by the teacher.
3. Songs or health play.
4. Physical education activities by the older and younger groups.
5. Speaker.
6. School board member response.
7. Refreshments.

It is well to bear in mind that sloort, snappy and effective numbers will aid in the success of any program. A program of this kind should not exceed an hour and fifteen minutes.

Suggested Topics for Perrents' Meetings. Topics for promotional purposes for the parent meeting such as the following may be presented to the speaker with an explanation of their purpose.

1. Physical deficiency in rural school children runs from $1 / 2$ per cent up to 20 per cent higher than in city school children. Of a total number of 124,042 city school pupils and 345,931 country school pupils the percentage of pupils with defects ran 52.4 per cent for the city pupils and 71.5 per cent for the country pupils. This percentage included defective hearing, vision, teeth, throat and underweight. This may be a topic for the school nurse to stimulate examination and correction; particularly stimulating the physical education program as a preventative.
2. The rural school children get physical exercise, but it is one sided. Their exercise does not develop symmetrical bodies. This may be a topic suitable for a physical director to stimulate playground equipment and supplies.
3. Army statistics show that of those physically unfit for service, the majority of them were from rural communities. This is in the face of the fact that they came from environments most conducive to health. Considering the open country with pure, fresh air, bright sunshine, beautiful surroundings, wholesome health building foods (fruits, vegetables, butter, milk) and outdoor exercise, the question arises why should they have been in the majority of physically unfit. Naturally, the answer will be the plea for a physical and health education program to develop symmetrical bodies. This topic is an excellent one for a local physician.
4. The physician or physical director may combine topics 2 and 3.
5. Children in the country districts ought to have opportunities for health training, wholesome character building play and opportunities for social contacts equal to those provided in some of the more progressive cities. This topic works in well with the social and community service of the Smith-Hughes teacher in the nearby high school.
6. "There is no paternalism or sentimentality about public recreation. If we build hospitals and jails for the weak and the wicked, why in common sense shouldn't we do something for the healthy and honest citizen. Democracy must fail if in addition to alleviating mass suffering it does not also give attention to the happiness of the individual and thereby open the way to the joy and to the creative vigor of the nation." This is an excellent topic for a Smith-Hughes, Farm Bureau worker, a high school principal or city superintendent for the promotion of playground attitude.

These topics with the logical speakers for them are merely suggestive and any of them may be interchanged.

Cooperation With the State Tuberculosis Association. The State Tuberculosis Association through its sale of Red Cross Seals at Christmas time makes it possible to annually decrease the number of tubercular patients and aid in the scientific control and cure of this devastating disease. In their effort to reach the rural communities they seek the cooperation of the rural schools in the sales of the seals. In return for this cooperation, some county Tuberculosis Associations have given each rural school in thei: county a fully equipped First Aid Kit the first year, a paper towel container and paper the second year and refill the First Aid Kit and supply the paper towels the third year and each succeeding year thereafter.

## SECTION VI. APPENDIX.

The Physical Education Law.
PHYSICAL EDUCATION.
An Act to provide for physical training in the public and all the normal schools.
Section 1. Be it enacted by the People of the State of Illinois, represented in the General Assembly: "An Act to provide for physical training in the public and all normal schools," approved June 25, 1915, is amended to read as follows:

Section 1. It shall be the duty of the boards of education, school directors and of all boards in charge of educational institutions supported wholly or partially by the State to provide for the physical education and training of pupils of such public schools and educational institutions in all grades, and to include such physical education and training in the courses of study regularly taught therein.
§ 2. All boards of education and managing boards of such educational institutions shall make proper and suitable provisions in the schools and institutions under their jurisdiction for such physical education and training
for not less than one (1) hour of each week during the whole of the school year.
§ 3. The aims and purposes of courses in physical education and training established under the provisions of this Act shall be:

To develop ideals of efficiency as depended upon organic vigor, bodily and mental poise, proper physical development and obedience to the rules of hygiene.

To instruct pupils in physiology and the laws of health and the conditions that promote physical and mental efficiency.

To secure scientific supervision of the sanitation of school buildings and playgrounds and the equipment thereof. Modified courses of instruction shall be provided for those pupils physically or mentally unable to take the course provided for normal children.
$\S 4$. The curriculum in all normal schools of the State shall contain a regular course of physical education and training for teachers. After August 31, 1928, no student shall be graduated who has not completed a year's work in physical education, comprising at least one hundred forty-four (144) forty (40) minute periods.

Approved July 8, 1927.

## Book List.

Source of Information on Play and Recreation.
Williams, Marguerita P. Russell Sage Foundation, 130 East Twentysecond Street, New York City. \$1.00.

This list is a comprehensive compilation of carefully selected books, pamphlets, reports and articles classified under twenty-five sections with cross reference to related material.

## Heulth and Physical Education.

Mitchell, Elmer D., Editor. American Physical Education Association, Ann Arbor, Michigan. 50 cents to non-members. Free to members.

A carefully selected list of books on physical and health education and related activities. Classified under eight general headings and subdivided further under fifty specific headings covering materials from kindergarten to university.

## A Few Selected Publications on Play and Rccrcation.

Playground and Recreation Association of America, 315 North Avenue, New York City. Free.

Contains a condensed list of books, booklets, pamphlets and mimeograph materials on fifteen types of activities. This association has also compiled and mimeographed brief bibliographs on various phases of the play and recreation movement; one for recreation directors and the other for educators. Many of these are free. Others may be purchased at cost.

Burcau of Education, Division of Hygicne and Physical Education, Dcpartment of Interior, Washington, D. C. W. J. Cooper, Commissioner.
This list covers publications on all phases of education. A limited number of copies are free. Copies in excess of this limit may be purchased at cost which ranges from 5 cents to 20 cents.
A Fcw Refcrences On Child Hcalth.
American Child Health Association, 370 Seventh Avenue, New York City. Free.

A Sclected List of Books for Purents and Tcachers.
National Child Study Association of America, Inc., New York City. 25 cents.

## National Organizations Interested In Physical Education.

These national organizations publish material of interest to physical education:

American Medical Association, 535 North Dearborn Street, Chicago.
American Posture League, 1 Madison Avenue, New York City.
Boy Scouts of America, 200 Fifth Avenue, New York City.
Camp Fire Girls, 527 Fifth Avenue, New York City.
Eyesight Conservation Council of America, Times Building, Broadway and Forty-second Street, New York City.

The Girl Reserves, National Board of Y. W. C. A., 600 Lexington Avenue, New York City.

Girl Scouts of America, 527 Fifth Avenue, New York City.
Life Extension Institute, 25 West Forty-fifth Street, New York City.
National Amateur Athletic Federation, Woman's Division, 2 West Fortyfifth Street, New York City.

National Child Wèlfare Association, 70 Fiftlı Avenue, New York City.
National Interscholastic High School Federation, L. Smith, President, Joliet, Illinois.

National Safety Council, 120 West Forty-second Street, New York City.
Sportsmanship Brotherhood, Inc., 342 Madison Avenue, New York City.
Y. W. C. A., Association Press, 347 Madison Avenue, New York City.

Teachers' College, Columbia University, New York City.
United States Department of Labor, Children's Bureau, Washington, D. C.
United States Treasury Department Public Health Service, Washington, D. C.

Some Addresses of Magazines Devoted to Health and Physical Education.
Journal of Health and Physical Education, Ann Arbor, Michigan.
The Playground-P. R. A. A., 315 Fourth Avenue, New York City.
Mind and Body, New Ulm, Minnesota.
Hygeia, 535 North Dearborn Street, Chicago, Illinois.
Nation's Health, 666 Cass Street, Chicago, Illinois.

Sone Addresses of Publishers of Health and Physical Education Materials.

Doubleday Doran \& Company, Garden City, New York.
Barnes, A. S., 7 West 45 th Street, New York City.
Government Printing Office, Washington, D. C.
Hermann, Ernst, 900 Humboldt Street, Cambridge, Massachusetts.
MacMillan Company, The, 60 Fifth Avenue, New York City.
World Book Company, Yonkers, New York.
Lea \& Febiger, 17 East 42nd Street, New York City.
Iowa State Teachers College, Extension Division, Cedar Falls, Iowa.
Physical Training Department, Board of Education, 157 East 67th Street, New York City.

Saunders and Company, West Washington Square, Philadelphia, Pa.
Teachers College, Columbia University, New York City.
Lyons \& Carnahan, Chicago, Illinois.
States Hayng Compulsory Physical Education Laws.
Alabama, Arizona, California, Connecticut, Delaware, Florida, Georgia, Idaho, Illinois, Indiana, Iowa, Kentucky, Maine, Maryland, Michigan, Massachusetts, Minnesota, Mississippi, Missouri, Nevada, New Jersey, New York, North Carolina, North Dakota, Ohio, Oregon, Pennsylvania, Rhode Island, South Carolina, Tennessee, Utah, Virginia, Washington, West Virginia, and Wisconsin.

## States Having Printed Syllabi or Courses of Study in Physical Education.

Alabama, California, Connecticut, Delaware, Florida, Georgia, Indiana, Iowa, Kentucky, Massachusetts, Michigan, Minnesota, Missouri, Nevada, New Jersey, New York, North Carolina, North Dakota, Ohio, Oregon, Pennsylvania, Rhode Island, Tennessee, Utah, Virginia, Washington, West Virginia and Wisconsin.

States Having State Directors or State Supervisors of Physical Education.

Alabama, California, Connecticut, Delaware, Florida, Georgia, Illinois, Louisiana, Maine, Maryland, Massachusetts, Michigan, Minnesota, Missouri, New Jersey, New York, Ohio, Pennsylvania, Virginia and West Virginia.

Has your state a state law? Has it a state printed syllabus? Has it a state director?

If it has a state syllabus or a state director, you should get in touch with your state department of education for physical and health education materials.

## BOARD FOR VOCATIONAL EDUCATION.

STATE OF ILLINOIS.

BULLETIN NO. 48.

ANNUAL REPORT—JULY 1, 1928, TO JUNE 30, 1929.

Issued by F. G. Blair, Executive Officer of the Board for Vocational Education Springfield, November, 1929

BOARD FOR VOCATIONAL EDUCATION.<br>STATE OF ILLINOIS.

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Supervisor

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Supervisor

## LETTER OF TRANSMITTAL.

> State of Illinois, Office of the Superintendent of Public Instruction, Springfield, November $1,1929$.

## To the Honorable Louts L. Emierson, Governor of the State of Illinois.

## Dear Governor Emmerson:

As its Executive Officer I am herewith submitting the annual report for the State Board for Vocational Education covering the transactions of that board in administering the Federal and State laws relating to vocational education in agriculture, home economics and trades and industry.

When this work was instituted in 1917, the relations thus established between the Federal and State Governments were new. The organization of the work within the State was undertaken with some doubts and misgivings. Misunderstandings and conflict of opinion between the State and Federal authorities were a part of the difficulties encountered, but most of these obstacles have disappeared. The work has gained in favor with school officials and with the general public each year. The supervisory staff has been selected on account of their thorough preparation for the work. They are the ones to whom credit should be given for the excellent work which has been accomplished. The finest harmony and cooperation between the Federal agents and the State authorities has been established.

The one pressing need is for more State funds in order to reimburse all the schools which meet the requirements and standards set by the State board. For every dollar which we add to the State fund we add two dollars to the amount available for distribution to the various districts. If the State of Illinois would increase its annual appropriation for distribution so as to match dollar for dollar the Federal fund appropriated for that purpose, we could reimburse every school in lllinois which has met the requirements. As it now stands we have a list of schools just as worthy to receive aid as others which are receiving no reimbursement.

This report contains detailed information with respect to the classes and schools established in trades and industry, agriculture and household economics, and the amount of State and Federal aid which has been given to these schools. The maps will show how generally this money has been distributed over the State.

## ANNUAL FINANCIAL REPORT OF THE STATE BOARD FOR VOCATIONAL EDUCATION.

Table 1.-A General Summary of the Federal and State Aldotalents and All Disbursements Made is the State Board.
Vocational Courses in Secondary Schools-
*Federal and State funds combined.
$\$ 619,052.15$
Agricultural education ....... $\$ 198,271.77$
Industrial education ......... 325.058 .70
Home economics education... $95,721.68$
Federal funds . . . . . . . . . . . . . . . . . . . . . . . . . . . \$366,721.87
Agricultural education ....... 121,369.30
Industrial education ......... 196,282.06
Home economics education... $49,070.51$
State funds
Agricultural education ...... $76,902.47$
Industrial education . . . . . . . . 128,776.64
Home economics education... 46,651.17

Teacher Training Institutions-
Federal funds-
Agricultural training .... $\$ 6,319.40$
Industrial training ...... $5,651.51$
Home economics training. $\quad 7,333.79$
Supervision-
Federal and State combined-
Supervisors . . . . . . . . . . . . $\$ 24,360.00$
Clerical . ................. $9,276.67$
Travel . . . . . . . . . . . . . . . . . 7,804.67
Office expense ........... $5,543.10$
Equipment (State only).. $1,585.18$
Total disbursements made by the State Board from State and
Federal funds
$\$ 686,926.47$

Table 2.-Total Expenditures for Salaries of Teachers of Vocational Education Subjects Including Teacher-Training Courses and State Supervision.

Total expenditures Federal, State and local funds. . . . . . . . . . . . \$1,528,989.17
Disbursements from Federal and State funds.. $\$ 686,926.47$
Expenditures from local funds by schools and teacher-training institutions not reimbursed from State and Federal funds.
$842,062.70$

## GENERAL STATEMENT OF DISBURSEMENTS.

The total Federal and State funds disbursed for agricultural courses was $\$ 198,271.77$; for industrial courses $\$ 325,058.70$; for home economics courses $\$ 95,721.68$; making a total of $\$ 619,052.15$ disbursed by the Illinois State Board to public schools having approved vocational education departments. Disbursements were made at the close of the school year as reimbursements for one-half of the salaries of the teachers conducting vocational classes.

[^11]The sum of $\$ 619,052.15$ of Federal and State funds represents only onehalf of the salaries of teachers conducting vocational classes in agricultural and industrial education. The other one-half was paid by local schoni authorities. Schools having courses in home economics were reimbursed on the basis of 41.425 per cent of the salaries of teachers conducting rocational home economics classes. Local school authorities expended $\$ 800,913.29$; therefore a total of $\$ 1,419,965.44$ was expended in 1328-29 for rocational courses in secondary schools.

Teacher-training courses approved by the Illinois State Board were conducted at the University of Illinois, the Illinois State Normal University and the Western Illinois State Teachers' College. These institutions were reimbursed by the State Board from Federal funds to the extent of one-half of the amount expended for vocational training in agricultural, industrial and home economics education. Agricultural training-\$6,319.40; industrial training- $\$ 5,551.51$; home econcmics training-- $\$ 7,333.79$ - a total of $\$ 19,304.70$. The above institutions expended a like amount making a total expenditure of $\$ 38,609.40$ devoted to teacher-training under the supervision of the Illinois State Board for Vocational Education.

## Cities Conducting vocational courses.

Table 3.-Total Renibcrseafent to and Eneollaent of 247 Cities Conducting Vocational Courses in One or More of the Three Departments of Vocational Edecatiox-Agriculture, Industrial and Home Economics.

| City. | Number of pupils | Reimbursement. | City. | Number of pupils | Reimbursement. |
| :---: | :---: | :---: | :---: | :---: | :---: |
| Albion. | 64 | \$1,680 99 | Casey | 89 | \$ 3,025 60 |
| Aledo. | 49 | 1,094 16 | Catlin | 44 | 1,512 47 |
| Alexis | 25 | 1,195 83 | Centralia | 37 | 1,427 84 |
| Alvin. | 20 | 23017 | Champaign | 218 | 2,116 25 |
| Amboy | 36 | 1,450 00 | Chapin_ | 9 | 78123 |
| Anna-Jonesbo | 109 | 1,590 16 | Charleston | 26 | 73761 |
| Antioch | 60 | 2,335 75 | Chenoa | 23 | 1,056 25 |
| Arcola | 81 | 1,63408 | Chicago -- | 24,901 | 222,20105 |
| Argenta | 29 | 1,200 00 | Chicago Heights | 30 | 17000 |
| Armington | 15 | 98687 | Chrisman. | 32 | 1,074 81 |
| Armstrong | 8 | 78125 | Cicero | 1,286 | 26,342 18 |
| Arthur. | 20 | 1,250 00 | Coal City | 38 | 87019 |
| Ashley . | 20 | 87341 | Cobden | 12 | 1,142 50 |
| Ashton | 34 | 1,351 76 | Colfax | 24 | 1,109 58 |
| Assumption | 50 | 1,562 47 | Cornell | 6 | 83016 |
| Astoria | 17 | 20195 | Dakota | 20 | 65625 |
| Athens | 50 | 1,900 18 | DeKalb | 38 | 1,800 00 |
| Atwood | 42 | 1,983 51 | DeLand. | 80 | 49557 |
| Augusta | 43 | 1,272 71 | Delavan. | 34 | 1,613 53 |
| Aurora, East | 147 | 2,552 00 | Dixon. | 30 | 1,509 50 |
| Aurora, Wes | 53 | 3,274 34 | Donovan. | 18 | 33140 |
| Bardolph | 16 | 89375 | Dundec. | 24 | 1,460 00 |
| Batavia | 43 | 62138 | Dunlap. | 22 | 99219 |
| Beardstown | 19 | 1,200 00 | Duquoin | 11 | 8000 |
| Belleville. | 323 | 2,464 94 | East Lynn | 82 | 99096 |
| Bellfower | 53 | 1,348 62 | East Peoria | 48 | 1,361 11 |
| Bement. | 62 | 1,933 51 | Effi n gham | 53 | 1,527 08 |
| Bensenville | 45 | 44014 | Eldorado | 121 | 1,813 69 |
| Benton. | 129 | 3,761 23 | Elmwood | 15 | 1,193 50 |
| Big Rock | 11 | 70312 | El Paso | 62 | 2,071 38 |
| Bismarck | 24 | 87147 | Equality | 41 | 1,307 50 |
| Blandinsville | 30 | 1,050 00 | Eureka | 22 | 1,600 00 |
| Blue Mound | 25 | 70423 | Fairbury | 20 | 89375 |
| Bluffs. | 13 | 1,050 00 | Fairfield | 46 | 1,300 00 |
| Bradford | 11 | 1,047 84 | Fairmount | 23 | 55924 |
| Bridgeport | 143 | 3,414 75 | Farmer City | 45 | 88406 |
| Buda | 24 | 1,200 00 | Flora | 30 | 1,100 00 |
| Bureau | 15 | 96683 | Forrest | 20 | 42719 |
| Camp Point | 40 | 36247 | Galena | 47 | 41425 |
| Capron. | 19 | 93333 | Galesburg | 27 | 1,150 00 |
| Carlock | 8 | 68583 | Genesco. | 135 | 3,082 99 |
| Carlyle | 19 | 38836 | Geneva. | 36 | 78294 |
| Carthage. | 53 | 1,873 01 | Georgetown | 26 | 1,080 13 |

CITIES CONDUCTING VOCATIOMAL COURSES—Continued.

| City. | Number of pupils | Reimbursement | City. | Number of pupils. | Reimbursement. |
| :---: | :---: | :---: | :---: | :---: | :---: |
| Good Hope | 52 | § 1,56720 | Moweaqua | 51 | \$ 1,385 |
| Goreville | 24 | 96667 | Murphysboro. | 36 | 1,400 00 |
| Granite City | 283 | 11,280 51 | Neoga--- | 35 | 1,291 39 |
| Greenfield | 55 | 1,367 50 | Neponset- | 111 | 1,612 47 |
| Greenville | 53 | 57788 | New Berlin | 16 | 34952 |
| Gurnee | 84 | 2,626 11 | New Holland | 41 | 94971 |
| Hampshire | 8 | 75000 | Newman. | 20 | 89375 |
| Harrisburg | 60 | 1,195 00 | Newton. | 61 | 1,771 38 |
| Harvard | 18 | 1,031 25 | Nokomis. | 13 | 71872 |
| Harvey | 387 | 8,990 64 | Oakland | 23 | 1,000 87 |
| Herrin. | 57 | 1,400 00 | Oakwood | 49 | 1,779 75 |
| Heyworth | 62 | 1,746 43 | Oblong-. | 26 | 1,200 00 |
| Highland Park | 195 | 3,152 75 | O'Fallon | 44 | 74648 |
| Hillsboro- | 48 | 1,291 63 | Olney | 38 | 1,260 00 |
| Hinckley | 17 | 975 00 | Orion- |  | 85312 |
| Hopedale | 5 | 1,282 11 | Palmyra. | $\begin{aligned} & 96 \\ & 22 \end{aligned}$ | 1,638 53 |
| Hume. | 37 | 1,383 78 | Pana | 96 | 1,697 09 |
| Hutsonvil | 38 | 1,000 00 | Paris | 34 | 1,152 10 |
| Illiopolis. | 15 | 68351 | Pawnee | 66 | 39845 |
| Jacksonville | 34 | 1,500 00 | Pekin. | 11 | 83929 |
| Jerseyvill | 71 | 2,054 23 | Peoria_ | 215 | 4,981 37 |
| Joliet | 1,401 | 37,499 80 | Pinckneyvill |  | 2,430 61 |
| Joppa_ | 10 | 64687 | Pittsfield | 64 | 2,273 08 |
| Kenney. | 46 | 36247 | Plato Center | 22 | 1,006 25 |
| Kewanee | 103 | 1,107 61 | Pontiac. | 30 | 2,116 44 |
| Lacon | 10 | 20971 | Princeton | 103 | 1,808 02 |
| Lake Zuric | 16 | 74272 | Princeville | 25 | 93437 |
| LaMoille | 27 | 1,150 00 | Quincy | 189 | 61176 |
| Lanark | 57 | 1,423 08 | Rankin | 10 | 41425 |
| Lawrenc | 58 | 1,200 00 | Rantoul | 56 | 1,540 57 |
| LeRoy | 15 | 1,256 178 | Reddick Farm |  | - 02900 |
| Lewistow | 40 | $1{ }^{2} 2363$ | Riverside-Brookfiel |  | 1,994 20 |
| Lexington | 54 | 68144 | Robinson | 31 | 1,090 62 |
| Lincoln | 155 | 2,886 61 | Rochelle | 37 | 1,076 50 |
| Litchfield | 10 | 1,056 25 | Rock Falls | 14 | 99972 |
| Long View | 11 | 95258 | Rockford | 782 | 10,924 94 |
| McHenry | 52 | 398 ז2 | Rock Island | 8 | 1,191 25 |
| McLean. | 26 | 33658 | Rollo | 28 | 1,207 06 |
| McNabb | 14 | 87279 | Roseville | 10 | 21748 |
| Mackinaw | 34 | 34952 | Rossville | 31 | 55924 |
| Macon. | 12 | 79063 | St. Anne. | 11 | 87500 |
| Mahomet | 63 | 1,319 10 | St. Charles | 31 | 45863 |
| Manlius. | 25 | 1,011 45 | St. Joseph | 81 | 1,329 95 |
| Marengo | 29 | 75000 | Salem--- | 27 | 1,08750 |
| Marion | 42 | 1,075 00 | Sandoval. | 20 | 97500 |
| Maroa | 69 | 1,326 84 | Sandwich | 16 | 1,350 00 |
| Marshall | 132 | 2,373 88 | Saunemin | 69 | 1,139 27 |
| Martinsville | 74 | 2,004 75 | Savanna | 48 | 36247 |
| Mascoutah | 82 | 68351 | Sesser. | 54 | 1,310 95 |
| Melvin. | 17 | 1,029 25 | Shabbona | 29 | 38836 |
| Mendon. | 26 | 60066 | Shelbyvil | 75 | 1,787 80 |
| Mendota | 85 | 2,551 33 | Sparta | 53 | 2,061 35 |
| Metamor | 37 | 1,596 19 | Spring Valley |  | 3,550 41 |
| Metcalf | 10 | 16666 | Stanford | 63 | 1,683 15 |
| Metropoli | 87 | 1,736 52 | Sterling | 32 | 24000 |
| Milford | 37 | 1,151 18 | Stockland | 5 | 69966 |
| Milledgeville | 29 | 1,475 91 | Stockton. | 88 | 1,961 26 |
| Minier | 18 | 93437 | Stonington. | 106 | 1,287 80 |
| Minonk | 80 | 1,718 85 | Stronghurst. | 23 | 90187 |
| Moline | 96 | 1,800 00 | Sugar Grove. | 19 | 1,419 61 |
| Momence | 32 | 1,237 50 | Sullivan. | 36 | 1,195 90 |
| Monticel | 70 | 1,620 65 | Sycamor | 22 | 74250 |
| Morton | 22 | 66280 | Tallula | 34 | 1,260 69 |
| Mt. Carroll | 24 | 94285 | Taylorville | 22 | 1,430 00 |
| Mt. Pulaski | 36 | 48571 | Thompsonville | 52 | 1,235 55 |
| Mt. Sterling | 28 | 49399 | Tiskilwa | 41 | 1,474 27 |
| Mt. Vernon. | 36 | 1,350 00 | Toluca. | 24 | 91406 |

CITIES CONDUCTING VOCATIONAL COURSES-Concluded.

| City. | Number of pupils | Reimbursement | City. | Number of pupils | Reimbursement. |
| :---: | :---: | :---: | :---: | :---: | :---: |
| Tonica | 17 | \$ 1,087 51 | Waukegan | 395 | 85,727 34 |
| Tower Hill | 10 | 75000 | Waverly . | 105 | 1,352 63 |
| Tuscola | 20 | 1,132 80 | Wellington | 40 | 75000 |
| Urbana | 190 | 39500 | Westfield. | 14 | 1,350 00 |
| Valmeyer. | 39 | 1,164 98 | Westville | 58 | 65788 |
| Vienna-- | 42 | 1,100 00 | Willow Hill | 8 | 65833 |
| Villa Grove | 57 | 1,433 64 | Winchester | 39 | 1.15000 |
| Virden. | 15 | 68750 | Woodstock | 90 | 2,743 84 |
| Walnut | 27 | 1,500 00 | Wyanet | 13 | 96875 |
| Wapella | 77 | 1,658 84 | Yorkville | 48 | 90380 |
| Washington | 58 40 | 2,058 22 | Total | 40,541 | \$619,052 15 |
| Waterman. | 49 | 1,432 93 |  |  |  |



## KEY TO MAP ON DISTRIBUTION OF APPROVED VOCATIONAL COURSES

| County | City | County | City |
| :---: | :---: | :---: | :---: |
| Adams.-.-. | 1. Camp Point | Green-.---- | 1. Greenfield |
|  | 3. Quincy | Hancock | 1. Augusta |
| Bond | 1. Greenville |  | 2. Carthage |
| Boone | 1. Capron | Henderson. | 1. Stronghurst |
| Brown. | 1. Mt. Sterling. | Henry | 1. Geneseo |
| Bureau. | 1. Buda |  | 2. Kewanee |
|  | 2. Bureau |  | 3. Orion |
|  | 3. LaMoille | Iroquois. | 1. Donovan |
|  | 4. Manlius |  | 2. Milford |
|  | 6. Princeton |  | 4. Wellington |
|  | 7. Spring Valley | Jackson. | 1. Murphysboro |
|  | 8. Tiskilwa | Jasper | 1. Newton |
|  | 9. Walnut |  | 2. Willow Hill |
|  | 10. Wyanet | Jefferson. | 1. Mt. Vernon |
| Carroll | 1. Mt. Carroll | Jersey-- | 1. Jerseyville |
|  | 2. Savanna | JoDaviess | 1. Galena |
|  | 3. Lanark |  | 2. Stockton |
|  | 4. Milledgeville | Johnson. | 1. Goreville |
| Cass | 1. Beardstown |  | 2. Vienna |
| Champaign | 1. Champaign | Kane | 1. Aurora, East |
|  | 2. Longview |  | 2. Aurora, West |
|  | 5. St. Joseph |  | 5. Dundee |
|  | 6. Urbana |  | 6. Geneva |
| Christian | 1. Assumption |  | 7. Hampshire |
|  | 2. Pana |  | 8. Plato Center |
|  | 3. Stonington |  | 9. St. Charles |
| Clark | 1. Casey | Kankakee | 1. Momence |
|  | 2. Marshall |  | 2. Reddick |
|  | 3. Martinsville |  | 3. St. Anne |
|  | 4. Westfield | Kendall. | 1. Yorkville |
| Clay -- | 1. Flora | Knox. | 1. Galesburg |
| Clinton | 1. Carlyle | Lake. | 1. Antioch |
| Coles. | 1. Charleston |  | 2. Gurnee |
|  | 2. Oakland |  | 3. Highland Park |
| Cook. | 1. Chicago |  | 4. Lake Zurich |
|  | 2. Chicago Heights | LaSalle | 5. Waukegan |
|  | 4. Harvey | Lasalle | 2. Mendota |
|  | 5. Riverside |  | 3. Tonica |
| Crawford | 1. Hutsonville | Lawrence | 1. Bridgeport |
|  | 2. Oblong |  | 2. Lawrenceville |
|  | 3. Palestine |  | 1. Amboy |
|  | 4. Robinson |  | 2. Ashton |
| Cumberland | 1. Neoga |  | 3. Dixon |
| DeKalb | 1. DeKalb | Livingston_ | 1. Cornell |
|  | 2. Hinckley |  | 2. Fairbury |
|  | 3. Rollo |  | 3. Forrest |
|  | 4. Sandwich |  | 4. Pontiac |
|  | 5. Shabbona |  | 5. Saunemin |
|  | 6. Sycamore | Logan | 1. Lincoln |
|  | 7. Waterman |  | 2. Mt. Pulaski |
| DeWit | 1. Farmer City <br> 2. Kenney | McDonough | 3. New Holland Bardolph |
|  | 3. Wapella |  | 2. Blandinsville |
| Douglas | 1. Arcola |  | 3. GoodHope |
|  | 2. Arthur | McHenry | 1. Harvard |
|  | 3. Hindsboro |  | 2. McHenry |
|  | 4. Newman |  | 3. Marengo |
|  | 5. Tuseola |  | 4. Woodstock |
|  | 6. Villa Grove | McLean. | 1. Bellflower |
| DuPage | 1. Bensenville |  | 2. Carlock |
| Edgar | 1. Chrisman |  | 3. Chenoa |
|  | 2. Hume |  | 4. Colfax |
|  | 3. Metcalf |  | 5. Heyworth |
|  | 4. Paris |  | 6. LeRoy |
| Edwards. | 1. Albion |  | 7. Lexington |
| Effingham | - 1. Effingham |  | 8. McLean |
| Ford --- | - 1. Melvin |  | 9. Stanford |
| Franklin. | - 1. Benton | Macon. | 1. Argenta |
|  | 2. Sesser |  | 2. Blue Mound |
|  | 3. Thompsonville |  | 3. Macon |
| Fulton | -- 1. Astoria |  | 4. Maroa |
| Gallatin | - 1. Equality | Macoupin.- | 2. Virden |

KEY TO MAP ON DISTRIBUTION OF APPROVED VOCATIONAL COURSES-Concluded.


## AGRICULTURAL EDUCATION.

Schools.
One hundred eighty-seven full-time departments of vocational agriculture conducted in the public high schools of Illinois were approved by the State Board for Vocational Education. In addition to these regular full-time courses in vocational agriculture these schools conducted three part-time courses and twenty-eight evening courses. The State Board reimbursed these schools for their work in agriculture to the extent of one-half the salaries of the teachers employed. All agriculture instructors were employed for the full year and in addition to teaching the regular classes supervised the farm practice required of all students in both the full-time all day courses and the part-time, evening and short courses. The enrollment in the all day classes at the end of the school year was 4,557 . The enrollment in the parttime and evening courses totaled 1,844. The total enrollment in all the various types of agriculture classes during the year was 6,401 .

## Supervised Farm Practice.

Supervised farm practice is the requirement of every student of vocational agriculture in the State whether he be a full-time student or a parttime student. The whole vocational agriculture program was based upon the belief that actual farm practice in the form of a project is essential for
vocational training and farming. Each student is required to plan, manage and keep accurate accounts of his own project. A unified system of accounts is practiced due to the use of a farm account book furnished by the State Department of Vocational Education to each vocational agriculture student. A study of the summaries of the projects of the boys will give an idea of the extent and scope of the project work in the State as well as the earnings from the projects. The financial reports on projects conducted by students enrolled in vocational agriculture and completed between January 1, 1928, and January 1 , 1929, show a total earning on 3,031 productive projects of $\$ 264,383.94$. In addition to these projects there were one hundred two projects in farm mechanics which showed a financial return of $\$ 2,810.23$ and one project in farm accounts which showed a return of $\$ 2,451.78$.

| Crops, kind. | Number. | Scope. | Total earnings. |
| :---: | :---: | :---: | :---: |
| Barley | 11 | 155.25 | \$ 85944 |
| Corn | 483 | 3,819.68 | 72,92461 |
| Garden. | 239 | 72.82 | 7,477 83 |
| Oats.-- | 37 | 596.75 | 4,495 61 |
| Orchard | 37 | 136.50 | 2,267 78 |
| Potatoes.- | 126 | 55.26 | 3,249 23 |
| Soybeans. | 31 30 | 304.00 474.00 | 3,935 3,439 89 |
| Miscellaneous crops | 109 | 393.70 | 8,504 82 |
| Total | 1,103 | 6,007.96 | \$107,154 48 |


| Livestock. |  |  |
| :--- | :--- | ---: | ---: | ---: |



* Not added in total.
** Projects uncompleted and to be reported next year.


## Teacher-Training.

Teacher-training courses were offered at the University of Illinois in the Division of Agricultural Education. Forty men graduated from the University of Illinois this year at the end of the regular session fully qualified as teachers of vocational agriculture. Courses are offered at the University during the summer sessions as well as during the regular terms.

## Supervision.

The supervisory staff consisted of one supervisor and one assistant supervisor. The following data indicate some of the activities of the super. visors:
Supervisory visits. ..... 130
Promotional visits ..... 50
Conferences of teachers attended. ..... 25
Judging contests attended ..... 20
Special meetings attended ..... 21
Father and son banquets attended ..... 45
Public addresses ..... 20

Twenty-four district conferences were conducted during the year in the various sections of the State. These conferences were attended by most of the teachers and school administrators of the schools having departments of vocational agriculture.

One State conference attended by all teachers was held at the University of Illinois, Urbana, Illinois, June 17-18-19.

During the past year 2,295 boys participated in the twelve section judging contests held in the State. In addition to these section contests there was one State contest conducted at the College of Agriculture, University of Illinois. One hundred forty-two different high schools were represented in the contest with a total of 1,280 contestants. This surpassed all previous attendance by 290 contestants.

The efforts of the supervisors have been directed toward helping the teachers to adjust their programs to the objectives set forth in the State program.

The community activities of teachers of vocational agriculture indicate a wide scope of responsibilities outside the class-room. Seventy-six father and son banquets were held with a total attendance of 5,756. Twenty-eight community fairs were conducted. One thousand and three agriculture club meetings were held and seventy-seven meetings of other clubs held.

## Publications.

A. Bulletins:

1. Bulletin No. 45, Annual Directory and Program of Agricultural Education, 1928-1929.
2. Bulletin No. 46, Annual Report, July 1, 1927 -June 30, 1928.
B. Special Papers:
3. Paper No. 43, A System for Keeping Vocational Agriculture Records.
4. Paper No. 44, The Trial of Mr. Poor Farmer.
5. Paper No. 45, The Marketing of Livestock.
6. Paper No. 46, Annual Report of Agriculture Department to High School Board of Education, by Teacher of Agriculture.
7. Paper No. 47, Report of the Third Annual Convention of the American Vocational Association.
8. Paper No. 48, Rules and Suggestions for Annual Judging Contest of Vocational Agriculture Students, 1929.
9. Paper No. 49, Illinois Association of Future Farmers of America, 1929-1930.
C. Fan-Mill:

Twelve numbers of the Fan-Mill were issued for the year 1928-29.
The technical and professional information contained in these issues inspires the teachers of vocational agriculture to a wider field of classroom and community activities.

FULL TIME DEPARTMENT. OF VOCATIONAL AGRICULTURE, ENROLLMENT AND REIMBURSEMENT.

| School. | Enrollment | Reimbursement. | School. | Enrollment. | Reimbursement. |
| :---: | :---: | :---: | :---: | :---: | :---: |
| Albion | 29 | \$1,100 00 | Hindsboro | 21 | \$1,050 00 |
| Aledo | 49 | 1,094 16 | Hopedale | 13 | 89375 |
| Alexis | 25 | 1,195 83 | Hume. | 19 | 1,021 31 |
| Amboy | 36 | 1,450 00 | Hutsonville | 38 | 1,00000 |
| Anna | 49 | 97500 | Jacksonvill | 34 | 1,500 00 |
| Antioch | 35 | 1,500 00 | Jerseyville | 29 | 1,350 00 |
| Areola | 24 | 1,054 13 | Joppa | 10 | 64687 |
| Argenta | 29 | 1,200 00 | Lake Zurich | 16 | 74272 |
| Armington. | 15 | 98687 | (Ela Twp. H. S.) Lanark | 27 | 1,159 00 |
| Armstrong | 8 | 78125 | LaMoille. ---------------- | 27 | 1,150 00 |
| Arthur. | 20 | 1,250 00 | Lawrenceville | 58 | 1,200 00 |
| Ashley . | 20 | 87341 | Leland | 19 | 83722 |
| Ashton | 10 | 1,010 00 | LeRoy | 15 | 1,178 12 |
| Assumption | 32 | 1,200 00 | Lineoln | 28 | 1,350 00 |
| Athens. | 18 | 1,113 10 | Litehfield | 10 | 1,056 25 |
| Atwood. | 20 | 1,300 00 | Long View | 11 | 95258 |
| Augusta | 18 | 92319 | Macon. | 12 | 79063 |
| Bardolph | 16 | 89375 | Mahomet | 16 | 95663 |
| Beardstown | 19 | 1,200 00 | Manlius | 25 | 1,011 45 |
| Belleville | 42 | 1,101 40 | Marengo | 29 | 75000 |
| Bellflower | 18 | 93437 | Marion. | 42 | 1,075 00 |
| Bement. | 33 | 1,250 00 | Maroa | 19 | 75000 |
| Benton | 31 | 1,400 00 | Marshall | 37 | 1,200 00 |
| Big Rock | 11 | 70312 | Martinsville | 38 | 1,425 00 |
| Bismarek | 24 | 87147 | Melvin | 17 | 1,029 25 |
| Blandinsville | 30 | 1,050 00 | Mendota | 25 | 1,350 00 |
| Bluffs | 13 | 1,050 00 | Metamora | 17 | 1,032 81 |
| Bradford | 11 | 1,047 84 | Metealf | 10 | 16666 |
| Bridgeport | 68 | 1,970 83 | Metropolis | 38 | 1,140 00 |
| Buda-- | 24 | 1,200 00 | Milford | 18 | 57143 |
| Capron | 19 | 93333 | Milledgevill | 17 | 87395 |
| Carlock | 8 | 68583 | Minier | 18 | 93437 |
| Carthage | 28 | 99998 | Minonk | 18 | 1,200 00 |
| Casey | 40 | 1,700 00 | Momence | 32 | 1,237 50 |
| Catlin | 14 | 1,150 00 | Monticello | 25 | 87500 |
| Centralia | 37 | 1,427 84 | Moweaqua | 21 | 99687 |
| Champaign | 18 | 12500 | Mt. Carroll | 24 | 94285 |
| Chapin- | 9 | 78123 | Mt. Vernon | 36 | 1,350 00 |
| Charleston | 26 | 73761 | Murphysboro | 36 | 1,400 00 |
| Chenoa. | 23 | 1,056 25 | MeNabb (John Swaney) | 14 | 87279 |
| Chrisman | 17 | 84956 | Neoga | 10 | 88750 |
| Cobden | 12 | 1,142 50 | Neponset | 27 | 1,250 00 |
| Colfax | 10 | 87656 | New Holland | 11 | 75000 |
| Cornell. | 6 | 83016 | Newman. | 20 | 89375 |
| Dakota | 20 | 65625 | Newton | 33 | 1,150 00 |
| Delavan | 18 | 1,075 00 | Nokomis | 13 | 71872 |
| DeKalb | 38 | 1,800 00 | Oakland | 23 | 1,000 87 |
| Dixon. | 30 | 1,509 50 | Oakwood Twp. H. S | 21 | 1,200 00 |
| Dundee. | 24 | 1,460 00 | (P. O. Muncie.) |  |  |
| Dunlap. | 22 | 39219 | Oblong--------- | 26 | 1,200 00 |
| East Lynn | 50 | 78125 | Olney | 38 | 1,260 00 |
| Effingham | 16 | 86428 | Orion- | 38 | 85312 |
| Eldorado | 45 | 1,125 00 | Palestine | 54 | 1,000 00 |
| Elmwood | 15 | 1,193 50 | Palmyra | 11 | 1,100 00 |
| El Paso. | 17 | 1,450 00 | Paris | 34 | 1,152 10 |
| Equality | 23 | 85312 | Pekin_ | 11 | 83929 |
| Eureka | 22 | 1,600 00 | Pinckneyville | 25 | 1,250 00 |
| Fairbury | 20 | 89375 | Pittsfield | 32 | 1,408 33 |
| Fairfield | 46 | 1,300 00 | Plato Center | 22 | 1,006 25 |
| Farmer City | 45 | 88406 | Pontiae. | 30 | 2,116 44 |
| Flora | 30 | 1,100 00 | Prineeton | 46 | 1,475 00 |
| Galesburg | 27 | 1,150 00 | Prineeville | 25 | 93437 |
| Geneseo. | 38 | 1,656 42 | Rantoul | 14 | 1,268 72 |
| Georgetown | 26 | 1,080 13 | Reddiek | 10 | 82500 |
| Good Hope | 11 | 91476 | Ridgefarm | 15 | 1,00935 |
| Goreville | 24 | 96667 | Robinson | 31 | 1,090 62 |
| Greenfield | 27 | 1,000 00 | Rochelle | 37 | 1,076 50 |
| Gurnee | 32 | 1,620 00 | Roek Falls | 14 | 99972 |
| Hampshire | 8 | . 75000 | Rockford | 27 | 1.00415 |
| Harrisburg | 60 | 1,19500 | Rollo (Earlville) | 10 | 87566 |
| Harvard. | 18 | 1,031 25 | Salem. | 27 | 1,087 50 |
| Herrin -- | 57 | 1,400 00 | Sandoval | 20 | 97500 |
| Heyworth Hillsboro | 13 | 1,042 20 | Sandwich | 16 | 1,350 00 |
| Hillsboro | 48 | 1,291 63 | Saunemin | 20 | 90625 |
| Hinckley | 17 | 97500 | Sesser. | 19 | 73100 |

FULL TIME DEPARTMENTS OF VOCATIONAL AGRICULTURE, ENROLLMENT AND

| School. | Enrollment. | Reimbursement. | School. | Enrollment. | Reimbursement. |
| :---: | :---: | :---: | :---: | :---: | :---: |
| Shelbyville | 32 | \$1,125 00 | Valmeyer | 20 | \$ 87500 |
| Sparta | 26 | 1,150 00 | Vienna | 42 | 1,100 00 |
| Stanford | 17 | 93750 | Villa Grove | 11 | 1,018 87 |
| St. Anne | 11 | 87500 | Virden. | 15 | 68750 |
| St. Joseph | 41 | 75000 | Walnut | 27 | 1,500 00 |
| Stockland. | 5 | 69966 | Wapella | 17 | 1,049 60 |
| Stockton. | 36 | 1,214 57 | Washburn. | 31 | 99687 |
| Stonington | 23 | 62500 | Washington | 15 | 1,325 00 |
| Stronghurst. | 23 | 90187 | Waterman | 28 | 1,256 87 |
| Sugar Grove | 8 | 1,031 25 | Waverly | 20 | 73125 |
| Sullivan | 36 | 1,195 90 | Wellington | 40 | 75000 |
| Sycamore | 22 | 74250 | Westfield | 14 | 1,350 00 |
| Tallula | 13 | 86249 | Willow Hill | 8 | 65833 |
| Taylorville | 22 | 1,430 00 | Winchester-..----- | 39 | 1,150 00 |
| Thompsonville | 24 | 89768 | West Bureau, P. O. Princeton. | 15 | 96683 |
| Tiskilwa. | 16 | 83736 | Woodstock | 28 | 1,687 50 |
| Toluca | 24 | 91406 | Wyanet- | 13 | 96875 |
| Tonica | 17 10 | $\begin{array}{r}1,08750 \\ 750 \\ \hline\end{array}$ | Yorkville |  | 63750 |
| Tuscola | 20 | 1,132 81 | Total | 4,557 | \$198,271 77 |
| Urbana. | 20 | 15000 |  |  |  |

## VOCATIONAL AGRICULTURE.

Year Ending June 30, 1929.

| Schools. | Number. | Attendance. | Reim. bursement. |
| :---: | :---: | :---: | :---: |
| Full-time.- <br> Part-time. <br> Evening-- | 187 3 36 | $\begin{array}{r} 4,557 \\ 28 \\ 1,816 \end{array}$ | $\begin{array}{r} \$ 197,36112 \\ 18536 \\ 72529 \end{array}$ |
| Total. | 216 | 6,401 | \$198,271 77 |

Teacher Training Courses.



Map showing locations of Departments of Vocational $\lambda$ griculture
in Illinois for 1928-1929.

## KEY TO MAP.

1928-1929.


## KEY TO MAP-Continued.

| School. | Agriculture teacher. |
| :---: | :---: |
| 7. New Holland | E. W. Edwards. |
| 8. Pekin. | - Virgil Fielder |
| 9. Princeville | *K. E. Wehner. |
| 10. Toluca. | Fred Wakeland. |
| 11. Washburn | -George Doak. |
| 12. Washington | Lucien Wise. |
| 1. Armington | *E. L. King. |
| 2. Bell flower | A. T. Martin. |
| 3. Carlock | Clyde Bannister. |
| 4. Chenoa | J. A. Twardock. |
| 5. Colfax | I. L. Brakensiek. |
| 6. Cornell | Carl C. Lewis. |
| 7. Fairbury | C. M. Stitzel. |
| 8. Farmer City | G. S. Severson. |
| 9. Heyworth | E. L. Pcarce. |
| 10. Hopedale | L. L. Kimmell. |
| 11. LeRoy | L. A. MeKean. |
| 12. Lincoln | Ralph Morray. |
| 13. Minier | Clyde Fry. |
| 14. Pontiac | A. T. Anderson. |
| 15. Saunemin | I. E. Parett. |
| 16. Stanford | Clifford Willis. |
| 17. Wapella | W. R. Queen. |
| 1. Arcola | T. W. May. |
| 2. Arthur | Geo. Falkenberg. |
| 3. Atwood | Paul M. Krows. |
| 4. Bement. | Trevor L. Jones. |
| 5. Champaign | H. J. Rucker. |
| 6. Charleston | R. S. Hettick. |
| 7. Chrisman | R. C. Vandervoort. |
| 8. Hindsbor | C. C. Cotton |
| 9. Hume | C. L. Beatty and Russell Ash.** |
| 10. Longvie | R. D. Eiler. |
| 11. Mahomet | Robt. G. Briggs |
| 12. Monticello | G. W. Sutton; J. E. Willis. |
| 13. Newman | W. D. Kilton. |
| 14. Oakland | Edwin Thompson. |
| 15. Paris | D. H. Hamilton. |
| 16. Rantoul | M. R. Malsbury |
| 17. St. Joseph | Melvin Henderson. |
| 18. Tuscola. | *J. R. Keigwin. |
| 19. Urbana | H. J. Rucker. |
| 20. Villa Grov | W. E. Reiley. |
| 1. Athens | Robert Smith. |
| 2. Beardstown | B. W. Smith. |
| 3. Bluff | A. P. Crowell. |
| 4. Chapin | E. W. Farnsworth. |
| 5. Greenfield | L. B. Kimmcll. |
| 6. Jacksonvill | J. H. Loomis. |
| 7. Jerseyville | *Herbert Damisch. |
| 8. Palmyra | S. R. Foster. |
| 9. Pittsfield | P. W. Proctor. |
| 10. Tallula | E. B. Knight. |
| 11. Virden. | E. G. Potter. |
| 12. Waverly | N. C. Smith. |
| 13. Winchester | H. S. Wright. |
| 1. Argenta | I. G. Morrison. |
| 2. Assumption | R. A. Bean. |
| 3. Hillsboro | F. W. Orland. |
| 4. Litchfield | Irving Olson. |
| 5. Macon- | Vernon D. Evans. |
| $6 . \mathrm{Maroa}$ | T. H. Hafer. |
| 7. Moweaqu | A. E. Foster. |
| 8. Nokomis. | Wm. Stumm. |
| 9. Shelbyvill | *Lowell A. Hodan. |
| 10. Stonington | Carl G. Livengood. |
| 11. Sullivan | Harry Neville. |
| 12. Taylorville | A. D. Clausen. |
| 13. Tower Hill | L. C. Cannon. |
| 1. Albion | H. B. Corrie. |
| 2. 13ridgeport | C. E. Kirk; K. J. Lipe. |
| 3. Casey | W. A. Newlin. |
| 4. Effingham | W. L. Newport. |
| 5. Fairfield | N. J. Sinith. |
| $6 . \quad$ Flora | Edgar Booker. |
| 7. Hutsonville | Virgil B. Ress. |
| 8. Lawreneevill | F. A. Stansfield. |
| 9. Marshall | J. R. Connelly. |
| 10. Martinsvi | W. G. Baysinger. |
| 11. Neoga | Charles Allen. |
| 12. Newton | *Jerome A. Embser. |

KEY TO MAP—Concluded.

| School. | Agriculture teacher. |
| :---: | :---: |
| 13. Oblong | Harold Allison. |
| 14. Olney | L. T. Clark. |
| 15. Palestin | Paul Walker. |
| 16. Robinso | H. C. Moor. |
| 17. Westfield | Orvall Mitchell. |
| 18. Willow H | H. B. Walk. |
| 1. Anna | --O. C Cobb and O. K. Loomis.** |
| 2. Ashley | N. D. McCoy. |
| 3. Bellevill | L. F. Lentz. |
| 4. Benton | Karl Natho. |
| 5. Cen trali | T. W. Clarida. |
| 6. Cobde | -.-O. K. Loomis and J. H. Taylor.** |
| 7. Eldorado | W. O. Davis. |
| 8. Equality | Chas. E. Twigg. |
| 9. Goreville | A. K. Scherer. |
| 10. Harrisburg | J. H. Kruger. |
| 11. Herrin | *Earl Y. Smith. |
| 12. Joppa | G. H. Slimpert. |
| 13. Mario | .-W. H. Tague and O. H. Guenther.** |
| 14. Metropolis | G. F. Sullivan. |
| 15. Mt. Vernon | C. F. Anderson. |
| 16. Murphysboro | Paul Arndt. |
| 17. Pinckneyville | John Conyngton. |
| 18. Salem. | E. L. Dillon. |
| 19. Sandoval | D. O. Lee. |
| 20. Sesser | Charles Morrice. |
| 21. Sparta. | W. D. Murphy. |
| 22. Thompsonville | O. O. Mowery . |
| 23. Valmeyer | D. M. Chalcraft. |
| 24. Vienna.- | Jewell Thacker. |

* Chairman of section.
** Two teachers.for term on account of registration of first teacher before school year closed.


## Executive Committee.

Officers:
Grorge Reid, President, Gurnee.
Stephey Turner, Vice-President, El Paso.
Charles Allen, Secretary-Treasurer, Neoga.
Directors:
Johr Weiss, N. Division, Dixon.
M. R. Malsbury, C. Division, Rantoul.
C. F. Arderson, S. Division, Mt. Vernon.

## DEPARTMENTS OF VOCATIONAL AGRICULTURE HIGH SCHOOLS 1928-1929.

| High school and city . | Superintendent or principal. | Agriculture teacher. |
| :---: | :---: | :---: |
| Albion | Lee V. Matheny | H. B. Corrie. |
| Aledo. | L. O. Flom.... | J. L. Stormont. |
| Alexis | T. F. McLamarrah | J. L. Iftner. |
| Amboy | O. C. Taubeneck.- | Wm. DeWees. |
| Anna. | Loy Norrix. | O. C. Cobb. |
| Antioch | L. O. Bright | C. L. Kutil. |
| Arcola | W. Brooks Wiles | T. W. May. |
| Argenta. | H. J. Cawthorne | I. G. Morrison. |
| Armington. | W. C. Coe - | E. L. King. |
| Armstrong- | Albert F. Lawrence | A. F. Lawrence. |
| Arthur. | Albert Walker | Geo. Falkenberg. |
| Ashley------ | C. W. Harvey | N. D. McCoy. |
| Assumption. | J. W. R. Finley | R. A. Bean. |
| Ashton.-.-- | John A. Torrens | L. G. Stitt. |
| A thens | S. B. Sullivan | Robert Smith. |
| Atwood | Chas. A. Hornback | Paul M. Krows. |
| Augusta | C. S. Bilderback | F. L. Clark. |
| Bardolph | C. C. McCormick | Geo. W. Moore. |

DEPARTMENTS OF VOCATIONAL AGRICULTURE HIGH SCHOOLS 1928-1929-Concluded.

| High school and city. | Superintendent or principal. | Agriculture teacher. |
| :---: | :---: | :---: |
| Beardstown. | IV. L. Gard | B. W. Smith. |
| Belleville. | H. G. Schmidt | L. F. Lentz. |
| Bellfiower | Ernest T. Jackson. | A. T. Martin. |
| Bement. | Harry E. Slusser_ | Trevor L. Jones. |
| Benton. <br> Bluff | C. L. Blansett- | Karl Natho. <br> A. P. Crowell. |
| Big Rock. | L. C. Smith. | Leslie W. Hoopes. |
| Bismarck | A. R. Matheny | Earl E. Payton. |
| Blandinsvi | O. F. Marston | Robert Cessna. |
| Bradford | E. W. Vickrey | S. J. Fleming. |
| Bridgeport | E. B. Henderson | C. E. Kirk; K. J. Lipe. |
| Buda----.-.-.-.-.-.-. | M. F. Sprunger | L. R. Shay. |
| Bureau Twp. H. S., P. O. Princeton, R. 7. | Maurice E. Troyer | Parks Forster. |
| Capron-- | O. E. Loomis | C. E. Fullmer. |
| Carlock | G. W. Bedell | Clyde Bannister. |
| Carthage | S. D. Faris... | H. R. Baker. |
| Casey | Robt. B. Brown | W. A. Newlin. |
| Centralia | B. F. Boring-- | H. F. Kenney. |
| Champaig | Carl W. Allison | H. J. Rucker. |
| Chapin.- | E. W. Farnsworth | E. W. Farnsworth. |
| Charleston | Wm. W. Ankenbrand | R. S. Hettick. |
| Chenoa- | Oscar V. Mongerson. | J. A. Twardock. |
| Chrisman | Leonard E. Loos | R. C. Vandervoort. |
| Cobden. | G. E. Goforth | Oliver K. Loomis. |
| Colfax | Frank S. Espey | I. L. Brakensiek. |
| Cornell | A. G. Billing | Carl C. Lewis. |
| Dakota | Helen V. Conway | Harold Alleman. |
| DeKalb | R. G. Beals | P. M. Furr. |
| Delavan | Villard B. Canopy | E. D. Howell. |
| Dixon. | I. B. Potter- | John N. Weiss. |
| Dundee. | Osher Schlaifer | M. G. Clark. |
| Dunlap. | G. F. Coriell | Ross O. Robinson. |
| East Lynn | John B. Tipton | John B. Tipton. |
| Effingham | J. T. Hoar- | W. L. Newport. |
| Eldorado | James E. Raibourn | W. O. Davis. |
| Elmwood | E. E. Downing | Edgar J. Lile. |
| El Paso | H. M. Clark. | S. G. Turner. |
| Equality | Roy Leevy | Chas. E. Twigg. |
| Eureka | B. C. Moore | J. P. Scheid. |
| Fairbury | E. G. Stevens | C. M. Stitzel. |
| Fairfield | P. A. Sterwalt | N. J. Smith. |
| Farmer City | Paris J. Van Horn | G. S. Severson. |
| Flora | Rex W. Dale. | Edgar Booker. |
| Galesburg | A. G. Umbrect | A. J. Rehling. |
| Geneseo. | James D. Darnall | C. R. Lash. |
| Georgetown | Ward N. Black | J. C. Murphy. |
| Good Hope | Jno. T. Moore | E. L. Rich. |
| Goreville | Clyde Stevens | A. K. Scherer. |
| Greenfiel | H. R. Girhard | L. B. Kimmell. |
| Gurnee | D. W. Thompson | George H. Reid. |
| Hampshire | Roscoe R. Smith | O. A. Catt. |
| Harrisburg | Harry Taylor | J. H. Kruger. |
| Harvard | Wm. W. Meyer | J. B. Adams. |
| Herrin. | Ralph E. Stringer | Earl Y. Smith. |
| Heyworth | Lloyd L. Ramseyer | E. L. Pcarce. |
| Hillsboro | G. M. Girhard. | F. W. Orland. |
| Hincklcy | Harold E. Mann | Howard T. Miller. |
| Hindsboro | O. W. Howell | C. C. Cotton. |
| Hopedalc | G. A. DeLand | L. I. Kimmell. |
| Hume | C. A. Weber | C. L. Beatty. |
| Hutsonville | C. W. Bowman | Virgil R. Ross. |
| Jacksonville | J. C. Mutch | J. H. Loomis. |
| Jerseyville | Frank H. Markman | Herbert Damisch. |
| Joppa- | L. W. Smith | G. H. Slimpert. |
| Lake Zurich (Ela Twp. H. S.)-- | C. A. Werner | S. H. Dorsey. |
| Lanark. | Lconard I. Wierson | Donald Duncan. |
| LaMoille | J. F. Snodgrass | Paul V. Dcan. |
| Lawrenceville | M. N. Todd | F. A. Stansfield. |
| Leland. | H. W. Loy | Ludwig Watne. |
| LeRoy | C. E. Joiner | L. A. MeKcan. |
| Lincoln | W. C. Handlin | Ralph Morray. |
| Litchficld | F. E. Mitchell | Irving Olson. |
| Longview | H. H. Jarman | R. D. Eiler. |
| Macon. | Julian D. Ray | Vernon D. Evans. |
| Mahomet | John K. Price | A. F. Schultz. |

DEPARTMENTS OF VOCATIONAL AGRICULTURE HIGH SCHOOLS 1928-1929-Continued.

| High school and city. | Superintendent or principal. | Agriculture teacher. |
| :---: | :---: | :---: |
| Manlius | Floyd French | E. T. Bateman. |
| Marengo | C. W. Hill | B. M. Reiter. |
| Marion. | Arno Bratten | W. H. Tague. |
| Maroa | George A. Cross | T. H. Hafer |
| Marshall | B. D. Hudson - | J. R. Connelly. |
| Martinsville | Harold Bright. | W. G. Baysinger. |
| Melvin. | Otis Keeler- | C. W. Haworth. |
| Mendota. Netamora | M. E. Steele-- | G. E. Mercer. W. S. Dyar. |
| Metropolis | C. A. MrGinnis | G. F. Sullivan. |
| Milford | Roy F. Steele - | W. H. Schrader. |
| Milledgeville | H. A. Hoff | H. R. Beeson. |
| Minier -- - | T. C. Hostettler | Clydle Fry. |
| Minonk | C. O. Waldrip | W. H. Dowell. |
| Momence | Irving Munson | H. N. Hungerford. |
| Monticello | G. W. Sutton | G. W. Sutton, J. E. Wills. |
| Moweaqua | I. F. Hickman | A. E. Foster. |
| MIt. Vernon | Silas Echols | C. F. Anderson. |
| Mt. Carroll | P. F. Grove | W. G. Warnock. |
| Murphysboro | Arvel G. Caldwell | Paul Arndt. |
| McNabb (John Swaney H. | G. E. Lowry | Robt. E. Murphy. |
| Neoga--------------- | Charles Allen | Charles Allen. |
| Neponset | John D. McClary | J. W. C. Anderson. |
| New Holland | E. M. Edwards | E. M. Edwards. |
| Newman | J. H. Trinkle | W. D. Kilton. |
| Newton | Glenn H. Sunderland | Jerome Embser. |
| Nokomis | Jay Earle Hulet | Wm. Stumm. |
| Oakland | O. F. Patterson_ | Edwin Thompson. |
| Oakwood (P. O. Muncie) | E. K. Congram | P. E. Anderson. |
| Oblong | Curtis E. A mbrose | Harold Allison. |
| Olney | H. W. Hostettler | L. T. Clark. |
| Orion- | E. H. Hanson | R. C. Kuhn. |
| Palestin | E. M. Jasper | Paul Walker. |
| Palmyra | R. Everett Stevenson | S. R. Foster. |
| Paris.- | Carolyn L. Wenz | D. H. Hamilton. |
| Pekin | R. V. Lindsey | Virgil Fielder. |
| Pinckney | Harry Wilson. | John Conyngton. |
| Pittsfield | E. S. Simmonds | P. W. Proctor. |
| Plato Center | J. C. Myers - | John W. Schaff. |
| Pontiac | G. K. Fisher | A. T. Anderson. |
| Princeton | Owen V. Shaffer | A. I. Fleming. |
| Princeville | E. H. Arford | K. E. Wehner. |
| Rantoul | C. C. Condit | M. R. Malsbury. |
| Reddick | O. A. Towns | Orin W. Hertz. |
| Ridge Farm | F. C. Turner | W. S Batson. |
| Robinson | F. O. May | H. C. Moor. |
| Rochelle | A. M. Kuhl | Frank Zimmerman. |
| Rock Falls | R. M. Robertson | G. E. Newburn. |
| Rockford | Frank A. Jensen | C. K. Linnard. |
| Rollo (P. O. Earlville) | R. R. Morrison | R. R. Morrison. |
| Salem- | C. L. Edwards. | E. L. Dillon. |
| Sandoval | James Talbott | D. O. Lee. |
| Sandwich | Lynn G. Haskin | Ben C. Eade. |
| Saunemi | I. E. Parett- | I. E. Parett. |
| Sesser | Lewis C. Robey | Charles Morrice. |
| Shelbyrille | R. C. Smith | Lowell Hodam. |
| Sparta | F. H. Torrence | W. D. Murphy. |
| Stanford | Clifford Willis. | Clifford Willis. |
| St. Anne | L. W. Bush | I. W. Bush. |
| St. Joseph | Conrad F. Hamilton | Melvin Henderson. |
| Stockland | F. O. Allen-- | H. C. Lambert. |
| Stockton. | M. R. Stephan | S. R. Finifrock. |
| Stonington | A. H. McConnell | Car! G. Livengood. |
| Stronghurst | L. O. Dawson | F. H. Van Dyke. |
| Sugar Grove | John F. Shields | J. E. Shields. |
| Sullivan- | R. A. Scheer ----- | Harry Neville. |
| Sveamore | Roberta S. Amrine | R. W. Terrell. |
| Tallula | E. B. Knight | E. B. Knight. |
| Taylorville | P. T. Walters | A. D. Clausen. |
| Thinmpsonville | R. H. Hamilton | O. O. Mowery. |
| Tiskilwa. | Chas. D. Long | Roy Tomlinson. |
| Toluca | Fred Wakeland | Fred Wakeland. |
| Tonica | O. B. Mounce | Leigh N. Patton. |
| Tower Hill | I. C. Cannon- | L. C. Cannon. |
| Tuscola | G. R. Collins- | J. R. Keigwin. |
| Valmever | D. Mr. Chaleraft | D. M. Chaleraft. |

DEPARTMENTS OF VOCATIONAL AGRICULTURE HIGH SCHOOLS 1928-1929—Concluded.

| High school and city. | Superintendent or principal. | Agriculture teacher. |
| :---: | :---: | :---: |
| Vienna | M. S. Vance | Jewell Thacker. |
| Villa Grove | E. C. Franklin. | W. E. Reiley. |
| Virden-- | Fred A. Wilson. | F. G. Potter. |
| Walnut- | Chas. E. Melton. | C. M. Hatland. |
| Wapella-- | Lawrence Wade.- | IV. R. Queen. |
| Washburn | F. F. King | George Doak. |
| Washington | R. R. Kimmell | Lucien Wise. |
| Waterman | Vernon L. Plummer | R. N. Rasmusen. |
| Waverly -- | W. L. Davies | N. C. Smith. |
| Wellington | H. E. Eveland |  |
| Westfield | C. M. Campbell | Orvall Mitchell. |
| Willow Hill | J. R. Bouton | L. J. Hager. |
| Winchester | Clarence Orr | H. S. Wright. |
| Woodstock | E. C. O. Beatty | W. P. Niller. |
| Wyanet | L. J. Hayden | L. J. Hayden. |
| Yorkville | C. H. Dixon - | H. R. Brunnemeyer. |

## INDUSTRIAL EDUCATION.

The staff in Industrial Education for the year 1928-1929 consisted of a Supervisor, one Assistant Supervisor and an Assistant in Teacher-Training, each serving on a full-time basis.

Twenty-three cities conducted trade and industrial classes during the year enrolling a total of 26,349 pupils.

Evening trade extension classes were conducted in 16 different cities, a total enrollment of 4,883 pupils under the guidance of 169 teachers.

Part-time tiade extension classes for apprentices were conducted in $i$ cities with a total enrollment of 3,552 pupils being enrolled under 46 teachers.

Full-time classes were conducted in 14 cities with a total enrollment of 1,446 pupils and 95 teachers.

Part-time general continuation schools were in operation in 8 cities with a total enrollment of 16,468 pupils, under the guidance of 132 teachers.

The University of Illinois nnder the supervision of the State Board for Vocational Education conducted teacher-training courses in 8 cities with a total enrolment in all teacher-training classes of 795 with 2 instructors in charge.

Service letters were sent from this department to school administrators directing their attention to current literature bearing on Industrial Education.

The following types of instruction were offered in secondary industrial schools during the year 1928-1929:

Part-Tame Schools (For persons at work who attend part-time schools four to eight hours a week during working hours).
(1) Trade Extension Courses: Instruction was given in the shop work, the trade drawing, the trade science, and the trade mathematics, which are related to the following trades; baking, carpentry, electrical work, machine shop practice, painting and paper hanging, plumbing, railroad repair work, sheet metal work and steam fitting.
(2) Commercial Courses: Instruction was given in citizenship, English, and hygiene; and in accounting, office practice, retail selling, stenography and commercial arithmetic.
(3) General Education Courses: Instruction was given in citizenship, elementary science, English, gengraphy, history, hygiene, mathematics, and home economics including cooking. sewing, millinery and homecraft; and in manual training in sheet metal, auto repair, cabinet making, carpentry, electrical work, forging, general woodwork, home mechanics, machine shop practice, mechanical drawing, nattern making, plumbing and printing.

Evening Schools (For persons at work who attend evening schools two to eight hours a week outside of working hours).

Instruction was given in architectural drafting, auto repair, baking, blue print reading and estimating, carpentry, coal mining, electrical construction, engineering mechanics, foremanship, forging, hoisting engineering, ignition, industrial chemistry, linotype, machine shop practice, monotype, oxy-acetylene welding, press feeding, printing, sheet metal work, strength of materials, tailoring, trade drawing and trade mathematics.
Full-Tme or All-Day Trade Schoors (for persons devoting their fulltime to school attendance, 30 clock hours a week for 40 weeks a year). Trade courses were conducted for the following trades: architectural drafting, auto-repair, cabinet work, carpentry, electrical, machine shop, mechanical drafting, pattern making, plumbing, printing, and sheet metal. In each case, related trade subjects were offered.
The following tables show for the year ending June 30, 1929:

1. The cities conducting industrial schools and classes under the plans of the State Board for Vocational Education.
2. The types of industrial schools conducted in those cities.
3. The amount of reimbursement for those cities.
4. The number of pupils and the number of teachers in the industrial schools and classes.

TABLE 5-INDUSTRIAL DEPARTMENTS, ENROLLMENT AND REIMBURSEMENT.
ALl TyPES OF SChools COMEINED.

| City. |  |
| :--- | :---: | ---: | ---: | ---: | ---: |

TABLE 5-INDUSTRIAL DEPARTMENTS, ENROLLMENT AND REIMBURSEMENT Concluded

EVENING TRADE EXTENSION SCHOOLS.

| City. | Number of pupils. | Number of teachers. | Reimbursement. |
| :---: | :---: | :---: | :---: |
| Belleville | 84 | 4 | \& 49444 |
| Champaign. | 170 | 9 | 26375 |
| Chicago - | 2,913 | 76 | 13,873 50 |
| Chicago Heights. | 30 | 2 | 17000 |
| Cicero---------- | 333 | 18 | 2,160 00 |
| Duquoin | 11 | 1 | 8000 |
| Granite City | 119 | 9 | 86700 |
| Harvey -- -- | 95 | 4 | 45000 |
| Highland Park | 116 | 3 | 30000 |
| Joliet. | 279 | 14 | 89100 |
| Peoria | 137 | 4 | 56000 |
| Quincy | 59 | 2 | 20000 |
| Rockford | 286 | 10 | 78500 |
| Sterling | 32 | 2 | 24000 |
| Urbana | 170 | 9 | 24500 |
| Waukegan | 49 | 2 | 12000 |
| Total | 4,883 | 169 | \$21,699 69 |

PART-TIME TRADE EXTENSION SCHOOLS.

| Aurora, East. | 32 | 1 | § 43200 |
| :---: | :---: | :---: | :---: |
| Chicago.- | 3,144 | 29 | 57,519 36 |
| Harvey | 45 | 2 | 1,452 00 |
| Highland Park | 20 | 3 | 15275 |
| Moline. | 96 | 1 | 1,800 00 |
| Pana | 6 | 1 | 9360 |
| Rockford | 209 | 9 | 3,884 25 |
| Total | 3,552 | 46 | \$65,333 96 |

PART-TIME GENERAL CONTINUATION SCHOOLS.

| Aurora, East. | 115 | 8 | \$ 2,120 00 |
| :---: | :---: | :---: | :---: |
| Aurora, West | 19 | 5 | 49582 |
| Chicago. | 15,193 | 89 | 127,964 20 |
| Cicero | 446 | 6 | 5,522 00 |
| Joliet- | 284 | 5 | 4,619 11 |
| Peoria | 57 | 7 | 2,955 12 |
| Rockford | 150 | 3 | 2,812 50 |
| Waukegan | 204 | 9 | 5,259 37 |
| Total | 16,468 | 132 | \$151,748 12 |


| Aurora, West. | 34 | 4 | 2,778 52 |
| :---: | :---: | :---: | :---: |
| Bridgeport. | 14 | 3 | 54500 |
| Champaign. | 30 | 4 | 1,727 50 |
| Chicago. | 78 | 3 | 5,342 50 |
| Cicero. | 401 | 13 | 18,262 50 |
| Granite City | 134 | 12 | 10,243 25 |
| Harvey - | 64 | 8 | 4,216 50 |
| Highland Park | 59 | 2 | 2,700 00 |
| Joliet. | 479 | 30 | 31,229 15 |
| Pana.- | 19 | 2 | 74910 |
| Peoria | 21 | 3 | 1,466 25 |
| Rockiord | 48 | 3 | 2,275 00 |
| Rock Island | 8 | 3 | 1,191 25 |
| Spring Valley | 57 | 5 | 3,550 41 |
| Total | 1,446 | 95 | \$86,276 93 |



## KEY TO MAP ON DISTRIBUTION OF APPROVED INDUSTRIAL COURSES.

| County. | City. | County. | City. |
| :---: | :---: | :---: | :---: |
| Adams. | 1. Quincy. | Lawrence. | . Bridgeport. |
| Burea | 1. Spring Valley. | Madison | . Granite City |
| Cook | 1. Chicago. | Peoria | . Peoria. |
|  | 2. Chicago Heights | Perry | . Duquoin. |
|  | . Cicero. | Rock Island | . Moline. |
|  | 4. Harvey. |  | . Rock Island. |
| Champaign. | 1. Champaign. | St. Clair- | . Belleville. |
| Christian | 1. Pana. | Will...-. | . Sterling. |
| Kane. | 1. Aurora, East. | Winnebago. | . Rockford. |
|  | 2. Aurora, West. |  |  |
| Lake. | 1. Highland Park. |  |  |

## VOCATIONAL HOME ECONOMICS CLASSES.

Home Economics Education in Illinois is in a wholesome condition despite the lack of funds to further the work. One hundred thirty-four high schools and twenty-five evening centers were reimbursed for their vocational home-making work. Eight schools met the requirements of the SmithHughes Law and were placed on the approved-unsubsidized list. Five schools were removed from the approved list, one because a conservative Board of Education was elected who discontinued home economics in the school; two at the request of the school administrators who considered it too much trouble to meet the related subjects requirements; one because it failed in meeting maintenance and related subject requirements and another because it failed to meet the related subjects requirement. Due to the financial depression within the State the enrollment in evening classes was smaller than that of last year. Chicago reported two less centers and down-State one less than 1927-1928.

STATISTICAL SUMMARY 1928-1929.

| Type of work. | Number of schools | Enrollment. | Number different pupils. | Number different teachers. |
| :---: | :---: | :---: | :---: | :---: |
| *Full-time classes Evening classes. | 135 25 | 9,516 3,993 | 6,430 3,494 | 203 81 |
| Total. | 160 | 13,509 | 9,924 | 284 |

* Includes data approved-unsubsidized schools.


## Home Projects.

The reports of the home project work for 1928-1929 were very gratifying. At least one definitely planned and well worked out project is required of each girl enrolled in home economics. The reports for this year show that each student completed either three or four home projects.

HOME PROJECT SUMMARY 1928-1929.

| Kind of project. | First scmester. |  | Second semcster. |  | Projects completcd 1928-1929. |
| :---: | :---: | :---: | :---: | :---: | :---: |
|  | Students enrolled. | Projects completca. | Students enrolled. | Projects completed. |  |
| Foods. | 2,265 | 3,848 | 2,333 | 4,701 | 8,549 |
| Clothing | 2,475 | 3,348 | 2,477 | 4,341 | 7,689 |
| The Home | 355 | 362 | 388 | 541 | 903 |
| Related subjccts | 402 | 495 | 152 | 168 | 663 |
| Total. | 5,497 | 8,053 | 5,350 | 9,751 | 17,804 |

## Club Work.

Much interest was shown in the club work. Two thousand five hundred forty-six girls were actively engaged in club work during the second semester. Sixteen of the clubs were affiliated with the Illinois State and the American Home Economics Associations. Over one hundred club members and delegates were present at the State Home Economics meeting last October.

## Teacher-Training.

Teacher-training courses were conducted at the University of Illinois, the Illinois State Normal University and Western Illinois State Teachers College. Thirty-five of the graduates from the teacher-training course at these institutions were qualified to teach vocational home economics in Illinois. Ninety-eight teachers were in attendance in home economics classes at the summer sessions of Illinois State Normal University and Western Illinois State Teachers College.

## Supervision.

One supervisor and one assistant supervisor gave full-time to the work of the department. The supervisor made one hundred fifty-nine visits and the assistant supervisor made one hundred twenty-eight visits or a total of two hundred eighty-seven visits to schools, institutions, colleges and universities conducting home-making work. The supervisory department was represented at forty-two different educational meetings. Thirty-six of these were attended by the supervisor and six by the assistant supervisor. Forty-two talks or addresses were given by the supervisor and two by the assistant supervisor.

## Conferences.

One all-State and twelve district conferences were held during the year. The purpose of the all-State conference was:
(a) To plan for the year's work.
(b) To discuss ways and means of bettering the home-making work in Illinois.
(c) To have the vocational home-making teachers become better acquainted with one another.
The purpose of the district conferences was:
(a) To determine the best ways and means for the teachers in the district to carry out the plan of work suggested at the all-State conference.
(b) To discuss problems common to the members of the district.

The supervisory department also assisted with the high school conference at the University of Illinois and with the teachers colleges in their special conference held in April.

## The Teachers.

The vocational home-making teachers believe in keeping "Professionally fit." This is evidenced by the following facts:

The 1929 summer activities reports showed that thirty-five teachers were in attendance at seventeen different institutions taking summer school work while one teacher did correspondence study and another studied voice, one attended the American Home Economics meeting at Boston and one the National Education Association meeting at Atlanta, Georgia. Many of the teachers traveled all or part of the summer, one spent her summer in Europe and ninety-four traveled either in the United States or Canada. One hundred eighty-five teachers reported experiences of some length in home activities. These were distributed as follows:
Number ofTeachers
Type of ActivitiesReporting
Foods ..... 24
Clothing ..... 22
Child care and development ..... 31
Home nursing ..... 16
Home management and house furnishing ..... 92
Eight teachers worked in cafeterias or summer camps, twenty-five either organized or helped with such club or camp work as 4 -H Clubs, Camp Fire, Girls Summer Camps or Girls Recreation Camps. Eleven did commercial work and one teacher spent the greater part of her summer writing a textbook.
The teachers believed in making use of the various agencies interested in the home. The table below shows the kinds of agencies and the number of teachers reporting cooperation:

## Agencies

Number of
Teachers
Reporting
Cooperation
Agricultural Club-fathers and sons banquet........................ 58
Alumni Association ......................................................... 3
American Legion .............................................................. . . 5
Athletic Association ........................................................ 30
Better Homes Week......................................................... 17
Business Mens Club and Chamber of Commerce.................... 27
Camp Fire and Girl Scouts............................................... 7
Church Meetings or Organizations.......................................... 9
Contests dealing with home-making activities....................... 7
Cooperative enterprises with other classes or departments....... 59
Farmers Institute ........................................................... . . . 15
Health Week or Health Program........................................ 16
Home Demonstration-Farm Bureau................................. 24
Junior-Senior Banquet .................................................... 27
Mothers Meetings ............................................................ . . . 17
Open House or Parents Night.............................................. 46
Parent Teachers Association.............................................. 47
Red Cross ..................................................................... 4
School Board Banquets..................................................... 8
School, City or County nurse................................................ . . . 30
School Lunch ................................................................ 46
School Pageants, Fairs, Glee Clubs, Exhibits, etc................. 45
Welfare work, Salvation Army, clinics, Social Service League,
Home for Incurables, Tuberculosis Association.................. 33
Woman's Clubs .................................................................. 39

## Home-Makers Specials.

Inasmuch as the home-makers specials held during 1927-1928 were so successful the plans and work committee of the all-State conference recommended that home-makers specials be held during 1928-1929. Eight schools conducted excellent "Home-Makers Specials" a series of meetings for adults devoted to home-making problems.

## Publications.

Bulletin No. 46 Annual Report July 1, 1927 to June 30, 1928. (Pages 31-41 deal with Home Economics.)

Memoranda No. 6 Activities of Home Economics Clubs.
Memoranda No. 7 Echoes of American Vocational Association, Philadelphia, Pennsylvania.

## The Future.

The interest in home-making education in high schools is most gratifying but it is also disconcerting because of the lack of funds available for home economics education. The reimbursement to schools this year was forty-one and four hundred twenty-five thousandths per cent of the amount expended by the local community in maintaining its home economics classes, while Trade and Industry and Agriculture were able to reimburse on a fifty per cent basis. There are many communities where there is urgent need for home economics education but they cannot afford to introduce the work unless they can be assured of some outside assistance. The types of schools or classes which need help at the present time are the high schools in the small or rural communities who want to introduce the home-making courses, those high schools who wish to offer the work to boys and those schools wanting to either enlarge or introduce evening school work in home economics. Requests are constantly coming to the State home economics department from communities in all sections of the State to place their schools on the approved-reimbursed list. The division of home economics in the department of vocational education can offer them no monetary aid now and what can be done in the future will depend upon the amount of State funds made available for home economics education.

FULL-TIME HOME ECONOMICS CLASSES.

| City. | $\begin{aligned} & \text { Number } \\ & \text { of } \\ & \text { teachers. } \end{aligned}$ | Number different pupils. | Re-imbursement. |
| :---: | :---: | :---: | :---: |
| Albion. | 1 | 35 | § 58099 |
| Alvin | 1 | 20 | 23017 |
| Anna (Anna-Jones Twp) | 1 | 60 | 61516 |
| Antioch.- | 2 | 25 | 83575 |
| Arcola | 1 | 57 | 57995 |
| Ashton. | 1 | 24 | 34176 |
| Assumption. | 1 | 18 | 36247 |
| Astoria. - | 1 | 17 | 20195 |
| Athens | 2 | 32 | 78708 |
| Atwood | 1 | 22 | 68351 |
| Augusta... | 1 | 25 | 34952 |
| Batavia | 1 | 43 | 62138 |
| Belleville. | 1 | 141 | 74565 |
| Bellitower | 1 | 25 | 41425 |
| Bement. | 1 | 29 | 68351 |
| Bensenville. | 1 | 45 | 44014 |
| Benton-- | 5 | 98 | 2,361 23 |
| Blue Mound | 1 | 25 | 70423 |
| Bridgeport. | 2 | 61 | 89892 |
| Camp Point. | 1 | 40 | 36247 |
| Carlyle.. | 1 | 19 | 38836 |
| Carthage. | 3 | 25 | 87303 |
| Casey.- | 2 | 49 | 1,325 60 |
| Catlin. | 1 | 30 | 36247 |
| Chicago (Lucy Flower Technical High | 18 | 1,021 | 11,438 94 |
| Chrisman.- | 1 | 15 | 22525 |
| Coal City | 3 | 38 | 87019 |
| Colfax | 1 | 14 | 23302 |
| DeLand | 1 | 80 | 49557 |
| Delavan. | 1 | 16 | 53853 |
| Donovan- |  | 18 | 33140 |
| Earlville (Rollo Township) | 1 | 18 | 33140 |
| East Lynn. | 1 | 32 | 20971 |
| East Peoria | 3 | 48 | 1,361 11 |
| Effingham | 1 | 37 | 66280 |
| Eldorado | 2 | 76 | 68869 |
| El Paso. | 1 | 45 | 62138 |
| Equality | 1 | 18 | 45438 |
| Fairmount | 1 | 23 | 55924 |
| Forrest | 1 | 20 | 42719 |
| Galena -- | 1 | 47 | 41425 |
| Geneseo. | 5 | 97 | 1,426 57 |
| Geneva | 2 | 31 | 72080 |
| Good Hope. | 1 | 41 | 65244 |

FULL-TIME HOME ECONOMICS CLASSES-Continued.

| City. | $\begin{aligned} & \text { Number } \\ & \text { of } \\ & \text { teachers. } \end{aligned}$ | Number different pupils. | Re-imbursement. |
| :---: | :---: | :---: | :---: |
| Greenfield. | 1 | 28 | § 36750 |
| Greenville | 1 | 53 | 57788 |
| Gurnee (Warren Twp.) | , | 52 | 1,006 11 |
| Harvey (Thornton Twp.) | 4 | 129 | 2,74786 |
| Heyworth.. | , | 49 | 70423 |
| Hindsboro. | 1 | 11 | 20971 |
| Hopedale. | 1 | 37 | 38836 |
| Hume. | 1 | 18 | 36247 |
| Illiopolis | 1 | 15 | 68351 |
| Jersey ville.- | 2 | 42 | 70423 |
| Kenney.- | 1 | 46 | 36247 |
| Kewanee | 1 | 65 | 34435 |
| Kewanee (Wethersfield Twp.) | 3 | 38 | 76326 |
| Lacon------------------------ | 1 | 10 | 20971 |
| Lanark | 1 | 30 | 26408 |
| Leland. | 1 | 41 | 41943 |
| Lewistown | 1 | 40 | 32363 |
| Lexington. | 1 | 54 | 68144 |
| Lincoln.- | 4 | 127 | 1,536 61 |
| McHenry | 1 | 52 | 39872 |
| McLean. | 1 | 26 | 33658 |
| Mackinaw | 1 | 34 | 34952 |
| Mahomet | 1 | 47 | 36247 |
| Maroa- | 2 | 50 | 57684 |
| Marshall | 5 | 95 | 1,173 88 |
| Martinsville | 1 | 36 | - 57975 |
| Mascoutah | 1 | 82 | 68351 |
| Mendon. | 1 | 26 | 60066 |
| Mendota | 2 | 60 | 1,201 33 |
| Metamora | 1 | 20 | 56338 |
| Metropolis. | 1 | 49 | 59652 |
| Milford. | 1 | 19 | 57975 |
| Milledgeville | 2 | 12 | 60196 |
| Minonk | 2 | 62 | 51885 |
| Monticello | 1 | 45 | 74565 |
| Morton. | 1 | 22 | 66280 |
| Mt. Pulaski | 2 | 36 | 48571 |
| Mt. Sterling | 2 | 28 | 49399 |
| Moweaqua- | 1 | 30 | 38836 |
| Muncie (Oakwood Twp.) | 1 | 28 | 57975 |
| Neoga ---- | 1 | 25 | 40389 |
| Neponset- | 1 | 84 | 36247 |
| New Berlin | 1 | 16 | 34952 |
| New Holland. | 1 | 30 | 19971 |
| Newton-- | 1 | 28 | 62138 |
| O'Fallon. | 2 | 44 | 74648 |
| Palestine. | 1 | 42 | 60066 |
| Palmyra. | 1 | 11 | 53853 |
| Pana---- | 2 | 71 | 85439 |
| Pawnee. | 1 | 66 | 39845 |
| Pinckneyville | 2 | 58 | 1,180 61 |
| Pittsfield... | 2 | 32 | - 864 |
| Princeton | 1 | 57 | 33302 |
| Rankin- | 1 | 10 | 41425 |
| Rantoul | 1 | 42 | 27185 |
| Riverside (Riverside-Brookfield Twp. | 1 | 37 | 99420 |
| Roseville | 1 | 10 | 21748 |
| Rossville - | 1 | 31 | 55924 |
| St. Charles | 1 | 31 | 45863 |
| St. Joseph | 1 | 40 | 57995 |
| Saunemin. | 1 | 49 | 23302 |
| Savanna. | 1 | 48 | 36247 |
| Sesser (Godde-Barren Twp.) | 1 | 35 | 57995 |
| Shabbona---------------- | 1 | 29 | 38836 |
| Shelby ville. | 1 | 4.3 | 66280 |
| Sparta-- | 2 | 27 | 91135 |
| Stanford | 1 | 46 | 74565 |
| Stockton-- | 2 | 52 | 74669 |
| Stonington.- | 1 | 83 | 66280 |
| Sugar Grove | 1 | 11 | 38836 |
| Tallula.- | 2 | 21 | 39820 |
| Thompsonville | 1 | 28 | 33787 |
| Tiskilwa.. | 1 | 25 | 63691 |
| Valmeyer-........ | 1 | 19 | 28998 |

FULL-TIME HOME ECONOMICS CLASSES-Concluded.

| City. | Number of teachers. | Number different pupils. | Re-imbursement. |
| :---: | :---: | :---: | :---: |
| Villa Grove. | 1 | 48 | \$ 41477 |
| Wapella.- | , | 60 | 60924 |
| Washburn-- | 2 | $\stackrel{27}{ }$ | 71872 |
| Waterman. | 1 | 21 | 176 |
| Waverly | 1 | 85 | 62138 |
| Westville | 2 | 58 | 65788 |
| Woodstock | 2 | 62 | 1,056 34 |
| Yorkville. | 1 | 20 | 26630 |
| Total | 195 | 6,141 | \$87,097 01 |

HOME ECONOMICS-EVENING CLASSES.


## APPROVED-UNSUBSIDIZED HOME ECONOMICS CLASSES.

| A mboy | 1 | 56 | \$1,475 00 |
| :---: | :---: | :---: | :---: |
| Bradford | 1 | 32 | 1,395 00 |
| Fairbury | 1 | 65 | 1,600 00 |
| Freeburg | 1 | 46 | 1,450 00 |
| Hinckley | 1 | 26 | 1,400 00 |
| Ridge Farm | 1 | 13 | 1,350 00 |
| Ridgeway---.-.-.-.-.- | 1 | 29 | 1,450 1,483 |
| Springfield-Ball Township | 1 | 22 | 1,483 33 |
| Total | 8 | 289 | \$11,603 33 |

RECAPITULATION-FINANCIAL (HOME ECONOMICS).

| Type of work. | Federal. | State. | Local. | Total. |
| :---: | :---: | :---: | :---: | :---: |
| *Full-time classes. | \$40,445 84 | \$46,651 17 | \$265,387 49 | \$352,484 50 |
| Evening classes.- | 8,624 67 |  | 12,195 33 | 20,820 00 |
| Total | \$49,470 51 | \$46,651 17 | \$277,582 82 | \$373,304 50 |

* Includes data for approved-unsubsidized schools.

TEACHER-TRAINING COURSES.

| Name of Institution. | Amount spent. |
| :---: | :---: |
| University of Illinois | \$3,990 27 |
| Illinois State Normal University | 1,913 09 |
| Western Illinois State Teachers College | 1,430 43 |
| Total | \$7,333 79 |



## KEY TO MAP ON DISTRIBUTION OF APPROVED VOCATIONAL HOME ECONOMICS COURSES.



## BULLETINS ISSUED BY THE BOARD OF VOCATIONAL EDUCATION (AVAILABLE).

Bulletin No. 11-Courses of study in vocational agriculture.
Bulletin No. 12-Types of courses in industrial education.
Bulletin No. 13-Part-time or day continuation schools.
Bulletin No. 14-Trade extension courses in evening schools.
Bulletin No. 16-A bibliography of agricultural books for the high school library.
Bulletin No. 16-Supplement A.
Bulletin No. 18-Summary record of project in vocational agriculture.
Bulletin No. 19-Annual Report, July 1, 1919, to June 30, 1920.
Bulletin No. 20-Annual Report, July 1, 1920, to June 30, 1921.
Bulletin No. 21-Laws on Vocational Education and Vocational Rehabilitation.
Bulletin No. 22-The home project in vocational agriculture.
Bulletin No. 23-Types of courses in industrial education aided by the State.
Bulletin No. 24-A farm and home survey.
Bulletin No. 26-Annual Report, July 1, 1921, to June 30, 1922.
Bulletin No. 27-Statement of plans and policies.
Bulletin No. 29-Special Activities in Agriculture Education.
Bulletin No. 31-Annual Report, July 1, 1922, to June 30, 1923.
Bulletin No. 32-Agricultural Education.
Bulletin No. 33-Annual Report, July 1, 1923, to June 30, 1924.
Bulletin No. 34-Agricultural Education and Its Organization 1924-25.
Bulletin No. 35-Annual Directory of Agricultural Education, 1925-1926.
Bulletin No. 36-Annual Report, July 1, 1924, to June 30, 1925.
Bulletin No. 37--Suggestive Course Outlines for Vocational Agriculture.
Bulletin No. 38-Vocational Home Economics Clubs in Illinois High Schools.
Bulletin No. 39-Annual Directory and Program of Agricultural Education, 1926-1927.
Bulletin No. 40-Annual Report, July 1, 1925, to June 30, 1926.
Bulletin No. 41-Home Economics Clubs in Illinois.
Bulletin No. 42-Annual Directory and Program of Agricultural Education, 1927-1928.
Bulletin No. 43-Annual Report, July 1, 1926, to June 30, 1927.
Bulletin No. 44-Statement of Plans and Policies, 1927-1932.
Bulletin No. 45-Annual Directory and Program of Agricultural Education, 1928-1929.
Bulletin No. 46-Annual Report, July 1, 1927, to June 30, 1928.
Bulletin No. 47 -Annual Directory and Program of Agricultural Education.
Bulletin No. 48-Annual Report, July 1, 1928, to June 30, 1929.

## ANNUAL REPORT.

# BOARD FOR VOCATIONAL EDUCATION. 

DIVISION OF REHABILITATION.

By Executive Officer, Francls G. Blatr, Superintendent of Public Instruction. Illinois, 1929.

## ANNUAL REPORT.

BOARD FOR VOCATIONAL EDUCATION.
Division of Rehabilitation.
Year Ending June 30, 1929.

To His Excellency Louis L. Emmerson, Governor, State of Illinois.
Dear Sir: In compliance with the provision of the State Law for Industrial Rehabilitation, the annual report is herewith submitted.

The Federal Board audits the books of the division annually and this year the Federal audit was completed much earlier than usual making it possible for us to prepare the Governor's report earlier.

Our year's work has been very satisfactory except in one respect; that being in the number of cases rehabilitated and placed in remunerative employment. This is accounted for by reason of certain adjustments made in the State program. These adjustments were made necessary by the rulings of the Federal Board which required some changes in the State policy to harmonize with the Federal policies. The first few months of the year were devoted largely to these adjustments and very few applicants were inducted into rehabilitation programs during this time, consequently a less number than usual was completed during the year.

Total expenditures for the year from both State and Federal funds were $\$ 135,229.47$ and 289 cases were reported as rehabiltated and placed into remunerative employment; 127 were closed out "Other." Most of these had some service but could not be rehabilitated for various reasons; some died, some lost interest and some were found to be non-susceptible. There were on the live roll, 735 cases at the close of the year. Thus 1,151 handicapped persons whose condition seemed to warrant their enrollment received the attention of the division during the year. There were, of course, many other cases reported and investigated which were found not eligible or susceptible. These cases were not included in the reports.

The State has reached the maximum amount of work that it can do with the available funds and personnel.

The experience of the country has shown that the work can be standardized only as to policy and case-work methods, and no specific rules can be established that will apply to any two cases alike. Every case is an individual one and presents a problem entirely different from every other case. Every rehabilitation program must be built upon specifications designed to fit that particular case.
Financial Report.
Funds available for 1929:
Federal allotment. ..... \$61,604.37
State appropriations ..... 73,653.94Total$\$ 135,258.31$
Amounts expended:
Federal allotment ..... \$61,604.37
State appropriations ..... 73,625.10
Total expended ..... 135,229.47
Balance State appropriations unexpended ..... \$ 28.84$\$ 135,258.31$
CLASSIFICATION OF EXPENDITURES.

1. Administrative
Salaries of supervisors and agents $\$ 37,600.00$ Salaries of other employees (clerks, stenog- raphers, etc.) ..... 5,232.00
Travel ..... 9,619.37
Communication ..... 1,431.71
Printing ..... 192.11
Supplies ..... 116.25
Other administrative expenses, rent and miscel- laneous ..... 1,647.81
Total\$ 55,839.25
2. For tuition:
Educational institutions (other than corre- spondence schools) ..... \$46,158.27
Industrial and commercial establishments ..... 1,504.00
Tutors ..... 177.50
Correspondence schools ..... 811.35
Total ..... 48,651.12
3. Instructional supplies ..... 8,500.62
4. Other expenditures covered by Federal Act:
Prothesis ..... \$19,897.83
Medical examinations ..... 32.00
Travel of trainees ..... 870.33
Other (miscellaneous) ..... 377.75
Total21,177.91
5. Non-matching expenditures:
Office ..... \$ 151.91
Office equipment ..... 749.51
Other expense-non-matching ..... 159.15
Total1,060.57
Total of $1,2,3,4$ and 5 ..... \$135,229.47
Balance State appropriations unexpended ..... 28.84
Total ..... $\$ 135,258.31$

## Statistical Report.

Live roll at beginning of year ..... 701
Entered during year ..... 450
Total1,151
Rehabilitated ..... 289
Closed "other" ..... 127
Total closures ..... 416
Live roll, June 30, 1929 ..... 735
STATUS OF ROLL.
Applications pending ..... 97
Determined as eligible ..... 267
In process of rehabilitation ..... 64
In school training ..... 297
In employment training ..... 10
School training ..... 181
Employment training ..... 37
Job restoration. ..... 71
Total289
Sex:
Males ..... 249
Females ..... 40
Total289
Educational status before rehabilitation
None ..... 1
Grades 1 to 6 ..... 41
7 to 9 ..... 130
" $\quad 10$ to 12 ..... 96
Other ..... 21
Total289
Ages:
Under 21 ..... 103
21-30 ..... 96
31-40 ..... 37
41-50 ..... 35
51 and over ..... 18Total289
origin of disability.
Employment accident ..... 57
Public accident ..... 109
Disease ..... 105
Congenital ..... 18Total289
NATURE OF DISABILITY
Hand ..... 21
Hands
Arm ..... 19
Arms ..... 1
Leg ..... 157
Legs ..... 40
Hand and arm
Hand and leg ..... 1
Arm and leg. ..... 5
Multiple ..... 3
Vision ..... 6
Hearing ..... 11
General debility ..... 1
Miscellaneous ..... 24
Total289

## Analysis of Expenditures.

The following analysis of expenditures of several states was made from the Federal board's annual report for 1928, this being the latest report published. It shows the total number rehabilitated in the entire country that year, the live-roll in process of rehabilitation, the average per capita cost and the percentage cost of administration, training and other service. Under "Other Service" is included all costs other than administration and training (tuition), which service includes training supplies, prosthetic appliances, transportation of trainees, medical examinations to determine extent of disability, etc.

The report shows that in Illinois the per cent of administrative cost is lower than the average for the country and is lower than any of the states comparable to Illinois:

| Year ending June 30, 1929. | Rehabilitation. | Live roll. | Per capita cost. | Administration cost. | Training cost. | Other service. | Per cent spent for rehabilitation cost. |
| :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: |
| United States | 5,012 | 16,393 | 306 | 43\% | 33\% | 24 | 57 |
| Illinois---- | 469 | 600 | 378 | 31\% | 29\% | 68 | 68 |
| New York | 509 | 1,498 | 399 | 49\% | 21\% | *29 | 50 |
| Pennsylvania | 435 | 1,302 | 197 | $57 \%$ | 20\% | *23 | 43 |
| Michigan .-... | 305 | , 801 | 170 | $58 \%$ | 35\% | 06 | 41 |
| New Jersey | 594 | 717 | 103 | 90\% | 03\% | 06 | 09 |
| Ohio.- | 555 | 1,184 | 158 | $34 \%$ | 55\% | 10 | 65 |
| Massachusetts | 129 | 287 | 190 | $65 \%$ | 15\% | *20 | 35 |
| Wisconsin.. | 174 | 899 | 380 | 55\% | 22\% | *21 | 43 |
| Tennessee. | 166 | 729 | 260 | 13\% | $58 \%$ | *28 | 86 |
| California | 207 | 728 | 325 | 45\% | 45\% | 99 | 54 |
| Louisiana | 71 | 191 | 423 | 06\% | 53\% | 40 | 93 |
| Indiana. | 99 | 511 | 466 | 27\% | 62\% | 10 | 72 |

* Maintenance.

Econonic Analysis of Rehalillitated Cases For 1929.
Rehabilitated, 289. Average ages, 28 years.
157 had employment experience before injury.
132 had no employment experience before injury.
The group of 157 had average earnings of $\$ 1,075.00$ per year before injury which was reduced to $\$ 250.00$ as a result of their handicap, showing a sustained loss of $\$ 825.00$. After rehabilitation service was rendered, their annual average earnings were increased to $\$ 1,326.00$, this making $\$ 1,076.00$ per year more than while in their handicapped condition, and $\$ 251.00$ more than they earned before injury.

The average earnings of the entire group of 289 was $\$ 612.00$ per year before injury and $\$ 137.00$ per year after injury which was increased to $\$ 1,167.00$ after being rehabilitated.

If each individual has an average annual earning of $\$ 612.00$, the entire group would earn $\$ 176,868.00$ per year before injury, but after injury are reduced to an average of $\$ 136.00$ per year each or of $\$ 39,304.00$ for the entire group, they have sustained an average loss of $\$ 476.00$ per year each, or a total loss of $\$ 137,564.00$.

After rehabilitation service is rendered, this same group's earning capacity is increased to an average of $\$ 1,167.00$ each per year or a total of $\$ 337,263.00$. This is $\$ 297,959.00$ more than they earned while in the handicapped condition, and $\$ 160,395.00$ more than they earned before injury.

It would seem that the test of efficiency of rehabilitation service lies in the ability to restore the handicapped to their original earning power. This has been accomplished and more for after receiving the service, they have greater earning capacity than before injury. This, no doubt is due to the
guidance given in selecting the job objective together with the preparation for it and the placement.

Another item worthy of consideration is the fact that the average age of this group of rehabilitants is 28 years and it seems reasonable to assume that they will have an employment expectancy of twenty-five years. Then to get the true value of the service, it is necessary to multiply the annual gains in earning by twenty-five.

And still another item that should not be overlooked is the fact that many of these cases are actually subsisting on charity at time of contact and practically all of them are potential charity cases, so through rehabilitation, great savings are made in obviating the necessity for charity.

Of the 289 cases rehabilitated- 128 required prostheses; 55 of them were job restorations and 75 were training cases. The report shows that 127 cases were closed out under "Other." These were closed for various reasons such as death, non-susceptibility, lack of interest and cooperation, etc.

Of this group actual expenditures other than overhead cost had been made in 25 cases; the amount spent was $\$ 4,131.68$ which represents the loss to the division for the year. It is interesting to note that the actual cost of rehabilitation of the 289 cases, expenditures other than overhead were made in 273 cases and the average cost was $\$ 250.87$. The average for the entire group was $\$ 236.98$.

## Need for Rehabilitation Service.

It is extremely doubtful if those who brought about rehabilitation legislation had any idea of the extent of the problem they were attacking. At the time this move was proposed, statistical information on which to form conclusions was meager, and still is, for that matter. There is no record that can be turned to for this information. It was shown definitely in the hearing before Congress, from the then available statistics that were considered reliable, that at least 62,500 persons are injured in the United States annually, to the extent that they need rehabilitation service. In the light of the experience in the country over the nine-year period of the law's operation, and additional statistics that have been gathered, though in somewhat of a haphazard manner, it is a well established fact that the original estimates were indeed conservative. No one with any knowledge of the situation will now say that the above number is anywhere near correct, and about all they can say is, there are many, many more.

Recently a study was made by the division in an attempt to get a fair estimate of the number of persons who probably become eligible for rehabilitation under the law annually. The study shows that many more industrial casualties occur each year in the State than occurred amongst the Illinois troups during the nineteen months of the World War. Casualties during the entire period of the World War as reported by the Adjutant General of the United States for the State of Illinois were as follows:

| Fatal. | Non-Fatal. | Total. |
| :---: | :---: | :---: |
| 4,266 | 18,264 | 22,530 |

Total casualties from compensable industrial accidents in Illinois as reported by the Industrial Commission are:

|  | Fatal. | Non-Fatal. | Total. |
| :---: | :---: | :---: | :---: |
| 1922 | 498 | 43,054 | 43,552 |
| 1923 | 534 | 46,438 | 46,972 |
| 1924 | 675 | 61,135 | 61,810 |
| 1925 | 665 | 63,529 | 64,184 |
| 1926 | 204 | 51,639 | 51,843 |
| 1927 |  |  |  |

Many of the injuries are only temporary minor injuries and incur but a limited loss of time, but there are many permanent, partial and total disabilities that are likely to cause need for rehabilitation services. A study of
the Industrial Commission reports indicate that the following numbers were probable potential cases:

| 1923 | 6,171 |
| :---: | :---: |
| 1924 | 9,144 |
| 1925 | 7,823 |
| 1926 | 7,460 |

Estimates based on experience throughout the country indicate that about 50 per cent of those who suffer permanent disabilities are eligible for rehabilitation service and that about half of the number are self-rehabilitating. It would appear then, from the above statements and figures that an average of 1912 becomes eligible for the service annually from the industrial accidents alone. There are no available statistics in the otherwise groups that receive their injuries through public accidents, disease and from congenital causes, but a study of the applications received over a period of years shows that they are about evenly divided between industrial accident cases and the otherwise groups, therefore it would seem fair to assume that as many from the otherwise group become eligible for service each year as from the industrial group. Upon this basis then, it can be said that there are 3,824 new cases each year who are, under the law, entitled to the service.

If the State could establish a permanent definite policy with certainty of continuity, the rehabilitation of these people could be accomplished at an approximate per capita cost of $\$ 300.00$ which would require an appropriation of $\$ 1,147,200.00$ annually. This is an economic measure and not an act of charity, hence its success or failure must be judged by the ability of the State to restore the handicapped person to as nearly the normal earning capacity as he would have enjoyed had he not suffered the disability. While not all of the cases are actually subsisting on charity at the time of contact, a large number of them are, and certainly all of them are potentially charity cases and would probably become charges upon public or private philanthropy. The best available figures indicate that it costs a minimum of approximately $\$ 300.00$ per annum to support an individual in an institution. The average age of the cases with which we are dealing is 33 years. It would seem to be conservative to estimate that they would have a life expectancy of 20 years, therefore, assuming that it costs $\$ 300.00$ per year to maintain an individual and that he lives 20 years, he is a $\$ 6,000.00$ liability to society.

## Casualty Report.

Beginning August 14, 1929, the Rehabilitation Division in cooperation with the Illinois Press Association has undertaken the task of compiling and classifying the accidents that occur in the State as reported by the press. This list of casualties is mostly from the public accident group as but very few industrial accident cases appear to be reported.

Below is the list for the period August 14th to August 31st inclusive:

|  | Disabling. | Nondisabling. | Fatal. | Total. |
| :---: | :---: | :---: | :---: | :---: |
| Industrial employment | 24 | 4 | 10 | 38 |
| Agricultural employme | 4 | 4 | 14 | 22 |
| Other employment | 29 | 7 | 17 | 53 |
| Automobile accident. | 286 | 279 | 166 | 731 |
| Railroad accident | 16 | 11 | 44 | 71 |
| Other public accident | 36 | 23 | 27 | 86 |
| Children | 85 | 54 | 60 | 199 |
| Total | 480 | 382 | 338 | 1,200 |

It should be noted that the listings are under "Disabling," "Non-disabling" and "Fatal" as well as by kind of accident. The cases are classi-
fied under these headings by reason of the nature and severity of the accident as reported and it is not always possible to be absolutely positive in determining whether the injury is disabling or not. Those under this heading are at least entitled to an investigation to determine eligibility. Children under 16 years of age are not eligible.

## SUPPLEMENTARY REPORT.

## BOARD FOR VOCATIONAL EDUCATION.

## Division of Rehabilitation.

1929. 

Items 1 and 2 of paragraph e, section 3 of an act entitled, "Rehabilitation of Injured Persons," provides that the Governor's report shall contain "a statement of the existing conditions of vocational rehabilitation in the State," and "a statement of suggestions and recommendations with reference to the development of vocational rehabilitation in the State."

In order to make these statements clear and comprehensive it is necessary to review to some extent, the history of the work from its inception. The work of the division was a new departure in governmental work. There was no precedent, no established rule or routine, no experience in or knowledge of it in existence from which to draw, absolutely nothing to build upon. Consequently the board was confronted with a difficult task in organizing the work and getting it on a satisfactory basis. They were, of necessity, obliged to select inexperienced people to do the work. The board itself did not know the qualifications necessary for a rehabilitation worker. It did, however, select its staff of workers, gave them what information it could and set them to work. They were sent out to do what has proven to be one of the most technical and difficult jobs ever undertaken, namely, the restoration of human wrecks to industry. Some showed considerable aptitude and interest in the work-a few had no ability or were indifferent.

After the work had been going for about a year and a half, numerous complaints were made and it was alleged that the showing made by the division was not good. A legislative investigation followed and as a result of which the staff was reduced from twelve to six. It was true that the report did not indicate a great volume of work had been accomplished up to that time, but it must be remembered this was a new undertaking, a highly skilled job in the hands of an unskilled staff and the wonder is that they made any showing at all in so short a time.

When the board re-organized, it took the individual records of the members of the staff and retained those who had established the best records for themselves. During the two year period following, the work progressed satisfactorily and the reports began to show good results. In 1924 the Illinois report was used by the Federal Board before Congress in securing an extension of the Federal appropriation. This report was so well received by Congress that it was read on the floor of the House and was entered in the Congressional Record.

The work in Illinois and in many other states received its most severe setback in 1924 owing to the fact that the new appropriation failed of passage in the regular session (it was passed subsequently in the short session). The State was thus deprived of its Federal allotments and for technical reasons could not use the State money appropriated. The board, therefore, found itself with over 400 handicapped people in training and no funds with which to carry on its work. Added to the difficulty already mentioned, several of the board members were away on vacation and no meeting could be had. This placed the responsibility for the action to be taken, on the supervisor and assistant supervisor. Confident that the Federal appropriation would be passed, they decided to stay on the job (without pay if necessary) and do what they could to save the program.

The situation was explained to the more than 100 agencies who had State students, and they were told that if they would continue their students in training, they would be paid for the service provided the Federal appropriation passed, but if it did not pass, they would be the losers. Every agency accepted the proposition and carried the students through the six months period on that basis.
(Federal Act provides, "The money so received by the custodian of any State shall be paid out on the requisition of the State Board as reimbursement for services already rendered or expenditures already incurred and approved by the said State Board.")

No new contracts were made or expenditures incurred during this period.

By the time the 54th General Assembly met, the work of the division had been brought to such a standard of efficiency and effectiveness and the demand for the service had grown to such an extent that this assembly increased both the number on the staff and the appropriation.

After the new members of the staff were selected, it became necessary to devote considerable time to their training, therefore, the first year's work with the increased staff did not show any great increase in the number of cases rehabilitated as it could not be expected that the new members would make any showing during this time and it also slowed the old members down while they were giving the new ones part of their time. It is now a well known and accepted fact among rehabilitation workers of the country that new workers cannot be trained up to the point where they can be considered efficient workers in less than two years, and they should have three years experience before they are expected to reach their maximum normal standard.

If the State is to continue rendering without a breakdown, the excellent service to its disabled citizens that it is rendering, it is imperative that it have a well trained organization. The present high standard of work cannot be maintained otherwise.

The Federal appropriation under the present law will end June 30, 1930, and if Congress fails to extend these appropriations, the work will automatically cease at that time as there is no provision for the State continuing without Federal aid.

It should be said here that the rehabilitation workers of the forty-two states now participating, have a national organization known as the National Rehabilitation Association. The purposes of this organization are to promote rehabilitation work in general, to hold a national conference for the study and development of the science of rehabilitation and to have a national organization through which the states can as a body, deal with the Federal board and national situations, the most important being national legislation, therefore, the most important committee is the legislative. Illinois has been signally honored by the selection of its supervisor for the most important post on this committee, namely, legislative advisor. The committee has met with representatives of the Federal board and have outlined their program for new legislation. They have presented it to the President and have secured his approval. They have also presented it to the chairman of the Educational Committee of the House and Senate, both of whom have agreed to sponsor the bills. The recommendations of the committee include changes in the law that will clear up some points that have caused some friction between the State and Federal boards, and include increases in the Federal appropriation. If this Federal legislation is passed with the increased appropriation, it will mean that the states will be able to expand their program, and in Illinois it should mean a complete reorganization of the work with an increased staff.

REPORTS OF<br>Illinois State Teachers' Pension and Retirement Fund.<br>Illinois State Teachers Examining Board.

## REPORT OF THE SECRETARY OF THE ILLINOIS STATE TEACHERS' PENSION AND RETIREMENT FUND.

## REPORT OF THE SECRETARY OF THE ILLINOIS STATE TEACHERS' PENSION AND RETIREMENT FUND.

Springfield, Illinois, November 15, 1930.
Hon. Francis G. Blair, Superintendent of Public Instruction, Springfield, Illinois.

Dear Sir: In compliance with section 10 of the Illinois State Teachers' Pension Fund Law, we have the honor to submit to you the Fifteenth Annual Report of the Board of Trustees for the year ending June 30, 1930.

Yours respectfully,
R. O. Clarida,

Secretary Board of Trustees Illinois State Teachers' Pension and Retirement Fund.

PART ONE.
Meetivgs of the Board.
The Board of Trustees of the Illinois State Teachers' Pension and Retirement Fund meets regularly four times a year in compliance with the terms of section seven of the Teachers' Pension and Retirement Fund Law. Each of the different committees meets at least one-half day before the regular meeting of the board to go over the business and retirements of the quarter and to make recommendations for the retirement of all applicants for the preceding quarter. The Committee on Finance examines all bills and vouchers and prepares a report for the board. The Committee on Loans, Committee on Office Help, and Auditing Committee each prepares their report respectively for the regular meeting of the board for their consideration. The several reports are read and recommendations made and the entire business of the quarter is acted upon from such reports and recommendations. All these reports are considered in regular order, presented by the chairman of each committee making the recommendation, and are passed upon by a regular vote of the board in session. All other business pertaining to the administration of the law is thus acted upon by the board after careful consideration.

## First Meeting.

The first regular quarterly meeting of the Board of Trustees of the Illinois State Teachers' Pension and Retirement Fund for the year 1929-30 was held in the office of the Superintendent of Public Instruction at nine o'clock, Saturday morning, September 28, 1929.

The following members of the board were present:
Superintendent F. G. Blair, Mrs. Sarah L. Thomas, Miss Mabel Matheny. Absent: Supt. D. Walter Potts and Omer N. Custer.

The minutes of the previous meeting were read and approved.
The secretary read his report which contained general information in the administration of the fund by the Board of Trustees for the quarter ending September 30, 1929. Upon motion and second the same was approved and became a part of the minutes of the meeting.

In the absence of Mr. Potts, chairman of the Finance Committee, Mrs. Sarah L. Thomas read the report which contained an itemized statement of expenses of the pension fund office for the quarter ending September 30, 1929. Upon motion and second the report was approved and became a part of the minutes of that meeting.

Mrs. Sarah L. Thomas, chairman of the Committee on Retirements, next read her report which contained applications for forty-three (43) to be retired on full annuity and six (6) under disability. Upon motion and second the report was approved and the several applicants retired.

Miss Mabel Matheny, chairman, Office Help Committee next read her report containing a statement of the salaries paid the office force for the quarter ending September 30, 1929, and upon motion and second the report was approved and became a part of the minutes of that meeting.

No loans were made during the quarter.
Other matters pertaining to the administration of the Pension Fund Law were deferred until the next regular meeting.

No further business appearing, upon motion and second the board adjourned.

## Second Meeting.

The second regular quarterly meeting of the Board of Trustees, Illinois State Teachers' Pension and Retirement Fund, met in the office of the Superintendent of Public Instruction at nine o'clock, Saturday morning December 28, 1929.

The following members of the board were present: Superintendent $F$. G. Blair, D. Walter Potts, Mrs. Sarah L. Thomas, and Miss Mabel Matheny. Absent: Omer N. Custer.

The minutes of the previous meeting were read and approved.
The secretary read his report which contained a general synopsis of the business transactions of the Pension Fund Board for the past quarter, and upon motion and second the report was approved and became a part of the minutes.

Supt. D. Walter Potts, chairman of the Finance Committee, read his report on the expenditures for the past quarter and upon motion and second the report was approved and became a part of the minutes of that meeting.

Mrs. Sarah L. Thomas, chairman of the Committee on Retirements, read her report which contained applications for eleven (11) to be retired on full annuity and three (3) under disability. Also one (1) under the State Institutions Teachers' Pension and Retirement Fund. Upon motion and second the report was approved and the several applicants duly retired. The report became a part of the minutes of the meeting.

Miss Mabel Matheny, chairman of the Office Help Committee, next read her report which contained the salaries paid the office force for the quarter ending December 31, 1929, and upon motion and second the report was approved and become a part of the minutes.

Superintendent F. G. Blair, chairman of the Loan Committee, read his report which contained new loan in the amount of $\$ 2,000.00$ and renewals $\$ 10,000.00$ of the State Teachers' Pension and Retirement Fund, and $\$ 3,000.00$ for the State Institutions Teachers' Pension and Retirement Fund. Upon motion and second the report was approved and became a part of the minutes of that meeting.

Several items of interest concerning the administration of the law were discussed.

There being no further business, upon motion and second the board adjourned.

## Third Meeting.

The third regular quarterly meeting of the Board of Trustees, Illinois State Teachers' Pension and Retirement Fund, was held in the office of the Superintendent of Public Instruction on Saturday, March 31st, at 11:30 o'clock.

The following members of the board were present: Superintendent $F$. G. Blair, Supt. D. Walter Potts, Mrs. Sarah L. Thomas, and Miss Mabel Matheny. Absent: Omer N. Custer.

The minutes of the previous meeting were read and approved.
The secretary read his report, and upon motion and second the same was approved and became a part of the minutes of that meeting.

Supt. D. Walter Potts, chairman of the Finance Committee, next read his report which contained a statement of expenditures for the past quarter. Upon motion and second the report was approved and is herewith attached.

Mrs. Sarah L. Thomas, chairman of the Retirement Committee, read her report which contained applications for nineteen (19) to be retired on full annuity and three (3) under disability. Upon motion and second the report was approved and the several applicants were retired.

Miss Mabel Matheny, chairman of the Office Help Committee read her report which contained a statement as to the salaries paid the office force for the past quarter, and upon motion and second the report was approved and is herewith attached.

It was moved by D. Walter Potts and seconded by Mrs. Thomas, and unanimously passed that the board dispose of six loans, aggregating $\$ 50,000.00$ and accrued interest to the State Bank of Geneva. This was made necessary, due to the Chicago tax situation in order to secure sufficient cash to meet the annuity payments for the following quarter. This resolution carried with it authorization to re-purchase the loans when our funds would justify doing so.

Mr. Blair, chairman of the Loan Committee read his report which contained loans amounting to $\$ 5,000.00$ made during the quarter. Upon motion and second the report was approved.

Amendment to the law providing for an increase in annuity was fully discussed by the board in session. A statement as to the number of deaths, together with what retired teachers have paid in and drawn out in annuities, was presented to the board; also a statement or account of receipts and expenditures from July 1, 1915 to January 1, 1930.

There being no further business, upon motion and second the board adjourned.

## Fourth Meeting.

The fourth regular quarterly meeting of the Board of Trustees, Illinois State Teachers' Pension and Retirement Fund, was held in the office of the Superintendent of Public Instruction on Saturday, June 21, 1930 at 9:00 o'clock.

The following members of the board were present: Superintendent $F$. G. Blair, Mrs. Sarah L. Thomas, Miss Mabel Matheny, and D. Walter Potts. Absent: Omer N. Custer.

The minutes of the previous meeting were read and approved.
The report of the secretary was read, which contained a statement of the general business transactions of the office for the past quarter, and some tabulated data in regard to the Pension Fund Law. Upon motion and second the report was approved and became a part of the minutes.

Mr. Potts, chairman of the Finance Committee, next read his report which contained a statement of the expenditures of the office for the quarter ending June 30, 1930. Upon motion and second the report was approved and became a part of the minutes.

Mrs. Sarah L. Thomas, chairman of the Committee on Retirements next read her report which contained application for sixty-two (62) to be retired on full annuity. Upon motion and second the report was approved, the applicants duly retired. Authority to retire any others that may appear before July 1st was given. This report became a part of the minutes of the meeting.

Miss Mabel Matheny, chairman of the Office Help Committee, read her report which contained a statement of the salaries paid to the office force for the quarter ending June 30, 1930. It was moved and seconded that the report be approved and become a part of the minutes.

Superintendent F. G. Blair, chairman of the Loan Committee, next read his report which contained a statement of loans made during the quarter$\$ 2,500.00$ from the State Institutions Teachers' Pension and Retirement Fund. Upon motion and second the report was approved and became a part of the minutes.

It was agreed to suggest to Mr. Nygaard, chairman of the committee appointed by the State Teachers' Association to investigate pension fund laws, and to prepare a bill to increase the annuity of teachers of Illinois,-to have their committee meeting with the Pension Fund Board the last of September. Upon motion and second that plan was approved.

It was further moved that the president and secretary be empowered to close any loans that in their judgment seemed advisable and expedient.

There being no further business, upon motion and second the board adjourned.

## PART TWO.

## Some Facts About the Illinois State Teachers’ Pension and Retirement Fund Law.

The State Teachers' Pension and Retirement Fund Law is administered by a Board of Trustees, three of whom are appointed by the Governor, one each year for a period of three years. The Superintendent of Public Instruction and State Treasurer are members ex-officio. The board meets regularly four times a year for the transaction of business in the administration of the law. The board has power to loan the funds upon first mortgage on real estate in Illinois with the approval of the State Treasurer.

## Boards of Directors or Education.

The boards of directors or boards of education are required under the law to retain (on every pay day) for each of the first five months taught each year contributions from the salaries of all contributing teachers classified according to section 13 of the law, as follows:

First Class: Those who have taught ten years or fewer than ten years, five dollars.

Second Class: Those who have taught more than ten years and not more than fifteen years, ten dollars.

Third Class: Those who have taught more than fifteen years, thirty dollars.

The secretary of the board of education or board of directors is required by law to make a report July 1st to 7th each year. The county superintendent is also required to make a report on or before August 1st of each year. His report must contain a complete list of all district reports, including contributions received and other information required under the law.

## Teachers.

After a period of twenty-five or more years of service, fifteen of which must be rendered in the public or State schools of Illinois under the jurisdiction of the State Teachers' Pension and Retirement Fund, when a teacher attains the age of fifty years, and makes complete payment of assessments and complies with the law, such teacher may retire and receive an annuity of four hundred dollars ( $\$ 400.00$ ) per annum. (The last year immediately preceding retirement must be taught in the public schools of Illinois under the jurisdiction of the State Teachers' Pension and Retirement Fund Law; unless the teacher has already rendered twenty-five full years of teaching service in Illinois under the jurisdiction of the State Teachers' Pension Law.)

A teacher after having rendered fifteen years of service, three-fifths (3/5) of such service in Illinois, under the jurisdiction of the State Teachers' Pension and Retirement Fund, may retire and receive a partial annuity provided he, or she has become incapacitated or is unable to teach longer. Annuity to continue until he or she recovers and can re-enter teaching again.

A teacher retiring may re-enter teaching without endangering his right to another retirement. Annuity shall cease during such period teacher is engaged in teaching, same to begin when teacher has ceased to teach and made proper application for retirement.

An elective or compulsory contributor must continue to contribute to the Pension Fund as long as he or she is engaged in teaching in the public or State schools of Illinois under the jurisdiction of the State Teachers' Pension and Retirement Fund, or until all back assessments and interest have been paid.

A contributing teacher may receive credit for one year's professional preparation acquired at a recognized professional school, if such teacher had ten years of teaching service at the time of election, by furnishing affidavit of such attendance and paying into the fund the same amount as would be paid by the teacher if he had been engaged in teaching. Such year of credit for professional preparation can not be the last (twenty-fifth) year.

A substitute teacher as defined in section 34 of the Pension Fund Act is a teacher who is employed by the year and paid monthly for such service. A teacher can not receive credit for a full school year by simply having a contract as a substitute teacher unless he or she is regularly employed and paid as all other teachers are paid in the system. All contributing substitute teachers must pay the regular salary deductions into the fund. When a substitute teacher is employed only to receive credit such teaching is void. Such teacher must render teaching service to receive credit for teaching in order to make the twenty-five years required for retirement.

A refund of 50 per cent of the amount contributed, if the teacher ceases to teach in the public schools may be granted any time until he or she has rendered fifteen (15) years of service, provided application is made within six months after the teacher ceases to teach in the public schools. Should such teacher re-enter teaching in the public schools under the jurisdiction of the State Teachers' Pension and Retirement Fund the amount withdrawn must be paid back to the fund with four per cent interest within five months after the teacher re-enters teaching the second time.

The Pension Fund Law was amended in 1921, removing the restriction of residence in Illinois of annuitants, and giving credit for teaching service rendered in a normal or State school, the same as if all teaching was rendered in public schools.

Section 15 of the Pension Law was amended 1923 to permit teachers who taught in the public schools of Illinois before the Pension Law went into operation 1915, and did not qualify within the probationary periodJuly 1, 1915 to September 1, 1920, under the original law, to qualify. All such active teachers may now become contributors by election by filing the necessary affidavits with the office of the Board of Trustees of the Illinois State Teachers' Pension and Retirement Fund.

The State Institution Teachers' Pension and Retirement Fund Law which went into operation July 1, 1917 is for the benefit of the teachers of the State Institutions (except the University of Illinois). The two pension funds are separate and distinct. However, the two laws are parallel in their operation and requirements, the benefits being the same.

## PART THREE.

## Statement of Statistical Facts.

Since the law went into effect July 1, 1915, seven thousand four hundred sixteen ( 7,416 ) teachers elected to become contributors to the State Teachers' Pension and Retirement Fund. We have at this time about thirty-two thousand $(32,000)$ compulsory contributors who began teaching in Illinois since July 1, 1915. Many are not now engaged in teaching but have not withdrawn from the fund. Two thousand seventy-seven $(2,077)$ have withdrawn 50 per cent of the amount they contributed.

On July 1, 1930, seventeen hundred forty-two ( 1,742 ) were receiving full annuity. One hundred forty-six (146) were receiving annuity under dis-
ability, making a total of eighteen hundred eighty-eight $(1,888)$ receiving benefits in annuities from the State Teachers' Pension and Retirement Fund. One hundred thirty-six (136) retired on full annuity, having served twentyfive (25) or more years and being fifty (50) years or more of age. Eleven (11) retired under disability.

During the year fifty-four (54) annuitants have died. They are as follows:


## List of Persons Who Retired During the Year 1929-1930

| Adams, Gladys H | endon |
| :---: | :---: |
| Agans, Cornelia I | Rushville |
| Allen, Mrs. Charles E. | Bowen |
| Anderson, Eleanor | inceton |
| Bardwell, C. M | Aurora |
| Bates, Minnie A | Aurora |
| Beery, Mamie S | Decatur |
| Bell, Kate R | Belleville |
| Bellershiem, Kathryn | Springfield |
| Bishop, D. M. | Bethalto |
| Blain, Eva | Olney |
| Blaine, Helen E | Chatsworth |
| Boling, Carrie M | Lebanon |
| Bolton, Hattie | Nauvoo |
| Boomer, Nat | . Vienna |
| Boosinger, Ella G | Atlanta |
| Bouton, J. R | Willow Hill |
| Bower, Elizabeth | Brookfield |
| Boyle, Elizabeth | Oregon |
| Brook, C. R | Xenia |
| Browning, James H | Warren |
| Brubaker, John L | Springfield |
| Burritt, Neenan S | Rockford |
| Cadwallader, Winnie | Broadland |
| Carnes, Laura | Chicago |
| Chapman, Emma P | . Chicago |
| Chapman, Esther | Greenville |
| Chase, Kate E. | Galesburg |
| Clark, Luella | ast St. Louis |
| Coombes, Lois | Decatur |
| Costello, John W | Chicago |
| Cross, Mary Lizzie. | . Equality |
| Despres, Cecilia G | Macon |
| Darrah, Elizabeth | Freeport |
| DeNordendorf, Lillian | Rockford |
| Dodson, J. F. | Danville |
| Edmunds, H. H | Clinton |
| Elliott, Margaret C | Table Grove |
| Faucett, Amanda L | Waukegan |
| Fellows, Flora | Belvidere |
| Fender, James N | Iola |
| Feuerbacher, Emma | Lincoln |
| Flaherty, Wm. P | New Lennox |
| Flaningham, M. | . Urbana |
| Frederick, A. D | Fairfield |
| Freeman, Grace | Aurora |
| Fulwiler, L. F. | Bloomington |
| Garretson, Agnes R | . Lincoln |
| Garver, E. E | Mansfield |
| Goff, Mary Weil | . Prentice |
| Greb, Dora | Springfield |
| Gridley, Lottie M | . Savanna |
| Grimm, Fannie | Belleville |
| Grossman, Nathan H | Cedarville |
| Groves, C. Cooper | Edwardsville |
| Hall, J. F. | chanicsburg |
| Hamilton, Albert A | Canton |
| Hapner, Lulu C. | Champaign |
| Harper, Geo. A. | Wilmette |

Hartzell, Wm. J. Peoria
Hayes, Katharine T ..... Chicago
Heber, Johanna F. Belleville
Hendricks, J. B Taylorville
Hendrickson, Emily C ..... Elgin
Hinckley, Lyla Duquoin
Hines, Ada Schnabele Geneseo
Holmes, J. W ..... Jerseyville
Ireland, A. Mae ..... Emden
Jester, Fannie ..... Urbana
Jones, Edgar S Monticello
Kagy, Myrtle ..... Salem
Kelchner, Millie L ..... Iuka
King, Anne F ..... Rockford
Kirby, J. M ..... Eureka
Klinker, Lily C ..... Taylorville
Knollenberg, Caroline E ..... Quincy
Kuechler, Chas. E. ..... Pesotum
Lane, Anna Hawkins Tamaroa
LeSage, Olivine ..... Kankakee
Libke, Andrew E. West Salem
Ling, L. E. A LaGrange
Littler, Sherman Henry
Lynn, Herschel V ..... Byron
McCarthy, Harriet ..... Alton
McCash; Donald F ..... Casey
McDermott, Kathryn Kankakee
Michael, Emma H Rockford
Miller, Carrie J Cairo
Moore, Marion E. Lawrenceville
Morrow, Carrie ..... Clinton
Murray, Cleora A. Worth ..... Aurora
Murry, B. A ..... Sesser
Nelson, Anna C. ..... Chicago
Nolen, Irvin Stonefort
Nollen, Nell ..... Atlanta
Norton, Mabel King ..... Elgin
Otrich, Chas. .O Jonesboro
Owen, May ..... Fairfield
Parrill, Evangeline Kinmundy
Pekin Paul, Mary J
Pennybacker, Kittie E
Pennybacker, Kittie E Elizabethtown
Pierson, E. D ..... Quincy
Pitt, E. C. New Douglas
Reeder, ElizabethPeoria
Reese, Mary M Evanston
Roberts, Arthur C Galesburg
Sager, Frank ..... Mit. Pulaski
Schlosser, Jessie M Saunemin
Schmidt, Henry E Breese
Seiber, Samuel J ..... Odin
Smith, Cornelia E Schiller Park
Smith, Flora B DecaturSprague, L. T.Canton
Stacy, Sallie May ..... Jacksonville
Steele, Margaret Evanston
Spears, Julia May Springfield
Spurgeon, W. L.Swanson, Stella BSt. Marys, Mo.Prophetstown
Swartzbaugh, Fannie ..... Bushnell
Taylor, F. A. ..... Mt. Sterling
Taylor, Frances Lilian Galesburg
Tedrow, Grant ..... Rockport
Templeton, Robert B PinckneyvilleThiele, ClaraBelleville
Trimble, Charles ..... Clifton
Vandever, Lottie ..... Irving
Van Ness, Agnes L. ..... McLean
Vautsmier, Lydia ..... Pearl City
Ward, Mattie B ..... Aurora
Weborg, Vida ..... Monee
Wehrheim, Edward V ..... Belleville
Whitham, Minnie ..... Oak Park
Willard, Harry D ..... Fairfield
Williams, Alice C. ..... Sterling
Zehner, Amelia ..... Belleville
Disability

| Ameter, Carrie | Bridgeport |
| :---: | :---: |
| Byland, T. C | Urbana |
| Cornwell, Ruth | Deer Creek |
| Covert, Adelia C. | Charleston |
| Daley, Mary M | Wauconda |
| Doyle, Kathryn | Joliet |
| Keech, Nellie | Champaign |
| Keller, Rella | Chester |
| Peel, Ella Rebhan | Collinsville |
| Warren, Grace | Waukegan |
| Wilbur, Grace B | Rockford |

Retirements Under State Teachers' Pension Fund Law. Number to Retire, 1929-30.
FULL ANNUTTY.

retirements.
(July 1, 1915 to July 1, 1930.)
Number men retired ..... 687
Number women retired ..... 1,541
Total ..... 2,228
Number resumed teaching. ..... 64
Number died ..... 419
Total number receiving full annuity ..... 1,792

## PART FOUR.


RECEIPTS 1929-30.
Salary deductions .......................................... . $\$ 256,313.68$
Back assessments . ............................................. . . . $19,692.00$
Interest on back assessments. . . . . . . . . . . . . . . . . . . . . . . . . 15,122.98
Real estate loans paid....................................... . . . 131,715.00
Interest on loans. ............................................... . . . . . $55,919.56$
Institution administration expense...................... 268.38
Fifty per cent refunds returned.......................... 242.19
Interest on Rockford salary deduction.................. . . 83.90
Refund on Webber 1929 taxes............................. 100.00
Refund of extra fare paid on Pennsylvania Railroad. . 8.40
*Payment on allotment from school tax.............. 300,000.00
Total receipts for year.
779,466.09
\$974,402.47
DISRURSEMENTS.

| Loans made | 7,000.00 |
| :---: | :---: |
| Accrued interest | 23.33 |
| Annuities | 708,327.03 |
| Fifty per cent refunds. | 6,640.63 |
| Deductions returned | 414.50 |
| Refund excess back assessments | 24.50 |
| Salaries | 9,771.15 |
| Traveling expense | 374.40 |
| Printing and supplies | 1,528.81 |
| Telephone and telegraph | 226.66 |
| Postage and express. | 650.00 |
| Insurance and taxes on real estate. | 2,370.88 |
| Extension of abstracts | 63.75 |
| Costs of Walker foreclosure | 248.77 |
| Secretary's bond | 12.50 |
| Cleaning and repairing typewriter | 10.40 |
| Refund one month interest to F. O. E. at East St. Louis |  |
|  | 70.00 |

Total disbursements for year
\$737,757.31
Cash balance on hand July 1, 1930..................................... . . . $236,645.16$
$\$ 974,402.47$
*Balance due on allotment from school tax not including Cook
County .................................................................. $\$ 450,025.17$
ASSETS.
Loans . ...................................................................... . . . . $\$ 887,985.00$
Cash balance on hand July 1, 1930.................................... . . $236,645.16$
Total assets
\$1,124,430.16

\$1,574,455.33
Respectfully submitted,
Board of Trustees.
Illinois State Teachers' Pension and Retirement Fund.
R. O. Clarida, Secretary.

## PART FIVE.

## Sr.ate Institutions Fund-Thirteenth Annual Report. <br> Note-(The State Institutions Teachers' Pension Fund is a separate fund.) Statement of Statistical Facts.

Since the State Institutions Teachers' Pension Fund went in effect July 1, 1917, two hundred fifty-five (255) qualified as contributors to the fund by election. Of that number fifty-four (54) have retired on full annuity and four (4) under disability. Sixteen (16) annuitants have died, and one annuitant has resumed teaching, leaving forty-two (42) receiving annuity July 1, 1930.

## Institution Law: Financial Statement for the Year Ending June 30, 1930.

Cash balance on hand July 1, 1929
$\$ 15,932.54$

RECEIPTS.
Salary deductions
\$ 8,424.75
Back assessments 470.00

Interest on back assessments 418.17

Interest on loans.
1,818.52
Appropriation from General Assembly
18,000.00
Total receipts
29,131.44
\$45,063.98

## DISBURSEMENTS.

Annuities ........................................................ . . $\$ 16,228.23$
Fifty per cent refunds........................................... . . . 72.38
Deductions returned ............................................ 31.00
Administration expense ..................................... 268.38
Loans made ...................................................... . . . $5,500.00$
Accrued interest ................................................... . 12.50
Total disbursements
22,112.49
Cash balance on hand July 1, 1930...................................... 22,951.49
$\$ 45,063.98$

## ASSETS.

Loans . ............................................................................ . . . . $\$ 35,300.00$
Cash balance on hand July 1, 1930
22,951.49
Total assets
\$58,251.49
Respectfully submitted,
Board of Trustees,
Illinois State Teachers' Pension and Retirement Fund.
R. O. Clarida, Secretary.

## REPORT OF THE SECRETARY OF THE ILLINOIS STATE EXAMINING BOARD FOR TEACHERS' COUNTY CERTIFICATES.


#### Abstract

October 20, 1930. Honorable Francis G. Blair, Superintendent of Public Instruction, Springfield, Illinois.

Dear Sir: I have the honor to present herewith my biennial report of the Illinois State Examining Board for Teachers' County Certificates and a brief summary of the work of administering the Certificating Law during the biennium beginning July 1, 1928 and ending June 30, 1930.


Respectfully submitted,
A. L. Whittenberg, Secretary.

The Certificating Law of Illinois, enacted by the General Assembly in 1913, and the later present Certificating Law, enacted by the General Assembly in 1929, both provide for the certification of teachers by two methods:

First-Upon a Written Examination.
The following statistics for the first year of the biennium are submitted:
JULY 1928.

| Grade of certificate. | Number of applicants. | Number successful. | Per cent successful. |
| :---: | :---: | :---: | :---: |
| Second grade | 1,370 | 150 | 10 |
| First grade...- | 303 | 36 | 11 |
| Kindergarten-primar | 13 | 6 | 46 |
| Special <br> High school | 28 10 | 21 2 | 75 20 |
| Supervisory | 49 | 12 | 24 |
| Total | 1,773 | 227 | 12 |

NOVEMBER 1928.

| Second grade | 1,193 | 102 | 8 |
| :---: | :---: | :---: | :---: |
| First grade. | 244 | 52 | 21 |
| Kindergarten- | 4 | 1 | 25 |
| Special---- | 25 | 11 | 44 |
| High school. | 6 | 1 | 17 |
| Supervisory | 48 | 6 | 12 |
| Total | 1,520 | 173 | 11 |

MARCH 1929.


THE RESULTS OF 38 EXAMINATIONS FROM JULY 1914 TO MARCH 1929.

| Date of examination. | Number of applicants. | Number successful. | Per cent successful. |
| :---: | :---: | :---: | :---: |
| July, 1914 | 686 | 28 | 4 |
| November, 1914 | 605 | 74 | 12 |
| March, 1915... | 2,669 | 535 | 20 |
| July, 1915 | 2,507 | 1,011 | 40 |
| November, 1915 | 1,643 | 426 | 25 |
| March, 1916. | 3,254 | 911 | 27 |
| July, 1916 | 3,197 | 950 | 29 |
| November, 1916 | 2,086 | 833 | 39 |
| March, 1917. | 3,938 | 1,354 | 34 |
| July, 1917 | 3,790 | 1,586 | 41 |
| November, 1917 | 3,133 | 1,498 | 47 |
| March, 1918 | 4,254 | 1,170 | 27 |
| July, 1918 | 4,148 | 1,335 | 32 |
| March, 1919 | 4,610 | 1,557 | 33 |
| July, 1919 | 4,248 | 2,975 | 70 |
| November, 1919 | 2,339 | 708 | 30 |
| March, 1920 | 3,589 | 1,157 | 32 |
| July, 1920 | 3,913 | 1,743 | 44 |
| November, 1920 | 3,252 | 1,154 | 35 |
| March, 1921. | 4,575 | 1,572 | 34 |
| July, 1921 | 4,880 | 2,279 | 47 |
| November, 1921 | 4,342 | 1,199 | 28 |
| March, 1922 | 6,660 | 1,373 | 21 |
| July, 1922 | 5,659 | 1,824 | 32 |
| November, 1922 | 4,843 | 610 | 12 |
| March, 1923. | 5,711 | 494 | 8 |
| July, 1923 | 4,979 | - 1,248 | 25 |
| November, 1923 | 4,335 | 753 | 17 |
| March, 1924. | 5,712 | 704 | 12 |
| July, 1924 | 4,889 | 1,394 | 29 |
| November, 1924 | 4,479 | 643 | 14 |
| March, 1925 | 5,821 | 997 | 17 |
| July, 1925 | 4,819 | 916 | 19 |
| November, 1925 | 4,018 | 418 | 10 |
| March, 1926 | 4,802 | 449 | 9 |
| July, 1926. | 3,327 | 620 | 18 |
| November, 1926 | 2,835 | 300 | 10 |
| March, 1927 | 3,547 | 394 | 11 |
| July, 1927 | 2,637 | 403 | 15 |
| November, 1927 | 2,605 | 268 | 10 |
| March, 1928 | 2,956 | 275 | 9 |
| July, 1928 | 1,773 | 227 | 12 |
| November, 1928 | 1,520 | 173 | 11 |
| March, 1929 | 1,689 | 132 | 7 |
| Total | 161,074 | 40,670 | 26 |

## Second-Upon College Credentials.

A constantly increasing number of persons desiring to become teachers enter institutions of higher learning and after completing certain courses file their college credentials as the basis of a teacher's certificate to be issued without examination.

## College Credentials.

Teachers' certificates are issued upon college credits earned in a recognized institution of higher learning in lieu of examination. The kind and amount of credits required vary with the grade of certificate applied for, the minimum requirement for the lowest grade of certificate being the completion of one year's successful work in a recognized institution of higher learning, and for a high school certificate the minimum is graduation from a standard college with not less than 120 semester hours.

Comparison of the number of certificates issued by examination and on college credentials for the year ending June 30th:

| Year. | $\underset{\text { examination. }}{\mathrm{By}}$ | On credentials. | Per cent of whole number issued on credentials. |
| :---: | :---: | :---: | :---: |
| 1915 | 637 | 899 | 58 |
| 1916 | 2,348 | 1,865 | 44 |
| 1917 | 3,137 | 2,128 | 41 |
| 1918 | 4,254 | 2,804 | 39 |
|  | 2,892 | 2, 243 | ${ }_{31}^{41}$ |
| 1921 | 4,469 | 2,378 | 35 |
| 1922 | 4,851 | 3,187 | 40 |
| 1923 | 2,928 | 3,501 | 54 |
| 1924 | 2,705 | 3,741 | 58 |
| 1925 | 3,034 | 5,515 | 64 |
| 1926 | 1,783 | 5,648 | 76 |
| 1927 | 1,314 | 6,026 | 82 |
| 1928 | 946 532 | 5,004 6,563 | 85 93 |
|  |  |  |  |
| Total | 40,956 | 53,560 | 76 |

KINDS OF TEACHERS' CERTIFICATES ISSUED UPON COLLEGE CREDENTIALS EARNED IN ILLINOIS INSTITUTIONS DURING THE YEAR ENDED JUNE 30, 1929.

Note:
(i) Provisional certificates issued upon one year of work in a teachers' college following two years of high school work; or upon twenty semester hours of college credit.
(2) Second grade elementary certificates issued upon thirty semester hours of college work.
(3) First grade elementary certificates issued upon sixty semester hours of college work and six semester hours of practice teaching or two years' successful teaching experience.
(4) High school certificates issued upon college graduation with a bachelor's degree and not fewer than one hundred twenty semester hours.
(5) Kindergarten-primary certificates issued upon two years of work in a recognized kindergarten-primary training school.
(6) Special certificates issued upon two full years of college work devoted mainly to the special subject.

| Name of institution. | Provisional. | Second. | First. | $\begin{gathered} \text { High } \\ \text { school. } \end{gathered}$ | Kinder garten-primary | Special. | Total. |
| :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: |
| Armour Institute. |  |  |  |  |  |  | 0 |
| Augustana College |  | 30 | 14 | 35 |  | 6 | 85 |
| Assissi Junior College |  |  | 281 |  |  |  | 281 |
| Aurora College.---- |  | 6 | 3 | 21 |  |  | 30 |
| Blackburn College--------- |  | 36 | 3 |  |  | ${ }_{2}^{2}$ | 41 |
| Bradley Polytechnic Institute |  | 26 | 8 | 42 |  | 12 | 88 |
| Carthage College |  | 14 | 6 | 20 |  | 2 | 42 |
| Chicago Normal College |  |  | 10 |  | 7 | 1 | 18 |
| Concordia Teachers' College |  |  | 52 |  |  |  | 52 |
| Crane Junior College. |  |  | 1 |  |  |  |  |
| DePaul University |  |  | 7 | 7 |  |  | 14 |
| Eastern Illinois State Teachers' | 1 | 146 | 139 | 24 |  | 39 | 349 |
| Elmhurst College |  |  |  |  |  |  |  |
| Eureka College |  | 11 | 3 | 23 |  | 2 | 39 |
| Frances Shimer Junior College |  | 7 |  |  |  | 1 | 8 |
| Greenville College |  | 20 | 6 | 17 |  | 1 | 44 |
| Illinois College |  | 9 | 2 | 22 |  | 2 | 35 |
| Illinois State Normal University | 4 | 419 | 319 | 76 | 27 | 89 | 934 |
| Illinois Wesleyan University |  | 18 | 9 | 44 |  | 10 | 81 |
| Illinois Woman's College |  | 14 | 1 | 44 |  | 1 | 70 |
| James Millikin University |  | 16 | 35 | 50 | 3 | 12 | 117 |
| K nox College <br> Kindergarten Schools | 1 | 7 | 1 3 | 29 | 96 | 3 | - 400 |
| Lake Forest College |  | 1 | 1 | 10 |  |  | 12 |
| LaSalle-Peru-Oglesby College | 1 | 15 | 10 |  |  |  | 26 |
| Lewis Institute |  |  |  | 4 |  |  |  |
| Lincoln College |  | 38 | 12 | 9 |  |  | 59 |
| Lombard College |  | 11 | 8 | 23 |  |  | 42 |
| Loyola University |  |  | 4 | 1 |  |  |  |
| McKendree College |  | 42 | 8 | 26 |  | 3 | 79 |
| Mallinckrodt College |  |  | 5 |  |  |  |  |
| Monmouth College |  | 19 |  | 37 |  | 1 | 63 |
| Monticello Seminary - |  | 1 |  |  |  |  | ${ }_{2}$ |
| Morton Junior College |  |  | 3 |  |  |  | 3 |
| Mt. Morris College |  | 14 | 12 | 12 |  |  | 38 |
| Northern Illinois State Teachers |  | 111 | 164 | 11 |  |  | 286 |
| North Central College |  | 14 | 2 | 22 |  |  | 38 |
| North Park Junior College |  |  | 2 |  |  | 1 | 5 |
| Northwestern University |  | 3 |  | 44 |  | 12 | 59 |
| Rockford College |  | 7 | 2 | 6 |  | 1 | 16 |
| Rosary College. |  | 1 | 18 | 4 |  |  | 23 |
| Shurtleff College |  | 12 | 3 | 13 |  |  | 28 |
| Southern Illinois State Teachers | 3 | 232 | 391 | 65 |  |  | 700 |
| Special Schools of Expression. |  |  |  |  |  | 2 | 2 |
| Special Schools of Music.- |  |  |  |  |  | 27 | 27 |
| Special Schools of Physical Educ |  |  |  |  |  | 12 | 12 |
| St. Viator College |  |  | 1 |  |  |  | 6 |
| St. Xavier College |  |  | 1 | 3 |  |  | 5 |
| University of Chicago |  | 3 | 7 | $50^{-}$ | 2 | 1 | 63 |
| University of Illinois |  | 69 | 44 | $407^{*}$ |  | 14 | 534 |
| Western Illinois State Teachers | 1 | 193 | 215 | 103 |  | 4 | 516 |
| Wheaton College |  | 2 | 1 | 12 |  |  | 15 |
| Total | 11 | 1,572 | 1,850 | 1,3217 | 135 | 280 | 5,169 |

KINDS OF TEACHERS' CERTIFICATES EARNED IN RECOGNIZED INSTITUTIONS OF HIGHER LEARNING LOCATED IN OTHER STATES DURING THE YEAR ENDED JUNE 30, 1929.

## Note

(1) Provisional certificates issued upon one year of work in a teachers' college following two years of high school work; or upon twenty semester hours of college work.
(2) Second grade elementary certificates issued upon thirty semester hours of college work.
(3) First grade elementary certificates issued upon sixty semester hours of college work and six semester hours of practice teaching or two years' successful teaching experience.
(4) High school certificates issued upon college graduation with two bachelor's degrees and not fewer than ore hundred twenty semester hours.
(5) Kindergarten-primary certificates issued upon two years of work in a recognized kindergarten-primary training school.
(6) Special certificates issued upon two full years of college work devoted mainly to the special subject.

| Name of state. | Provisional. | Second. | First. | $\begin{aligned} & \text { High } \\ & \text { school. } \end{aligned}$ | Kindergarten primary | Special. | Total. |
| :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: |
| Alabama |  |  | 1 |  |  |  | 1 |
| Arizona--- |  |  |  |  |  |  | 0 |
| Arkansas.- |  |  | 2 | 4 |  |  | 6 |
| California |  |  | 1 | 3 | ------- |  |  |
| Connecticut |  | 4 |  | 4 |  |  | 12 |
| District of Columbia |  |  |  | 4 |  | 2 | 6 |
| Delaware------------ |  |  |  |  |  |  | 0 |
| Florida-- |  |  | 3 | 1 |  | $1-$ | 5 |
| Georgia--- |  |  |  |  |  |  | 1 |
| Indiana- |  | $88^{-}$ | 62 | 168 |  | 28 | 349 |
| Iowa - |  | 34 | 48 | 128 | 1 | 4 | 215 |
| Kansas- |  | 7 | 6 | 17 |  | 1 | 31 |
| Kentucky - |  | 6 | 6 | 14 |  | 1 | 27 |
| Maine --.-- |  |  | 1 |  |  |  | 1 |
| Maryland. |  |  |  | 1 | 1 |  |  |
| Massachusetts |  |  | 2 | 4 |  | 2 | 8 |
| Michigan |  | 6 | 13 | 11 |  | 3 | 33 |
| Minnesota |  | 4 | 22 | 17 | 3 | 5 | 51 |
| Mississippi. - |  |  |  |  |  |  |  |
| Missouri. |  | 60 | 64 | 107 | 1 | 8 | 240 |
| Nebraska |  | 2 | 7 |  |  | 1 | 23 |
| Nevada..- |  |  |  |  |  |  |  |
| New Hampshire |  |  | 1 | 1 |  |  | 2 |
| New Jersey -- |  |  | 1 |  |  |  | 1 |
| New Mexico |  |  |  |  |  |  |  |
| New York |  | 1 | 3 | 5 |  | 3 | 12 |
| North Carolina |  | 2 |  |  |  |  | 2 |
| North Dakota |  | 3 | 4 | 4 |  | 1 |  |
| Ohio----- |  | 4 | 13 | 30 | 1 | 4 | 52 |
| Oklahoma |  | 2 | 5 | 4 | --.--- |  | 11 |
| Oregon |  | 1 | 5 | $\begin{aligned} & 3 \\ & 6 \end{aligned}$ |  | 3 | 15 |
| Rhode Island. |  |  |  |  |  |  | 0 |
| South Carolina |  |  |  |  |  |  |  |
| South Dakota |  |  |  |  | 1 |  | 14 |
| Tennessee |  | 5 | 4 | 7 |  | 1 | 17 |
| Texas |  | 3 | 4 | 2 |  |  | 9 |
| Vermont. |  |  | 1 | 2 |  |  | 0 |
| Virginia |  | 1 | 2 | 2 |  |  | 5 |
| Washington. |  |  | 1 | 1 |  |  | 2 |
| West Virginia |  |  | 1 |  |  | 1 | 2 |
| Wisconsin |  | 33 | 85 | 63 | 1 | 23 | 205 |
| Wyoming |  |  |  |  |  |  | 0 |
| Hawaii.-- |  |  |  |  |  |  | 0 |
| Canada |  |  | 4 |  |  |  | 7 |
| European Countries |  |  |  | 2 |  | 1 | 3 |
| Total |  | 270 | 381 | 639 | 12 | 93 | 1,395 |
| Total Illinoi | 11 | 1,572 | 1,850 | 1,321 | 135 | 280 | 5,169 |
| Grand total | 11 | 1,842 | 2,231 | 1,960 | 147 | 373 | 6,564 |

The new law governing the certification of teachers in Illinois enacted by the Fifty-sixth General Assembly became operative July 1, 1929. This law provides for two groups of certificates-State life to be issued by the Superintendent of Public Instruction and limited State to be issued by concurrent action of the State Examining Board and a county superintendent of schools.

The limited State certificates are supervisory, high school, special, kin-dergarten-primary, elementary and provisional. Each of these are to be issued for a period of four years and each renewable indefinitely in periods of four years upon conditions fixed in the statute, except the provisional.

The provisional certificate is renewable once only and shall not be issued on and after July 1, 1931.

The law further provides that all county certificates shall be exchanged for limited State certificates of like grade by concurrent action of the State

Examining Board and the county superintendent and that all county certificates shall cease to be valid on April 1, 1930.

Pursuant to this statute the Examining Board prepared copies for the lithographing of the new form of certificates.

It became evident a temporary typewritten form of certificate bearing the seal of the State Examining Board should be prepared for immediate use on July 1, 1929 and should be presented to successful applicants for teachers' certificates pending the lithographing of the new forms.

It also became evident to the members of the State Examining Board that the exchange of certificates should not begin until the opening of the schools in September, 1929, for the reason that so many teachers would be away on vacation, or in attendance upon colleges and universities through the summer.

The exchange of certificates began in September, 1929, and continued through the months of September, October, November, December, January, February and March.

The statute provides that the Examining Board may extend the time for exchange of certificates for good reasons. The Examining Board directed the secretary to continue making the exchange of county for limited State certificates until September 1, 1930, upon proper application and recommendation of the county superintendent of schools.

The exchange of certificates over the State resulted in the issuing of limited State certificates by exchange for county certificates as follows:

Limited State Certificates Issued In Exchange for County Certificates Up to June 30, 1930.

| Supervisory | 1,532 |
| :---: | :---: |
| High school | 8,233 |
| Special | 1,843 |
| Kindergarten-primary | 681 |
| Elementary | 15,219 |
| Provisional | 17,499 |
| Total | 45,007 |

The second paragraph of section 11 of the Certificating Law provides two methods whereby the holder of a provisional certificate received in exchange for a second grade county certificate may advance to limited State elementary; these conditions are:

1. Three years of successful teaching experience and one full year of college study.
2. Seven years of successful teaching experience.

Accordingly the form of application for advance from provisional to limited State elementary was prepared by the State Examining Board and sent to the county superintendent to be distributed among the teachers eligible to make this advance.

These applications were accepted at the office of the Examining Board through the months of May and June and by June 30, 1930, 6,340 provisional certificates were filed with us accompanied by proper application and evidence signed by the county superintendent of schools that the applicant was eligible to advance. Therefore, 6,340 of the 17,499 provisional certificates reported in the previous paragraph as having been issued by exchange were surrendered and limited State elementary school certificates were issued in lieu thereof.

The previous paragraph shows that 15,219 limited State elementary school certificates were issued by exchange for county first grade. To this number should be added the 6,340 limited State elementary certificates issued by advance bringing this total to 21,559 .

Combining the two forms of exchanges, the former being called exchange and the latter being called advance, the tabulated statement of limited State certificates issued by exchange up to June 30,1930 should read as follows:

| Supervisory | 1,532 |
| :---: | :---: |
| High school | 8,233 |
| Special | 1,843 |
| Kindergarten-primary | 681 |
| Elementary | 21,559 |
| Provisional | 11,159 |
| Total | 45,007 |

Under the new law the July, 1929, November, 1929, and March, 1930, examinations resulted as follows:

JULY, 1929.

| Grade of certificate. | Number of applicants. | Number successful. | Per cent successful. |
| :---: | :---: | :---: | :---: |
| Provisional. | 745 | 173 | 23 |
| Limited State elementary | 151 | 10 | 7 |
| Kindergarten-primary - | 10 | 4 | 40 |
| Special --- | 20 | 4 | 20 |
| High school | 9 | 4 | 44 |
| Supervisory | 36 | 4 | 11 |
| Total | 971 | 199 | 21 |

NOVEMBER, 1929.


MARCH, 1930.

| Provisional. | 671 | 71 | 11 |
| :---: | :---: | :---: | :---: |
| Limited Stat | 105 | 5 | 5 |
| Kindergarten | 8 | 2 | 25 |
| Special.-- | 17 | 7 | 41 |
| High school | 13 | 3 | 23 |
| Supervisory | 35 | 5 | 12 |
| Total | 849 | 93 | 11 |

Under the new law limited State certificates of the various kinds were issued on college credentials from July 1, 1929 to June 30, 1930, as follows:

## Upon Credentials from Institutions Located In Illinois.


Limited elementary . . . . . . . . . . . .. . . . . . . . . . . . . . . . 1,426
Kindergarten-primary . . . . . . . . . . . . . . . . . . . . . . . . . . . . 87
Special . . . . . . . . . . . . . . . . . . . . . . . . . . . . . . . . . . . . . . . . . . 280
High school . . . . . . . . . . . . . . . . . . . . . . . . . . . . . . . . . . . 1,395
Supervisory . . . . . . . . . . . . . . . . . . . . . . . . . . . . . . . . . . . . . 40
Total . . . . . . . . . . . . . . . . . . . . . . . . . . . . . . . . . . . . . . . . 5,045

## Upon Credentials Coming from Institutions Located In Other States.

Provisional ..... 251
Limited elementary ..... 401
Kindergarten-primary ..... 16
Special ..... 99
High school ..... 669
Supervisory ..... 29
Total ..... 1,465

Upon the delivery by the printer of the new forms of certificates it seemed advisable that the exchange of certificates proceed in regular order unbroken by the issuing of regular form of certificates upon examination or college credentials until April 1, 1930, the date upon which all county certificates should have been exchanged for limited State. Proceeding upon this basis we continued the issuing of temporary typewritten form of certificates to successful candidates in the July, 1929, and November, 1929, examinations and treated them as exchange cases. The new certificates issued upon college credentials were of the same temporary typewritten form and for the same reason and were also for the same reason treated as exchange cases.

The issuing of regular form of certificates upon examination, or upon college credentials at this office began on April 16, 1930.

A regime of the preceding statistics may be shown by combining into one tabulation the number of certificates of regular form issued from July 1, 1929, to June 30, 1930, as follows:

| Kind of certificate. | By exchange. | $\begin{gathered} \text { By } \\ \text { examination } \\ \text { March, } 1930 . \end{gathered}$ | College credentials since April 16, 1930 | Total. |
| :---: | :---: | :---: | :---: | :---: |
| Provisional | 11,159 | 71 | 106 | 11,336 |
| Elementary | 21,559 | 5 | 219 | 21,783 |
| Kindergarten-primar |  | 2 | 5 | 688 |
| Special ---- | 1,843 | 7 | 37 | 1,887 |
| High school | 8,233 | 3 | 137 | 8,373 |
| Supervisory | 1,532 | 5 | 28 | 1,565 |
| Total. | 45,007 | 93 | 532 | 45,632 |

The daily record of office procedure relating to the certification of teachers from July 1, 1929, to June 30, 1930, was prepared in typewritten form and in duplicate. This record shows:

The county from which the application came.
The manner of issuing (whether by exchange, or by examination, or upon college credentials).

The kind of certificate issued.
The name and address of the applicant.
The number of the certificate in consecutive numerical order.
The date of issue.
These record sheets have been assembled in consecutive order and bound into volumes, both the original and the duplicate sheets making two copies of each volume. This record for the year comprises eight large volumes of the original copy and eight of the duplicate copy. We thus have two bound volumes of a record of our office procedure for the year.

Section 13 of the Certificating Law provides that "the holder of every teacher's certificate in Illinois, whether life or limited, shall annually within thirty days after assuming the duties of any teaching position report to the county superintendent of the county in which such teacher is employed such items of information relative to training, experience, salary and other data required by the Superintendent of Public Instruction. Said reports shall be collected in the office of the county superintendent and filed with the Superintendent of Public Instruction."

Pursuant to the foregoing, Professional and Service record cards $51 / 2 \times 8$ inches were prepared and sent to the county superintendent to be filled out in duplicate by each teacher employed in the public schools of Illinois outside of Cook County. One copy of this card is on file in the office of the county superintendent of schools. The other copy is on file in the office of the Examining Board. These professional and service record cards constitute a ready card index of teachers employed in the public schools.

REPOR'TS OF 'I'HE STA'IE EDUCA'IIONAL INATITUTIONS.

University of Illinois.
Illinois State Normal University.
Southern Illinois State Normal University.
Northern Illinois State Teachers College.
Eastern Illinois State Teachers College.
Western Illinois State Teachers College.

# REPORT OF THE UNIVERSITY OF ILLINOIS, URBANA. 

Honorable Francis G. Blair, Superintendent of Public Instruction, Springfield, Illinois:

Dear Sir: In compliance with the law of the State, I have the honor of submitting the following report of the University of Illinois for the biennium beginning July 1, 1928, and ending June 30, 1930. Inasmuch as I did not enter upon my duties as president of the University until after this biennium had closed, my report is necessarily based upon the annual reports made to the Board of Trustees of the University during the two years concerned by my predecessor, Dr. David Kinley.

Respectfully submitted,
H. W. Chase, President.

## Main Lines of General Policy.

Much has been said about the alleged injurious effects of the increasing numbers of students. In the discussion of this subject, as in the discussion of so many others, words have too often replaced thought, and phrases too often have taken the place of reasoning. Prejudice has been created by such phrases as "mass education," the "necessity of training leaders," the need of "furnishing unusual opportunities to students of unusual ability," etc. It has been a puzzle to know just what is meant by "mass education" because two people seldom use the phrase in the same sense. The term is borrowed, of course, from mass production in industry. The analogy is not an argument and as an analogy is untrue. In industrial mass production, we begin with units of raw material identical in character and usually in size. No one can claim that the young individuals who are the units in the educational process are identical in these respects. Even though they were put through the same educational process or curriculum, they would not yield identical educational products. So far as the substance of the curriculum is concerned, the nearest approach to mass education in the sense of mass production in industry was the old uniilorm, prescribed college curriculum of Greek, Latin and mathematics of earlier days. There is no comparison between that educational process and that of today, with its varied curricula, multitude oí studies, and freedom of electives, making possible adaptation of studies to the different characters and purposes of individual students. The university has, of course, opened ways to individuals of unusual talent and ambition which they could follow as freely as they chose, being held to account for results. The university has a double educational duty-to raise the general level of education of the people and to "train leaders." So the doors of the university have been open to all who could meet its requirements, free from personal, political, religious, or other prejudice or influence.

In its educational program the university has sought to open avenues of study towards a large variety of careers. Those who are preparing for special professions or vocations naturally select studies adapted to their particular purposes, but the university has encouraged the idea that the man or woman, who, for example, is to go into public life and whose ambition is to be a leader in public affairs, to lead the people by serving them honestly and with high ideals, slould seek a curriculum rich in studies that are redolent of human experience and wisdom. For it is in the rich variety of

Lincoln Hall, University of Illinois.
knowledge of that kind that men find the substance and basis for judicious conclusions concerning human actions and social policies. The well prepared servant of the people in general public activities is one who knows his history, his literature, his philosophy, his logic, his economics, his psychology, his law, and his political science. Ripeness of judgment can come only from wide observation and long experience. Ripe judgment in public matters marks the ideal leaders in a democracy, assuming, of course, their honesty and disinterestedness in the public service. The way has been kept wide open here for students with such ambitions.

With reference to the facuity, it has been the policy to get and keep the strongest men the university's means and conditions would permit. Like every other similar institution, the University of Illinois has lost good men from time to time to other educational institutions. The University has acquiesced in their departure only when they were young men of promise whose advancement here was bound to be slow because the higher positions were satisfactorily filled; or when family or other personal reasons were involved; or when the positions to which they were called were promotions in rank and responsibility. Some people think that for a university to lose strong men under any circumstances is a sign of weakness. It is not so. It is a compliment to this institution that other institutions have turned to it every year for recruits to their faculties. The very fact that they came every year shows that successive additions to its staff have constantly included a number of strong and promising teachers.

The matter of salaries is a subject of perpetual agitation. Critics say that schools of all grades must have only first class teachers, however that term is defined, and that they must be paid salaries which will be commensurate with those they might get in other occupations. When this amount is mentioned the teacher usually has in mind the salaries paid in the higher places of other occupations, rather than their average or ordinary salaries.

In the university as in other grades of educational institutions the most important factor is the teacher. A good teacher in a poor building with meagre equipment is preferable to a poor teacher in a fine building with excellent equipment. There is, of course, a happy medium as to buildings and equipment, but there is a tendency at times to extravagance. So long as the public is not willing to pay men and women who would go into the teaching profession on the average what they can earn with their ability and education in other lines of work, just so long will they go into other lines of work and the teaching profession will have to be content with those who are on the whole less able. This statement, of course, is applicable principally to the great mass of the teaching profession. There are sundry positions which pay as well as those who hold them could expect to get in any other calling into which they might enter on salaries. Of course, it is wholly illogical to compare the income of the teaching profession with the income obtained by manufacturers and other producers who take all the risks of their business. The salaried man in every line is bound by the very logic of the situation to be content with less than if le assumed the risks of his business and the independence of action and responsibility that necessarily falls to the head of a personal business. This fact is too often forgotten.

However, whatever may be the argument and the logic of the discussion, it remains true that, on the whole, the University's scale of salaries is not so good as it should be to obtain the best results. Nor are even the higher positions in our group paid as well as the higher positions in several sister universities.

There is a disposition on the part of some people in public positions to regard the salaries asked for university men as too high when compared with their own. Most of the important positions in public life in this country are poorly paid. That is no reason why salaries high enough to attract the most competent men should not be paid by the public in their
universities. A half dozen really great men in a university are worth all that the public can afford to give them.

Another important line of policy has been the emphasis of research in every department of the University. It has sought, not only the promising young teacher, but the promising young scientific expert. In consequence, the contributions of the faculty to human knowledge have been continual and important. In this respect the university occupies a high place among the institutions of the country. Some opponents or critics of state universities like to say that their field of research is limited by the pressure of public opinion to practical studies and that for that reason they are at a disadvantage, as compared with endowed institutions. Nothing could be, farther from the truth, either as a matter of fact or of policy, and for two reasons: One, the more important, is that no subject of research is outside the field of thought or activity or interest of the people; the second is that no one can ever tell when the most abstract discovery may become "useful" in the narrow sense.

## The Policy of the Legislature.

However sound the University's policy, however excellent its plans, however fine its ideals, little could have been accomplished had it not been for the large vision and consequent generous policy of the General Assembly in dealing with the university. Three important features have characterized this policy. Most obvious is the readiness to make appropriations adequate for proved needs. Even more important, however, has been the non-interference with the internal management and educational policy of the university and leaving to the Board oif Trustees full discretion in the expenditure of the general income of the university, namely, that from fees, sales of by-products and sources of similar kind. Unless this had been done the University would have developed much more slowly, would have been arrested in important particulars and would have suffered seriously when it was necessary to do unexpected things, and would not be among the great universities of the world. For example, when some years ago an item providing for space in the Armory for classrooms and offices was deleted, it was necessary to have such space at once and the Trustees used more than $\$ 30,000$ from the general income to provide the necessary convenience by erecting a wooden building, which is now used by the University bands. Again, when a few years ago, about $\$ 20,000$ of damage was done to greenhouses by hail, irreparable loss would have been incurred by the destruction of plants had not the Trustees been free to use the general income in their discretion to make immediate repairs. Other similar exercises of discretion dating back very many years might be cited. It is impossible for anyone to make up a greatly detailed budget for two years, or even one year, which can be strictly adhered to. In an institution like this, unless large discretion is given to those in immediate charge the best results cannot be expected and the expenditure of money is bound to be wasteful.

Only the Board of Trustees and their immediate agents can determine what is most necessary in the immediate future for the university's development. Even their judgment cannot anticipate all emergencies. Therefore, there must be large leeway left them in the expenditure of these general funds. This the General Assembly has constantly done in spite of attempts to have them change their policy. Any change in this policy would be so detrimental to the University as to amount to disaster.

Under the Illinois law, the budgets presented by State institutions must be itemized under several heads, among them being "Permanent Improvements." There would be economy in securing a lump sum for a group of specified buildings, with authority on the part of the Board to make adjustments of amounts assigned to them. This has been done at least once in the history of this University, and has been done in recent years for the University of Minnesota. The method conforms to the best standard of budget making. "A proper budget system," as one writer says, "allows a change in the detailed use of funds to meet emergencies as they arise with-
out changing the purpose for which the legislature has allowed the grant." Such a policy implies, of course, confidence in the University administration. Since the Trustees are the elected representatives of the people for administering the University, such confidence is as fully justifiable as in the case of any other public officers.

## Curricula.

The pressure to multiply special curricula seems steadily to increase. It comes partly from the public, partly from specialists in the various professions and lines of business, and partly from the desire of heads of departments to gain students and get more prestige. While special courses and curricula are more and more necessary as life becomes more complex, there is danger that the movement may go too far for sound educational results. The multiplication of curricula sometimes means that they are wanted for the purpose of giving information in particular lines. Today one man finds that he needs some information about draining his farm, and advises the introduction of a course or curriculum in agricultural engineering. In so far as that differs from any other course in civil engineering, it is in its informational content. Any competent engineering graduate can get the necessary information in a short time. So the oil men want a curriculum in oil production; the bond houses want one in the technique of bond selling; and so forth. The true view was held by a certain railroad president who remarked that what he wanted of the young men who came to him was ability to sort, analyze, and interpret facts. Mere information is easy to get. However, from time to time the University has provided such special curricula when it became evident that they were needed to meet new requirements.

Some people think that because of the increase in their practical courses the universities will "so merge themselves with the life outside their walls as to be indistinguishable from it." There is no danger that the multitude of vocational and professional courses will destroy the general cultural course of the College of Liberal Arts, whether that college be an independent college or a part of a great university. The real danger is that the vocational and professional courses will not have a sufficient general or cultural foundation. The probability is that in the near future these professional courses will have to be based, as they now are for the study of law in this and some other institutions, upon a three or four year general course of study. The country and the world cannot afford to let even its technical men go without liberal arts training. It is the course which gives us general and diversified intellectual development and a mass of information that best fits one for dealing with a diversity of affairs.

## Research.

Teaching, investigations, and research are the most important duties of faculty people. With the progress and growth of the University in size and numbers has come the increased activity along research lines. From a fourth to a third of the University's income goes into research, along with a like amount of the faculty energy. The Agricultural Experiment Station has greatly enlarged the scope of its work to meet public demands for service necessitated by changing and advancing complexities of life.

The importance of research cannot be over-emphasized. Without it the University could not make progress. Additions to knowledge by members of the staff not only bring reputation to the University but give impulse to its teaching and the improvement of its standards. It is sometimes charged that there is an incompatibility between research and good teaching. It is said by some that a person may be a good "research man" and not a good teacher and the reverse. Doubtless there are cases of the kind, but they are few. In most cases pursuit of research makes for good teaching.

[^12]It is an inspiration to a teacher to be able to contribute to knowledge. If in his zeal for his research an individual neglects his teaching that is a matter for adjustment. It is not a reason for abandoning research.

It is impossible to describe the large number of research projects under way in the departments of the University. Still less is it possible to give an idea of their importance to science and to human welfare. Some people are inclined to minimize the importance of research or to offer ridicule on particular instances of it because these seem to the critics of little "use." No one can foretell of what "use" a piece of original investigation may be to the world.

## Research in Industrial Agriculture.

At the last session of the General Assembly, (the 56th) several bills were introduced requesting appropriations for the University, although not by the University, for the purpose of promoting research in certain lines relating to agriculture. The bills did not pass; however, some of the subjects suggested were of such importance that some work on them was undertaken with the University's ordinary income. One of these inquiries concerned the eradication of wild garlic in Southern Illinois. A circular was prepared by the Agricultural Experiment Station officers and widely distributed there, disseminating all the information available up to this time as to methods of eradicating this weed.

The Board of Trustees appropriated funds for the prosecution of research in the general field of industrial agriculture, seeking thereby the discovery of new agricultural products available for Illinois, and new industrial uses of present agricultural products and by-products. A conference of technical men associated with various industries, who might be interested in the matter, was held in Chicago, and as a result of this conference and further study of the subject a committee consisting of Professors Roger Adams, W. L. Burlison, and H. T. Scovill was appointed to promote this work. It was decided by this committee to investigate the possible uses of the artichoke with special reference to its cultivation in Illinois and its utilization for the production of sugar. Another product taken into consideration was safflower. The Department of Agronomy is developing its own seed supply of this plant. The department has also introduced several varieties of flax, with a view to developing a new textile product here. Finally, the committee has undertaken the study of soy beans with the view to developing larger uses for them, possibly in the manufacture of paints and other products.

## Student Scholarship.

There is evidence that the character of the work of the students of the University has steadily improved. The freshman honor societies, established for the men some time ago through the efforts of Dean Thomas Arkle Clark, and for the young women through the efforts of Dean Maria Leonard, have increased in membership from year to year, showing an increasing number who are able to meet their standards.

Unfortunately, here as elsewhere, the average grade of fraternity and sorority students runs below the general men's and women's averages of the university. The general officers of most of the national fraternities have been exerting themselves for some years past to improve the scholarship of the members of their chapters. While they have made progress in this direction, there is yet much to be done. The fraternities profess to seek for membership those whom they regard as the "best" students. Since that is their claim they cannot complain if the public and the University authorities insist on their holding to it by securing good scholars as members. Unless they can help more largely in this way the purposes for which colleges and universities are established, they are hardly doing their full duty.

One of the principal official agencies for emphasizing undergraduate scholarship is Honors Day. This is a day set apart for the holding of a
convocation to do honor to those students who have shown high scholarship. Seniors who are in the upper 3 per cent of their class in both junior and senior years have their names inscribed on a bronze tablet, placed at the entrance of the Administration Building for three or four years, and afterwards transcribed in the University Senate Book of Honors, kept for public inspection at the University Library. Students in the upper 3 per cent of the sophomore, junior, and senior classes are classed as having "superior" scholarship, and are entitled to wear an emblem indicating such distinction. Students in the upper 10 per cent of each class are classed as students of "high" scholarship, and their names are printed on the Honors Day program.

## Student Welfare.

For several years the general supervision of those divisions of the University dealing with the physical welfare of the students has been under the direction of Professor George Huff. Those who know Mr. Huff and his long career at the University of Illinois realize that he has maintained a high standard in all of his work. If the young men of the University of Illinois have an unusually high standard of conduct; if they have maintained a fine sportsmanlike spirit through the years; if they have had a manly point of view in their own conduct and in their relations to others; the credit for the creation and existence of that atmosphere and spirit belongs more to Mr. George Huff than to any other individual.

## The Dean of Men and Dean of Women.

The work of these officers is described in their reports, submitted as appendices. In 1929, the Board of Trustees directed that an inspection be made of fraternity and sorority houses as well as of privately operated rooming houses for students. This inspection was conducted by the offices of the Deans of Men and Women, and the reports of the inspectors have served as a guide to these officers in the improvement of living conditions of students.

## The Health Service.

The purpose of the Health Service is to make a physical examination of every new student and on that basis to advise him as to his physical condition, and how to improve it.

The Health Service examines employees of the University who handle food products, and also such members of the staff and other employees as are entrusted with the driving of automobiles for University purposes.

The staff maintains close cooperation with the members of the staff in physical education in the matter of classifying students for gymnastic work, and in the examination of those engaged in competitive athletics.

The staff cooperates with the local and State departments of health in epidemics and has been able to make arrangements with these authorities whereby many days of study have been saved to the students for their work.

The Illinois Medical Journal some two or three years ago commented on the matter, and said with reference to a report of one of their correspondents that "The University of Illinois has inaugurated a system of medical care of its students that seems to be satisfactory to the local physicians and the officers of the County Medical Society, and seems to meet all the requirements of the parent organization."

## The University Library.

The Library Building which had been in process of erection for about five years was completed late in the summer of 1929. The building was erected in three units, the first two of which had been in use for two or -20 P I
three years, the third being finished at the time mentioned. The plan of the building makes it capable of extension, unit by unit, in the future, to any extent likely to be needed within many years.

The completion of this structure is a source of much satisfaction. It relieves a situation that had become somewhat distressing and makes possible the growth of the library and proper facilities for its use in study and research. It has become one of the great university libraries. It needs to be constantly added to if the University is to keep in the forefront in teaching, research, and scholarly work. The library is in a sense the very heart of the University.

The library now possesses 836,496 volumes, 221,800 pamphlets, 2,997 maps, and 8,365 pieces of sheet music. The number of volumes added in the past ten years is 304,531 . The policy of the director is "building up a library in which scholars can work effectively."

## High School Conference.

The meeting of the high school officers and teachers at the University in the fall of the year has been continued through many years with marked success and profit, both to the high school teachers and the University. The High School Conference of November 19, 1929, like its predecessors, showed a marked advance both in the interest shown and in the attendance. This year for the first time a distinction was made between attendance and enrollment. The aggregate attendance was 5,292, representing the number of individuals present at all the general and divisional meetings. The enrollment, showing the actual number of teachers present, was 3,815 . The divisions that attracted the largest attendance, aside from the administrative, were history, mathematics, physical education, physical science, home economics, English, commercial subjects, the classics, and biology. The four non-administrative divisions having the largest attendance were English, history, physical education, and physical science. There were seventy deans of girls present. The journalism meeting attracted 275 high school pupils.

## The University Press.

The department known as the University Press has been operating now for several years with increasing success and enlarged scope. It was established mainly for convenience but incidentally to reduce the expense of printing. More and more university publications have been printed by the Press. In some cases this has been a matter almost of necessity because of the convenience of securing the work promptly and according to the University's fashion.

Other needs have made it impossible to provide adequately for the Press so as to include all our publications within its scope. A press is a real and important adjunct of a modern university. The University should publish not only its own routine publications but books of scholarly character. It must be borne in mind, however, that this is an expensive proposition. Few university presses pay their way. The printing department, the director of the press reports, is now at the parting of the ways in the sense that it cannot make any considerable expansion in its present quarters. In the early future it will be necessary, if more is to be done, to put the press into a building of its own.

## The Supervising Architect's Office.

The work of the supervising architect is very varied. Not only does he prepare in his office the specifications and plans for the internal arrangement of all new buildings, but he supervises their erection and has general charge of the whole physical plant, the assignment of rooms, and sundry other matters.

Attention is called to the recent publication of The History of the Campus Plan. ${ }^{1}$ This volume, prepared under the immediate direction of the supervising architect, Professor James M. White, gives a history of the development of the University's campus from the beginning. Many people of distinction have contributed to the plan through the sixty odd years since it appeared in its first form, and many changes have been made with the passage of time; but through most of the period of its active development, the influence and constructive, though conservative, advice of Professor White has been continuously felt.

## Comptroller's Office.

No account even of the educational progress of the University would be complete without recognition of the excellent work of the comptroller. His office has a competent and well-organized staff. Each year he has gathered invaluable statistical data about sizes of classes, departmental expenditures, distribution of the time and work of members of the staff, and many other matters, knowledge of which was necessary to do the best for individuals and departments and, as important, to give information which the legislature and the public asked for and to which they were entitled.

Comptroller Lloyd Morey has brought the University's budget into a high state of technical perfection, so that it is regarded by many others as a model. Professor Morey holds a high place in the opinion of his colleagues in similar work in other institutions. His budget methods have become a model for many, and as a comptroller, accountant, and teacher he is in the front rank of his profession.

## Enrollment and Instructional Staff.

The total number of individual students who attended the University during any of its sessions within the biennium, that is, during either of the two semesters or the summer session of each year, was 14,183 during 1928-29 and 14,594 during 1929-30. In computing these totals duplications have been deducted. The summer session enrollment for 1928 is included in the figure for 1928-29 and that for 1929 in the figure for 1929-30. Detailed statistics of enrollment will be found in the registrar's report which is submitted as an appendix to this report.

The total number of persons on the instructional, research, extension and administrative staff was 1,454 during 1928-29, and 1,498 during 1929-30. These figures include the Colleges of Medicine and Dentistry, and the School of Pharmacy in Chicago.

## Buildings.

Appropriations for new buildings made by the Fifty-sixth General Assembly in 1929 totaled $\$ 2,500,000.00$, and included $\$ 1,500,000.00$ for the first unit of a classroom and laboratory building for the Colleges of Medicine and Dentistry in Chicago, $\$ 300,000.00$ for a gymnasium for women, $\$ 250,000.00$ for a boiler house addition, new deep well and filtration plant, $\$ 335,000.00$ for an annex to the chemical laboratories and classrooms building, and $\$ 115,000.00$ for the completion of the experimental cattle feeding plant and an agronomy seed house. These buildings are all under construction.

## Important Changes in the Staff.

## NEW APPOINTMENTS.

The following appointments to the more important positions (those carrying the rank of assistant professor and above) were made during the biennium:

John William Albig, Ph.D., formerly instructor in sociology at the University of Michigan, assistant professor of sociology.

[^13]Allan Gibson Brodie, D.D.S., of Newark, New Jersey, professor of orthodontia in the College of Dentistry.

John Theodore Buchholz, Ph.D., formerly professor of botany at the University of Texas, professor of botany.

Arthur Wilbur Clevenger, A.M., formerly inspector of high schools at the University of Michigan, high school visitor.

Arthur Byron Coble, Ph.D., formerly a member of the staff of the Department of Mathematics, who had resigned to go to Johns Hopkins University, retirned after one year as professor of mathematics.

Edwin Beale Doran, B.S., formerly professor of farm mechanics at Louisiana State University, associate professor of farm mechanics.

Eric Adolphus Fennel, M.D., formerly pathologist of the clinic at Honolulu, T. H., associate professor of pathology and bacteriology.

Lon L. Fuller, A.B., J.D., formerly associate professor of law at the University of Oregon, associate professor of law.

Walter James Graham, Ph.D., formerly professor of English at Western Reserve University, professor of English and head of the department.

Marcus Lee Hansen, Ph.D., formerly research associate, American Council of Learned Societies, Washington, D. C., associate professor of history.

Harold Wright Holt, A.B., LL.B., S.J.D., formerly in the practice of law at Boston and more recently in the Graduate School of Harvard University, associate professor of law.

Henry Holtzclaw, Ph.D., formerly professor of commerce at the University of Kansas, associate professor of economics for the first semester.

Ruth Mary Kellogg, A.M., formerly engaged in economic research work with the National Industrial Conference Board, New York City, assistant professor of home management.

Arthur Randolph Kelly, Ph.D., formerly assistant in the Social Science Research Council and National Research Fellow, assistant professor of anthropology in the Department of Sociology.

Mary Florence Lawson, Ph.B., dean of the Central School of Hygiene and Physical Education of Chicago, assistant professor of physical education.

Frederic Edward Lee, Ph.D., formerly professor of economics and sociology and dean of the College of Arts and Sciences at the University of Maryland and more recently American finance and trade commissioner and assistant commercial attache to the American Embassy at London, professor of economics.

Francis Wheeler Loomis, Ph.D., formerly associate professor of physics at New York University, professor of physics and head of the department.

Alfred Joseph Maria, Ph.D., formerly National Research Council fellow, assistant professor of mathematics.

Glenn Raymond Morrow, Ph.D., formerly associate professor of philosophy at the University of Missouri, professor of philosophy.

Livingstone Porter, A.B., formerly honorary traveling fellow at the University of California, assistant professor of history.

George Washington Post, Jr., A.M., M.D., attending surgeon of the West Suburban Hospital, assistant professor of surgery.

Franklin Pearce Reagan, Ph.D., formerly associate professor of anatomy in Indiana University, associate professor of anatomy in the College of Medicine.

Carlos Isaac Reed, Ph.D., formerly associate professor of physiology at Baylor Medical School, assistant professor of physiology in the College of Medicine.

Herbert Joseph Reich, Ph.D., M.E., formerly instructor of physics at Cornell University, assistant professor of electrical engineering.

Frederick Stanley Rodkey, Ph.D., associate professor of history and acting chairman of department at Miami University, associate professor of history.

Dr. Julio Jiménez Ruèda, professor in the University of Mexico, visiting professor of Spanish for the second semester.

Merrill Isaac Schnebly, A.B., J.D., J.S.D., formerly professor of law at the University of Missouri, visiting professor of law. (Professor Schnebly
was given an indefinite appointment as professor of law upon Professor Philbrick's resignation.)

George Herbert Smith, M.A., assistant dean of men for freshmen and foreign students.

Howard Rice Thomas, C.E., M.S., formerly testing engineer and assistant director of the Bureau of Engineering Research, University of Texas, special research associate professor of engineering materials.

Arthur Gibson Vestal, Ph.D., assistant professor of biology at Stanford University, associate professor of botany.

Charles Warren Weeks, B.S., Colonel, Infantry, D.O.L., professor of military science and tactics and commandant.

Herbert Woodrow, Ph.D., formerly professor of psychology at the Unirersity of Oklahoma, professor of psychology and head of the department.

Arnold Albert Zimmerman, B.S., D.Sc., assistant professor of microscopic anatomy in Loyola University Medical School, assistant professor of anatomy in the College of Medicine.

## PROMOTIONS.

The following promotions to full professorships or to headships of the departments were made during the biennium:

Lloyd Arnold, A.M., M.D., from associate professor of bacteriology and preventive medicine to professor of pathology and bacteriology in the College of Medicine.

Edward Chauncey Baldwin, Ph.D., from associate professor to professor of English.

Thomas Whitfield Baldwin, Ph.D., from associate professor to professor of English.

Harland Bartholomew, C.E., from associate professor to non-resident professor of civic design.

William Shirley Bayley, Ph.D., professor of geology to be head of the department.

Edward Allen Boyden, ${ }^{1}$ Ph.D., from associate professor to professor of anatomy.

Robert Daniel Carmichael, Ph.D., professor of mathematics to be head of the department.

George Lindenberg Clark, Ph.D., from associate professor to professor of chemistry.

Arthur Samuel Colby, Ph.D., from associate professor to professor of pomology.

Maude Lee Etheredge, B.S., M.D., Dr. P.H., from associate professor of hygiene and medical adviser for women to professor of hygiene and medical adviser for women.

Charles Frederick Hottes, Ph.D., professor of plant physiology and head of the department of botany.

Merlin Harold Hunter, Ph.D., from associate professor to professor of economics.

Ralph Kent Hursh, B.S., from associate professor to professor of ceramic engineering.

Otto Frederic Kampmeier, Ph.D., M.D., from associate professor to professor of anatomy and head of the department.

Robert Wood Keeton, M.S., M.D., from associate professor to professor of internal medicine.

Maurice Lewison, M.D., from associate professor to professor of physical diagnosis.

Cyrus Edmund Palmer, M.S., from associate professor to professor of alichitectural engineering.

Charles Herbert Phifer, M.D., from associate professor to professor of surgery.

[^14]Chris Simeon Rhode, B.S., from associate professor to professor of dairy husbandry (assigned to extension).

Waldo Shumway, Ph.D., from associate professor of zoology and assistant dean of the College of Liberal Arts and Sciences to professor of zoology and assistant dean of the College of Liberal Arts and Sciences.

Sidney Strauss, A.B., M.D., from associate professor to professor of clinical medicine.

Joseph Tykocinski Tykociner, E.E., from research assistant professor to research professor of electrical engineering.

Harley Jones Van Cleave, Ph.D., from associate professor to professor of zoology.

George Bates Weisiger, B.S., LL.B., J.D., from associate professor to professor of law.

Clyde Melvin Woodworth, Ph.D., from associate professor to professor of plant breeding.

William Wodin Yapp, Ph.D., from associate professor to professor of dair'y cattle.

## RESIGNATIONS.

Members of the faculty of the rank of assistant professor or above who resigned during the biennium are:

Edmund Andrews, A.B., M.D., associate professor of surgery.
Madison Bentley, Ph.D., professor of psychology and head of the department.

Edward Allen Boyden, Ph.D., professor of anatomy.
Verna Brooks, A.B., associate professor of physical education.
Ruth M. Caldwell, B.S., assistant to the Dean of Women.
Louis Cons, Lic. es L., professor of French.
Avery Odell Craven, Ph.D., associate professor of history.
Vincent S. Day, B.S., special research associate professor of mechanical engineering.

Edwin Beale Doran, B.S., associate professor of farm mechanics (part time).

Eric Adolphus Fennel, M.D., associate professor of pathology and bacteriology in the College of Medicine.

John Driscoll Fitz-Gerald, II, Ph.D., LL.D., professor of romance philology.

Richard Herman Jaffe, M.D., associate professor of pathology and bacteriology.

Sterling Power Lamprecht, B.D., Ph.D., associate professor of philosophy.
Albert Ten Eyck Olmstead, Ph.D., professor of history and curator of the Oriental Museum.

Francis Samuel Philbrick, LL.B., Ph.D., professor of law.
Homer LeRoy Shantz, Ph.D., D.Sc., professor of botany and head of the department.

French Eugene Wolfe, Ph.D., associate professor of economics.

DEATHS.
The university lost through death the following members and former members of its Board of Trustees and of its staff:

Mr. Fred L. Hatch, a member of the Board of Trustees from 1899 to 1905, and from 1907 to 1913, and also president of the Board from 1903 to 1905, died at Spring Grove, Illinois, July 7, 1929.

Mrs. Carrie Thomas Alexander-Bahrenburg, member of the Board of Trustees from 1901 to 1913, died on November 25, 1929.

Mrs. Mary Elizabeth Bowen-Busey, a member of the Board of Trustees from 1905 until her death, died April 7, 1930.

Charles Ernest Chadsey, Ph.D., Litt.D., dean of the College of Education from 1919, died suddenly April 9, 1930.

Stephen Alfred Forbes, Ph.D., LL.D., professor of entomology, emeritus, connected with the University as professor of zoology, dean of the College of Science, and professor of entomology from 1884 to 1921 and chief of the State Natural History Survey, located at the university, since 1917, died March 13, 1930.

George Alfred Goodenough, M.E., connected with the University since 1899 and professor of thermodynamics since 1911, and the faculty representative on the Western Intercollegiate Athletic Conference Committee for a good many years, died September 29, 1929.

Joseph McIntyre Patton, who served as professor of physical diagnosis, associate professor of medicine and professor of clinical medicine from 1899 to 1929, and was retired with the rank of professor of clinical medicine, emeritus, September 1, 1929, died late in April.

Charles Spencer Crandall, M.S., professor of pomology from September 1, 1902, until September 1, 1926, when he was retired as professor of pomology, emeritus, died July 11, 1929.

John Sterling Kingsley, D.Sc., professor of zoology, emeritus, associated actively with the University from 1913 to 1922, died at sea August 28, 1929, while on his way home from a trip around the world.

Edward Cary Hayes, Ph.D., LL.D., professor of sociology and head of the department, died August 7, 1928.

Victor Emanuel Emmel, Ph.D., professor of anatomy and head of the department, died November 7, 1928.

Miss Marion Sparks, librarian in the chemistry library, died February 11, 1929.

Robert J. Drake, B.S., assistant in athletic coaching, died March 3, 1929.
Miss Mary L. Blackwell, clerk in the Department of Chemistry, employed by the University since September 1, 1912, died April 7, 1930.

Francis Crathorne, formerly an employee of the physical plant for twenty-six years, who was retired September 1, 1926, died July 21, 1929.

Ruthe E. Murphey, an employee in the physical plant for twenty-two years, died August 21, 1929.
W. M. Crouch, laboratory helper in botany, died September 10, 1928.
W. F. Kaiser, storekeeper in the physical plant, died April 2, 1929.

The following reports of the deans and directors of the various colleges, schools and other divisions of the university are submitted as appendices to this report:

## THE COLLEGE OF LIBERAL ARTS AND SCIENCES.

The College of Liberal Arts and Sciences during the biennium 1928-30 has followed substantially the same course as during recent bienniums with relatively small change in the faculty, enrollment and registration. The chief exception to this rule is the inauguration of a new curriculum for the $\mathbf{A} . \mathrm{B}$. degree, to which reference will be made later.

The registration in the college has remained practically stable. For the last three years the total registration in the college has been 4,479, 4,333, 4,341 . The total enrollment of the students in various courses shows approximately the same stability, the figures for three years being $55,398,55,770$, 55,236 . Of these the enrollment of students from other colleges in the University, for example, engineering, was 31,694, 31,487, 31,593. The distribution of students registered in the various curricula of the college has likewise remained stable with certain minor exceptions. Changes in the requirements for admission to the College of Law minimizing the importance of Latin has affected the enrollment in the Department of Classics which shows the following total figures for the last three years: 1,010, 887, 724. The enrollment in German, on the other hand, shows distinct recovery from the slump of the war time, being for three years $1,418,1,618,1,878$; the graduate enrollments for the same period have been 51, 98, 124.

The completion of the new building for architecture and kindred subjects and the completion of Lincoln Hall, including the Lincoln Hall Theatre
seating about 750, has added to the comfort and efficiency of the work of the college in very notable degree. The Department of Art and Design is housed in the former building and large space for new offices as well as classrooms is furnished in the new Lincoln Hall.

Important changes in the personnel of the faculty, especially as related to headships of departments and full professors, are noted below. Upon the retirement of Professor H. L. Shantz, to become president of the University of Arizona, Professor C. F. Hottes was advanced to the headship of the Department of Botany (1928). Professor John T. Buchholz was called to a new position in the Department of Botany from the University of Texas (1929). Professor Walter Graham succeeded Professor Ernest Bernbaum as head of the Department of English (1928). Professor W. S. Bayley succeeded Professor T. T. Quirke as head of the Department of Geology (1928). In place of Professor E. J. Townsend who was retired at his own request after long service, Professor R. D. Carmichael was advanced to the headship of the Department of Mathematics (1929). Professor A. B. Coble was recalled from Johns Hopkins University to add his strength to the already strong Department of Mathematics. Professor Glenn Morrow of the University of Missouri was added to the staff of the Department of Philosophy (1929). Professor Herbert Woodrow was called to the headship of the Department of Psychology (1928) when Professor Madison Bentley returned to Cornell University. Professor Julio Jimenez Rueda of the University of Mexico accepted a half-year appointment as visiting professor (1929) when Professor John D. Fitz-Gerald accepted a call to the University of Arizona. Since the death of Professor E. C. Hayes (1928) Assistant Professor E. T. Hiller has acted as head of the Department of Sociology.

The Department of Sociology was strengthened by the calling of Assistant Professor A. R. Kelly to take charge of both the instructional work in the college and the research field work of the University in Anthropology. He gives regular courses on a partial schedule and devotes the remainder of his time to the supervision of the investigations which the University has been carrying on within the State in various regions, beginning with the excavations of the Cahokia Mounds under the direction of Dr. W. K. Moorehead.

Perhaps the most important single feature of the program of the educational work of the college during the biennium was the inauguration of a new curriculum for the degree of Bachelor of Arts. This was the first important change in this curriculum since it was adopted following the merger of the College of Literature and Arts and the College of Science in 1913. After long discussion in the faculty of the college and in the Senate this curriculum was approved by the Board of Trustees and made effective for all new students entering the college after September, 1929. Former students still enrolled are permitted to finish under the requirements for the degree in force when they entered, but are also permitted to proceed under the new requirements as a whole if they so choose, on the assumption that the new curriculum is better than the old. The chief features of the improvement set forth in the new requirements are the freedom accorded students in the choice of subjects elected under the heading of Liberal Arts and Liberal Sciences, courses in three departments being required in each group without specific requirements save as to inclusion of at least one laboratory science. The requirements for foreign language, with provision for exemption through proficiency examinations, are fixed at a reading knowledge of the usual six foreign languages. Thirty hours chosen from advanced courses are required.

The requirements for majors and minors have been somewhat stiffened by eliminating courses open to freshmen from the major, and in some departments eliminating courses from the minor which are not counted toward the major by the departments in which such courses are given. Because of the significance of this curriculum it is here given in full.

## Requirements for the A.B. Degree.

## (Effective for students entering after September 1, 1929.)

University Requirements.-Each candidate must meet the general University requirements with respect to registration and residence, and must also secure credit in approved courses amounting to 130 hours, an hour being one class period a week for one semester. Each class period presupposes two hours of preparation by the student, or the equivalent in the laboratory or drawing room.

## A. Prescribed Subjects.

To be commenced in the first semester of the freshman year, except as otherwise provided, and to be continued until the completion of the requirements.

1. Hygiene-1 hour.
2. Physical Education-4 semesters.
3. Military Science (for men)-4 semesters or the equivalent.
4. Rhetoric-2 semesters. This requirement may be satisfied by either of the following methods:
(I) Passing Rhetoric 1 and 2.
(II) Passing a proficiency examination ${ }^{1}$ equivalent to that of an examination in Rhetoric 2.
5. Foreign Language-A reading knowledge of a foreign language (French, German, Greek, Latin, Spanish, or Italian) equivalent to that obtainable after four semesters of a foreign language when commenced in college. This requirement may be satisfied by either of the following methods:
(I) Passing French 2b, or a more advanced course; German 5 or 6 , or a more advanced course; Greek 4, or a more advanced course; Latin 1a, or a more advanced course; Spanish 2b, or a more advanced course; Italian 2 b , or a more advanced course.
(II) Passing a proficiency examination ${ }^{1}$ equivalent to the final examination in any of the courses mentioned in 5 (I).
B. To be taken prior to the senior year.
6. Liberal Arts-English literature, foreign literature (based on the first two years of college work in the language chosen, or its equivalent), economics, history, political science, philosophy, and sociology: a total of 15 hours chosen from at least three departments, including one course in English or foreign literature, or in the history of philosophy.
7. Science-Astronomy, bacteriology, botany, chemistry, geography, geology, entomology, mathematics, physiology, physics, psychology, and zoology: a total of 15 hours chosen from at least three departments, including one course with a minimum of 4 hours' laboratory work per week.
In any curriculum in which fewer than 15 hours of laboratory science are required a student who enters without at least one unit of laboratory science shall be required to substitute 5 hours of laboratory science for 5 hours of free electives in the requirements for graduation.

[^15]C. To be taken after the freshman year.

1. In the major subject as defined by departments with the approval of the faculty, 20 hours.
2. In the minor subjects, 20 hours in one or two departments designated by the department in which the major subject is pursued, and approved by the faculty, with not less than 8 hours in each department, if two subjects are chosen.
3. Thirty hours of the work taken in the junior and senior years must be in courses not open ordinarily to freshmen or sophomores.
D. Electives.
4. All courses offered by the departments of this college except those exclusively for students in other colleges.
5. The total credit in art and design is limited to 20 hours.
6. Not more than 36 hours' credit toward graduation will be given for courses offered in other colleges and schools of this University, aside from the first year's work in the College of Medicine, and courses acceptable for major and minor credits. Such courses must be selected from a list approved by the faculty.
E. The degree of Bachelor of Science will be granted in lieu of the degree of Bachelor of Arts to students whose major is in mathematics, a science, or home economics, upon petition to the dean not later than six weeks preceding the granting of the degree.

The enlargement of the quarters for the Museums of Classics and of European Culture made possible by the completion of Lincoln Hall have greatly benefited these Museums and rendered their exhibits not only more attractive but more effective for the increasing number of visitors who go to them. The modest annual appropriation for these two Museums and for the Museum of Natural History have been wisely used to make the collections entertaining to visitors and distinctly useful in the instructional work of the University.

Kendric C. Babcock, Dean.

## THE COLLEGE OF COMMERCE AND BUSINESS ADMINISTRATION.

During the biennium under consideration the College of Commerce and Business Administration maintained its high rank among similar institutions of the country. The addition of several older men to the teaching staff and the natural aging of the staff itself gave it a maturity which it never before had. Moreover, these two years saw improvements in the method and content of the courses offered to our students.

This college regards the faculty as the chief factor in carrying on its work. Because of that fact, no effort was spared to secure the best men available as teachers and to keep alive and develop an enthusiasm among the whole staff for good teaching.

Moreover, those in charge of the larger elementary courses assumed the responsibility of seeing to it that the younger men under their supervision were encouraged and inspired to give their very best to their classroom work. The results, of course, cannot be determined mathematically, but it is the consensus of opinion among the older members of the staff that the instruction given during these two years was of high order. Scarcely less important in building up our staff was the insistence on the part of the dean and heads of departments that every man do what he could to contribute something to the advancement of his particular science. The result was that all of the men, irrespective of age and attainment, gave considerable time during these two years to carrying on their research and to making their results public.

Perhaps the most unique feature of the work of the college was its success in bringing students and faculty into closer and more intimate contact. This was done by arranging for every student to have a faculty
adviser and by having the various members of the faculty become acquainted with their students both in and out of the classroom. An important factor in this connection was the smallness of the elementary classes. In most cases none of these classes exceeded twenty-five students.

The college continued its policy of making and holding contacts with the business interests of the State by conferences here on the campus and by arranging for its faculty men to attend meetings and conferences off the campus. Among the former, the most notable was a series of conferences on the organization and operation of a modern chamber of commerce held in April of each of the two years of the biennium. At these conferences delegations from practically all the communities of the State assembled to discuss their common problems.

Certain groups among us merit special mention in this connection.
Our accountancy department has no superior in any American institution, and there are some who believe that it ranks first. Among the twentyfive men giving instruction in this field, twelve have certified public accountant certificates and two have the Doctor of Philosophy degree. These facts become significant when it is considered that this is a greater number of certified public accountants giving their entire time to their work than can be found in all of the other universities in the Mississippi valley combined. Another indication of the standing of these men-if indeed another indication is necessary-is that they are regarded by their colleagues in other institutions and by practical accountants as being superior men in their respective fields.

What has just been said concerning the work in accountancy might very well be said with equal assurance of our work in business organization and operation. The older men in this field combine practical experience with rigid academic training and are held by their colleagues elsewhere and by business men as experts in their particular lines. Nowhere else, I am sure, can be found a similar group better trained and better known.

The Department of Economics itself is worthy of mention in this connection. Although it seems likely that there is no one among the entire group in the department who ranks with any one of the half dozen outstanding economists of the country, there can be no disputing of the fact that in general average of attainment it ranks with the best departments of economics in American universities.

The work of the Bureau of Business Research, which began just ten years ago, continued to bring recognition to the University through the excellence of its research. It completed its investigation of the financial structure of public utility organizations and continued its work along the lines of Chicago as a money market. In addition to these larger projects, several others, only slightly less important, were either initiated or pushed forward toward completion.

The most gratifying part of the work carried on by the various departments during these two years was our advanced work for graduate students. This development is refiected by the demand from business everywhere for men with advanced training in economics and allied subjects. During these years a great many of our men secured either the master's degree or the doctor of philosophy degree in some aspect of economics in business. Most of them are now actively engaged in business, while several of them have gone into teaching. These developments, and others that might be mentioned, lead the faculty of the college to believe that, while the biennium just closed is satisfying, the biennium to come will show even greater progress and development.

Charles M. Thompson, Dean.

THE COLLEGE OF EDUCATION AND THE BUREAU OF EDUCATIONAL RESEARCH.
During the biennium ending June 30, 1930, the total enrollment in the College of Education was approximately the same as during the preceding biennium, but an analysis of the figures reveals that the distribution of
students within the college is changing. In the division of athletic coaching, the enrollment has dropped from 513 in 1926-27 and 510 in 1927-28 and 532 in 1928-29 to 451 in 1929-30. There has been a corresponding decrease in the enrollment of students in the division of industrial education. On the other hand, the enrollment in general education has increased from 404 in 1926-27 and 388 in 1927-28 to 416 in 1928-29 and 461 in 1929-30. The number of graduates from the college of education has increased from 323 in 1926-27 and 320 in 1927-28 to 395 in 1928-29 and 391 in 1929-30. Consequently, it is apparent that when viewed with reference to the training of teachers for high schools especially in the general field, the college of education has made material progress during the biennium.

Our graduate work, especially that in the first year, has continued to grow. The number of masters' degrees in education has increased from 35 in 1926-27 and 43 in 1927-28 to 57 in 1928-29 and 55 in 1929-30. The number of students pursuing work for the doctor's degree has not increased correspondingly. There are, however, indications that the number of students continuing beyond the first year will increase in the near future.

There have been no major additions to the staff of the college of education. Neither have there been any significant changes in our course offerings or in the various curricula. The activities of the Bureau of Educational Research have continued much as usual. The number of studies completed and the volume of publications as measured in number of pages published are approximately the same as during the preceding biennium.

It is not possible to present evidence of the quality of instruction and other intangible factors, but it is our judgment that the general character of the work in the college of education has been fully as satisfactory during the biennium ending June 30, 1930, as during any preceding period.

Walter S. Monroe, Acting Dean.

## THE COLLEGE OF ENGINEERING AND THE ENGINEERING EXPERIMENT STATION.

## 1. General Statement.

The College of Engineering has continued to make excellent progress during the biennium 1928-1930. In size of registration it now ranks third among all the engineering colleges of the United States. Purdue holds first place, with the Massachusetts Institute of Technology ranking second. The maximum registration to date in our College of Engineering was reached in 1929-1930, when 1,891 undergraduate students were enrolled. This marks an increase of 70 registrations over the maximum in the preceding biennium.

A splendidly appointed materials testing laboratory was completed during the biennium and became available for use in September, 1929. Formal dedicatory exercises were held on May 2, 1930. This new building houses the laboratories in structural, highway, cement and concrete work, applied mechanics, fatigue of metals, and hydraulics. There are also five class rooms, twenty-seven offices, and several rooms for special research work. A spacious three-story testing and research laboratory, equipped with one $3,000,000$-pound testing machine, which is perhaps the outstanding feature of the new equipment, one 600,000 -pound machine, and one 100,000 -pound machine, is served by a 10 -ton traveling crane and occupies the central section of the building. A smaller laboratory, similarly equipped, also provides excellent facilities for research work.

The erection of this new building made additional space available for the departments of ceramic, civil, electrical, and mechanical engineering. The old laboratory of applied mechanics has been made over into an annex to the electrical engineering laboratory and joined to it by a connecting corridor, which makes a very attractive unit of the two buildings. This substantial increase in space and equipment facilities enables the departments affected to expand their work, heretofore seriously hampered by insufficient space, into wider fields of research and technical instruction.

## 2. Personnel.

In September, 1929, the College of Engineering lost one of its distinguished faculty members in the death of Professor George Alfred Goodenough, who had been a member of the Department of Mechanical Engineering for more than thirty-four years. Professor Goodenough was one of the most inspiring teachers the college ever had. In circles outside the University Professor Goodenough had been a prominent leader both in the engineering profession and in educational councils. At the time of his death he was a consultant on the staff of the General Electric Company, and was the University of Illinois representative in the Big Ten Athletic Conference.

Professor A. P. Carman, who had been head of the Department of Physics since 1912 and for thirty-three years a professor in the department, was retired in September, 1929, under University rules, with the rank of professor emeritus. Professor Francis Wheeler Loomis, who was selected as his successor, assumed charge of the department September 1, 1929. Professor Loomis has taken over the work of the department with vigor and enthusiasm. Two new staff members have been added to the department and seven thousand dollars, worth of new equipment has been installed during the past year.

Professor Morgan Brooks also became professor emeritus in September, 1929, after twenty-nine years on the staff of the Electrical Engineering Department.

Several of the faculty have been away from the University on leaves of absence during the biennium. Professor H. E. Babbitt, of the Civil Engineering Department, was absent during 1929-1930 on a trip around the world, studying the sanitary systems in the Orient. Professor H. M. Westergaard, of the Department of Theoretical and Applied Mechanics, was absent during the year 1929-1930 on an assignment by the United States Department of the Interior as a technical expert to make a complete mathematical analysis of the structural design of the proposed Boulder Dam. Professor Rexford Newcomb, of the Department of Architecture, spent eight months during 1928-1929 in the Orient, studying the early architecture in many of the eastern countries.

Professor Jakob Kunz, of the Department of Physics, spent 1928-1929 in study in Germany and Switzerland.

## 3. Curricula.

The College of Engineering offers fourteen four-year curricula, each leading to the Bachelor of Science degree.

In the civil engineering curricula a new option in city planning has been added, which went into effect for the first time in September, 1930. The basic courses in this new option are the same as in all other options in civil engineering, and, like the rest, consist of specialized courses in the fourth year and, to a very limited extent, in the third year.

The curricula in the Department of Architecture have been modified greatly. They now provide a common freshman year in all branches of the work and give greater emphasis to the design interests through options in that field.

A significant change in all curricula of the college, except architecture, ceramics, engineering physics, and gas engineering, is the dropping of a foreign language as a requirement for a degree.

## 4. Status of Departments.

Architecture. During 1929-1930 the Department of Architecture was awarded the gold medal of the Societe des Architectes Diplomes par le Gouvernement Francais for general excellence in the teaching of architectural design. The award was made by the American Groupe of the Societe after it had carefully compared the academic work in architecture
in all architectural schools of this country. The judgment is made on work which has been submitted in competitions held by the Beaux Arts Institute of Design.

Ceramic Engineering. The extensive research program of the Department of Ceramic Engineering has had a very stimulating effect upon the faculty members and is reflected in the quality of their undergraduate and graduate instruction. As noted previously, the quarters of this department have been increased at least fifteen per cent.

Civil Engineering. The completion of the new materials testing laboratory has made excellent quarters available for the concrete and highway laboratories and for the structural engineering laboratory.

One of the noteworthy features of the Department of Civil Engineering is its large enrollment of graduate students and the correspondingly large number who receive graduate degrees. In 1929-1930 there were twenty-nine graduate students, ten of whom received the Master of Science degree in June, 1930.

Electrical Engineering. The new annex to the electrical engineering laboratory mentioned in section 1, and the acquisition of another adjacent building, formerly the old boiler house of the university, will enable the Department of Electrical Engineering to add machinery and apparatus most necessary in strengthening both its teaching and research work. Already a number of motors and generator sets have been installed. The new high frequency laboratory is a most noteworthy addition to the facilities of the department. This substantial increase in space and equipment marks the beginning of a new growth in electrical engineering.

General Engineering Drawing. Progress in this department must of necessity be largely along the lines of instructional proficiency, and the past biennium has seen no lag on the part of the staff in endeavoring to make its work outstanding. Each staff member except four has either completed his work for the Master's degree or is engaged in advanced work at the present time.

Mechanieal Engineering. Several pieces of very valuable instructional equipment have been added to the department recently, notably a twocylinder Diesel engine, a sectioned Cadillac chassis, and a Kewanee boiler.

Important changes in the laboratories of the department which have been needed for a long time have been made during 1929-1930 and will facilitate more efficient handling of the instructional work.

Mining Engineering. A small increase in the enrollment in mining engineering was recorded during the biennium. This fact, coupled with a greater number of inquiries from prospective students, seems to indicate a revival of interest in mining engineering. In spite of a small enrollment in this department, the general effectiveness of the staff is very marked.

Physics. The year 1929-1930 marked the retirement of Professor A. P. Carman, head of the department since 1912, and the appointment of Professor F. W. Loomis as his successor. The staff has been strengthened by the appointment of two new staff members who are particularly well fitted to develop the work in wave mechanics and experimental spectroscopy, with the purpose of building up a significant research program and of strengthening the undergraduate curriculum. The mechanical facilities of the department have been materially increased.

An informal seminar, consisting of faculty members of the departments of physics, chemistry and mathematics, meets weekly throughout the academic year for a study of topics in the wave mechanics. A more scholarly emphasis has been put on the Physics Colloquium, which heretofore has been treated in a more or less popular vein. In addition, a number of distinguished lecturers have been brought to the campus to speak on the various new problems and findings in modern physics.

Railway Engineering. The enrollment in this department continues small. Three curricula, however, have been administered as usual, without a change of any consequence: railway civil engineering, railway electrical engineering, and railway mechanical engineering. The courses are very well organized and are well administered.

Theoretical and Applied Mechanics. The Department of Theoretical and Applied Mechanics moved into its new quarters in the materials testing laboratory during 1929-1930. (See Section 1.)

The extent of the undergraduate instruction in this department may be judged from the fact that there are generally about eighty quiz and recitation sections with approximately fourteen hundred registrations; sev-enty-three laboratory sections with approximately seven hundred registrations; and one lecture section with a very large registration, making a total of more than one hundred and fifty class sections. Graduate instruction is also well developed in several branches, particularly in reinforced concrete.

## 5. Educational Progress.

It had long been felt by the engineering faculty that shop instruction along with surveying and drawing should be reduced to the absolute minimum in all of the engineering curricula. This reduction has now been effected. Six hours of shop work, six hours of surveying, and eight hours of drawing and descriptive geometry are the maximum in any of our curricula except mechanical engineering, where nine hours of shop are required.

The biennium marks the coming into full operation of the recently revised curricula in ceramics and ceramic engineering. On account of the exceptional facilities of the Department of Ceramic Engineering and the splendid opportunities it has for tying in the specialized courses of the department with coordinating scientific courses in the allied departments of chemistry, geology, physics and electrical engineering, the two curricula offered are unexcelled anywhere in the country as educational and scientific foundations for professional practice.

Another important curricular change which has been effected is the elimination of the foreign language requirement in all but four of the fourteen engineering curricula. This action was taken on the general educational bases that instruction in language properly belongs in the pre-college age, and that the eight hours which were required were not enough for any practical purpose.

Another change affecting all curricuia in the college is that of the rearrangement and consolidation of the subject material in the undergraduate courses in theoretical and applied mechanics. The laboratory part of each course has been segregated under a course number of its own, the elementary course in statics has been reduced one hour in content and credit, while that in dynamics has been increased one hour. Although some of these changes are primarily administrative, the revised program as a whole has distinct educational advantages over the former program.

The civil engineering curriculum has been given greater flexibility by the repetition each semester of the basic elementary work in stress analysis and design. The credit hours in some of the courses have been reduced, while in others they have been increased, in the interest of shifting professional emphasis in subject material.

Important changes in the curricula of the Department of Architecture have been approved and go into effect September 1, 1930. These changes constitute a shift in emphasis in the elementary training of the student from the broad and general foundations of the past thirty-five years to a more aesthetic and professional basis, with provisions, by means of options in the junior and senior years, for giving greater emphasis to the design interests.

Conferences of an educational character have been held. Two informal conferences on collegiate education in aeronautical engineering were held with the assistance of individual authorities brought in from the outside. A conference on Problems in Teaching Engineering Materials, held in connection with the dedication of the new Materials Testing Laboratory, was noteworthy in that it attracted teachers from many institutions.

One of the most significant indications of educational progress has been the high professional character of the numerous lecturers who have been brought to the campus by the student organizations in the college. A large number of nationally prominent engineers have appeared on student programs at their own expense. This is a remarkable testimonial of the high estimate practicing engineers of prominence place upon the work being done in the College of Engineering.

The total number of engineering faculty members who have been granted the privilege of giving courses in the graduate school is now fortythree, or approximately 60 per cent of all members of the staff of professional rank.

One of the significant indications of staff interest in the educational progress of the College of Engineering has been the number of members attending the S. P. E. E. Summer School for Engineering Teachers, both as students and instructors. Attendance from Illinois at the session for drawing teachers in Pittsburgh during the month of June, 1930, equaled 10 per cent of the entire attendance. Two of the staff of instructors were chosen from the Illinois department. Other departments of the college have been well represented at these schools.

In the first year of the biennium, the College of Engineering offered four short courses for practical men; and in the second year, five such short courses were offered.

An electric metermen's short course was held in June of both years, in cooperation with the Illinois State Electric Association; a short course in industrial gas engineering was likewise offered both years, in cooperation with the Illinois Gas Association; and a short course in fire prevention, control, and extinguishment was offered each year, in cooperation with the Illinois Firemen's Association, through the State Department of Trade and Commerce. All three of these courses were financed by the cooperating agent indicated and each of them was in every respect successful. That each of them seems to be a worth while course is indicated by the fact that they have been given for so many consecutive years and each time with a gratifying attendance. The electric metermen's course has been given eight times, the gas course four times, and the firemen's course five times.

In addition to these courses maintained by outside interests, the College of Engineering offered a short course in highway engineering. This course has been given for seventeen years and each year with increased success. The attendance averages more than five hundred and is made up of many influential men coming as representatives from every county in the State.

A two-weeks short course in ceramic engineering is given biennially by the Department of Ceramic Engineering. The eleventh such course was held in January, 1930, with a registration of fifty-seven persons.

## 7. Prizes.

Mr. Francis J. Plym, a graduate in Architecture in the class of '97, has provided a traveling fellowship in architecture since 1911 and a traveling scholarship in architectural engineering since 1923. These prizes, endowed by Mr. Plym in 1923, provide a stipend of $\$ 1,200.00$ a year for the Plym Traveling Fellowship in Architecture and $\$ 700.00$ for the Plym Foreign Scholarship in Architectural Engineering for six months spent in foreign travel.

Since 1928-29 Mr. Robert Allerton has provided two scholarships, known as the Allerton American Traveling Scholarships, which are awarded to the two juniors in the Department of Architecture who have excelled in their work in the History of Architecture, for travel in New England during the summer months to study early American architecture.

The John V. Schaefer Prize Competition has continued each year with excellent results. Two years ago, Mr. Schaefer, of the Cement Gun Construction Company of Chicago, who provides these prizes, increased the amount of the award from $\$ 25.00$ to $\$ 50.00$ for the first prize, and the second
prize from $\$ 15.00$ to $\$ 25.00$. This increase has aroused the students' interest and enthusiasm markedly.

The I. O. Baker Prizes are awarded each year to the two seniors in civil engineering who have shown the most ability and growth during their four years in the department.

## 8. Exhibitions and Convocations.

The usual biennial College of Engineering Open House has not been held since December, 1927, as reported in the last biennial report.

The Electrical Show, which has been given biennially with more or less regularity for nearly a quarter of a century, was staged again in April, 1930, with remarkable success. The proceeds from these shows are held in a Student Loan Fund which now totals approximately $\$ 2,600.00$.

The quarter centennial of the founding of the Engineering Experiment Station was celebrated at the time of the dedication of the new Materials Testing Laboratory. Two hundred and twenty-two guests were present at a dinner given in the evening of May 2, 1930. The Engineering Experiment Station of the University of Illinois was the first engineering experiment station to be established in any college in the United States.

## 9. Employment of Graduates and Undergraduates.

Despite the depressed business conditions of the country during the last year of the biennium, there has been no lessening in the demand for graduates, except in architecture. In electrical, civil, and mechanical engineering, practically all the seniors had made definite arrangements for work before commencement time. The normal salary which a graduate rightly expects is $\$ 150.00$ a month. Each year several men secure salaries of $\$ 175.00$ or more. The maximum in 1929-1930 was $\$ 225.00$ and the average was $\$ 155.00$.

Because of the depression in all lines of construction work, graduates in architecture found it difficult or impossible to get work.

The Committee on Summer Employment for Engineering Undergraduates has been generally successful in securing summer work for the students. The work of this committee is encouraged because it is found that summer employment is very profitable to the students, particularly when they are looking for permanent positions upon graduation.

## Engineering Experinient Station.

The results obtained in the research work in the Engineering Experiment Station during the biennium have been very gratifying. There have been approximately eighty investigations in progress, about thirty-five of them being carried on with the aid of cooperative funds. Fifteen Bulletins were published in 1928-1929, and sixteen in 1929-1930.

## 10. Major Research Investigations.

There are listed below the titles of all major investigations that were current during the biennium, with a statement of the date of inception of the investigation, the name of the sponsors if the investigation has been carried on under the cooperative plan, the name of the department laving the research in charge, and a brief summary of the scope and importance of the work being done in the investigation. The budget of the Engineering Experiment Station covering these and other less important investigations totals approximately $\$ 250,000$ per annum.

Agciny of Porcelain. This investigation, begun in 1924, las been subdivided into four projects, namely: the properties of neat cements used in assembling insulators, the influence of tension and compression on the dielectric strength of porcelain, the microscopic structure of commercial

Engineering Department and is financed by the American Society of Mechanical Engineers. The purpose of the work is to show the manner in which the destruction of fire brick proceeds in the fire box of power plant boilers. Service tests by the U. S. Bureau of Mines show close correlations between the laboratory and service results on typical refractories. The research is now proceeding on four lines of attack.

Effects of Products of Combustion on Quality of Enamels Baked in Gas Fired Furnuces. This research, begun in 1928, is sponsored by the Utilities Research Commission but will end shortly with the publication of a bulletin presenting the final results of the investigation. It has been carried on by the Department of Ceramic Engineering.

Jethods of Testing High Voltage Cables. This project, financed by the Utilities Research Commission has been in progress in the Department of Electrical Engineering since August, 1926. During the summer of 1929


Naterials Testing Laboratory, University of Illinois.
experiments conducted in Chicago in the high voltage laboratory of the Commonwealth Edison Company to determine whether the apparatus dereloped in the laboratories of the University is suitable for service condiinsulators, and the dye test of low tension porcelain. It is carried on in the Department of Ceramic Engineering and is sponsored by the Utilities Research Commission. Important results have been obtained.

Feldspars. These tests, begun in 1927, have been financed by the Golding Sons Company, now known as the Consolidated Feldspar Corporation. Work has been temporarily discontinued because of the lack of qualified assistants.

Clay Sewer Pipe. This investigation, begun in 1929, is financed by the Clay Products Association. It is carried on by the Department of Ceramic Engineering and is to determine the influence of certain raw materials, and the method of their preparation, upon the resistance of liners to thermal shock.

Boiler Furnuce Refructories. This research is supervised by the Ceramic tions proved entirely successful. Tests have also been made on cable samples in Chicago to determine what correlation exists between discharge bridge readings and the life of the cable when subjected to voltage stress.

Warm Air Furnace Rescarch. This investigation, running over eleven year's, is sponsored by the National Warm Air Heating Association. The actual test work is divided between the Warm Air Heating Research Residence at 1108 West Stoughton Street and the Mechanical Engineering Laboratory. Sufficient data have been obtained to permit tentative conclusions on costs and plant operation.

The total expenditures for the investigation since its beginning in October, 1918, amounts to approximately $\$ 104,000.00$, not including the investment of $\$ 22,799.42$ in the Research Residence, which was financed separately by the association.

Stcam and Hot Water Heating Research. This project in the Department of Mechanical Engineering is financed by the Institute of Boiler and Radiator Manufacturers. Formerly, the Illinois Master Plumber's' Association contributed to its support. The work in the low temperature test laboratory has been extended to include various types and locations of radiators and enclosures.

Combustion Tests of Illinois Couls. This investigation was undertaken in December, 1928, as a cooperative investigation with the Zeigler Coal and Coke Company under the direction of the Mechanical Engineering Department. The experimental work has been finished, and the results have been published in Bulletin No. 213 of the Engineering Experimental Station, entitled "Combustion Tests of Illinois Coals."

Preparation and Washability Tests of Illinois Coals. These tests were also undertaken in December, 1928, but by the Mining Engineering Department as a separate phase of the general investigation sponsored by the Zeigler Coal and Coke Company. The investigational work has been completed and the results published in a bulletin entitled, "Washability Tests of Illinois Coals." This report contains some very important information concerning the reduction in ash and sulphur percentages which can be effected by washing.

Cooperative Mimes Investigution. Field work on the friability of coal has been concluded. Twenty-six coal mines in seventeen different counties were visited and friability determinations made. A bulletin covering this work has been issued by the Engineering Experiment Station.

Locomotive Syphon Tests. Negotiations begun in January, 1930, with the Illinois Central Railroad and the Locomotive Firebox Company of Chicago resulted in an agreement to conperate with these companies in making tests to determine whether the Nicholson thermic syphon, manufactured by the Locomotive Firebox Company, affects any decrease in locomotive coal consumption. The results will be published shortly.

In the Fatigue of Metals Laboratory of the Theoretical and Applied Mechanics Department the following research investigations are in progress: fissures in steel rails, stretching of lead sheaths, impact in structural parts, failure of car axles, and fatigue of metals at elevated temperatures. All of the projects except the last mentioned are financed by the Utilities Research Commission.

Fissures in steel Ruils. Considerable data on fatigue strength of steel from rail heads have been secured and the serious stress problem present in rail heads is becoming increasingly evident.

Stretching of Lead Sheaths. Apparatus has been set up for making "creep" tests of lead and lead alloys at temperatures from $35^{\circ} \mathrm{F}$. to $150^{\circ} \mathrm{F}$. both under continuous and intermittent loading. Preliminary tests indicate slow flow or "creep."

Impact in stractural Parts. The principal work in this investigation has been a study of strains set up under traffic conditions in elevated railway girders. The data were collected in Chicago.

Fiature of Cor Axless. Bulletin No. 197 of the Engineering Experiment Station, recently issued, deals with the problem of the safety of turning
down cracked axles and showing that by taking proper precautions such axles may be salvaged for use as smaller axles.

Fatigue of Metals at Elevated Temperatures. This research is carried on under the joint auspices of the American Society of Mechanical Engineers and the American Society for Testing Materials. So far the work has consisted of a study of temperature gradients in the apparatus used.

Investigation of Concrete Made with Light Aggregate. This investigation, begun in 1929, is sponsored by the Western Brick Company. Some very useful information has been obtained regarding Haydite concrete. The work is done in the Department of Theoretical and Applied Mechanics and has included to date tests of seventy-five beams, thirty columns, and more than one thousand test cylinders.

Reinforced Concrete Columns. This investigation, just begun, is financed by the American Concrete Institute. The tests cover the effects of plastic flow and shrinkage, type of end bearing, rate and method of loading, size of column, effect of fireproofing, and effect of quality and amount of spiral and vertical reinforcement. It is hoped that the tests will settle some of the uncertainties concerning the effect of high strength concrete, effectiveness of high strength spirals and verticals, and effects of shrinkage and plastic flow. Complementary investigations are going on at Lehigh University under the same auspices and general plan of procedure.

Cast Iron Pipe. This investigation has been in progress since November 11, 1927, in the Theoretical and Applied Mechanics Department, and is financed by the Sectional Committee on Specifications for Cast Iron Pipe. The results are nearly in form for publication.

The following four investigations are under the direction of the Department of Civil Engineering.

Bearing Value of Large Rollers. Recent work on this investigation has consisted of tests to determine the bearing value of the webs of segmental and track girders for rolling bascule bridges. Formerly tests were made on rollers varying from 4 inches to 116 inches in diameter. The investigation has been financed by the American Railway Association and the Scherzer Rolling Lift Bridge Company.

Tests of Riveted Conneetions. This project has been financed by the Chicago Bridge and Iron Works. The object of the investigation has been to determine the relation between the actual and the theoretical strength of riveted joints and to determine the relative strengths of different kinds of joints. The results are to be published soon.

Investigation of Biaxial Stresses. This project has also been financed by the Chicago Bridge and Iron Works. The object of the investigation has been to determine the strength of plates subjected to equal stresses in all directions in a plane. The results of this investigation are to be published soon.

Reinforced Concrete Arehes. The investigation is financed largely by the American Society of Civil Engineers. A recent bulletin, No. 202, entitled "Laboratory Tests of Reinforced Concrete Arch Ribs," and a forthcoming bulletin entitled "Laboratory Tests of Reinforced Concrete Arches with Decks" present the work developed in this investigation to date.

Jointing Materials for Clay Sewer Pipe. This is a cooperative project with the Clay Products Association. The object of the investigation is to determine the relative merits of the various trade jointing compounds and Portland cement mortar as to durability, flexibility, and water tightness.

The following six investigations are carried on by the Division of Industrial Chemistry under the general supervision of the Engineering Experiment Station.

Partial Oxidation of Organic Liquids. This project has been in progress since 1927. It has been financed by the Chemical Foundation since 1929. Over one hundred catalysts have been investigated to date. The results will be published soon.

Water Tratment for Ice Making. This is a Utilities Research Commission project which has been under way since July, 1928. A complete study
has been made of the causes of the formation of opaque ice and two practical remedies have been proposed and demonstrated on a plant scale.

Effect of Combustion Products on Flue Piping and Chimneys. This is another Utilities Research Commission project that has been in progress since July, 1929. A complete study has been made of the causes of corrosion in chimneys and flues in gas-fired furnaces in private homes. One possible remedy is now being developed.

Investigation of the Prevention of Corrosion by Flue Gases. This investigation has made excellent progress since July, 1928, as a Utilities Research Commission project. Circular No. 20 of the Engineering Experiment Station has already covered phases of this investigation. Complete investigations of the fundamental causes of corrosion of economizer tubes have been made and one practical remedy proposed to date.

Boiler Feed Water Treatment. This project which has been under way since May, 1924, under the sponsorship of the Utilities Research Commission was completed during the past year after very worth while information and data had been obtained. A final bulletin summarizing the work done is in press.

Solubility of Boiler Waters. This investigation was begun in March, 1930, as a Utilities Research Commission project. It is to determine the behavior at high steam pressures of certain salts which occur in boiler waters.

Problems in the Manufacture of Gas in Illinois have resolved themselves into the following: (1) Partial oxidation in the vapor phase, and (2) Conductivity of carbonic acid solutions under high pressure. The work is done in the Department of Chemistry under the general supervision of the Engineering Experiment Station and is paid for by the Illinois Gas Association. Similar work has been in progress for many years.

Fatigue of Metals. The investigation of the fatigue phenomena of metals which was undertaken in 1919 has been carried as a cooperative investigation until 1930 when it was officially dropped from our records.

## II. Bulletins and Circulars.

A complete list of bulletins which have been issued since 1928 follows: Bulletin No.
186. Heat Transfer in Ammonia Condensers, II, by Alonzo P. Kratz, Horace J. Macintire, and Richard E. Gould.
187. The Surface Tension of Molten Metals, Part II, by Earl E. Libman.
188. Investigation of Warm Air Furnaces and Heating Systems, Part III, by Arthur C. Willard, Alonzo P. Kratz, and Vincent S. Day.
189. Investigations of Warm Air Furnaces and Heating Systems, Part IV, by Arthur C. Willard, Alonzo P. Kratz, and Vincent S. Day.
190. Investigation of the Failure of Plain and Spirally Reinforced Concrete in Compression, by Frank E. Richart, Anton Brandtzaeg, and Rex L. Brown.
191. Rolling Tests of Plates, by Wilbur M. Wilson.
192. Investigation of Heating Rooms with Direct Steam Radiators Equipped with Enclosures and Shields, by Arthur C. Willard, Alonzo P. Kratz, Maurice K. Fahnestock, and Seichi Konzo.
193. An X-Ray Study of Firebrick, by Albert E. R. Westman.
194. Tuning of Oscillating Circuits by Plate Current Variations, by Joseph T. Tykociner and Ralph W. Armstrong.
195. The Plaster-Model Method of Determining Stresses Applied to Curved Beams, by Fred B. Seely and Richard V. James.
196. An Investigation of the Friability of Different Coals, by Cloyde M. Smith.
197. A Study of Fatigue Cracks in Car Axles, Part II, by Herbert F. Moore, Stuart W. Lyon, and Norville J. Alleman.
198. Results of Tests on Sewage Treatment, by Harold E. Babhitt and Harry E. Schlenz.

[^16]THE COLLEGE OF AGRICULTURE, THE AGRICULTURAL EXPERIMEN'T station and the agricultural extension service.

Illinois agriculture has received benefits of immeasureable value from the activities of the college, experiment station and extension service during this biennium. The efforts of each of these thee main divisions have been intensified and close cooperation has at all times been maintained between them.

More students are being trained in the scientific principles of agriculture and their application. These young men and young women will be the leaders of tomorrow. The college feels a deep sense of responsibility for the future of the students and for the future of Illinois agriculture. They are inseparably linked together.

Many of the immediate agricultural problems are receiving attention at the hands of highly trained, scientific investigators. The field of marketing agricultural products has received special attention during the last two years
and will continue to receive more attention. The Experiment Station recognizes that the farmer's welfare depends not only upon efficient production, but also upon efficient marketing and increased demand through both new and old uses for the products of the farm.

In addition to training young men and women, who have the privilege of attending college, Illinois is one of the leading states in adult education in agriculture. This is accomplished by the Agricultural Extension Service, which includes specialists in all phases of farming attached to their respective departments of the college and Experiment Station. There are also ninety-four county farm advisers and fourteen assistants, and twenty-eight county home advisers. The Agricultural Extension Service also includes the boys' and girls' $4-\mathrm{H}$ Clubs of the State. This last year approximately 9,000 boys and 9,500 girls took advantage of this means to increase their knowledge and efficiency, as well as to increase their appreciation of the better things of life and improve their social relationships. Each boy and girl has become a better citizen for having been a member of a local 4-H Club.

## The College.

The enrollment in the College of Agriculture has shown an increase in each of the last two years. Although the increase has not been great in either year, it has appeared both years and is encouraging.

The members of the staff have continued to show increased interest in further training. Each year the standard gets higher and more advanced training is required of new appointees on the staff. At this writing, more than three-fourths of the college staff have the equivalent of the master's degree or more.

A voluntary student advisory system is used in the College of Agriculture. Each student selects, or has assigned to him, a member of the staff with whom he is expected to confer periodically or as he needs assistance or advice in connection with his college work or associations. The success of the system is evidenced in a large measure by the increased interest in the students by the faculty, and by a marked decrease in the reluctance of students to confer with their advisers when the suggestion is made to them.

New equipment has been acquired during the last year that has permitted a decided improvement in teaching work. This equipment consists, in part, of boxes for grain samples, lantern slides for several courses, a new Allegheny steel vacuum pan in dairy manufacturing, much new farm machinery equipment and tools received on a loan basis for instructional purposes, three new glass houses in horticulture, making available an additional 9,520 feet of glass, and modeling equipment in landscape architecture.

The interest taken by both the younger and older members of the instructional staff in the problems confronting them as instructors, and in their solution for the benefit of the students, has been indicated in departmental conferences and staff meetings.

The Achacitiond. Explmament Station.
Increased emphasis has been placed upon the economic phases of agriculture during the last two years. Special agricultural adjustment conferences have been held each fall in eight different areas, including every county in the State. This work is tied up closely with the outlook project which brings to the farmers of the State the probabilities of increased or decreased production and prices.

Special studies have been made of the financial operation of country elcrators, the prices of farm products in llinois, and milk marketing problems.

A specialist in rural sociology has been added to the staff, who devotes one-half his time to research and the other half to extension. An attempt is being made to determine facts upon which most effective rural organizations
may be built, and the greatest cooperation obtained between local leaders and groups.

Forty-six county soil reports have been published by the Agricultural Experiment Station. The maintenance and improvement of soil fertility continues to be one of the major lines of research. There has been a notable increase in acreage of soybeans and sweet clover in the State during the last two years. The Illini variety of soybeans, a result of work at this station, continues to demonstrate its high value to the farmers of Illinois. In 1929, 2.6 per cent of the crop land in Illinois was planted in soybeans and 3.8 per cent in sweet clover. The utilization of soybeans for feed for livestock as well as for industrial purposes has received attention by our investigators.

Studies are being made of cream marketing in Illinois. Concerted effort among cooperative and private marketing agencies has been effective in reducing marketing costs. Various measures for quality improvement of cream, suggested by the station, are becoming rather general throughout the State.

During the past year definite progress has been made in finding varieties of corn, which show resistance to or tolerance of the corn borer. More reliable methods of rearing parasites have been worked out. If the artificial rearing and dissemination of parasites can be carried on successfully, it offers one of the cheapest and most effective means of combating several important insect pests. The investigations in entomology are conducted in cooperation with the State Natural History Survey.

A stationary spray plant has been installed in the experimental orchards and is being carefully observed both by the Farm Mechanics and Horticulture Departments. This is a new system to Illinois orchardists.

The recent rapid expansion in the use of larger labor-saving farm machinery has materially increased the production per man. A study is being conducted in cooperation with the United States Department of Agriculture to determine the costs of harvesting corn by different methods. The importance of such a study can be estimated only when it is realized that Illinois farmers grow about nine million acres of corn each year. The economy of using the combine for harvesting small grain is also being investigated.

The vitamin content of certain foods and feeds, especially the cereals, is being studied. Overweight studies with women students suggest the possibility of safe reduction in weight by the use of simple, well-balanced diets readily available at ordinary eating places, and indicate that it is not necessary to resort to extremes in food selection in order to secure a steady and reasonably rapid loss in weight.

Horticultural products, because of their perishable nature, require careful handling that they may reach the market with minimum spoilage and waste. The station has made a study of refrigeration of fruits and vegetables in transit. The results obtained in 1929 show that rapid circulation of air throughout the carload is necessary. The rapid development in the use of the motor truck in connection with marketing farm products has been studied, particularly with reference to livestock throughout the State, apples in Calhoun County, and peaches in southern Illinois.

New improved strains and varieties, have been developed in fruits, vegetables, and field crops. A new disease germ has been isolated that attacks poultry. Improved practices are being discovered. All these activities of the Agricultural Experiment Station are published annually in the annual report entitled, "A Year's Progress in Solving Farm Problems of Illinois." A copy of this publication is sent free to all who request it.

The Agricultural Extension Service.
The education of adults engaged in actual farming and boys and girls through their $4-\mathrm{H}$ Club work is the function of the extension service. Extension specialists located at the University, in their work with farm men
and women, work through the county farm and home bureaus, and place major emphasis upon the following phases of the work:

Crops-

1. Better seed corn.
2. More legumes-alfalfa, sweet clover, and soybeans.

Soils-

1. Testing soils for acidity and phosphorus.
2. Soil mapping of fields or farms.

Animal Pathology-

1. Abortion disease control.

Livestock Production-

1. Livestock schools, farm visits, farm demonstrations, tours and judging demonstrations.

## Poultry-

1. Flock management.
2. Poultry sanitation.

Dairy-

1. Feeding schools.
2. Dairy herd improvement associations.

Farm Management-

1. Farm accounts.

Farm Mechanics-

1. Soil erosion.
2. Home equipment.
3. Farm buildings.
4. Farm machinery and farm motors.

Horticulture-

1. Orchard management.
2. The home vegetable garden.

Home Economics-

1. Organization.
2. Home accounts.
3. Clothing.
4. Home management.
5. Health.

Service to community organizations has been continued in the matter of developing their programs through conferences for their local leaders. In addition to the annual agricultural adjustment conferences previously mentioned, the annual outlook conferences have become one of the most important contributions of the extension service. The most accurate and up-to-date information regarding the national and foreign demand for farm products and probable volume of production was presented to fifteen groups of farm leaders early in February. This information was determined by two representatives of the University of Illinois in conference with representatives of other States and the United States Department of Agriculture, assembled in Washington, D. C., in January, and followed by conferences of the local staff. These leading farmers and farm women, in cooperation with their county farm and home advisers, were then requested to carry this information to the rest of the farmers and farm women in their respective counties. The press is used freely in this work. The importance of the economic information such as is disseminated at the Outlook Conference is being recognized by Illinois farmers and more interest is shown each year.

The boys' and girls' club work continues to grow by leaps and bounds. During the year ending June 30, 1929, there were 637 boys' clubs in 91 counties, with an enrollment of 9,001 . The boys were primarily interested in corn, dairy, and pig clubs. Girls' clubs were carried on in 86 counties with a total enrollment of 9,453 girls. The results obtained in this field of work are encouraging and very much worth while for the future of Illinois agriculture.
H. W. Mumfori, Dean.

## THE COLLEGE OF LAW.

Sereral features connected with the work of the College of Law during the past two years may be noted in this report. In the main they involve entrance requirements and regulations bearing on scholarship and graduation. The work of the faculty and certain movements in legal education are items also worthy of mention.

Previous to January 1, 1929, this college required as a condition to admission for regular standing the completion of two years of work in an approved college or university. On that date there became effective an advance in entrance requirements under which only the following persons are admitted as candidates for degrees:

1. Graduates of colleges and universities of approved standing.
2. Students in the University of Illinois of senior standing who are permitted to elect courses in law for the degree of Bachelor of Arts or for the degree of Bachelor of Science.
The first class to enter under the above requirements was enrolled in September, 1929. It was, as we had expected, smaller in numbers than the class of the previous year. As this is being written enrollment of the second class under the new requirements has just been completed. It more than doubles in numbers the class of a year ago, and while not as large as the last class which entered under the former requirements, it gives assurance that this college will not suffer any serious diminution in numbers because of its raised entrance requirements.

During the past year a committee of the law faculty made a thorough examination into various features connected with the college-into student activities, the value of particular courses, the readjustment of courses and particularly into the regulations governing scholarship while within the college and those governing graduation flom it. While this work was done primarily by a committee, all members of the faculty took part in discussing the findings of the committee and all concured in the recommendations which subsequently were submitted to and adopted by the Board of Trustees. In short the principal changes adopted involve a " C " arerage entrance requirement for those students who enter the college with senior standing in other colleges of this university; a " $C$ " average to remain in this college, and a "C" average to graduate from it.

These regulations are serere. It is a debatable question how drastic requirements should be made. Nearly all educator's would agree on the abstract proposition that high scholastic requirements are to be desired, but obviousty there must be a point beyond which further severity becomes a debatable proposition. The regulations adopted for this college governing scholarship and graduation are as rigorous as are to be found anywhere. We have taken this action confident in the belief that we thus are serving the State in that these requirements will tend to make the human product which comes from this college finer and better qualified to assume the responsibilities entrusted to the lawyer.

Some movements in the law today are worthy of being noted since they promise to have far reaching consequences. The most extensive of these is that of the American Law Institute. The project of the institute was initiated in 1923. The object is to restate the law so as to clarify and to simplify it. Work on several subjects is well under way and in two or three instances it is drawing near completion. Of this faculty Professor Green has been cooperating in this enterprise as an advisor on the restatement of the law of Agency. In several states projects are under way to annotate the institute's restatements with local citations. In this State the first enterprise of this kind undertaken was the amotation of the restatement of the law of Contracts. This work is being done by Professor Holt of this faculty.

Another movement has for its end the scientific study of law. Such a study according to its advocate includes not only a study of law in its narrow sense but also a consideration of such branches of science and philosophy as may be necessary in order that the operation and effects of

the law in all of its relations to human life may be studied. The immediate purpose in legal studies of this nature is to find the facts behind social manifestations, and thus to discover data bearing on the administration of justice. Some members of our staff are making studies of this nature. Professor McCaskill has recently made some inveatigations in procedural law. Another member of the staff has conducted studies for the Illinois Crime Survey which was published recently. Investigations of a like kind are being conducted by him as chairman of a committee of the section on criminal law of the American Bar Association. This is a study into fields where law and medicine overlap. The work is being done in cooperation with a similar committee of the American Medical Association.

This college recently launched a program in which it has had the hearty cooperation of the Illinois State Bar Association of supplementing a student's legal training by placing him in a law office during the summer months. Until the advent of the modern law school the training of lawyers was for the most part through apprenticeships in law offices. The law school of today offers facilities vastly superior to the office system for the securing of a legal education. Nevertheless the contact which existed between the lawyer and the law apprentice had valuable features. In the scheme initiated by this college the aim is to combine some of these features with the training offered by the college. The response from the bar to the scheme has been cordial beyond all expectations. This program promises to be a contribution to legal education but it is not sufficiently developed to warrant the drawing of conclusions.

Adbert J. Harno, Dean.

## THE SCHOOL OF MUSIC.

The biennium 1928-1930 of the School of Music has been one of steady growth. The number of students has increased consistently each year, and the talent has been exceptionally good. The number of students registered for these two years has been 137 in 1929, and 158 in 1930. In addition to these there has been the usual large number of students from the other schools and colleges registered in some courses in the School of Music. An increasing number have been registering in the curriculum in public school music. Five men have graduated from the band and orchestral instruments major, the new course instituted during the preceding biennium.

## Faculty.

The faculty, for the most part, has remained the same for the biennium. One of the teachers spent a year in Europe studying, and another one spent a part of the year in Europe and the rest in this country, in further study. There have been a number of minor changes, as is always the case.

Professor Miles of the Organ and Theory Department has had several music works published during the biennium, and the director has had some works accepted by a leading publishing house. A number of the faculty have given recitals of merit both at the University and at other places. Professor Harding has been in great demand as an expert judge in matters of national band and orchestra contests. The faculty now numbers twentyfour, lanking from full professors down to assistants.

## Curriculum.

The only important change in the curriculum in the biennium has been the addition of courses in ensemble and accompanying as required courses in the curriculum leading to the degree Bachelor of Music. These courses have been much needed to make a well-rounded curriculum, and they are proving successful. The class in vocal ensemble gave last year two operatic performances with much success.

## Activities.

The concerts and recitals given by the School of Music and under the auspices of the School of Music number between ninety and one hundred each year. These include the students' recitals, the faculty recitals, the
vesper organ recitals given each Sunday, and various lectures and lecturerecitals. The star course concerts of artists are not given under the direction of the School of Music, but the director is on the board of the star course. These concerts number six each year.

Special mention ought to be made of the two glee clubs, the Men's Glee Club under the direction of Mr. Raymond F. Dvorak, and the Women's Glee Club under the direction of Professor Russell Hancock Miles. Both of these organizations are large and enthusiastic ones and give splendid concerts.

The lectures and lecture-recitals during the biennium have brought to the campus a number of renowned people in music, and have been of great benefit to the students.

## Equipment.

The equipment of the Smith Memorial Hall, the building devoted to music, has been greatly improved during the past biennium. There have been three large grand pianos installed in studios, a concert grand piano purchased for the recital hall and a three-manual organ added to the equipment of the organ department. A new combination phonograph and radio increases the efficiency of the equipment for the classes in music appreciation.

> F. B. Stiven, Director.

## THE SCHOOL OF JOURNALISM.

The period 1928-30 was one of growth and improvement in the work of the University School of Journalism. No new courses were begun during this period but the old courses were strengthened and plans were made for work beyond the bachelor's degree.

The curriculum for juniors and seniors, which emphasizes journalism, social sciences, literature, and philosophy, was continued unchanged by the school; so also was the freshman-sophomore pre-journalism curriculum offered within the College of Liberal Arts and Sciences.

The academic and professional standing of members of the staff was improved. Two members qualified for the doctor's degree during the period. In the spring of 1930 the director was made a member of the National Council on Education in Journalism.

Mr. Otho Clarke Leiter, former Pacific coast and New York City newspaper executive, was brought to the University in 1928-29 after seven year's as managing editor and editor of the Portland (Ore.) Telegram. At the beginning of the school year 1929-30 Mr. John Russell Heitman, editor of the Rantoul (Ill.) Press replaced Miss Helen Peffer as a member of the staff.

The enrollment of the school during 1928-29 and 1929-30 showed a gain over that of 1927-28. The tendencies can be observed in the following table:

| School | 1928-29 | 1929-30 |
| :---: | :---: | :---: |
| Seniors | 29 | 36 |
| Juniors | 35 | 52 |
| Pre-Journ. |  |  |
| Sophomores | 63 | 75 |
| Freshmen | 116 | 102 |
| J. Class Cards |  |  |
| First Semester | 622 | 731 |
| Second Semester | 514 | 662 |

The Journalism Conference was continued and was held in conjunction with the annual convention of the Illinois Press Association. The list of State conference speakers and special lecturers at the school for the two years included: Willis J. Abbot, editor of the Christian Science Monitor; W. M. Harrison, president of the American Society of Newspaper Editors; H. F. Henrichs, New York and Litchfield newspaper broker; Irl H. Marshall, publisher of the Affiliated Newspapers; W. W. Loomis, LaGrange publisher and authority on newspaper law; John H. Millar, president of the Home

News Publishing Company; Bert Hill, president of the Southern Illinois Editorial Association; S. P. Preston, publisher of the Gillespie News; C. S. Conger, president of the Illinois Press Association; Carl C. Magee, editor of the Oklahoma City News; Boyd F. Gurley, editor of the Indianapolis Times; George R. Dale, editor of the Muncie Post Democrat; W. J. Smith, editor of the Waukegan Sun; M. F. Walsh, editor of the Harvard Herald; Roy Clippinger, publisher of the Carmi Tribune Times; J. E. McClure, publisher of the Carlinville Democrat; Roy L. Seright, publisher of the Harrisburg Register; H. L. Williamson, publisher of the United States Publisher; Erwin Rogers, president of the National Editorial Association; Frank W. Scott, editor in chief of the D. C. Heath Publishing Company; Professor Havilah Babcock, of the University of South Carolina School of Journalism; Frank B. Peers, president of the Illinois Association of Teachers of Journalistic Writing; John A. File, publisher of the Chester Herald Tribune; C. E. Honce, central division news editor of the Associated Press; Walter A. Strong, publisher of the Chicago Daily News; Tom Wallace, editor of the Louisville, Kentucky, Times, and representative of the American Society of Newspaper Editors; George F. Pierrot, editor of the American Boy magazine, Detroit, Michigan; George B. Dolliver, editor of the Moon Journal, Battle Creek. Michigan, and vice-president of the National Editorial Association; A. A. Raboin, editor of the Chatsworth Plaindealer; E. E. Campbell, editor of the Granite City Press-Record; Fred E. Sterling, editor of the Rockford Register-Gazette; Lucian File, of the Chester Herald-Tribune; C. R. Denson, editor of the Minonk News-Dispatch; Florence E. Wright, editor of the Lexington Unit-Journal; H. V. Morgan, editor of the Sparta News-Plaindealer; M. C. Page, editor of the Benton News; H. B. Smith, editor of the Newman Independent; J. Edwin Rackaway, editor of the Mt. Vernon Register-News; Victor Haven, editor of the Greenfield Argus; Warren W. Milby, editor of the Mason City Banner-Times; C. E. Honce, central division news editor of the Associated Press, Chicago; Harry B. Potter, editor of the Marshall Herald; Paul R. Goddard, editor of the Tazewell County Reporter, Washington; Ole Buck, secretary of the Nebraska Press Association, Lincoln, Nebraska; Floyd A. Allen, assistant to the president, General Motors Corporation; Steward Pettigrew, editor of the Amboy News; H. J. Blazer, editor of the Aledo Times-Record; Mrs. Allyne V. Car'penter, publisher of the Lincoln Courier; Leslie Small, publisher of the Kankakee Republican; Charles B. Mead, editor of the Geneva Republican; L. W. Cobb, editor of the Crystal Lake Herald; Andrew R. Sherriff, chairman of the American Bar Association Committee on Cooperation of the Press and the Bar, Chicago; J. Ellis Mann, manager of the Mill Mutuals Agency, St. Louis, Missouri; Sidney Carter, manager of the Merchants Service Bureau, St. Louis, Missouri; George J. Schulte, general manager of the Interstate Grocer, St. Louis; Homer B. Clemmons, advertising manager of the Blue Island Sun-Standard; H. H. Stevens, editor of the Paxton Record; George Chapin, secretary of the Urbana Chamber of Commerce; L. M. Wood, editor of the Flora Journal-Record; Elmo Scott Watson, editor of the Publisher's Auxiliary, Chicago; G. D. Scott, editor of the Wyoming Post-Herald; Margaret E. Sturgeon, Morgan Park High School, Chicago, president of the Illinois Association of Teachers of Journalistic Writing; S. J. Duncan-Clark, chief editorial writer of the Chicago Evening Post.

Lawrence W. Murphy, Director.

## THE LIBRARY SCHOOL.

In 1897 the University of Illinois established the Library School, offering a two-year curriculum first to students who had completed two years of college work, and later in 1903, to those with three years of college work, leading to the degree of Bachelor of Library Science.

From 1911 until 1926 the University offered, through the library school, a two year course of study open to college graduates only, the degree of Bachelor of Library Science being still offered. In 1926 the executive faculty of the graduate school approved library science as a major subject
for the master's degree, and this action was approved by the Board of Trustees. Beginning in June, 1927, the degree of B.S. has been conferred on students completing the first year's work in library science, and the master's degree on those completing the second year's work.

The enrollment in the library school continues to increase. Of the 152 first year students enrolled in 1928-29, and the 21 second year students registered in the graduate school for the master's degree, 30 were from the State of Illinois.

The library courses offered during the summer session of 1929 were attended by 102 students, of whom 12 were registered in the graduate school, 78 in the library school, and 12 in the more elementary courses for high school graduates.

The Library School Alumni Association has continued actively to serve the school by issuing an occasional Alumni News Letter for its members, by maintaining a loan fund for the use of students in the library school, and by taking steps to endow a scholarship for students majoring in library science. The alumni have secured for this latter fund, cash and pledges amounting to $\$ 5,000.00$ and when the scholarship is established, it will not only be of great service for the more advanced students, but it will be another indication of the loyalty of the alumni of the school and their interest in promoting sound professional education for librarians.
P. L. Windsor, Director.

## THE GRADUATE SCHOOL.

The Graduate School represents the organized effort and resources of the University for the promotion of advanced scholarship and research. It trains men and women for higher professional work in the field of education. In this way the University is helping to supply the steadily increasing demand for superintendents, teachers in the high schools, and instructors in the colleges and universities, who have done at least a year of academic work beyond the bachelor's degree. It trains men, also, to be scientific investigators and experimenters for commercial, industrial, and engineering enterprises.

## Degrees Conferbied.

In the last biennium the University conferred 621 masters' degrees, and 119 doctors' degrees. For the preceding biennium the corresponding numbers were 553 and 106. The registration figures for the Graduate School are given in the registrar's repor't.

Publication and Restarcif.
The specific efforts of the Graduate School to encourage the promotion of research and publication include:

First-The publication of a series of University studies. The following numbers have been issued during the past biennium:
(a) Social Science Series.

Vol. XV. No. 1, March, 1927-Labor Policies of the National Association of Manufacturers. By A. G. Taylor, Ph.D.
No. 2, June, 1927-Guizot in the Early Years of the Orleanist Monarchy. By Elizabeth P. Brush, Ph.D.
Nos. 3 and 4, September and December, 1927-The Origins of the Paraguayan War. By P. H. Box, Ph.D.
Vol. XVI. No. 1, March, 1928-An Economic Analysis of the Constitutional Restrictions Upon Municipal Indebtedness in Illinois. By Ward L. Bishop, Ph.D.
(b) Language and Literature series.

Vol. XIII. No. 1, Fragment AM315E of the Older Gulathing Law. By George T. Flom, Professor of Scandinavian Languages.

No. 2, The History from 1700 to 1800 of English Criticism of Prose Fiction. By Joseph B. Heidler, Ph.D.
Nos. 3 and 4, Philological Studies in Ancient Glass. By Mary L. Trowbridge, Ph.D.

Vol. XIV. Nos. 1 and 2, The Doctrine of the English Gentleman in the Sixteenth Century. By Ruth Kelso, Ph:D., Instructor in English. (c) Biological Monographs.

Vol. XII. No. 1, Morphological Studies of the Genus Cercospora. By Wilhelm G. Solheim, Ph.D.
No. 2, Morphology, Taxonomy, and Biology of Larval Scarabaeoidea. By William P. Hayes, Associate Professor of Entomology.
Second-The work of the Illinois Historical Survey. This work was begun in 1908, with a comprehensive program for the study of Illinois history. Its first efforts were devoted to assisting in the preparation of the Centennial History of the State of Illinois, and the publication of the Illinois Historical Collections of the Illinois State Historical Survey. At present its most important function is the collection of large bodies of manuscript and newspaper source material for the study of Western history. This material includes complete files of all Illinois newspapers extant well past the year 1832 , and a systematic collection is being made of books and reproductions of colonial and revolutionary newspapers covering in the broadest way possible the history of the West from pre-revolutionary days.

Third-The publication of the Journal of English and Germanic Philology. Volume 27 , No. 2 to Volume 29, No. 3, have appeared during the biennium.

## Arthur H. Daniels, Dean.

## THE COLLEGE OF MEDICINE.

The College of Medicine at present finds itself in the midst of an era of development and expansion. Medical colleges throughout the country are undergoing a similar experience. The enormous progress made by both practical and research medicine in the last 30 years has culminated naturally in the expenditure of many millions of dollars for medical buildings and equipment by almost all universities. This era bids fair to continue for some time.

There seems to be as yet no material curtailment in the number of qualified applicants to the medical school. The number of first year students admitted during 1929-30 was increased from 130 to 175 . In order to do this certain changes were necessary in some of the laboratories and additional instructors were procured in the fundamental departments. Because of this increase in the size of classes it has been necessary for the time being to exclude students coming from other institutions with advanced standing.

## The Faculty.

Dr. J. M. Patton, for many years in our department of medicine, died on April 16, 1930. Having reached the retiring age of 68 last year he was at that time given the title of emeritus. Dr. William M. Harsha, Dr. William E. Gamble and Dr. Lee Harrison Mettler during the past year were placed upon the emeritus list. All of these men in times past have rendered long and valuable service to the University and well deserve the distinction of an emeritus professorship.

## Lectureships.

The Gehrmann Lectureship during 1929-30 was filled most ably by Dr. Simon Flexner, director of the Rockefeller Institute. He lectured at the College of Medicine on March 27 and March 28, 1930, on the subjects of "Poliomyelitis" and "Encephalitis." Several hundred attended the lectures. The Bacon Lectures were given by Dr. George Gellhorn of St. Louis and the Memorial Lecture by Dr. William Montgomery McGovern.

## Research Funds and Gifts.

Following is a list of contributions made by various organizations and industrial firms for specific research problems:

1. Study of Effect of Yeast on the Digestive Tract. Fleischman Yeast Company. 1929-30, $\$ 1,750$, and 1928-29, \$1,750.
2. Study of Yeast Infections of the Skin. Standard Brands, Incorporated, of New York. \$1,000.
3. A Study of Lactic Acid Milk. Borden Milk Company. $\$ 2,000$.
4. Studies of Septic Sore Throat of Bovine Origin. Certified Milk Producers Association. \$3,500.
5. A Study of Irradiated Ergosterol. Mead Johnson and Company. 1928-29, $\$ 5,300$; 1929-30, $\$ 475$.
6. Fellowship Renewed. Eli Lilly Company. $\$ 900$.
7. Theodore B. Sachs Residency. Chicago Tuberculosis Society. $\$ 2,500$ each year for five years.

Research Club Clinical Conferences and Sigma Xi Meetings.
Bimonthly meetings of the Research Club, monthly Clinical Conferences at the Research Hospital and quarterly meetings of the College of Medicine of the University of Illinois Chapter of Sigma Xi are three organizations in the College of Medicine before which the results of scientific work are presented and discussed. By no means are all the scientific contributions of the college brought before these societies. This would entail too much time. Many papers are presented before local or State or national societies and published in special journals.

## Research.

The departments are continuing their activities in research with results that are encouraging. Out of a large number of important contributions one deserves special mention. Dr. W. F. Petersen and Dr. S. A. Levinson have issued a monograph of some 250 pages entitled "The Skin Reactions, Blood Chemistry and Physical Status of 'Normal' Men and of Clinical Patients" for the publication of which $\$ 500$ was contributed by the Board of Trustees. The monograpb has excited wide comment and is a real credit to the University as well as to the writers.

## Graduate School.

The work of the graduate school at the college is expanding under the able supervision of Dean Daniels. Dr. W. H. Welker also deserves recognition for the work he has done as secretary to the dean in this connection. The work has increased to such proportions that in the near future some one on a part time basis should be provided to do what Dr. Welker has been doing now for several years. He has already asked to be relieved.

## Medical Museum.

Every year requests come to the College of Medicine for medical and health exhibits of various kinds from local, state and national societies. This demand is a growing one and such service is expected of us. It is also true that greater interest is being taken in exhibits and demonstrations by most colleges and by medical societies as a means of educating both students and the public. We anticipate these "disease" exhibits will be useful in teaching graduates as well as undergraduate students.

No doubt museums and exhibits properly arranged are especially important in medical education and provision has been made in the new buildings to care for the development of this work. Approximately $\$ 1,500$ has been allowed from the special equipment fund to carry on this work during 1929-30 and satisfactory progress has been made. The development of the museum will center about "Disease" as the unit of exhibit. Such a plan is being followed in some well known museums as the Welcome Museum of London and others and has been found most satisfactory. For example a given disease "Pneumonia" is exhibited in its entirety in a single booth or room. Beginning on the right with its history, then exhibiting successively its etiology, bacteriology, pathology, symptomatology, diagnosis, therapy, epidemiology and prevention by means of specimens, charts, photo-
graphs, curves, etc. As new discoveries are made in this disease the exhibit may be enlarged or modified accordingly. Such exhibits can be set up for temporary purposes by means of bolts and screws and without nails and easily taken down and transported elsewhere.

The first unit on "Pneumonia" has been completed at the college and was taken to the State Medical meeting at Joliet on May 20-23, 1930, where it was seen by many hundreds of doctors. It excited much favorable comment. After the meeting it was taken down and returned to the college without damage and with little expense of money and time thus proring the feasibility of this method of exhibiting disease. At present a tuberculosis unit is being prepared in much the same way. Those responsible for the work and most deserving are Dr. W. F. Petersen, Dr. Lloyd Arnold, Dr. Thomas G. Hull and Mr. Joseph Lepac. Mr. Tom Jones and associates in the illustration studios are preparing the many illustrations and the printing necessary. It has been excellently done and is a most important part of the work.

## Cook Colvty Interal: Exhmintrions.

The annual competitive examination for Cook County Hospital interneships is open to students from all medical schools of Cook County. For 60 years or more it has been the most important prize sought after by young medical graduates. Following is a tabulated report of the results of this examination held January 1930:
Illinois . . . . . . . . . . . . . . . . . . . . . . . . . . . . . . . . . . . . . . . . . . . . . . . . . . . . . . . . 40

Northwestern . . . . . . . . . . . . . . . . . . . . . . . . . . . . . . . . . . . . . . . . . . . . . . . . . . . 11
Loyola .. . . . . . . . . . . . . . . . . . . . . . . . . . . . . . . . . . . . . . . . . . . . . . . . . . . . . . . . . . . 4
Chicago Medical .......................................................................... 1
The Libikity.
The medical and dental library is continuing to serve a larger and larger number of both our own students and doctors from the immediate neighborhood of the college. The younger medical men, especially residents, internes and assistants from the county hospital, use it a great deal. The total number of volumes in the library to date (May 21, 1930) is 37,908, an increase of 1,158 over 1928-29. Many new pictures of medical interest have been acquired recently. Some are in the library, others in the hallways of the research building. During the coming Alumni Commencement week a special exhibit of photographs and pictures of interest to the older Alumni will be on display in the exhibit room of the library.

## Plblicity and Radio Programs.

For the last two or three years more attention has been given to the matter of publicity with a view to present to the people of the State of Illinois information concerning the work and contributions of the College of Medicine. This has been done under the supervision of Mr. Joe Wright who has cooperated effectively with a local committee of which Professor W. H. Welker is chairman. The press both in Chicago and down State has been informed about important developments in the college and from time to time special articles and pictorial data have been contributed for publication in the newspapers of the State. In addition a series of weekly radio talks over Station WLS has been arranged by the faculty physicians and this feature we feel has met with an enthusiastic response from the public. Many hundreds of letters have come to us following these talks asking for further information. These are answered by the doctor who presented the subject. In addition copies of the talk are available for any who may wish them.

The subjects are carefully selected and concern practical and preventive matters. The programs are designed to make the public more intelligent
concerning medicine and health and to aid the physicians and health officers of the State in the discharge of their respective duties. Especial emphasis is given to the presentation of data concerning recent advances and discoveries.

Following are the programs of the radio talks during the year 1929-1930:
Dr. H. A. McGuigan:
October 2. The Relation of Aluminum and Aluminum Compounds to Health.
October 9. Obesity and Its Treatment.
October 16. Kidney Diseases and Their Treatment.
Dr. L. Arnold-
October 23. The Real Causes of Food-Poisoning.
October 30. Infantile Diarrhea.
November 6. Common Head Colds.
Dr. W. F. Petersen:
November 13. Diet in Tuberculosis.
November 20. The Relation of Climate Fatigue and Other Factors to Tuberculosis.
November 27. What Can the Intelligent Public do to Aid in the Fight Against Tuberculosis and Other Diseases.
Dr. H. B. Thomas:
December 11. Decay of Bone Following Sore Throat, Measles, Scarlet Fever, and Other Diseases: Sometimes Also Appearing with No Apparent Cause: Osteonyelitis.
December 18. Paralysis and Deformity in Children Following Infantile Paralysis: Poliomyelitis.
January 8. The Psychology of the Crippled Child, the Indulgent Attitude of Grown-Ups often Prevents Correction of Deformity.
Dr. J. H. Hess:
January 15. The Tired Child.
January 22. Adolescence: Facts Which Every Parent Should Know. January 29. Care of the Convalescent Child.
Dr. D. J. Davis:
February 5. Cancer.
Dı. C. A. Hedblom:

February 12. The Surgical Treatment of Pulmonary Tuberculosis.
February 24. Acute Appendicitis.
March 3. Preventive Surgery.
Dr. C. S. Williamson:
March 10. Anemia.
March 17. Amoebic Dysentery.
March 24. Pernicious Anemia.
Dr. L. Seed:
March 31. What is the Cause of Goiter?
Dr. Paul L. Schroeder:
April 7. Behavior Difficulties in the School Child.
Dr. D. J. Davis:
April 14. Septic Sore Throat.
Dr. Paul L. Schroeder:
April 21. Behavior Difficulties in the Preschool Child.
Dispmesishy.
The Dispensary was operated during 1929-1930 witl an attendance limited to approximately 100,000 total visits. About 20,000 individual patients were cared for. On account of the discontinuance of the Chicago Lying-In this year it will be necessary to develop an Out-Patient obstetrical
service. This problem is now under consideration and a plan has been formulated for approval.

## New Buildings.

Our relations with the State Department of Public Welfare indicate that we may expect rapid progress in work that concerns psychiatry, orthopedics and juvenile research in the future. During 1929-30 the new nurses' home was completed and is now occupied. It will accommodate about 80 nurses. The new service building housing the laundry, kitchen and dining rooms was completed and occupied in April and the building for the institute for juvenile research is nearing completion. It will be ready for occupancy about July 1, 1930. All the above buildings were erected by the State Department of Public Welfare.

During the current year, 1929-30, much time has been given to the preparation of the plans for the new medical and dental laboratory building to be erected on the northwest corner of the block. We have had most pleasant and helpful cooperation with the architects Granger and Bollenbacher. The plans were completed about a month ago and submitted for bids.
D. J. Davis, Dean.

## THE COLLEGE OF DENTISTRY.

Since 1923 a graduate course in orthodontia has been offered under the direction of the College of Dentistry for the purpose of preparing students for research; in February, 1930, for the first time a course was offered to train practitioners and teacher's of orthodontia. The entrance requirements include competitive examinations, and since the class is limited to six because of inadequate teaching facilities for a larger number it was necessary to refuse entrance to some of the applicants for admission. The number enrolled can never be large because a large class would make impossible the type of instruction necessary to train practitioners of orthodontia. The smallness of the number accepted and the large number applying makes possible a selected group of students, who are well prepared and unusually able and enthusiastic workers. After a thorough search had been made for someone qualified to fill the position, Dr. Allan G. Brodie, who received the degree of Doctor of Dental Surgery from the University of Pennsylvania, and later completed the course offered by the Angle School of Orthodontia, was appointed to take charge of the teaching of the course under the direction of the head of the department. Not only does such a course fill a great public need by supplying adequately trained orthodontists but the development of such serious graduate instruction already has had a desirable effect upon the undergraduate body.

There has been a gratifying increase in the number of graduate students registered in all departments in dentistry offering such instruction. In 192930 there were thirty-one; four years ago there was one.

In October, 1928, Dr. Paul G. Lilja was appointed to the position of examiner in the infirmary and placed in charge of the examination room. Every effort is made to encourage the student to use practically in diagnosis what he has learned as theory in the basic sciences, such as histology, bacteriology and pathology, and to develop judgment.

A series of clinics have been initiated to make available to the alumni of the college the diagnostic and clinical facilities of the University. On April 23, 1930, the first clinic was offered by the departments of denture and therapeutics. On June 6, another clinic was presented to which the alumni brought patients. The departments of denture, crown and bridge, therapeutics, operative and orthodontia participated. Both clinics were well attended.

Exhibits were sent to the Mid-winter Clinics of the Chicago Dental Society, to the meetings of the American Dental Association at Minneapolis and Denver, to the meetings of the Illinois State Dental Society at Springfield and Decatur, and to the new dental college at Tokio. An exhibit of

Frederick B. Noyes, Dean.

## THE SCHOOL OF PHARMACY.

The biennium 1928-30 was marked by the steady growth of the school, the enrollment in 1929-30 having reached the maximum of 694 studentsthe largest in the history of the school. The teaching staff was proportionately increased and in 1929-30 consisted of 4 professors, 3 assistant professors, 3 associates, 5 instructors and 16 assistants, all on full time, and one lecturer on part time.

A feature of the instruction is the dispensing of physicians' prescriptions in the dispensary of the University of Illinois Research and Educational Hospital, where in the last year 33,500 prescriptions were filled as well as 14,000 orders for drugs for the hospital and 3,000 orders for drugs for the dispensary. This dispensing is done by junior and senior students, working in groups of four or five under the supervision of a trained pharmacist who is a full-time member of our teaching staff.

The library of the school has been developed and greater use made of it than ever before. Last year more than 6,000 persons used the library
which now contains 5,475 bound volumes and 2,950 unbound volumes and pamphlets.

In the senior year the instruction has been supplemented by visits to several of the larger manufacturing laboratories where the preparation of pharmaceuticals and drugs in various forms could be shown on a large scale.

A number of contributions representing research have been made by members of the staff during the biennium and the faculty has also taken an active part in the scientific and educational work of the American Pharmaceutical Association, the American Association of Colleges of Pharmacy, the United States Pharmacopoeial Convention and the Illinois Pharmaceutical Association. Text books have been writen or revised by Professors Gathercoal, Clark and Snow. Professor Gathercoal has been elected chairman of the committee on revision of the National Formulary, one of the two official and legal standards for drugs and medicines in the United States.

William B. Day, Defm.
THE DEPARTMENT OF PHYSICAL WELFARE.

## 1. Physical Edecation for Men.

All students excepting transfers with junior or senior standing are required to take physical education during the freshman and sophomore years. The following courses are open to freshmen: Individual Gymnastics, Beginning Swimming, Individual Athletics, Tumbling Stunts, Soccer Football, and Gymnastic Dancing. The following courses are open to sophomores: Individual Gymnastics, Advanced Swimming, Boxing, Wrestling, Fencing, and Apparatus Stunts. Students who are physically defective are required to take Individual Gymnastics in which they are given a course of exercise designed to reduce or correct the found defects. This course meets five times each week and gives one and one-half hour's credit. The other courses may be elected by the students without defects. These courses meet twice each week and give one-half hour credit each. The department offers from 4 to 14 sections in each of the courses mentioned.

The number of classes offered and the total enrollment of men in these various classes for the last biennium is as follows:

Classes. Students.
First Semester 1928-29.............................................. . . 102 3,873
Second Semester 1928-29............................................... 105 3,214
First Semester 1929-30............................................. 112 3, 12 .
Second Semester 1929-30............................................ 104 3,086
The program in physical education for men at the University of Illinois is unique in that the department (a) has outlined detailed curricula for each of the courses offered, (b) gives a final examination in each course, (c) and awards final grades based on demonstrated learning. The improvement of this program has constituted the center of effort and interest within the department during the past biennium.

## 2. Intramural Atheetics.

Intramural athletics continue to gain in popularity. Playground Ball, Water Polo, Volley Ball, Basketball, Baseball, Tennis, Cross Country, Golf, Swimming, Track, Boxing, Wrestling, Athletic Carnival, Free Throw, Handball and Horseshoes comprise the sports offered in this department.

In 1928-29, 9,024 men (including duplicates) took part in the abore sports, and last year, 1929-30, 10,341 men (including duplicates) participated. which contrasts favorably with 2,713 men taking part in intramural activities during the first year they were offered, 1919-1920.

Beginning this year Soccer, Fencing, and Junior League Football have been added to Intramural Athletics.

## 3. Intercolleglate Athletics.

In intercollegiate athletics no candidates are dropped from the squads whenever it is possible to keep them on, and they are allowed to continue
their work through the season. The following table shows the number of men taking part in the various sports for the past two years:

|  | 1928-1929 |  |  |  | 1929-1930 |  |  |  |
| :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: |
|  | Varsity. |  | Freshman. |  | Varsity. |  | Freshman. |  |
|  | Candidates at start of season. | Final. | Candidates at start. of season. | Final. | Candidates at start of season. | Final. | Candi- <br> dates at start of season | Final. |
| Baseball. | 103 | 33 | 16.5 | 36 | 52 | 25 | 45 | 29 |
| Basket ball | 47 | 22 | 247 | 45 | 53 | 20 | 215 | 24 |
| Cross country | 31 | 12 | 26 | 20 | 50 | 11 | 38 | 13 |
| Fencing.- | 27 | 17 | 9 | 9 | 28 | 18 | 32 | 15 |
| Football. | $180-$ | 90 | 280 | 160 | 112 | 65 | 368 | 102 |
| Golf. - | 17 | 11 | 39 | 16 | 21 | 12 | 39 | 16 |
| Gymnastics. | 22 | 12 | 47 | 25 | 27 | 17 | 25 | 16 |
| Soccer-.... | 65 | 30 | 60 | 35 | 52 | 21 | 53 | 29 |
| Swimming- | 40 | 31 | $12 \overline{5}$ | 50 | 5.5 | 25 | 75 | 30 |
| Tennis | ${ }^{26}$ | 23 | 119 | 20 | 13 | 11 | 35 | 16 |
| Track | 113 | 35 | 74 | 67 | 93 | 41 | 112 | 65 |
| Wrestling | 58 | 40 | 60 | 35 | 57 | 28 | 109 | 35 |
| Total | 729 | 346 | 1,251 | 518 | 613 | 294 | 1,148 | 390 |


4. Athleftic Association.

The chief physical improrements completed by the Athletic Association during the past two years were the south stand of the Memorial Stadium and the doubling of the number of restrooms in the structure. The cost of all this was more than $\$ 260,000$ which was paid for out of football income.

The replacing of the old wooden seats on the south with concrete did not increase the seating capacity sufficiently to warrant the expenditure, looking at that side alone. However, the old seats were deteriorating rapidly, were unsafe and unsightly, and the upkeep was becoming costly. There was also the desire to provide better accommodations for spectators when the stadium was filled.

The south stand is constructed so that it can be extended and a balcony added if desired. The increase in rest-rooms was in line with a policy to look after the comfort of patrons to the fullest extent. It is doubtful if any other stadium is now so well equipped.

First aid forms were also constructed and equipped.

The Athletic Association plans to erect an artificial ice-skating rink for the use of all students at a cost probably of $\$ 300,000$ or more. Already $\$ 10,000$ has been expended in preliminary plans and during the year, 1927-28, $\$ 37,000$ was expended for ground. The rink will also be paid for out of football profits and, like the stadium and other buildings erected by the Athletic Association, will become the property of the University.

The construction of six new concrete tennis courts at a cost of about $\$ 19,000$ was another recent project carried through by the association. It is planned to illuminate these courts by electric light for night use.

## 5. Physical Education for Women.

The purpose of this department is to improve and maintain the health of the individual. The physical condition of each student is determined on her entrance to the University by a medical and physical examination. Exercise is prescribed which will best meet her individual need. In addition every freshman is given two posture examinations, at the beginning and end of the year, followed by a conference with her instructor.

Individual gymnastics are prescribed for the student who is not able to take the regular work. These are given under the supervision of a teacher who has had special training in corrective and remedial gymnastics.

Freshmen and Sophomores may choose for the regular work in the fall and spring one of the following outdoor sports: Hockey, Soccer, or Tennis in the fall, and Track, Baseball, Tennis and Archery in the spring. The indoor work consists of regular classes in Gymnastics, Apparatus, Clogging, Folk Dancing, Group Games, Rhythm, and Swimming.

Opportunity is given all women to participate in the various sports during the year. There are interclass games sponsored by the Women's Athletic Association.

A four year curriculum is offered to students wishing to major in physical education.

The present equipment and facilities consists of two gymnasiums, one corrective gymnasium, swimming pool and athletic field. Construction of the first unit of the new gymnasium was started early in July, 1930.

George Huff, Director.

## THE UNIVERSITY HEALTH SERVICE.

During the biennium 1928-30, the students made a total of 113,282 visits to the health service station. This is an increase of nearly 4,000 visits over the 1926-28 period. The per capita call rate for the biennium was 10.7 .

Physical examinations were given to 9,153 new students during the biennium; an increase of 294 over the biennium 1926-28, and of 2,855 over the 1924-26 period. The McKinley Hospital has cared for 3,230 students for a total of 12,899 days, an average of 3.9 days per patient. There has been a decided trend in the last decade toward a decreased stay in the hospital, the average stay per patient having fallen from six days in the 1920-22 biennium to approximately four days in 1928-30.

The enrollment for the required courses in hygiene was 2,722 the first semester of 1928-29, and 2,104 the second semester. During 1929-30, 3,195 students were enrolled the first semester, and 2,757 the second semester. The advanced course in hygiene was given to 32 students during the 1928-29 school year and to 68 students during 1929-30.

There were 318 new civil service employees who were given complete physical examinations. During 1928-30, the employees made 2,598 visits to the health service. Of these, 123 were referred to outside physicians because of the severity of their accidents, the need of X-Ray examinations, or the demand for the services of a specialist.

The disease carrier status of 310 university employees and students who handle food in its cafeteria, dining halls, and dairy department was determined. A total of 251 drivers of university automobiles was examined; thirty were referred to oculists on account of their vision, and ten were
disqualified on account of their physical condition which made the use of a car extra hazardous.

During the biennium, a total of 13,368 laboratory tests was made of the throat, blood, sputum, feces, and urine for purposes of diagnosis, and to detect carriers of communicable diseases.

J. Howard Beard, M.D., University Health Officer.

## THE DEPARTMENT OF MILITARY SCIENCE.

The National Defense Act of June 4, 1920, establishes the Government's National Defense policy. This Act provides for the building up in times of peace of a reserve of officers trained in the technique and tactics of the several branches of the military service.

In order to secure the large number of officers necessary to reinforce the regular army and the national guard in case of major emergencies the Act provides for the establishment of Reserve Officers' Training Corps Units at colleges and universities. Such units are to be found at nearly all of the leading colleges and universities of the country. Equipment and instructors are supplied by the War Department.

The two principal objects of the Reserve Officers' Training Corps are first: To provide systematic military training for selected students in order to prepare them to become qualified members of the Reserve Corps of the army, and second: It is well recognized that the basic military training received by students is of considerable military value to the government, to the state and to the student himself. The courses of study and practice prescribed by the War Department include training in leadership; they develop the aggressive spirit and the will to win; the spirit of cooperation; the discipline of self control; neatness; promptness; obedience; and respect for constituted authority. Thus the Military Department functions in a dual capacity, namely to train reserve officers and to assist in the training of students for citizenship.

Seven units have been established at the University viz., infantry, cavalry, field artillery, engineers, air corps, signal corps and coast artillery (anti-aircraft). There are twenty-five regular army officers and forty enlisted men of the army on duty with the Military Department. The University of Illinois has the distinction of having one of the largest Military Departments in the United States. The equipment furnished by the State as well as that furnished by the government is of the very best and the officers appointed as instructors are carefully selected before assignment.

The R.O.T.C. course covers a period of four years. The first two yearscalled basic course-are required of all students entering the University with less than junior standing unless they be specially exempted by action of the Council of Administration.

The second two years-called the advanced course-are optional to those who because they desire the course and on account of their efficiency are selected to take it. Graduates of the advanced course are commissioned in the Officers' Reserve Corps of the Army, as second lieutenants.

The following table shows the number of students enrolling, the number in the advanced course and the number receiving commissions in the reserve corps during the last biennium:

Total

|  |  | Total Enrollment | Advanced Course | Commissioned |
| :--- | :--- | ---: | ---: | ---: | ---: |
| $1928-29$ | $\ldots \ldots \ldots \ldots$ | 452 | 174 |  |
| $1929-30$ | $\ldots \ldots \ldots \ldots \ldots$ | 3070 | 447 | 191 |

On October 1, 1930, enrollment in the military department is as follows:
First year basic..................................................................... 1926
Second year basic....................................................................... 1225
First year advanced................................................................... 220
Second year advanced......................................................................... 206

The armory admirably houses all the activities of the department.
The new drill field is ample for both mounted and dismounted exercises out of doors.

For the use of students in the mounted units during the winter months, when weather conditions make outdoor riding impracticable, a riding hall is very desirable.

C. W. Weeks, Colonel, Infantry, D. O. L.. P. M. S. \& T.

## THE DEAN OF MEN.

The office of the dean of men has developed out of the need for an office to assist in solving the personal problems of the men students of the University. The men of the office are interested in every phase of the student's college life; the solution of his problems, the encouragement of his scholarship, the development of his ideals, helping his purposes in life, and stimulating him to improre himself in every possible way; these are the objectives of the office of the dean of men.

In order to accomplish these aims for the large body of men in the University an office has been developed which grows in complexity each year. Every year brings new functions to the office. Every year brings new difficulties to be solred.

Certain qualities are essential to the men who make up the office staff. They must be available at all times, day and night. They must have a sympathetic point of view. They must have an understanding of human nature and must be even-tempered at all times, and what is more important, they must be adaptable; that is, if one man is out of the office, the other members of the staff must be able to carry on his work without loss of time or inconvenience.

The object of the office has always been to serve the students, to know them, to help them avoid trouble, and to direct and guide them. The staff has taken pride in being able to give accurate information or to direct the student to accurate information. If he asks for something which is reasonable, the office can do it for him or tell him exactly how it may be done.

The office is operated on a fixed budget which is made up in advance and the appropriation which is made for this budget must be followed rigidly.

The office staff is made up of the dean of men, and three assistants, and the clerks and stenographers.

At-the present time the office has over 120,000 callers each year.
The dean devotes his time chiefly to interviews with students, meetings, committee work, and to a very extensive correspondence. His work never ends and he knows no office hours.

The assistant dean serves as office manager and executive secretary to Dean Clark; he sees the students from the sophomore, junior and senior classes on all general matters, especially matters of routine; watches the office supplies, keeps the inventories, records, and the like. An assistant dean of freshmen and foreign students devotes his entire time to their needs and sees all freshmen and foreign students who call at the office in regard to various matters. The assistant dean for student organizations and activities devotes all of his time to matters pertaining to organizations.

In addition there are a number of clerks. These men are divided in their duties to accomplish the functions. Seven men record absences from classes. This one function involves nearly a million and a half operations per year, which will give some idea as to the magnitude of the task. The other work room clerks are divided among such duties as recording excuses, filing excuses, filing attendance slips, sending out calls, corrections and changes of study lists, messages, changes of address, records of deferred physical education and military, filing, visiting the hospitals, and general utility men.

The primary contacts that are made with new men coming to the university are important. A great many callers come in the summer months.

Letters are sent to the new men inviting them to utilize the office. A booklet of information is furnished in which a great many questions are answered in regard to courses, costs, securing work, and information about fraternities and lodging houses.

It is necessary for the office to keep many records in connection with its work. The matter of recording attendance is very valuable and a complete daily attendance record is kept for every student. The men who fall down in attendance are called into the office and interviewed with the hope of rectifying bad conditions. All excuses are approved and recorded in this office, the recording being made on the attendance cards. The office utilizes the services of one clerk to visit all the local hospitals every day. He sends notices to instructors of students who are hospitalized, and a public file of students who are ill is maintained which may be consulted by anyone interested at any time.

The office figures the fraternity averages and the averages of all individuals in groups for general university use. In addition, the office records and gives out the six weeks grades from reports which come at every six weeks period.

At the end of the semester's certain students are placed on probation and dismissed for poor scholarship, and all the letters in regard to this come from the office. The office keeps a record of the activities of students and has found that taking pictures of all students is valuable.

Some of the files which are available are: Attendance cards, study lists of subjects, lists of inspected rooming houses, records of students on probation, correspondence, excuses, changes of study lists, pictures, available positions and students available for work, foreign students, material in regard to the automobile regulation, excuses from examinations, hospital records, hospital association records, lists of fraternities and fraternity men, and a number of various similar things.

The automobile regulation is administered through this office and the applications are filed here, approved by a committee, and if denied, the letters emanate from the office. If granted, it gives out the license plates and license cards. One man spends his time for those students who need work.

The secretary of the Committee on Student Organizations and Activities, one of the assistants, handles his work in a method which is rather unique. All organizations, outside of social fraternities and sororities, do their banking through the University business office. The procedure in such an event as a college dance is as follows: The chairman is appointed, and he selects his committee. The committee is checked for eligibility and the chairman then submits a budget for his particular function. The budget is considered and approved by the Committee on Student Organizations and bids are received for all the items in the budget. Contracts are let under the supervision of an assistant Dean of Men. All bills are paid firm vouchers through the business office and the final report is made by the business office for carrying these funds, but the charge is less than one-fourth of one per cent for the total funds.

All members of the office staff serve on certain committees, and committee memberships are very vahuable to this office. The dean is secretary of the Council of Administration, the administering body of the University. He is chairman of the Committee on Discipline for Men, chairman of the Hospital Committee, is trustee of the hospital association fund, and is on the Loan Fund Committee. The assistant dean serves on the Committee on Intercollegiate Transfers, the Committee on Discipline for Men, the Committee on Classification in Physical Education and Military, and on the Illini Board of Control and the Illinois Union Board. The other assistants serve on the Homecoming Committce, as adviser to the Interfraternity Council, and as secretary of the Committee on Student Organizations and Activities.

In conclusion, there are certain extra-office duties which are essential to the office. All of the staff speak many times during the year. They are called in many cases by landladies who are having difficulties with their
students, by the police and the sheriff; they go to the hospitals to see the students who are ill; they take part in the church work of the community; and they are constantly called upon for social affairs of all kinds.

Thomas Arkle Clark, Dean of Men.

## THE DEAN OF WOMEN.

The policy of the dean of women's office is twofold; first to meet the immediate need of each individual woman student; secondly, to apprehend and direct campus trends in student life here.

To meet the former need the office is open from eight to five daily. Hundreds of students come each day seeking adrice or help on personal problems, including finances, health, scholarship, university loans, vocations and adjustments likely to occur in the first year. Students are always gratefuł for help and counsel thus received. To be able to see and advise on campus trends the dean has met weekly with individual campus leaders holding key positions and chairmen of major committees, sorority and house presidents, pledge guardians, etc., who voluntarily come to the office for advice and help in their student leadership.

The plan of the previous year has been continued, i.e., the dean has met with small groups of women students from fifty to two hundred with like interests such as the presidents of all the sororities, scholarship chairmen of the organized houses, sophomore Gold Feathers, etc. In this way the traditions and ideals of Illinois can be constantly kept before the leaders who in turn influence the entire body of women students. Understanding begets friendliness; friendliness with students goes a long way in diminishing disciplinary problems.

Contacts with the students are also made through their social life. Weekly dinners with the sorority and town groups occur regularly. More invitations are received than can possibly be accepted. These contacts are a valuable aid in the dean's work in that she can see the home life of the young women and see personally the chaperon or house-mother at home with her own group.

Reports from the University and Twin City hospitals are received each afternoon at the office of the dean of women, and calls are made by the staff upon students who are ill. The general health of the University women is reported good, by the Woman's Health Service Station, and is generally improving from year to year.

The general average of the University women is higher than the general University average. Statistics for the last two years are as follows:

Women General
1928-29—1st Sem. ................................................... . . . . 3.425 3.1775
2nd Sem. ................................................... . . $3.5 \dot{4}$. 3.3654
1929-30—1st Sem. . . . . . . . . . . . . . . . . . . . . . . . . . . . . . . . . . . . . . 3.443 3.277 2nd Sem. .................................................. 3.520 . 3.399
Twenty-four women's organizations were given honors on Honors Day in 1930.

In 1929 In 1930
Sororities …................................................... 10.13
Organized houses .................................................. 8
Groups ........................................................... 7
The finest incentive to high scholarship for the freshman women is the freshman woman's honorary fraternity, Alpha Lambda Delta, whose scholastic requirements are high.

Each year brings a larger membership. Since the founding of Alpha Lambda Delta in the spring of 1924, nine other chapters have been placed in sister institutions. This organization was founded at Illinois.

## Loans.

There are many young women working for part or all of their expenses in the University this year, and a heavy demand has been made on the University loan funds because of the depression financially in the country.

The St. Louis Illinae have created a fund for women students, a most worthy project for an alumnae club to undertake.

The regular freshman week was held the last two years with the usual success, all freshmen being registered the Friday before the registration of the upperclassmen on the following Monday and Tuesday.

Lectures by the dean of women and her assistants are given at this time to acquaint the freshmen with important regulations regarding class attendance and university policies which they should know. At this time emphasis is laid upon high scholarship and Illinois traditions and ideals, and points on how to study are given. The Woman's League has an educational committee which works all through the year with the freshman women instructing them in histories and opportunities of the campus. This committee starts its year's work with the Loyalty meeting in the Auditorium at which meeting the freshman women pledge their loyalty to Illinois, while in turn the older students pledge their interest and help to the new women students.

During the summer a friendly letter is sent to each freshman girl from the dean of women asking her to call in person at the office sometime during the school year to get acquainted or anytime when she needs friendly counsel or help.

## Housing Statistics.

1928-1929
Total number of University women..................................... . . . 2931
University women not living in organized houses.................. 1308
Living in approved homes..................................... . . . . 844
Married or living with parents............................. . . . 464
University women living in organized houses........................
Residence halls .................................................. 348
Sororities ............................................................ . . . 1089
Church houses ................................................... 132
Cooperative houses ................................................ . . . 54
1929-1930
Total number of University women.................................... 2860
University women not living in organized houses.................. 1286
Living in approved homes.................................... 559
Married .............................................................. . . . 66
Living with parents............................................. 451
Working in homes or living with friends............... 210
University women living in organized houses......................... 1574
Residence halls .................................................. . . 346
Sororities ........................................................... . . . . 1062
Church houses ............................................... 113
Cooperative houses ................................................ 53
Private rooming houses in town where students live are inspected by the office of the dean of women. Every effort is made to encourage the housemother to more than a monetary interest in the young women in her care. A record is kept of her cooperation with the dean's office in enforcing regulations and of her ability to create a homelike atmosphere in her home. A housemother's booklet of suggestions is sent each one from the office. Students are cautioned to see rooms before renting them, and pamphlets with these suggestions are sent to new students.

The residence halls, the sororities, the church houses and the cooperative houses are all under the supervision of mature women of culture who chaperon these houses. They are chosen by the groups and the dean. Illinois is outstanding in her splendid group of women in these positions, who do much in maintaining the high standards of the University.

The various women students' organizations governing the student activities such as the Woman's League, the Young Women's Christian Association, the Woman's Athletic Association, Panhellenic, etc., help to build and maintain fine self-government among the student body and are of real assistance to the dean in her work for better student citizenship.

## THE UNIVERSITY LIBRARY.

The new library building for which the Legislature made appropriation, was first occupied in September, 1926; at that time the first unit was completed. From the beginning the main reading room and the reserve book rooms have proved a great relief to the former crowded conditions in the old library building.

The second unit or north wing was first occupied about January 1, 1928. On the completion of the third unit, late in the summer of 1929, the main stock of books was put on shelves and in locations which we hope will not soon be changed materially. About 450,000 volumes and 100,000 pamphlets are in the main book stacks and about 75,000 volumes are in other rooms in this library, the rest being in other libraries and reading rooms in other buildings on the campus. The classics reading room and seminar is on the first floor, north wing; the education, sociology and philosophy seminar on the first floor, south wing; the commerce reading room on the second floor, south wing; the English seminar on the third floor, south wing; and the modern language seminar on the fourth floor, south wing.

The three units now complete and occupied, taken together, constitute a building well adapted to our uses. The formal opening exercises were held on October 18, 1929. Dean Guy Stanton Ford, of the University of Minnesota, and Mr. Carl B. Roden, librarian of the Chicago Public Library, delivered the principal addresses. The fllinois Library Association was held at the University during the same week, and the dedication exercises were attended by that association as well as by many of our own faculty and students.

The number of volumes and pamphets inhich were added and fully or partially cataloged during each of the last four years are shown in the following table:


The total book resources of the University on May 1, 1930, including pamphlets roughly classified but not cataloged, are shown by the following table:

|  | Volumes. | Pamphlets. | Maps. | Sheet music. |
| :---: | :---: | :---: | :---: | :---: |
| In Urbana- <br> General and departmental libraries. <br> In Chicago- $\quad$ College of Medicine.--................... |  |  |  |  |
|  | 793,284 | 214,000 | 2,997 | 8,365 |
|  | 37,735 | 4,900 |  |  |
| School of Pharmacy | 5,477 | 2,900 |  |  |
| Total | 8.36,496 | 221.800 | 2,997 | 8,365 |

During the last ten years, the University Library has increased in the number of rolumes as shown by the following table:


Not only in number of volumes has our growth been marked; the long continued policy of adding sets and books, valuable to faculty and students in their investigations, and bibliographical works to aid in identifying and locating the unusual book, is resulting in gradually building up a library in which scholars can work effectively.

The receipt of volumes and pamphlets from other institutions in exchange for University publications, and for duplicates on our shelves not needed, has continued.

Books and pamphlets received as gifts add much each year to our resources. These gifts come from members of the faculty and alumni, and from individuals, organizations and governmental agencies in every part of the world.

The library has continued to receive by gift of the publishers or editors, many daily and weekly newspapers published in Illinois.

The recorded use of the library during the past three years by students, faculty and others, is shown by the following table:


Volumes borrowed from other libraries in various parts of the country for the use of graduate students and faculty numbered 478, as compared with 519 last year. The libraries from which we borrowed most were John Crerar, 75; Library of Congress, 58; University of Chicago, 53 ; University of Michigan, 37; and Harvard University, 22. Volumes loaned to other libraries numbered 1,251 as compared with 1,097 last year.
P. L. Windsok, Director.

THE HIGH SCHOOL VISITOR.
STATISTICS OF INSPECTION AND ACCREDITING.

|  | 1928-29 | 1929-30 | Total. |
| :---: | :---: | :---: | :---: |
| Nuumber of High Schools Inspected during the School Years t. 1928 - 29 and 1929-30- |  |  |  |
| By the University-.-.-.--- | 257 | 297 | 554 |
|  | 188 24 | 232 3 | 420 27 |
| Total number inspected | 469 | 532 | 1,002 |
| Nmber of High Schools on the List of Schools Accredited by the University of Illinois- |  |  |  |
| Public High Schools. | 592 | 603 |  |
| Private High Schools | 126 | 127 |  |
| High Schools connected with Universities and Teachers' Colleges | * | 6 |  |
| Total number accredited | 718 | 736 |  |
| Analysis of Accrediting of High Schools during the School Year 1928-29 and 1929-30- <br> Number of schools reaccredited | 399 | 461 |  |
| Number of new schools. | 22 | 25 | 47 |
| Number of schools placed on suspended actio | 29 | 21 | 50 |
| Number of schools dropped. --------------- | 3 | 5 | 8 |
| Number of new schools inspected but not recommended for accrediting | 13 | 19 | 32 |
|  | 3 | 1 | 4 |

*For the report of 1928-29 "Schools connected with Universities and Teachers' Colleges" were included with the public schools.

## North Central Association Accrediting.

Accrediting of high schools in Illinois by the North Central Association is based on recommendations made by the committee consisting of Mr. John Calvin Hanna, Supervisor of High Schools; Mr. Charles H. Kingman, principal of the Ottawa Township High School; and Mr. Arthur W. Clevenger, High School Visitor, chairman. It is the work of the chairman to check all annual reports, notify high school principals relative to violations of regulations and standards, to prepare and submit the State Committee's report to the Commission on Secondary Schools.

The number of Illinois high schools accredited by the North Central Association in 1929 was 316 ; in 1930, 321.

## High School Conference.

The aggregate attendance of teachers, principals, and superintendents at the High School Conference, of which the High School Visitor is director, was 4,137 in 1928 and 5,292 in 1929. In addition to the 5,292 teachers attending the conference in 1929 the following high school pupils representing the various high schools in Illinois also took par't in the High School Conference:
Number of high school pupils attending journalism meeting............ 275
Number of high school pupils in All State Orchestra...................... . 150
Number of high school pupils in All State Chorus........................ 165
Arthur W. Clevenger, High School Visitor.

## THE APPOINTMENTS COMMITTEE.

For the year 1928-29 the committee received 1,315 requests for the recommendation of teachers. One thousand sixty-three requests were received for the year 1929-30. During the year 1928-29 calls from the State of Illinois numbered 734 and calls from all other states were 581 . During 1929-30 calls from the State of Illinois numbered 561 and calls from all other states numbered 502 .

There were 964 candidates registered with the committee during the year 1928-29 of whom 581 had had experience and 383 had never taught. During the year 1929-30 there were 831 candidates registered of whom 506 had had experience and 325 had never taught.

The committee was asked to recommend principals for twenty-two high schools, superintendents for six school systems, principals for six grade schools and one junior high school, deans for two senior colleges and for two junior colleges, during the year 1928-29. During the year 1929-30 requests were received for twelve high school principals, four superintendents, two principals for junior high schools and one dean for a junior college. Calls for college, normal school, and university instructors and heads of departments numbered 317 for the year 1928-29 and 291 for the year 1929-30.

Of the 964 candidates enrolled with the committee during the year 1928-29, 441 received a degree that year. Three hundred sixty-two received the bachelor's degree; 70 the master's degree, and 9 the doctor's degree. Of the 831 condidates enrolled with the committee during the year 1929-30, 384 received degrees during the year. Three hundred twenty-four received the bachelor's degree; 57 the master's degree, and 3 the doctor's degree.

During the year 1928-29, 265 reported that they accepted positions through direct aid of the committee and 144 without its direct assistance. One hundred two accepted reelection after registering with the committee; 42 decided not to teach; 15 returned to school, and 396 were either available or had not reported to the committee September 1, 1929. During the year 1929-30, 179 candidates accepted positions through the direct aid of the committee and 80 through its partial assistance. One hundred twenty-two who were registered accepted reelection; 17 decided not to teach; 13 returned to school, and 3 were married. There were approximately 300 either available or had not reported September 1, 1930.

The total of the salaries of those who received assistance during the year 1928-29 either directly or indirectly from the committee was $\$ 643,729.00$; during the year 1929-30 it was $\$ 425,949.00$. The highest salary in 1928-29 was $\$ 4,200.00$; in 1929-30 it was $\$ 4,000.00$. The lowest salary in 1928-29 was $\$ 762.00$; in 1929-30 it was $\$ 765.00$. The average salary in $1928-29$ was $\$ 1,608.00$; in 1929-30 it was $\$ 1,645.00$. The average salary for beginners in 1928-29 was $\$ 1,413.00$; in 1929-30 it was $\$ 1,393.00$. Upon a basis of 5 per cent of the first year's salary the fee usually paid to teachers' agencies, the value of the services of the committee to its candidates in 1928-29 was approximately $\$ 32,186.00$; in $1929-30$ it was $\$ 21,298.00$.

Lewis W. Willians, Secretary, Appointments Committee.

## THE BOARD OF EXAMINERS IN ACCOUNTANCY.

By a law passed in 1903 the State University is made an examining board for applicants for certificates as certified public accountants. To carry out the provisions of the law the Board of Trustees has appointed a board of three examiners to prepare, conduct and grade examinations. The supervision of all matters under the law is in the hands of a committee, under the immediate supervision of the president of the University, consisting of the registrar and two other members of the University staff appointed by the president.

Under the law one examination must be held each year in May, but the demand has been so great that examinations have been given in November also. The fall examinations have been held in Chicago and the spring examinations in Urbana and Chicago.

Applications for admission to the examinations are received, considered, and passed upon by the University Committee.

In order to afford candidates for admission to the C.P.A. examination who are not high school graduates an opportunity to make up whatever part they may lack of an "equivalent" education, the University admits applicants for the C.P.A. examination to the examinations in high school subjects conducted by the University four times a year (about the middle of March,

June, August and December) in Chicago, upon payment of a fee of one dollar for each examination giving one unit of credit or fifty cents for each examination giving one-half unit of credit.

Applicants for the certificate of certified public accountant are required to pass examinations in theory of accounts, commercial law, auditing and practical accounting.

The University has prepared for free distribution a bulletin containing full information concerning the C.P.A. Law. It likewise has available for distribution, at $\$ 1.25$ a copy, a bulletin containing examination questions covering the examinations from 1903 to 1918.

The members of the University Committee and the Board of Examiners for $1928-30$ were as follows (the dates after each name indicate the total length of service):

## The University Committee on Accountancy.

Maurice H. Robinson, 1903-14; 1918-
George P. Tuttle, Jr., 1920-
William E. Britton, 1924-

## The Board of Examiners.

Harold Benington, 1926-1929.
Herbert Pope, 1927-1930.
Eric L. Kohler, 1928-
John Medlock, 1929-
Examinations.
Four examinations for certificates were held during the biennium. The results of these examinations were as follows:


REGISTER OF ILLINOIS CERTIFICATES GRANTED DURING THE BIENNIUM ENDING JUNE 30, 1930.


REGISTER OF ILLINOIS CERTIFICATES GRANTED DURING THE BIENNIUM ENDING JUNE 30, 1930-Continued.


REGISTER OF ILLINOIS CERTIFICATES GRANTED DURING THE BIENNIUM ENDING JUNE 30, 1930-Concluded.

G. P. Tuttle, Secretary, Committee on Accountancy.

## THE UNIVERSITY PRESS.

The University of Illinois Press was organized in 1918 to have charge of the work of editing, printing, and distributing the publications of the University.

The University publishes, through its departments and experiment stations, the publications named below. A complete list of the publications available was included in the annual Publishers' Trade List for 1929.

The list of series of publications is as follows: Agriculture:

The Bulletin of the Agricultural Experiment Station.
The Circular of the Agricultural Experiment Station.
The Soil Report of the Agricultural Experiment Station.

## Commerce:

The Bulletin of the Bureau of Business Research.

## Engineering:

The Bulletin of the Engineering Experiment Station.
The Circular of the Engineering Experiment Station.
The Ceramics Bulletin.
Education:
The College of Education Bulletin.
The Bulletins of the High School Visitor's Office.
The Bulletins of the Bureau of Educational Research.
English:
The Illinois Association of Teachers of English Bulletin.
Graduate School:
The Journal of English and Germanic Philology (quarterly, $\$ 3$ a year).
The University Studies (occasional).
The University of Illinois Studies in the Social Sciences (monographs, quarterly, $\$ 3$ a year).
The University of Illinois Studies in Language and Literature (monographs, quarterly, $\$ 3$ a year).
The Illinois Biological Monographs (quarterly, $\$ 3$ a year).
General:
In addition to the serials enumerated above, the University has published a number of books, among which may be mentioned the following:
The University of Illinois Directory for 1929, 1929; 1350 pages, 2 plates, $\$ 5$ or $\$ 10$.

Konungs Skuggsja, the main manuscript of, in facsimile, with diplomatic text, by G. T. Flom, 1915; 67 plates, 191 pages, $\$ 15$.
The Genus Phoradendron, by William Trelease, 1916; 224 pages, 245 plates, $\$ 2.50$.
Semi-Centennial History of the University of Illinois, volume I, by Burt E. Powell, 1918; 631 pages, $\$ 3.50$.

Sixteen Years at the University of Illinois, a statistical study of the administration of President Edmund J. James, 1920; 264 pages, $\$ 2.50$.
The History of the Campus Plan, 1867-1930, by L. D. Tilton and T. E. O'Donnell, 1930; 246 pages, $\$ 5$.
Life of Columcille, compiled by Manus O'Donnell in 1532. Edited and translated by A. O'Kelleher and G. Schoepperle. Irish Foundation Series, I; 1918; 516 pages, $\$ 3.50$.
The Life of the Pleistocene, by F. C. Baker, 1920; 500 pages, 56 plates, $\$ 5$.
La Collecion Cervantina de la Sociedad Hispànica de América (The Hispanic Society of America): Ediciones de Don Quijote, by Homero Seris; 158 pages and 11 facsimiles, $\$ 1.50$.
The Power of a God, and other plays, by T. H. Guild, 1919; 151 pages, 5 plates, $\$ 1.25$.
The Pilgrim Tercentenary, 1920; 42 pages, $\$ 0.75$.
An Historical Study of Vestibular Equilibration, by Coleman R. Griffith, 1922; 178 pages, $\$ 1.50$.
Paleopathology, by Roy L. Moodie, 1923; 568 pages, 117 plates, $\$ 7.50$.
Cahokia Mounds III, by Warren K. Moorehead and M. M. Leighton, 1929; 176 pages, 50 plates, 6 figures, $\$ 1.50$.
Selim Hobart Peabody, a biography, by Katherine Peabody Girling, 1923; 215 pages, $\$ 1.70$.
William Edward Quine, a memorial, 1923; 55 pages, given with copies of the Alumni Record (Medicine, Dentistry, and Pharmacy), $\$ 0.50$.
The Life of Solitude. A translation of Petrarch's De Vita Solitaria, with introduction and notes, by Jacob Zeitlin, 1924; 320 pages, $\$ 4$.
Contributions toward a Bibliography of Epictetus (with a facsimile reproduction of Jacob Schenk's translation of the Encheiridion, Basel, 1534) by William A. Oldfather, 1927; 240 pages, paper, $\$ 3.50$; boards, $\$ 4$.

Renaissance Student Life; The Paedologia of Petrus Mosellanus, translated by Robert F. Seybolt, 1927; 100 pages, $\$ 1.25$.
Milton's Use of Rabbinical Texts, by Harris F. Fletcher, 1930; $\$ 7.50$.
Studies in nutrition-Influence of saltpeter, an investigation of the influence of saltpeter on the nutrition and health of man with reference to its occurrence in cured meats, by H. S. Grindley and W. J. MacNeal. Complete sets, five volumes, cloth, $\$ 15$.

Volume I. Discussion and interpretation of the biochemical data, 1917; 542 pages, 71 graphs, $\$ 3$.
Volume II. Discussion and interpretation of the data relating to the health and physical condition of the men, 1929; 406 pages, 66 graphs, $\$ 5$.
Volume III. The experimental data of the biochemical investigations, 1911; 442 pages, $\$ 3$.
Volume IV. The experimental data of the biochemical investigations, 1912; 494 pages, $\$ 3$.
Volume V. The data of the physical, physiological, and bacteriological observations, 1912; 547 pages, $\$ 3$.
As a service department, the University Press operates a print shop. The Press and print shop staff numbers 22 persons. The print shop has handled, in the period from July 1, 1928, to June 30, 1930, 3,875 printing orders, ranging in size from a $3 \times 5$ card to the Biennial Report of the Board of Trustees, approximately 900 pages, including introduction and index. The present worth of the machinery and equipment is approximately $\$ 68,000$.

Harrison E. Cunninghant, Director.

## THE ALUMNI RECORDS OFFICE.

The Alumni Records Office maintains an address list of all graduates, former students, undergraduates, and faculty of the Urbana-Champaign departments and of all graduates of the Chicago departments, for the use of the University and the alumni. The master file contains about 86,000 names with addresses and facts concerning the individual's connection with the University. This file is supplemented by a class file of all baccalaureate graduates and of all graduates of the Chicago departments. This class file has been increased by 4,629 who have received degrees during the biennium, making a total of 30,000 names.

A mechanical addressing system is maintained for all graduates and for about 13,000 non-graduates, most of whom are Memorial Stadium subscribers or members of the Alumni Association. These plates are arranged geographically, and there is a duplicate set for the baccalaureate graduates arranged according to year in order to facilitate the addressing of class groups. At the close of the period covered by this report, there were 71,767 plates in the Addressograph system.

The upkeep of this system entailed the re-embossing or changing of 56,800 plates during the two-year period. Its utility is indicated by the fact that 741,836 units have been addressed exclusive of the impressions made for the upkeep of the records.

A biographical file with a folder for each graduate and for many of the non-graduates is maintained for all correspondence, clippings, and other material of biographical nature. There are more than 30,000 folders in this file.

The Alumni Directory authorized by the Board of Trustees at its February, 1928, meeting was completed in December, 1929. The book contains the names of over 83,000 graduates and former students of the Urbana departments, listed alphabetically, geographically, and, in the case of baccalaureate graduates, by class groups. The book contains in all 1,370 pages. Three thousand one hundred eighty of these books have been sold or exchanged.

For a period of a little over a year during which the directory was being compiled the records work was greatly stimulated and the records enriched. A total of 111,847 directory questionnaires were mailed to 66,000 alumni and former students. Of the total persons reached, about 59 per cent replied either to the first or second questionnaire. The undergraduate students were not addressed, as their records were available.
C. J. Roseberry, Alumni Recorder.

## FINANCIAL STATEMENTS.

The following statements are compiled from the annual reports of the comptroller, Professor Lloyd Morey:

INCOME.
(Excluding Balances at Beginning of Year.)

|  | 1928-29 | 1929-30 |
| :---: | :---: | :---: |
| From State Appropriations- |  |  |
| For operation. | \$4,530,000 00 | \$4,775,000 00 |
| For buildings | 307,886 98 | 194,723 73 |
| Total* | \$(4,837,886 98) | \$ (4,969,723 73) |
| From Federal grants | 438,036 69 | 455,990 31 |
| From student fees.-- | 865,787 11 | 879,087 73 |
| From sales and miscellaneous--.-.-------------1-1 | 416,746 84 | 407,631 21 |
| From trust gifts and income from endowments ( $\dagger$ ) | 167,975 26 | 185, 66115 |
| From residence halls, hospitals and tenant properties | 196,405 60 | 193,638 59 |
| Grand total. | \$6,922,838 48 | \$7,091,732 72 |

[^17]|  | 1928-29 | 1929-30 |
| :---: | :---: | :---: |
| From the proceeds of a State tax of one-third of one mill for the support of the University <br> From the General Revenue of the State | $\$ 2,625,000$ $2,212,88698$ | $\begin{array}{r} \$ 1,984,980 \\ 2,984,743 \\ \hline \end{array}$ |
| Total | \$4,837,886 98 | \$4,969,723 73 |

( $\dagger$ ) Gifts and income added to endowments and student loan funds not included, 1928-29, \$16,036.22; 1929-30, \$24,130.78.

## EXPENDITURES.

(Including Expenditures from Balances of Previous years.)


## Permanent Endowment Funds.

The permanent principal of an endowment fund accumulated under the Federal Land Grant Act of 1862 is $\$ 649,012.91$. This fund is held by the State and interest on it at the rate of 5 per cent is paid to the University annually. In addition to this fund the following endowments were created by private gifts:

To June 30, 1930.
Professional and lectureship endowments........................... . . \$139,742.66
Fellowship, scholarship and prize endowments.................... 84 . 8 .556.27
Miscellaneous endowments ..................................................... 80,030.71
Grand total
$\$ 304,329.64$
Student Loan Funds.
Student loan funds (principal loanable) from private gifts, as at June 30, 1930, totaled
$\$ 183,872.04$
PROPERTY AND EQUIPMENT (AT COST) JUNE 30, 1930

| Land | ( 1,488,757 01 | \$ 90,840 64 | \$ 1,579,597 65 |
| :---: | :---: | :---: | :---: |
| Improvements other than buildings. | 1,071,374 21 |  | 1,071,374 21 |
| Buildings | 14,960,930 96 | 1,510,396 87 | 16,471,327 83 |
| Uncompleted buildings | 157,264 45 | 40,976 87 | 198,241 32 |
| Library (cost of books) | 1,695,785 42 | 162,736 95 | 1,858,522 37 |
| Equipment | 3,477,849 30 | 460,440 99 | 3,938,290 29 |
| Total | \$22,851.961 35 | \$2,265,392 32 | \$25,117.353 67 |

Professor Lloyi) Morey, Comptroller.

## THE OFFICE OF SUPERVISING ARCHITECT AND SUPERINTENDENT OF BUSINESS OPERATIONS.

Our activities, for the purpose of definition, have been confined to two major headings: (I) campus development, and (II) physical plant operation and maintenance. The former is subdivided into (1) new buildings erected or under erection during the period, together with additions and improvements to old buildings, and (2) grounds improvements, further ramified into (a) walks, drives, grading, paving, service lines extensions, etc., and (b) landscaping.

## I. Campus Development.

1. Buildings. Funds for building extension are acquired either from appropriations voted directly by the State Legislature for express and stipulated purposes, or from the General University Fund.

The 1929-30 building campaign was an unusually vigorous one. The Materials Testing Laboratory, Lincoln Hall Addition, and the third unit of the library, for the erection of which funds were appropriated by the 1927-29 biennial State Legislature, were completed after July, 1929, at a cost of $\$ 500,000.00$ each. The erection of the Materials Testing Laboratory relieved a badly congested condition which had existed in the Engineering College for a number of years. This building contains a three million pound testing machine. The completion of the original plans of Lincoln Hall provided not only twenty-four new offices and twenty-one classrooms, but perhaps the best equipped little theatre in the country.

While these major additions were being grafted on to the body of the campus plan, there were some minor additions to the parent stock worthy of note. Particularly so are the connecting link between the Electrical Engineering and Theoretical and Applied Mechanics Laboratories, which was built from special appropriations from the General University Fund, totaling $\$ 67,000.00$, the Insectary adjoining the Entomology Building, and the animal houses for the Department of Animal Husbandry.

The furtherance of the 1929-30 building program was made possible through the $\$ 2,500,000.00$ biennial State appropriation for 1929-31. Contracts for the general work, plumbing, ventilating, and wiring have been awarded and the underground work of excavation and driving of foundation piles is under way on the new $\$ 1,500,000.00$ Medical and Dental College Laboratories building situated at the corner of Lincoln and Polk Streets, Chicago.

Contracts for the general work, heating, and wiring have likewise been awarded (June 19) for the Woman's Gymnasium south of the women's residence halls for which an appropriation of $\$ 300,000.00$ was made.

The Agronomy Seed House now completed at a cost of $\$ 52,000.00$ will store all the seed to be used on the experimental plots.

Contracts for the general work, heating, plumbing, ventilating, and wiring of the Chemistry Annex were let January 11, 1930, and work is proceeding very rapidly. Three hundred and thirty-five thousand dollars were appropriated for this so-called "Annex," which is in reality a separate unit designed to provide for all courses in freshman chemistry. The contracts call for completion by January 1, 1931.

Improvements in the Power Plant capacities are also under way. Supported by a sum of $\$ 250,000.00$ which was included in the new biennial budget for 1929-31, boilers Nos. 1, 2, 3 and 4 are being. raised about five feet and equipped with induced and forced draft which will double their capacity; the deep well, dug instead of drilled, struck pre-glacial water which will probably give us a permanent water supply; the Filtration Plant, for which contract was awarded March 11, 1930, should be completed by January 1, 1931, and filtering a million and a quarter gallons per day.

The Cattle Feeding Plant, upon which rebids were taken on a revised plan estimated at $\$ 70,000.00$, will provide for handling feed and livestock, including dumping, elevating, drying, cleaning, grinding, chopping, and mixing, as well as storing.

Under a special appropriation from the General University Fund is to be built the new home of the president on the south side of Florida Avenue, east of Busey Avenue. This residence will be in Georgian style of brick with stone trim and should be completed and furnished by June 1, 1931.

From the same general fund the University has constructed a $\$ 25,000.00$ Gymnasium for the University High School which is contiguous to but not connected with the high school building. This was completed and turned over to the high school for use on May 1, 1930.

A list of other minor additions and improvements made possible by special appropriations from the General University Fund follows:

1. Improvements in fire protection.
2. A new liquid air machine installed in the Power Plant at a cost of $\$ 6,000.00$.
3. An additional refrigerating unit for the Vivarium to be installed at a cost of $\$ 6,000.00$.
4. Improvements in the Ceramics Building in order to adapt the space vacated by the materials testing activities.
5. Building changes in the University print shop.
6. Grounds Improvements.
(a) General Improvements. A sidewalk extending from South Sixth Street along Gregory Drive, through the Forestry to Lincoln Avenue at Ohio Street, has added greatly to the convenience of students and faculty members who live east of the Forestry in reaching the campus, and along this walk nineteen light standards were erected at regular intervals.

A retaining wall for the storage of coal was constructed along the edge of the Short Line tracks.

A concrete approach to the north garage, which houses the physical plant service cars, prevents congestion of heavy traffic during bad weather.

The grading of the new parade ground has been completed and grass sown; the area west of the new library has also been graded and is to be utilized by the Athletic Association for cement tennis courts; the vines which were choking some of the trees in the Forestry have been destroyed and a number of trees removed to improve the appearance of the woods and to better the conditions affecting the growth of the trees.

The repaving of Wright Street from University to Armory Avenue is under way. The new pavement will be fifty-two feet in width to allow for diagonal parking on both sides of the street. Not only will bad traffic conditions be ameliorated, but, with the removal of the unsightly and noisy trolley not only from Wright Street but from the quadrangle as well, the natural beauty of the campus will be much improved.

Appropriations totaling $\$ 1,600$, made by the board on September 18, 1929, provided additional lighting standards on Wright Street and Armory Avenue.
(b) Landscaping. The Vitale report of May 17, 1929, marked a step towards a definite solution of the landscaping problem for the newer areas of the University, particularly those of the south campus. This permanent and comprehensive scheme of planting was suggested by the consulting landscape architects, Mr. Platt and Mr. Vitale. The plan calls for the planting of single or double rows of elms and other native trees along the main traffic arteries. Present and future buildings are to be set on broad terraces defined by hedges and architectural accessories, but free from heavy vine covering or small-scale shrubs and bushes. Provision has also been made for the landscaping of the interior courts. The plan envisages the future boundaries of the University enclosed by a double line of American hornbeams rising fifteen to thirty feet above the ground. The consulting architects suggested, further, that gateways be placed at the east and west entrances on Green Street, the new points of access at Sixth Street and at Goodwin Avenue, and the approaches at Armory and at Mathews Avenues. They also advised the maintenance of a nursery as a means of economically providing uniform trees for future landscaping. Subsequent to the acceptance of the Vitale plan, 300 elms and 2,500 Japanese yews were purchased
and set out by the superintendent of grounds in accordance with this plan. Also, concrete bases have been built upon which to set the sixty-five pedestals and urns which are to terminate the plantings around the buildings. Further, twenty benches have been purchased and will be in place in various locations throughout the south campus when the fall term opens.

## II. Physical Plant Operation and Maintenance.

1. Plans and Specifications for New, and Improvements in Old Buildings. Under the laws of the Board of Trustees, the supervising architect is the superintendent of the University, of all buildings erected on the campus (unless some other person is specially selected for that work), which includes the preparation of plans and specifications for new buildings, as well as changes and additions to existing buildings. The latter includes changes calling for a rearrangement or remodeling of space in buildings, and improvements in heating, lighting, plumbing, wiring, and acoustical correction.

During the two-year period covered by this report, about $\$ 30,000$ has been spent for furniture and equipment for offices, classrooms, and laboratories, not including furnishings purchased out of appropriations for new buildings, such as the complete furnishing of the twenty-four offices in Lincoln Hall with desks, chairs, steel shelving, costumers, waste baskets, and desk trays; the fitting up of twenty-one new classrooms; nor the equipping of the theatre with modern lighting and stage equipment.
2. Custody, Operation, and Maintenance of Automobiles. To the other responsibilities of the supervising architect, there was added during this period the custody, operation, and maintenance of all University automobiles.

There are nineteen cars and trucks in the physical plant garage which have been operated during the past year at a cost of 4.4 cents per mile, including maintenance. There are fifty-eight cars in the south garage, which houses mainly the cars for the Agricultural College and the Agricultural Extension Service, which cost us less than three cents a mile for all items except depreciation and garage service. Seventeen of the agricultural cars have either been traded in or junked during the past year.

The insurance cost for the year 1929-30 for all cars was $\$ 953.52$. This policy protects drivers of University cars as well as the University itself, and includes the usual coverage for the property of other persons.

For the year ending April 5, 1930, the use of private automobiles for University service for a total of 253 automobile days was authorized at the rate of seven cents a mile. There is a peak demand in the spring which the University is not justified in maintaining sufficient cars to meet, and the use of private cars to a limited extent is advisable. It is difficult to determine where to draw the line on such use, but the data accumulated during the past year will probably give the answer.
3. Dormitory Management. The supervising architect is responsible for the planning, erection, and supervision of all University residence halls. Since 1919 the following halls have been put into operation:

The Woman's Residence Hall, 1111 West Nevada Street, with accommodations for 150 girls;
The West Residence Hall, 1115 West Nevada Street, with accommodations for 146 girls; and
Davenport House, 807 South Wright Street, Champaign, with accommodations for 53 girls.
The successful operation of these three halls has provided a surplus with which to start the erection of a fourth hall, and plans and specifications are now being prepared for a hall designed to accommodate 200 girls, divided into two units, each with a social director. One kitchen will be used for this new hall, but each unit will have its own dining room.

## Summary.

The operation and maintenance of the Physical Plant are in charge of a superintendent of buildings and a superintendent of grounds, and some
idea of the scope of these organizations may be gained from the following figures:

The wages paid for work done by these two organizations for the year 1928 -29 totaled $\$ 513,166.73$, or an average per month of $\$ 42,763.00$. The total wages for the year 1929-30 were $\$ 570,987.81$, or an average per month of $\$ 45,173.00$.

The above figures do not include the labor on contracts with other construction organizations, but do include, in addition to the operation and maintenance of the plant, the labor incurred in doing work for departments which was charged against their own appropriations; and for affiliated organizations, such as the Illinois Union and the Athletic Association, by means of job orders, as follows:
During 1928-29 . . . . . . . . . . . . . . . . . . . . . . . . . . . . . . . . . . . . . . . . . . . . . \$151,409.30
During 1929-30 ............................................................. $226,404.81$
A total for the two years of........................................ . . $\$ 337,814.11$


|  | Coal Burned. Tons | Total | Average |
| :---: | :---: | :---: | :---: |
|  | Purchased | Cost | Cost Per T. |
| 1928-1929 | 46,469.95 | \$107,911.94 | \$2.32 |
| 1929-1930 | 41,891.80 | 90,062.36 | 2.15 |

Physical Plant Storeroom.

Stock
Purchased
\$105,822.27
124,402.44

Stock
Disbursed
\$104,734.36
109,128.14

Report on Fires.
In case of fire in either of the Twin Cities or at the University, the alarm sounds in all three places. By an arrangement for relaying, the University is never without the protection of a fire truck. If a fire occurs in Champaign, the University truck responds and the Urbana truck relays to the University. If a fire occurs in Urbana, the University truck responds, and the Champaign truck relays to the University. This explains the record below of the time that Champaign and Urbana trucks were in service at the University.

1928-1929 1929-1930
Total number of fires reported............................... . . . . . . . . 98 112
Number in Champaign. ........................................ . . . . . . . . . . . 38 41
Number in Urbana................................................. . . . . . . . . . 34 30
Number at the University..................................... 26 41
Number in the Chemical Laboratory....................... 24
Total time of University truck in service............. . 18-51 19-11
Total time of Champaign truck at the University.... 6 -10 1-20
Total time of Urbana truck at the University......... 7 -10 1-20
James M. White, Supervising Architect.

## ENROLLMENT STATISTICS.

The records of the registrar show the following distributed registration of students for each year of the biennium. Following that are given the summaries of officers for each year and the number of degrees conferred each year.

SUMMARY OF


STUDENTS-1928-1929.

| Freshmen. |  |  | Unclassified. |  |  | Irregular. ${ }^{1}$ |  |  | Totals. |  |  |
| :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: |
| Men. | Women. | Total. | Men. | Women. | Total. | Men. | Women. | Total. | Men. | Women. | Total. |
| 44 23 421 | $1-$ 669 | 44 24 1,090 | 13 | 29 | 42 | 7 | 12 | 19 | 127 123 1,146 | 1,871 | 127 142 3,017 |
| 61 | ${ }_{33}^{57}$ | 94 |  |  |  |  |  |  | 100 | 220 | $\stackrel{220}{173}$ |
| 111 | $\begin{array}{r}5 \\ 5 \\ \hline\end{array}$ | 116 | 1 |  | $1^{-}$ |  |  |  | 247 | 11 | 258 |
| 156 | 10 | 166 | 1 |  | 1 | 1 |  | $1-$ | 374 | 22 | 396 |
| 816 | 775 | 1,591 | 16 | 29 | 45 | 8 | 12 | 20 | 2,117 | 2,216 | 4,333 |
|  | 2 | 65 | 3 |  | 3 |  |  |  | 243 | 15 |  |
| 17 | 1 | 18 |  |  |  |  |  |  | 89 | 4 | 93 |
| 57 | 1 | 58 |  |  | - |  |  |  | 124 | 3 | 127 |
| 10 | 2 | 12 |  | 1 | 1 |  |  |  | 36 | 8 | 41 |
| 524 | 35 | 559 | 14 | 2 | 16 | 1 |  | 1 | 1,199 | 91 | 1,290 |
| 19 5 |  | 19 | 1 |  | 1 |  |  |  | $\begin{aligned} & 74 \\ & 10 \end{aligned}$ |  | 74 |
| 3 |  | 3 |  |  |  |  |  |  | 22 |  | 22 |
| 2 |  | 2 | 1 |  | 1 |  |  |  | 9 |  | 9 |
| 1 |  | 1 |  |  |  |  |  |  | 6 | 3 | 9 |
| 702 | 44 | 746 | 19 | 3 | 22 | 1 |  | 1 | 1,817 | 129 | 1,946 |
| 195 |  | 195 | 8 |  | 8 | 2 |  | 2 | 532 |  | 532 |
| 5 |  | 5 | 1 |  | 1 |  |  |  | 27 |  |  |
|  |  |  | 9 | 6 | 15 | $1{ }^{-}$ |  |  |  | 300 | 414 |
|  |  |  |  |  |  | - | 2 | 2 | ${ }_{2}$ | 19 | 21 |
|  |  |  |  |  |  |  | 1 |  |  | 22 | 22 |
| 200 |  | 200 | 18 | 6 | 24 | 4 | 4 | 8 | 676 | 383 | 1,059 |
| 69 |  | 69 |  |  |  |  | 1 | 1 | 217 |  | 219 |
| 87 | 2 | $\begin{aligned} & 89 \\ & 11 \end{aligned}$ | 3 1 |  | 1 |  |  |  | 251 | 7 | 258 |
| 16 |  | 16 |  |  |  |  |  |  | 43 |  | 43 |
| $\begin{array}{r} 86 \\ 142 \end{array}$ |  | $\begin{array}{r} 86 \\ 142 \end{array}$ | 2 |  | 2 |  |  |  | 326 |  | 326 |
|  |  |  |  |  |  |  |  |  | 11 |  | 11 |
|  |  |  |  |  |  |  |  |  | 86 |  | $8 \overline{6}$ |
| 99 |  | 99 | 1 |  | 1 |  |  |  | 291 |  | 291 |
| 8 |  | 8 |  |  |  | 2 |  | 2 | 25 |  | 25 |
| 1 |  | 1 |  |  |  |  |  |  | 18 |  | 18 |
| 1 |  | 1 |  |  |  |  |  |  | 4 |  | 4 |
| 551 | 2 | 553 | 7 |  | 7 | 2 | 1 | 3 | 1,737 | 9 | 1,746 |
|  |  | 11 |  | 2 |  |  |  |  | 48 | 13 | 61 |
| 135 | 5 | 140 | 9 |  | 9 | 1 |  | 1 | 405 | 9 | 414 |
| 15 | 2 | 17 | 3 |  | 3 |  |  |  | 75 | 12 | 126 |
|  |  |  |  |  |  |  |  |  |  |  |  |
| 157 | 53 | 210 | 14 | 3 | 17 | 1 | 1 | 2 | 528 | 160 | 688 |
| 12 | 31 | 43 | 5 | 7 | 12 |  | 3 | 3 | 37 | 100 | 137 |
|  |  |  |  |  |  |  |  |  | 36 | 28 | 64 |
| 2,384 | 905 | 3,343 | 79 | 48 | 127 | 16 | 21 | 37 | 6,948 | 3,025 | 9,973 |

SUMMARY OF

| College and course. | Fourth year. |  |  | Third year. |  |  | Second year. |  |  |
| :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: |
|  | Men. | Women. | Total. | Men. | Women. | Total. | Men. | Women. | Total. |
| Law-      <br> Four-year curriculum_-...................... 5 1 6 6 4 |  |  |  |  |  |  |  |  |  |
|  |  |  |  |  |  |  |  |  |  |
| Library Total-law |  |  |  |  |  |  |  |  |  |
| Total-undergraduates and Professional students, Urbana departments. |  |  |  |  |  |  |  |  |  |
|  |  |  |  |  |  |  |  |  |  |
| Graduate school (Urbana departments) Deduct duplicates ${ }^{2}$ |  |  |  |  |  |  |  |  |  |
|  |  |  |  |  |  |  |  |  |  |
| Total, Urbana departments, winter session |  |  |  |  |  |  |  |  |  |
| Summer session, Urbana depart-ments- <br> Undergraduates. |  |  |  |  |  |  |  |  |  |
|  |  |  |  |  |  |  |  |  |  |
| Graduates-------------.--------- |  |  |  |  |  |  |  |  |  |
| Total, summer session, Urbana departments |  |  |  |  |  |  |  |  |  |
| Deduct duplicates ${ }^{\text {3 }}$-------- |  |  |  |  |  |  |  |  |  |
| Net total (summer session only), |  |  |  |  |  |  |  |  |  |
| Net total, Urbana departments, to February 26, 1929 |  |  |  |  |  |  |  |  |  |

STUDENTS—1928-1929-Continued.

| First year. |  |  | Unclassified. |  |  | Irregular. ${ }^{1}$ |  |  | Totals. |  |  |
| :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: |
| Men. | Women. | Total. | Men. | Women. | Total. | Men. | Women. | Total. |  |  |  |
| 217 | 8 | 225 |  | 1 | 1 |  |  |  | 15 415 | 13 | 16 428 |
| 9 | 96 | 105 |  | 4 | 4 |  |  |  | 430 9 | 14 100 | 444 109 |
|  | ------- |  |  |  |  |  |  |  | 7,387 | 3,139 | 10,526 |
|  |  |  |  |  |  |  |  |  | 720 22 | 254 13 | 974 35 |
|  |  |  |  |  |  |  |  |  | 8,085 | 3,380 | 11,465 |
|  |  | - |  | -..--.--- |  |  |  |  | $\begin{aligned} & 851 \\ & 452 \\ & 42 \end{aligned}$ | $\begin{aligned} & 698 \\ & 186 \end{aligned}$ | 1,549 638 |
|  |  |  |  | ----------- |  |  |  |  | $\begin{array}{r} 1,303 \\ 600 \end{array}$ | $\begin{aligned} & 884 \\ & 303 \end{aligned}$ | 2,187 |
|  |  |  |  |  |  |  |  |  | 703 | 581 | 1,284 |
|  |  |  |  |  |  |  |  |  | 8,788 | 3,961 | 12,749 |


| College and course. | Fifth year. |  |  | Fourth year. |  |  | Third year. |  |  |
| :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: |
|  | Men. | Women. | Total. | Men. | Women. | Total. | Men. | Women. | Total. |
| Medicine | (105) | (4) | (109) | 125 | 8 | 133 | 115 | 3 | 118 |
| Pentistry- |  |  |  |  |  | 36 | $\begin{array}{r}35 \\ 152 \\ \hline\end{array}$ | 5 | $\begin{array}{r}188 \\ 157 \\ \hline\end{array}$ |
| Total, undergraduates, Chicago departments |  |  |  |  |  |  |  |  |  |
| Graduate school (Chicago depart- ments) |  |  |  |  |  |  |  |  |  |
| Deduct duplicates ${ }^{5}$-------------------- |  |  |  |  |  |  |  |  |  |
| Total, Chicago departmentswinter session. |  |  |  |  |  |  |  |  |  |
| Summer session, Chicago depart-ments- |  |  |  |  |  |  |  |  |  |
| Undergraduates. |  |  |  |  |  |  |  |  |  |
| Graduates |  |  |  |  |  |  |  |  |  |
| Total, summer session, Chicago departments. <br> Deduct duplicates ${ }^{3}$ |  |  |  |  |  |  |  |  |  |
|  |  |  |  |  |  |  |  |  |  |
| Net total (summer session only), Chicago departments........- |  |  |  |  |  |  |  |  |  |
| Net total, Chicago departments, to February 26, 1929 |  |  |  |  |  |  |  |  |  |
| Total, winter session, Urbana and Chicago...... |  |  |  |  |  |  |  |  |  |
| Total in University to February 26, 1929.-- |  |  |  |  |  |  |  |  |  |

${ }^{1}$ Students holding bachelors' degrees,. but taking undergraduate work.
${ }^{2}$ Individuals registered part of the year as undergraduate students and part of the year as graduate. students.
${ }^{3}$ Summer session students who registered also during the following winter session.
${ }^{4}$ Fifth-year students are internes, and are not counted as resident students or included in the total.
${ }^{5}$ Students registered for the regular curriculum in Medicine or Dentistry and also doing graduate work.

STUDENTS—1928-1929—Concluded.

| Second year. |  |  | First year. |  |  | Unclassified. |  |  |  |  |  |
| :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: |
| Men. | Women. | Total. | Men. | Women. | Total. | Men. | Women. | Total. |  |  |  |
| 110 52 | 4 | $\begin{array}{r}114 \\ 52 \\ \\ \hline\end{array}$ | 140 80 | 2 | 142 80 |  | 1 | 1 | 490 203 | 18 | 508 207 |
| 185 | 10 | 195 | 298 | 24 | 322 |  |  |  | 635 |  |  |
|  |  |  |  |  |  |  |  |  | 1,328 | 61 | 1,389 |
|  |  |  |  |  |  |  |  |  | $\begin{aligned} & 74 \\ & 50 \end{aligned}$ | 11 | 85 56 |
|  |  |  |  |  |  |  |  |  | 1,352 | 66 | 1,418 |
|  |  |  |  |  |  |  |  |  | 50 28 | 2 3 | 52 31 |
|  |  |  |  |  |  | ------- |  |  | $\begin{aligned} & 78 \\ & 62 \end{aligned}$ | $\begin{aligned} & 5 \\ & 5 \end{aligned}$ | 83 67 |
|  |  |  |  |  |  |  | ------- |  | 16 | --- | 16 |
|  |  |  |  |  |  |  |  |  | 1,368 | 66 | 1,434 |
|  |  |  |  |  |  |  |  |  | 9,437 | 3,446 | 12,883 |
|  |  |  |  |  |  |  |  |  | 10,156 | 4,027 | 14,183 |

SUMMARY OF

| College and course. | Seniors. |  |  | Juniors. |  |  | Sophomores. |  |  |
| :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: |
|  | Men. | Women. | Total. | Men. | Women. | Total. | Men. | Women. | Total. |
| Liberal arts and sciences- <br> Chemical engineering. <br> Chemistry <br> General. <br> Home economics $\qquad$ <br> Preparatory to journalism <br> Preparatory to law <br> Preparatory to medicine. <br> Total-L. A. S. |  |  |  |  |  |  |  |  |  |
|  | $\begin{aligned} & 24 \\ & 51 \end{aligned}$ |  | $\begin{aligned} & 24 \\ & 58 \end{aligned}$ | $\begin{aligned} & 23 \\ & 39 \end{aligned}$ | 4 | 23 | 28 | -- | 28 |
|  | 198 | 266 | 464 | 238 | 342 | 580 | 287 | 500 | 787 |
|  |  | 53 | 53 |  | 37 | 37 |  | 44 | 44 |
|  | 3 | 3 | 6 | 1 | 2 | 3 | 49 | 26 | 75 |
|  | 20 | 1 | 21 | 62 | 2 | 64 | 83 | 4 | 87 |
|  | 20 | 1 | 21 | 75 | 7 | 82 | 126 | 8 | 134 |
|  | 316 | 331 | 647 | 438 | 394 | 832 | 602 | 585 | 1,187 |
| Commerce- |  |  |  |  |  |  |  |  |  |
| Accountancy | 59 | 3 | 62 | 70 | 4 | 74 | 45 | 3 | 48 |
| Banking------- | 28 | 1 | 29 | 22 | 1 | 23 | 12 | 1 | 13 |
| Commerce and law | 4 | 1 | 5 | 33 | 1 | 34 | 45 |  | 45 |
| Commercial teaching |  | 2 | 2 | 1 | 2 | 3 |  | 5 | 5 |
| Foreign commerce | 6 |  | 6 | 10 | 1 | 11 | 14 | 2 | 16 |
| General business | 196 | 14 | 210 | 207 | 16 | 223 | 308 | 37 | 345 |
| Industrial administration |  |  | 19 | 23 |  | 23 | 26 |  | 26 |
| Public utilities. | 4 |  | 4 | 6 |  | 6 | 7 |  |  |
| Railway administration. | 2 |  | 2 |  |  |  |  |  |  |
| Railway transportation. |  |  |  |  |  |  | 1 |  | 1 |
| Trade and civic secretary | 1 | 1 | 2 | 1 | 1 | 2 |  | 1 | 1 |
| Total-commerc | 319 | 22 | 341 | 376 | 26 | 402 | 460 | 49 | 509 |
| Education- |  |  |  |  |  |  |  |  |  |
| Athletic coaching and physical education | 89 |  | 89 | 74 |  | 74 | 127 |  | 127 |
| Industrial | 7 |  | 7 |  |  | 3 | 5 |  | 5 |
| Physical education (women) |  | 19 | 19 |  | 18 | 18 |  |  |  |
| General ---------- | 82 | 191 | 273 | 35 | 140 | 175 |  |  |  |
| Public school music. | 2 | 15 | 17 |  | 2 | 2 |  |  |  |
| Smith-Hughes Agriculture. |  |  |  |  |  |  |  |  |  |
| Smith-Hughes Home Economics |  | 23 | 23 |  | 16 | 16 |  |  |  |
| Total-educatio | 180 | 248 | 428 | 112 | 176 | 288 | 132 |  | 132 |
| Engineering - |  |  |  |  |  |  |  |  |  |
| Architecture. - | 51 | 2 | 53 | 47 | 1 | 48 | 57 | ${ }^{-}$ | 59 |
| Ceramic engineering | 10 |  | 10 | 4 |  | 4 | 8 |  |  |
| Ceramics.- | 4 |  | 4 | 9 |  | 9 | 10 |  | 10 |
| Civil-. | 90 |  | 90 | 77 |  | 77 | 66 |  | 66 |
| Electrical. | 77 |  | 77 | 88 |  |  | 88 |  | 88 |
| Engineering physics | 3 |  | 3 | 5 |  | 5 | 4 |  |  |
| Gas. - |  |  |  |  |  |  |  |  |  |
| General | 11 |  | 11 | 22 |  | 22 | 10 |  | 10 |
| Mechanical | 64 |  | 64 | 75 |  | 75 | 75 |  | 75 |
| Mining-- | 5 |  | 5 | 2 |  | 2 | 4 |  |  |
| Railway civil | 5 |  | 5 | 3 |  | 3 | 2 |  |  |
| Railway electrical. | 10 |  | 10 | 5 |  | 5 | 7 |  |  |
| Railway mechanical |  |  |  | 1 |  | 1 | 1 |  |  |
| Total-engineering | 384 | 3 | 387 | 389 | 1 | 390 | 375 | 2 | 377 |
| Agriculture- |  |  |  |  |  |  |  |  |  |
| General.-. | 90 |  | 90 | 94 | 1 | 94 | 93 | 1 | 94 |
| Home economics |  | 30 | 30 |  | 30 | 30 |  | 21 | 21 |
| Landscape architecture | 25 | 4 | 29 | 15 | 1 | 16 | 18 | 1 | 19 |
| Total-agriculture | 126 | 37 | 163 | 121 | 32 | 153 | 115 | 26 | 141 |
| Music----------------------------------- | 10 | 11 | 21 | 12 | 19 | 31 | 13 | 22 | 35 |
| Journalism----------------------------- | 22 | 14 | 36 | 29 | 23 | 52 |  |  |  |
| Total-undergraduates.---------- 1,357 |  | 666 | 2,023 | 1,477 | 671 | 2,148 | 1,697 | 684 | 2,381 |



SUMMARY OF

| College and course. | Fourth year. |  |  | Third year. |  |  | Second year. |  |  |
| :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: |
|  | Men. | Women. | Total | Men. | Women. | Total | Men. | Women. | Total |
| Law-Fur-year curriculum |  |  |  |  |  |  |  |  |  |
| Three-year curriculum | 3 |  | ---- | 95 |  | 95 | 121 | 2 | 123 |
| Total-law |  |  |  |  |  |  |  |  |  |
| Library --------------------------------- |  |  |  |  |  |  |  |  |  |
| Total-undergraduate and pro fessional students, Urbana de partments |  |  |  |  |  |  |  |  |  |
| Graduate school (Urbana departments) |  |  |  |  |  |  |  |  |  |
| Deduct duplicates ${ }^{1}$-------------- |  |  |  |  |  |  |  |  |  |
| Total-Urbana departmentswinter session. |  |  |  |  |  |  |  |  |  |
| Summer session, Urbana Depart-ments- <br> Undergraduates |  |  |  |  |  |  |  |  |  |
| Graduates ------------------------------- |  |  |  |  |  |  |  |  |  |
| Total-summer session, Urbana departments.- |  |  |  |  |  |  |  |  |  |
|  |  |  |  |  |  |  |  |  |  |
| Net total (summer session only), <br> Urbana departments --.-.-.-- |  |  |  |  |  |  |  |  |  |
| Net total, Urbana departments, to February 24, 1930 |  |  |  |  |  |  |  |  |  |

STUDENTS—1929-1930-Continued

| First year. |  |  | Unclassified. |  |  | Irregular. ${ }^{1}$ |  |  | Totals. |  |  |
| :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: |
| Men. | Women. | Total. | Men. | Women. | Total. | Men. | Women. | Total. | Men. | Women. | Total. |
| 74 | 3 | 77 |  |  |  |  |  |  | 290 | 5 | 5 295 |
| 14 | 135 | 149 |  | 1 | 1 |  |  |  | 295 14 | 5 136 | 300 150 |
|  | ------- |  |  |  | -------- |  | -------- |  | 7,520 | 3,210 | 10,730 |
|  |  |  |  |  |  |  |  |  | 743 11 | 264 14 | 1,007 25 |
|  |  |  |  |  |  |  |  |  | 8,252 | 3,460 | 11,712 |
|  |  |  |  |  |  |  |  |  | $\begin{aligned} & 776 \\ & 533 \end{aligned}$ | $\begin{aligned} & 792 \\ & 235 \end{aligned}$ | 1,568 768 |
|  |  |  |  |  |  |  |  |  | 1,309 612 | 1,027 313 | 2,336 925 |
|  |  |  |  |  |  |  |  |  | 697 | 714 | 1,411 |
|  |  |  |  |  |  |  |  |  | 8,949 | 4,174 | 13,123 |

SUMMARY OF

| College and course. | Fifth year. ${ }^{3}$ |  |  | Fourth year. |  |  | Third year. |  |  |
| :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: |
|  | Men. | Women. | Total. | Men. | Women. | Total. | Men. | Women. | Total. |
| Medicine. | (124) | (6) | (130) | 118 | 3 | 121 | 123 | 5 | 128 |
| Dentistry |  |  |  | 36 | 3 | 39 | 48 153 | 9 | 48 162 |
| Total, undergraduates, Chicago departments. |  |  |  |  |  |  |  |  |  |
| Graduate school (Chicago departments) |  |  |  |  |  |  |  |  |  |
| Deduct duplicates ${ }^{4}$ - | ------ |  |  |  |  |  |  |  |  |
| Total-Chicago departments--winter session |  |  |  |  |  |  |  |  |  |
| Summer session, Chicago depart-ments- <br> Undergraduates |  |  |  |  |  |  |  |  |  |
| Graduates.- |  |  |  |  |  |  |  |  |  |
| Total-summer session, Chicago departments. |  |  |  |  |  |  |  |  |  |
|  |  |  |  |  |  |  |  |  |  |
| Net total (summer session only), Chicago departments. |  |  |  |  |  |  |  |  |  |
| Net total, Chicago departments, to February 24, 1930 - |  |  |  |  |  |  |  |  |  |
| Total, winter session, Urbana and Chicago.- |  |  |  |  |  |  |  |  |  |
| Total in University to February 24, 1930... |  |  |  |  |  |  |  |  |  |

${ }^{1}$ Individuals registered part of the year as undergraduate students and part of the year as graduate students.
${ }^{2}$ Summer session students who registered also during the following winter session.
${ }^{3}$ Fifth year students are internes, and are not counted as resident students or included in the total.
4 Students registered for the regular curriculum in medicine or dentistry and also doing graduate work.

STUDENTS—1929-1930—Concluded.

| Second year. |  |  | First year. |  |  | Unclassified. |  |  | Totals. |  |  |
| :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: |
| Men. | Women. | Total. | Men. | Women. | Total. | Men. | Women. | Total. | Men. | Women. | Total. |
| 126 62 211 | 3 15 | 129 62 226 | 170 17 270 | $\begin{array}{r}4 \\ 2 \\ 23 \\ \hline\end{array}$ | $\begin{array}{r} 174 \\ 19 \\ 293 \end{array}$ | 1 | 1 | $\begin{gathered} 1 \\ -3 \end{gathered}$ | 538 163 636 | 15 5 48 | 553 168 684 |
|  |  |  |  |  |  |  |  |  | 1,337 | 68 | 1,405 |
|  |  |  |  |  |  |  |  |  | 113 63 | 14 4 | 127 67 |
|  |  |  |  |  | -------- |  |  |  | 1,387 | 78 | 1,465 |
|  |  |  |  |  |  |  |  |  | 48 42 | 3 2 | 51 44 |
|  |  |  |  |  |  |  |  |  | 90 84 | 5 5 | 95 89 |
|  |  |  |  |  |  |  |  |  | 6 |  | 6 |
|  |  |  |  |  |  |  |  |  | 1,393 | 78 | 1,471 |
| ------- |  |  |  |  |  |  |  |  | 9,639 | 3,538 | 13,177 |
|  |  |  |  |  |  |  |  |  | 10,342 | 4,252 | 14,594 |



COLLEGES AND SCHOOLS-1928-1929.
STAFF.

| Special lecturers. |  | Instructors. |  | Assistants. |  | Technicians. |  | Student assistants. |  | Totals. |  | Total. |
| :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: |
| Men. | Women. | Men. | Women. | Men. | Women. | Men. | Women. | Men. | Women. | Men. | Women. |  |
|  |  | $\begin{array}{r} 23 \\ 12 \\ 32 \\ 3 \\ 1 \\ 9 \\ 3 \end{array}$ | 10 | $\begin{array}{r} 209 \\ 21 \\ 29 \\ 11 \\ 1 \\ 3 \\ 3 \end{array}$ | 70 | 2 | --...- | -------- |  | 37264 | 891 | 461 |
|  |  |  |  |  |  |  |  |  |  |  |  | 65 |
|  |  |  |  |  |  | 2 |  |  |  | 140 |  | 140 |
|  |  |  | 7 |  | 2 | ----- |  |  |  | 74 11 | 21 7 | 18 |
|  |  |  | 11 |  | 4 |  |  |  |  | 29 | 17 | 46 |
|  |  |  |  |  | 1 |  |  |  |  | 10 | 1 | 11 |
|  | 5 |  | 3 |  | 2 |  |  |  |  | 11 | 13 | 11 |
|  |  |  |  |  |  |  |  | 4 |  | 28 |  | 28 |
|  |  | 7 | 7 | 17 | 1 |  |  |  |  | 39 | 10 | 49 |
| 1 | 5 | 90 | 44 | 294 | 80 | 4 | ------- | 4 |  | 779 | 159 | 938 |
| 3 |  | 60 | 4 | 48 |  | 12 | 10 |  |  | 239 |  |  |
| 1 |  | 14 5 |  | $12-$ | 3 4 |  |  |  |  | 33 29 |  | $\stackrel{44}{33}$ |
| 5 |  | 79 | 10 | 60 | 16 | 15 | 11 | -- |  | 301 | 38 | 339 |
| ----- |  | ------ |  | ----- |  | ------ |  |  |  | 1,080 | 197 | 1,277 |
|  |  | 1 | -------- | 28 | -------- |  |  |  |  | 48 |  |  |
|  |  |  |  |  |  |  |  |  |  | 2 | 10 | 32 |
|  |  |  |  |  |  |  |  |  |  |  |  |  |
| ----- |  | 1 |  | 42 |  |  |  |  |  | 94 | 10 | 104 |
|  |  |  |  |  |  |  |  |  |  |  |  |  |
|  |  |  |  |  |  |  |  |  |  | 17 | 4 | 52 |
|  |  |  |  |  |  |  |  |  |  |  |  |  |
|  |  |  |  |  |  | ------ | - |  |  | 1,223 | 255 | 1,478 |
|  |  |  |  |  |  |  |  |  |  | 16 | 2 | 18 |
|  |  |  |  |  |  |  |  |  |  | 6 |  | 6 |
|  |  |  |  |  |  |  |  |  |  | 1,201 | 253 | 1,454 |



COLLEGES AND SCHOOLS-1929-1930.
STAFF.

Degrees in the Graduate School. Total
A.M. ..... 88
A.M.- (February 14, 1928) ..... 10
A.M.- (August 11, 1928) ..... 29
A.M.- (October 13, 1928) ..... 24
57
M.S.- - (February í 19 1928) ..... 9
M.S.- (August 11, 1928) ..... 16
M.S.- (October 13, 1928) ..... 18
Ph.D ..... 38
Ph.D.-(February 14, 1928) ..... 12
A.E. ..... 1
C.E. ..... 4
M.E ..... 1
Total, Graduate School ..... 313
Degrees in Liberal Arts and Sciences.
A.B.-Home Economics ..... 23
A.B.-Home Economics (February 14, 1928) ..... 3
A.B.-Home Economics (October 13, 1928) ..... ${ }^{2}$
A.B.-Liberal Arts ..... 94
A.B.-Liberal Arts (February 14, 1928) ..... 43
A.B.—Liberal Arts (August 11, 1928). ..... 12
A.B.-Liberal Arts (October 13, 1928)
12
12
B.S.-Chemical Engineering
B.S.-Chemical Engineering
12
12
B.S.-Chemical Engineering (February 14, 1928)
17
17
B.S.—Chemistry (February 14, 1928) ..... 2
B.S.-Chemistry (August 11, 1928) ..... 1
B.S.—Chemistry (October 13, 1928)
15
B.S.-Liberal Arts
B.S.-Liberal Arts (February 14, 1928)
1
B.S.—Liberal Arts (August 11, 1998) ..... 1
Total, Liberal Arts and Sciences ..... 568
Degrees in Commerce and Business Administration.
B.S.-Accountancy ..... 44
B.S.-Accountancy (February 14, 1928) ..... 1
B.S.-Accountancy, Banking and Finance ..... 25
B.S.-Banking and Finance
B.S.-Banking and Finance
1
1
B.S.-Banking and Finance (August 11, 1928). ..... 1
B.S.-Commerce and Law ..... 12
B.S.-Commerce and Law (February 14, 1928)
B.S.-Commerce and Law (February 14, 1928)
$\stackrel{2}{2}$
B.S.-Commerce and Law (August 11, 1928) ..... 2
B.S.-Commercial Teaching
B.S.-Commercial Teaching
7
7
B.S.-Foreign Commerce ..... 118
B.S.-General Business (February 14, 1928) ..... 21
B.S.-General Business (August 11, 1928) ..... 15
B.S.-General Business (October 13, 1928) ..... 11
B.S.-General Railway Administration ..... 11
B.S.-Industrial Administration
B.S.-Industrial Administration
1
1
B.S.-Industrial A.dministration (February 14, 1928) ..... 1
B.S.-Public Utilities
B.S.-Public Utilities ..... 1
B.S.-Public Utilities (August 11, 1928). ..... 3
Total, Commerce and Business Administration ..... 289
Degrees in Engineering.
B.S.-Architecture ..... 13
B.S.-Architecture (October 13, 1928) ..... $2^{\frac{1}{7}}$
B.S.-Architectural Engineering ..... 27
B.S.—Architectural Engineering (October 13, 1928)
B.S.—Architectural Engineering (October 13, 1928)
12
12
B.S.—Ceramic Engineering © (February 14 , $1 \dot{9} \dot{2} \dot{8}$ ) ..... 2
B.S.-Ceramics ..... 2
B.S.-Ceramics (October 13, 1928) ..... 1
B.S.-Civil Engineering ..... 53
B.S.-Civil Engineering (February 14, 1928) ..... 3
B.S.-Civil Engineering (October 13, 1928)
B.S.-Civil Engineering (October 13, 1928)
60
B.S.-Electrical Engineering
1
1
B.S.-Electrical Engineering (February 14, 1928)
B.S.-Electrical Engineering (February 14, 1928) ..... 5
B.S.-Gas Engineering ..... 1
B.S.—Gas Engineering (February 14, 1928) ..... 13
B.S.-General Engineering
B.S.-General Engineering
1
1
B. S.-Mechanical Engineering ..... 39
B.S.-Mechancal Engineering (February 14, 1928) ..... 4
B.S.-Mechanical Engineering (October 13, 1928) ..... 1
B.S.-Mining Engineering ..... 7
B.S.-Railway Civil Engineering (October 13, 1928)
8
B.S.-Railway Electrical Engineering
1
1
B.S.—Railway Electrical Engineering (October 13, 1928)
B.S.—Railway Electrical Engineering (October 13, 1928) ..... 2
Total, Engineering ..... 262
Degrees in Education.
B.S.-Agricultural Education ..... 1
B.S.-Education ..... 188
B.S.-Education (February 14, 1928) ..... 16
B.S.-Education (August 11, 1928) ..... 11
B.S.-Education (October 13, 1928) ..... 32
B.S.-Home Economics Education ..... 22
B.S.-Industrial Education
8
B.S.-Music Education
31
31
B.S.-Physical Education
B.S.-Physical Education .....
4 .....
4
B.S.-Physical Education (February 14, 1928)
B.S.-Physical Education (February 14, 1928)320
Degrees in Agriculture.
B.S.-Agriculture ..... 68
B.S.-Agriculture (February 14, 1928) ..... 5
B.S.-Agriculture (October 13, 1928) ..... 4
B.S.-Floriculture ..... 5
B.S.—Floriculture (February 14, 1928) ..... 1
B.S.-Home Economics ..... 19
B.S.-Home Economics (February 14, 1928) ..... ${ }_{5}$
B.S.-Landscape Architecture ..... 5
1
Total, Agriculture ..... 110
Degrees in Law.
B.S. ..... 5
B.S.-(February 14, 1928) ..... 2
B.S.- (August 11, 1928) ..... 51
LL.B.
LL.B.
5
5
LL.B.- (February 14, 1928) ..... 2
LL.B.- (August 11, 1928)
${ }_{5}^{2}$
J.D. ..... 5
Total, Law ..... 77
Degrees in Library Science
B.S. ..... 57
B.S.- (February 14, 1928) ..... 2
B.S.- (August 11, 1928) ..... 4
B.S.-(October 13, 1928) ..... 5
Total, Library Science ..... 68
Degrees in Journalism ..... 13
Total, Journalism ..... 13
Degrees in Music.
B.Mus. ..... 9
Total, Music ..... 9
Total, Colleges and Schools at Urbana ..... 2029
Degrees in Medicine.
M.D. ..... 76
M.D.-(February 14, 1928) ..... 12
M.D.- (October 13, 1928) ..... 15
B.S. ..... 80
B.S.-(February 14, 1928)3
Total, Medicine ..... 191
Degrees in Dentistry.
B.S. ..... 6
D.D.S. ..... 38
D.D.S.- (October 13, 1928) ..... 8
Total, Dentistry ..... 52
Degrees in Pharmacy.
Ph.G. ..... 3
Ph.G.-(February 14, 1928) ..... 94
Total, Pharmacy ..... 99
Total, Colleges and Schools in Chicago ..... 342
Grand Total ..... 2371
SUMMARY OF DEGREES CONFERRED.
Degrees in the Graduate School.
A.M. ..... 84
A.M.- (February 13, 1929) ..... 14
A.M.- (August 13, 1929) ..... 37
A.M.-(October 10, 1929) ..... 34
M.S.
M.S. ..... 66 ..... 66
M.S.-(February 13, 1929) ..... 16
M.S.- (August 13, 1929) ..... 14
M.S.- (October 10, 1929) ..... 50
Ph.D. ..... 35
Ph.D.-(February 13, 1929) ..... 13
C.E.
2
2
E.E ..... 4
Total, Graduate School ..... 371
Degrees in Liberal Arts and Sciences.
A.B.-Liberal Arts ..... 417
A.B.-Liberal Arts (February 13, 1929) ..... 40
A.B.-Liberal Arts (August 13, 1929) ..... 12
A.B.-Liberal Arts (October 10, 1929) ..... 46
A.B.-Home Economics ..... 38
A.B.-Home Economics (February 13, 1929) ..... 2
A.B.-Home Economics (October 10, 1929)
15
15
B.S.-Liberal Arts
B.S.-Liberal Arts (February 13, 1929) ..... 1
B.S.—Liberal Arts (August 13, 1929)
2
2
B.S.-Liberal Arts (October 10, 1929)
19
19
B.S.-Chemistry (February 13, 1929) ..... 3
B.S.-Chemistry (August 13, 1929) ..... 3
B.S.-Chemistry (October 10, 1929)
12
12
B.S.-Chemical Engineering ..... 4
B.S.-Chemical Engineering (February 13, 1929)620
Degrees in Commerce and Business Administration.
B.S.-Accountancy ..... 46
B.S.-Accountancy (February 13, 1929) ..... 2
B.S.-Accountancy (August 13, 1929) ..... 5
B.S.-Accountancy (October 10, 1929)
19
B.S.-Banking and Finance
1
1
B.S.-Banking and Finance (February 13, 1929)
1
1
B.S.-Banking and Finance (August 13, 1929)
${ }_{8}^{2}$
${ }_{8}^{2}$
B.S.-Banking and Finance (October 10, 1929)
B.S.-Banking and Finance (October 10, 1929)
8
8
B.S.-Commerce and Law. Commerce and Law (October 10, 1929) ..... 1
B.S.-Commercial Teaching ..... 1
B.S.-Foreign Commerce
100
100

- General Business
14
14
B.S.-General Business (February 13, 1929) ..... 7
B.S.-General Business (October 10, 1929) ..... 9
B.S.-General Railway Administration ..... 1
B.S.-General Railway Administration (October 10, 1929) ..... 1
B.S.-Accountancy, Banking and Finance ..... 9
B.S.-Commercial Teachers and Trade and Civic Secretarial Service ..... 10
B.S.-Industrial Administration
2
2
B.S.-Industrial Administration (February 13, 1929)
B.S.-Industrial Administration (February 13, 1929)
2
2
B.S.-Industrial Administration (October 10, 1929)
B.S.-Industrial Administration (October 10, 1929)
9
9
B.S.-Railway Transportation
1
1
B.S.-Railway Transportation (February 13, 1929) ..... 1
2
B.S.-Trade and Civic Secretarial Service262
Degrees in Engineering
RS.Architecture ..... 22
B.S.-Architecture (February 13, 1929) ..... 3
B.S.-Architecture (October 10, 1929) ..... 3
B.S.-Architectural Engineering ..... 3
B.S.-Architectural Engineering (October 10, 1929) ..... 1

B.S.-Ceramics ..... | 1 |
| :--- |
| 2 |
| 2 |

$13,1929)$
$13,1929)$ B.S.-Ceramic Engineering ..... 7
B.S.-Ceramic Engineering (February 13, 1929) ..... 1
B.S.-Civil Engineering ..... 58
B.S.-Civil Engineering (October 10, 1929) ..... 4
B.S.-Electrical Engineering ..... 59
B.S.-Electrical Engineering (February 13, 1929) ..... 4
B.S.-Electrical Engineering (October 10, 1929) ..... 6
B.S.-Engineering Physics ..... $\stackrel{3}{3}$
B.S.-General Engineering ..... 12
B.S.-General Engineering (February 13, 1929) ..... 2
B.S.-General Engineering (October 10, 1929) ..... 34
B.S.-Mechanical Engineering
B.S.-Mechanical Engineering ..... 34
3
B.S.-Mechanical Engineering (October 10, 1929) ..... 2
B.S.-Mining Engineering ..... 1 ..... 3
B.S.-Railway Civil Engineering
B.S.-Railway Civil Engineering
B.S.-Railway Civil Engineering (February 13, 1929) ..... 2
B.S.-Railway Electrical Engineering ..... 1
Total, Engineering ..... 271
Degrees in Education.
B.S.-Agricultural Education ..... 1
B.S.-Education ..... 236
B.S.-Education (February 13, 1929) ..... 20
B.S.-Education (August 13, 1929) ..... 18
B.S.-Education (October 10, 1929) ..... 38
B.S.-Home Economics Education ..... 14
B.S.-Home Economics Education (February 13, 1929) ..... 1
B.S.-Industrial Education ..... 5 ..... ${ }_{1}{ }_{6}^{2}$
B.S.—Industrial Fiducation (October 10, 1929)
B.S.—Industrial Fiducation (October 10, 1929)
B.S.-Music Education
B.S.-Music Education (February 13, 1929) ..... 1
B.S.-Music Education (October 10, 1929)
36
B.S.-Physical Education
B.S.-Physical Erducation (Fobruary 13, 1929) ..... 3
B.S.-Physical Education (August 13, 1929) ..... 2
Degrees in Agriculture
B.S.-Agriculture ..... 60
B.S.-Agriculture (February 13, 1929) ..... 8
B.S.-Agriculture (October 10, 1929) ..... 4
B.S.-Floriculture ..... 10
B.S.-Floriculture (February 13, 1929)
1
B.S.-Floriculture (OctoDer 10, 1929)
16
B.S.-Home Economics
2
2
B.S.-Home Economics (February 13, 1929)
B.S.-Home Economics (February 13, 1929)
14
14
B.S.—Landscape Architecture (February 13, 1929) ..... 1
Total, Agriculture ..... 119
Degrees in Law.
B.S. ..... 4
 ..... 60
LL.B.- (August 13, 1929) ..... ${ }_{2}$
LL.B.- (October 10, 1929) ..... 11
J.D. ..... 5
J.D.- (February 13, 1929) ..... 3
J.D.-(October 10, 1929) ..... 1
Total, Law ..... 95
Degrees in Library Science
 ..... 91
B.S.- (August 13, 1929) ..... $\frac{1}{5}$
B.S.-(October 10, 1929) ..... 7
B.L.S. ..... 1
Total, Library ..... 105
Degrees in Journalism. ..... 21
B.S.
B.S.
B.S.-(February 13, 1929) ..... 2
1
B.S.- (October 10, 1929)24
Degrees in Music.
B.Mus. ..... 14
Total, Music ..... 14
Total, Colleges and Schools at Urbana ..... 2276
Degrees in Medicine.
M.D.-(February 13, 1929) ..... 1
M.D.-(July, 1929)
M.D.-(July, 1929) ..... 107 ..... 107
M.D.- (December 4, 1929)
90
90
B.S. .....
9 .....
9
B.S.-(February 13, 1929)
B.S.-(February 13, 1929)
8
8
Ph.D ..... 1
Total, Medicine ..... 224
Degrees in Dentistry.
D.D.S. ..... 24 ..... 1
D.D.S-(February 13, 1929)
D.D.S-(February 13, 1929)
D.D.S.- (October 10, 1929)
3
B.S. ..... 33
Degrees in Pharmacy.
Ph.C. ..... 101
Ph.C.-(February 13, 1929)
Ph.C.-(February 13, 1929) ..... 29 ..... 29
Total, Pharmacy ..... 130
Total, Colleges and Schools in Chicago ..... 387
Grand Total ..... 2663

## REPORT OF ILLINOIS STATE NORMAL UNIVERSITY, NORMAL.

Honorable Francis G. Blair, Superintendent of Public Instruction, Springfield, Illinois.

Dear Sir:-I have the honor to present the following biennial report of the Illinois State Normal University. The statistical and financial section of the report deals with the two years ending June 30,1930 . The section which deals with the faculty, with the attendance, and the general condition of the school, covers the period ending October 31, 1930.


Illinois State Normal University, Normal.
State Normal School Board.
Michael F. Walsh, Springfield, President.
Francis G. Blair, ex officio Member and Secretary.
Albert E. Bailey, Macomb.
Ernest E. Cole, Chicago.
Mrs. G. W. T. Reynolds, East St. Louis.
Miss Harriet A. McIntyre, Mendota.
Frank M. Hewitt, Carbondale.
Noah M. Mason, Oglesby.
Edgar B. Still, DeKalb.
Mrs. M. K. Northam, Evanston.
Charles E. McMorris, Marshall.

## The Faculty.

Because of the expansion of two of our curriculums and of the need of providing additional supervision for our practice teaching, four new teachers have been added to the faculty of 1929-30. The faculty at this date is as follows:

Harry A. Brown, A.M., Ed.D., President of the University.
Herman H. Schroeder, A.M., Dean, Professor School of Administration.

## Professors.

Edwin A. Turner, A.M., Director of Training School.
Ralph W. Pringle, A.M., Principal of the University High School.
Manfred J. Holmes, B.L., Education.
William A. L. Beyer, A.M., Political Science.
Robert G. Buzzard, Ph.D., Geography.
J. Rose Colby, Ph.D., Literature.

Adnah C. Newell, B.S., Manual Training.
Howard W. Adams, S.M., Chemistry.
Harvey A. Peterson, Ph.D., Psychology.
Clifford N. Mills, A.M., Mathematics.
George M. Palmer, A.M., English.

## assoclate professors.

Arthur R. Williams, A.B., Commerce.
Ralph H. Linkins, A.M., Biology, Dean of Men.
Frank W. Westhoff, Music.
Fred S. Sorrenson, Ph.D., Speech.
George H. Brinegar, A.M., Education.
Charles E. Decker, Ph.D., Education.
Ernest M. R. Lamkey, Ph.D., Biology.
Charles A. Harper, A.M., History.
Clyde Hudelson, M.S., Agriculture.
Linder W. Hacker, A.M., Rural Education.
Clarence L. Cross, M.S., Physics.
Constantine F. Malmberg, Ph.D., Psychology.
Clifford E. Horton, A.M., Physical Education.
O. Lillian Barton, A.M., Social Psychology, Dean of Women.

Jessie E. Rambo, A.M., Home Economics.
John A. Kinneman, A.M., Sociology.
Clarence Orr, A.M., Extension.
Florence Tilton, A.M., Fine Arts.
Edith Irene Atkin, A.M., Mathematics.
Thomas J. Lancaster, A.M., Education.
Dr. Rachel M. Cooper, M.D., Health Adviser.
Clifford W. Moore, M.A., Extension.
Alva W. Dragoo, M.A., Industrial Arts.
Kenyon Fletcher, B.S., Industrial Arts.
Chester Hammerlund, B.S., Industrial Arts.

## assistant professors.

Eleanor Weir Welch, M.S., Librarian.
Richard G. Browne, A.M., Economics.
Laura H. Pricer, Ph.M., Grammar.
Margaret Barto, A.M., Physical Education.
Elmer W. Cavins, Orthography.
Joseph Cogdal, B.A., Athletics.
Ralph W. Fogler, M.S., Chemistry.
John E. Fraley, B.Ed., Nature Study.
Leon S. Smith, M.A., Physics.
Bertha M. Royce, M.A., Biology.
Anna M. Blake, B.S., Physiology.

Dorothy Garrett, A.M., History.
Blaine Boicourt, Music.
Arthur J. Hollowell, B.S., Chemistry.
Harry Admire, Accounting.
Mary E. Buell, A.M., Foods.
Agnes F. Rice, Plı.B., Language Arts.
Mabel Crompton, M.S., Geography.
Marion C. Allen, B.A.E., Art.
Josephine Ross, A. M., Clothing.
Annetta B. Cooper, B.Ed., Clothing.
Elinor Flagg, M.S., Mathematics.
Katherine E. Carver, A.M., Latin.
Margery A. Ellis, M.A., French.
Dorothy Hinman, A.M., English.
Edna M. Gueffroy, M.A., Geography.
Jennie A. Whitten, A.M., Spanish, Head of Fell Hall.
INSTRUCTORS.
M. Regina Connell, M.A., English.

Clara E. Ela, Art.
Neva McDavitt, A.M., Nature Study.
Harriet J. Berninger, A.M., Director Correspondence Study.
Cleo B. McKown, A.M., English.
A. Marguerite Field, B.S., Physical Education.

Alta J. Day, A.B., Shorthand.
Mignonette Pearce, M.A., Biology.
Mabel C. Allen, A.M., Dramatics.
Ruth O. Gerard, B. M., Music.
Margaret K. Peters, M.S., Typing.
Juanita A. Brown, B.A., Physical Education.
Emma Lakin, B.S., Physical Education.
Bertha Noel, M.A., Correspondence Study.
Cassie C. Greer, A.M., Correspondence Study.
Gladys Bartle, M.S., Arts and Crafts.
Eugene Hill, B.Ed., Physical Education.
Ruth Henline, A.B., English.
Grace R. Shea, R.N., Health Education, Nurse.
TRAINING TEACHERS.
Thomas M. Barger, A.B., High School Physics.
Alma M. Hamilton, A.M., High School English.
E. Gertrude Stephens, A.M., High School History.

Blanche McAvoy, M.A., High School Science.
Thomas J. Douglas, B.S., High School Athletics.
Jane Church, B.E., High School Commerce.
Mary D. Webb, M.A., High School Commerce and Mathematics.
Ruth Stroud, M.S., High School English.
Christian E. Harpster, B.Ed., Eighth Grade.
Erma F. Imboden, Ph.B., Seventh Grade.
Lora M. Dexheimer, Sixth Grade.
Christine A. Thoene, A.M., Fifth Grade.
Jessie M. Dillon, Fourth Grade.
Lura M. Eyestone, B.S., Third Grade.
Rose Burgess, B.Ed., Second Grade.
A. Wezette Hayden, Ph.B., First Grade.

Margaret E. Lee, Director of Kindergarten.
Theodora Densmore, B.S., Kindergarten.
Bessie Hibarger, B.Ed., Price School.
Helen R. Green, A.B., Houghton School.
Nancy Annis Clark, Little Brick School.

## TEACHERS AT SOLDIERS' ORPHANS' HONIE.

May Goodwin, B.Ed., Principal and Eighth Grade.
Veda Huss Bolt, B.Ed., Sixth and Seventh Grades.
Louise Spafford, Fifth and Sixth Grades.
Mable Pumphrey, Fourth Grade.
Hazel Wright, B.Ed., Second and Third Grades.
Mildred O'Malia, Fourth Grade.
Clara Kepner, Third Grade.
Josephine Shea, Fourth and Fifth Grades.
Grace Anderson, First and Second Grades.
Grace Tucker, Kindergarten.
Edith Mapes, Assistant First Grade.
Dorothy Stillman, Sewing and Art.
Pauline Powell, Literature, Composition, Writing.
Fred J. Knuppel, Manual Training.

Education-Lewis B. Mull, Ph.D.; Russel Packard, Ph.D.; H. W. McCulloch, A.M.; Mrs. Stella V. Henderson, A.M.; Elmer P. Coatney, A.M.; Elmer W. Powers, Ph.B.; Omar Caswell, A.M.; Edward L. McCormick, A.M.; Eric O. May, A.M.; Benjamin C. Moore, A.M.; Fannie Spaits Merwin.

Mathematics-Henry H. Edmunds, A.M.; Daniel Hannon, A.M.; Leslie A. Childress, A.M.; Bruce E. Wheeler, A.M.

Biological Science-Parke H. Simer, Ph.D.; Eva O. Schley, Ph.D.
Geography-Earl R. Scheffel, A.M.; Robert W. Rucker, A.M.; Emily Baker, B.Ed.

History and Civics-Ivan M. Stone, Ph.D.; Rob Roy McGregor, Ph.D.; Donald H. Nicholson, A.M.; Ignatius D. Taubeneck, A.M.; J. Riley Staats, A.M.

Economics and Sociology—Albion G. Taylor, Ph.D.; Carl W. Strow, A.M.; William T. Beadles, A.M.

Literature and English—Dorles Stutzman, A.M.; Allen T. Wright, A.M.; Clementine M. Guanella, A.M.; Olive E. Martin, A.M.; Grace Thomasma, A.M.; Verna Grubbs, A.M.; Grace Nix, A.M.

Reading and Public Speaking-Sylvester R. Toussaint, A.M.
Music-Mrs. Edna Barthelman, B.Ed.
Fine Arts-Bernard Hinshaw; Esther Robinson.
During the preceding biennium the Illinois State Normal University has suffered two severe losses through death.

On June 13, 1929, Alice Jean Patterson, for many years teacher of nature study in our institution, was taken from our ranks. She was one of the foremost workers in her field, having been elected president of the National Society of Nature Study only shortly before her death. Hers was a life of zeal, devotion, consecration to her profession.

The severest blow sustained by the University in many years was occasioned by the death of President David Felmley on January 24, 1930. For fourteen months after he was stricken by a painful malady he labored on in his accustomed way, working to the limit of his capacity in the inter, ests of the institution that had meant so much to him for the major portion of his life.

Mr. Felmley first came to the Illinois State Normal University in 1890, as professor of mathematics. Ten years later, in 1900, he was appointed president of the institution, which position he held until his death.

During his administration the Illinois State Normal University became one of our foremost teacher-training institutions. The reforms that were brought about were largely his work, as was also the growth and expansion of the institution. Perhaps his most pronounced contribution was in the emphasis placed upon science in the curriculum. The new science building on the University campus is very appropriately called the "David Felmley Hall of Science." Early during his administration the University offered new curricula to prepare teachers for the variety of positions found
in the public schools, including separate curricula for the kindergarten, lower grades, upper grades, music, art, home economics, agriculture, manual arts. The Illinois State Normal. University was also one of the first normal schools to secure the legal right to confer degrees, namely in 1907, and thus to be converted into a teachers college.

Few educational reforms in Illinois or even in the nation have been brought about within the last generation in which President Felmley did not take an active part. He was the first secretary of the National Council of Normal School Presidents, and an active member of the National Council of Education of the N. E. A.

President Felmley was a great man. He possessed a rare combination of abilities that made him stand out prominently among the educators of the State and nation. He was a man of remarkable intellect, incisive, yet profound. His had a rare versatility and an unusual breadth of interests and of knowledge. He was a man of prodigious capacity for labor-a veritable dynamo of human energy, everywhere manifested in the impelling drive of his masterful nature. He had a most business-like way of attacking problems confronting him.

At the same time he was a man of ardent idealism, ever on the alert to promote the interests of society in the community, the State, the nation, and the world. He was a man of justice tempered with mercy, of broad tolerance, of unswerving rectitude of character, and unassailable probity. With all these things there was a geniality sometimes obscured by the press of activity, a kindly humor and a deep and abiding sympathy with all in need of solace, of encouragement, and of help.

## Student Attendance.

The number of students attending the college department of the Illinois State Normal University this term is greater than it has been in any other regular twelve weeks term since the fall of 1926 , when our attendance was 1,421 . Since then there has been a gradual decline until in the fall of 1929 the enrollment dropped to 1,272 , the smallest fall term attendance since 1923. At the present time our enrollment is 1,406 , an increase of 10.5 per cent. This increased enrollment is probably caused by the operation of the new certificating law and the business depression.

The enrollment is as follows at the present time, October 10, 1930:
Teachers College .......................................................................... . . . 1406
University High School................................................................ . . 235
University Elementary School (Thomas Metcalf School).................. 364
Soldiers' Orphans' Home................................................................ . . . . . . . . 591
Rural affiliated schools...................................................................... . . . 159
The number of students attending and graduating during the last two years has been as follows:
$\begin{array}{llll} & 1928-29 & 1929-30\end{array}$
Sent..................... 122 142
Junior College graduates receiving diplomas.................. $401 \quad 357$
In Teachers College, regular terms.............................. . . . . 16091404
Mid-spring half-term ( 6 weeks) ..................................... . 313 . 352
First summer half-term ( 6 weeks)............................... 23942277
Second summer half-term ( 6 weeks)........................... . . 944923
High school students..................................................... 26426
Elementary school pupils........................................... 412420
Soldiers' Orphans' Home pupils................................... $628 \quad 558$
Pupils in affiliated rural schools.................................. 208 . 194
Extension classes, college students................................ 462644
Correspondence college students........................................... .... 331
Grand total no name counted twice........................ . $7757 \quad 7862$
In the summer half-terms of 1930 the attendance was 2,153 and 893, respectively.

## Attendance by counties and states in the College Department of the

 State Normal University:| Adams | 1928-29. | $\begin{array}{r} 1929-30 \\ 12 \end{array}$ |  | 1928-29. | 1929-30. |
| :---: | :---: | :---: | :---: | :---: | :---: |
| Alexander | .. 3 | - | Montgomery | 48 | 62 |
| Bond | 12 | 6 | Morgan | 36 | 27 |
| Boone | 1 | 1 | Moultrie | 35 | 38 |
| Brown | 3 |  | Ogle | 14 | 14 |
| Bureau | 70 | 52 | Peoria | 78 | 59 |
| Calhoun | 8 | 5 | Piatt | 64 | 55 |
| Carroll | 9 | 6 | Pike | 53 | 54 |
| Cass | 24 | 33 | Pulaski |  | 3 |
| Champaign | 76 | 71 | Putnam | 31 | 21 |
| Christian | 82 | 81 | Randolph | 7 | 2 |
| Clark | 2 | 2 | Richland | 18 | 6 |
| Clay | 7 | 4 | Rock Island | 14 | 14 |
| Clinton | 13 | 10 | Sangamon | 138 | 119 |
| Coles | 4 | 9 | Schuyler | 3 |  |
| Cook | 36 | 53 | Scott | 8 | 7 |
| Crawford | 9 | 10 | Shelby | 27 | 34 |
| DeKalb | 3 | 2 | Stark | 26 | 26 |
| DeWitt | 92 | 97 | St. Clair | 75 | 89 |
| Douglas | 21 | 34 | Stephenson | 19 | 18 |
| DuPage | 3 | 4 | Tazewell | 147 | 134 |
| Edgar. | 3 | 6 | Vermilion | 128 | 142 |
| Edwards | 8 | 4 | Wabash | 23 | 20 |
| Efingham | 9 | 3 | Warren | 4 | 5 |
| Fayette | 21 | 22 | Washington | 6 |  |
| Ford | 103 | 107 | Wayne | 11 | 11 |
| Franklin | 9 | 9 | White | 7 |  |
| Fulton | 14 | 18 | Whiteside | 22 | 16 |
| Gallatin | 2 |  | Will | 69 | 64 |
| Greene | 60 | 66 | Winnebago | 18 | 27 |
| Grundy | 48 | 53 | Woodford | 71 | 44 |
| Hamilton | 3 | 3 |  |  |  |
| Hancock | 7 | 5 |  |  |  |
| Hardin |  | 1 | OTHER | STATES. |  |
| Henderson | 9 | 13 |  | STATES. |  |
| Henry | 58 | 52 | Arizona |  |  |
| Iroquois | 128 | 154 | Arkansas | 2 |  |
| Jackson | 5 | 5 | Colorado | 2 |  |
| Jefferson | 10 | 7 | Connecticut | 1 |  |
| Jersey | 15 | 13 | Florida | 1 |  |
| JoDaviess | 5 | 6 | Indiana | 8 |  |
| Johnson | 1 |  | Iowa. | 12 |  |
| Kane | 17 | 13 | Kansas |  |  |
| Kankakee | 87 | 89 | Kentucky | 1 |  |
| Kendall | 16 | 13 | Michigan | 1 |  |
| Knox | 17 | 18 | Minnesota | 3 |  |
| Lake ${ }_{\text {LaSalle }}$ | 136 | 120 | Missouri | 12 |  |
| Lawrence | 136 | 10 | Montana . . |  |  |
| Lee . . . . | 25 | 14 | New Mexico ... | , |  |
| Livingston | 211 | 226 | North Carolina | 1 |  |
| Logan . | 98 | 96 | North Dakota | 12 |  |
| MicDonough | 6 | 2 | Okiohoma | 4 |  |
| McHenry | 4 | ${ }^{2}$ | Oklahoma | 4 |  |
| McLean | 727 | 601 | South Dakota | 2 |  |
| Macon ${ }^{\text {Macoupin }}$ | 121 | 109 | Tennessee . . |  |  |
| Macoupin | 151 | 115 | Texas ... | . 1 |  |
| Madison | 14 | 13 | West Virginia |  |  |
| Marshall | 34 | 43 | Wisconsin ... | . ${ }^{2}$ |  |
| Mason | 62 | 53 | Chile | 1 |  |
| Massac | 1 | 1 | Peru |  |  |
| Menard | 45 | 48 | Total | 4,166 | 3,916 |

In all ninety-six counties and twenty-seven other states are represented.

## Buildings.

The building needs of this institution are as follows:

1. A small administration building to house the offices of the institution. Our offices are now very inadequate for an institution as large as the Illinois State Normal University. They are very inadequately equipped.
2. Renovation and remodelling of the main building. This building is greatly in need of repairs. The floors are in bad condition. Stairways
need to be replaced with steel and terrazzo stairs. The heating, lighting, and ventilating needs to be remodelled. Many other things need to be done to make the building a suitable one for classroom use.
3. A classroom building of good size. There are plenty of uses of a supplementary nature to which the remodelled main building may be put. This institution is very greatly in need of additional classrooms and offices for the faculty. It will work under a considerable handicap until a building of this kind is provided.
4. A modern building for industrial arts and other vocational classes. The curriculum in manual arts needs to be extended to four years and there is great need for adequate shops for carrying on the work of this curriculum. Such shops as the following are needed: machine shop, forge shop, foundry, pattern making shop, drafting rooms, automobile mechanics shop, sheet metal shop, cabinet making shop, carpentry shop, and other similar shops. There is no provision now for most of these lines of work.
5. A new library building. The present library building is very unsuitable. The library is now housed in the old training school building, slightly remodelled. The present quarters are just a place to stay until a new building can be provided.
6. An addition to the gymnasium buitding to provide a swimming pool and classioom. This is one of the imperative needs if the four-year curriculum in physical education is to develop properly.
7. A building for the University high school. The expansion of the work of the University elementary school makes it necessary to think about the problem of housing the University high school in a building of its own which will contain a small auditorium, classrooms, a high school library, shops, and facilities for home economics, commercial work, and similar lines.
8. Completion of Fell Hall in accordance with the original plan. This contemplated a wing and porch, as well as the completion of the building.

I realize that these needs cannot be met in the immediate future, but it seems to me that this should constitute a ten-year building program for the institution. All of these buildings are necessary if the Illinois State Normal University is to render its best service to the State.

Respectfully submitted,
H. A. Brown, President.

## REPORT OF THE SOUTHERN ILLINOIS STATE NORMAL UNIVERSITY, CARBONDALE.

Honorable Francis G. Blair, State Superintendent of Public Instruction, Springfield, Illinois:

Dear Sir:-In compliance with the law of this State, I have the honor to submit the following report of the Southern Illinois State Normal University for the biennium beginning July 1, 1928, and ending June 30, 1930.

The new chemical and manual arts building was occupied by the chemistry department on February 3, 1930, and the laboratories were formally opened with a special program on February 26. The arrangement and


Southern Illinois Normal University, Carbondale.
accommodations of these new laboratories have been found to be very convenient and satisfactory, and the completed installation has been adjudged by experts to be the equivalent of any to be found in a college in the middle west. One of the larger laboratories has separate locker accommodations for two hundred students. The other large laboratory can accommodate one hundred forty freshmen and a section of thirty qualitative analysis students. The quantitative and physical chemistry laboratory and the organic laboratory are equally satisfactory. Besides these, a teachers' laboratory, an ample storeroom, a lecture room, and a recitation room combine to make
an ideal environment for the teaching of chemistry in its various phases. A motion picture projector and screen are now being installed in the lecture room to add the possibility of visual instruction. The permanently installed equipment is valued at over $\$ 30,000$ and the apparatus and chemicals in stock for regular use are valued at $\$ 12,000$. The department is now in excellent condition for the presentation of the science. The average enrollment in college chemistry classes during the regular year 1929-30 was 284 students per term.

With the completion of the new science building, the two literary societies and the two Christian associations have moved from the upper floor of the library to the upper floor of the new building, and the library building is now devoted in its entirety to the use for which it was originally erected. When the remodeling of the second floor is completed, we plan to use it for reserve books. This floor will provide ample space for a tier of closed stacks and two reading rooms for the seating of students needing to use reserve books. This arrangement will help to relieve our crowded condition in both the reading room and the stacks. At present, during certain periods of the day, every available chair in our reading room is occupied. This crowded condition means that some students are excluded from the library. Most of the students using the library are those who find it necessary to consult books on reserve. Therefore, those students who might or should come for the purpose of browsing for an hour or so for the reading of their favorite magazines do not find a crowded room conducive to such a pleasure. Because we feel that a student while in college should create his reading habits for life, we hope to be able to display new books and old interesting ones for the general reader. We aim for this display to consist of the books themselves, lists, notes and posters on the bulletin board. In a college of over one thousand students and a library of 31,079 volumes, 2,075 pamphlets, including a working reference collection, plus a collection of general and technical magazines, bound and unbound, the members of the library staff feel it their duty to create reading habits in these students or revive those already formed.

The growth of the school is very accurately indicated by the number of students finishing the four year course and receiving the degree Bachelor of Education.
1927......................................................................................... . . . . . 55

1928 .................................................................................... . . 70

1930 ......................................................... . . . . . . . . . . . . . . . . . . . . . . . 94
The following table gives the college enrollment for the fall terms of the past six years. It will be seen that in one year there was a slight falling off, but the present year shows the greatest enrollment ever made for the fall term:

College

Fall Term, 1926........................................................................ . . . . 931



Fall Term, 1930....................................................................... . . . . . 185
Since the last report, there has been a distinct improvement in faculty preparation. The school now has 13 professors who have attained the highest degree, Ph.D., 2 who have two years of work beyond the master's, 11 who have one year beyond the master's, 36 who have the master's or at least one year of graduate work, 38 who have the baccalaureate, 5 without degrees.

The Southern Illinois State Normal University is a member of the American Association of Teachers' Colleges with "A" standing, and the school is recongnized as a class "A" college by the University of Illinois.

## Faculty 1930-31.

Henry William Shryock, Ph.B., Illinois Wesleyan, president. English:

Emma L. Bowyer, A.B., A.M., University of Chicago.
Mae C. Trovillion, A.B., A.M., Indiana University.
Elizabeth Cox, A.B., A.M., Kansas University.
Frances Barbour, A.B., A.M., Washington University.
Julia Jonah, A.B., A.M., Washington University.
Mary Crawford, B.Ed., Southern Illinois State Normal University; A.M., University of Illinois.
Esther M. Power, A.B., Colby College; A.M., Columbia University; A.B. honors, Oxford University.
W. Elizabeth Burk, A.B., DePauw University; A.M., University of Chicago.
Thelma L. Kellogg, A.B., A.M., University of Maine; A.M., Ph.D., Radcliffe.
Edith Smith Krappe, A.B., A.M., State University of Iowa.
Robert Dunn Faner, A.B., Allegheny College; M.A., State University of Iowa.
Ruth O. Rose, A.B., Smith College; A.M., Ph.D., Radcliffe.

## Education:

G. D. Wham, B.Ed., Southern Illinois State Normal University, Dean of Faculty.
Wellington A. Thalman, A.B., Ellsworth College; A.M., Ph.D., Cornell University.
F. G. Warren, A.B., McKendree College; A.M., University of Chicago.

## Foreign Languages:

Vera Louise Peacock, A.B., A.M., Ph.D., Cornell University.
J. M. Pierce, A.B., Washington University; A.M., Harvard.

Helen A. Baldwin, A.B., Denison; A.B., University of Chicago; A.M., Denison.
Fuller Combs, A.B., Wabash College; A.M., Indiana University.
Madeleine Smith, A.B., A.M., Northwestern University.

## History:

Edgar Allan Holt, A.B., Lincoln Memorial University; M.A., The State University of Iowa; Ph.D., Ohio State University.
George W. Smith, A.M. (Honorary), Blackburn University.
E. G. Lentz, A.B., Indiana University.

Sara Baker, B.Ed., Southern Illinois State Normal University; M.A., Columbia University.
Richard L. Beyer, A.B., Allegheny College; M.A., Ph.D., State University of Iowa.
Charles J. Pardee, A.B., Hiram College; B.D., Union Theological Seminary; A.M., University of Chicago.
Russell M. Nolan, A.B., M.A., Missouri University.
Political Science and Economics:
Willis G. Swartz, B.A., M.A., Ph.D., State University of Iowa.

## Geography:

Frank H. Colyer, A.B., University of Indiana; M.S., University of Chicago.
Marjorie Mae Shank, A.B., University of North Dakota; A.M., Clark University.
Flemin W. Cox, A.B., M.A., University of Illinois.
Annemarie E. Krause, B.S., University of Minnesota; M.S., University of Illinois.

## Mathematics:

W. T. Felts, B.Ed., Southern Illinois State Normal University.

Alice Kelsey Wright, A.B., Indiana University A.M., University of Illinois.
J. R. Purdy, B.S., M.A., Kenyon College; Ph.D., University of Illinois.

Chemistry:
J. W. Neckers, A.B., Hope College; M.S., Ph.D., University of Illinois.

George Mervin Brown, Graduate, Massachusetts State Normal, Westfield, Mass.
R. A. Scott, B.S., M.S., University of Illinois.
T. W. Abbott, A.B., Indiana University; A.M., Harvard University; Ph.D., University of Illinois.

## Physics and Astronomy:

S. E. Boomer, A.B., A.M., University of Illinois.

Charlotte Zimmerschied, A.B., A.M., University of Minnesota.
O. B. Young, A.B., Wabash College; A.M., Ph.D., University of Illinois.

## Botany:

William Marshall Bailey, A.B., B.S., Campbell College; M.S., University of Chicago.
Martha Scott, A.B., Park College; M.S., University of Chicago.

## Zoology:

Mary M. Steagall, Ed.B., Ph.B., M.S., Ph.D., University of Chicago.
Hilda Stein, B.Ed., Southern Illinois State Normal University; M.S., University of Illinois.

## Agriculture:

R. E. Muckleroy, B.S., University of Illinois; M.S., University of Wisconsin.

## Drawing and Design:

Gladys Potter Williåms, Graduate Pratt Institute, New York; M.A., University of Cincinnati.
Lulu D. Roach, Ph.B., University of Chicago.
Industrial Arts:
Louis C. Petersen, B.S., Northwestern University.
Household Arts:
Lucy K. Woody, B.S., M.A., Teachers College, Columbia University.
Mary Louise Fry, A.B., University of Illinois.
Commercial:
T. L. Bryant, B.Ed., Southern Illinois State Normal University.

Edw. V. Miles, Jr., B.Ed., Southern Illinois State Normal University.
Music:
David S. McIntosh, B.M.E., Northwestern University School of Music.
Julia Chastaine, Graduate, Chicago Musical College; B.Ed., Southern Illinois State Normal University.
Helen E. Matthes.
Wendell Margrave, B.Ed., Southern Illinois State Normal University.

## Physical Education for Men:

William McAndrew, A.B., Vincennes University; Ll.B., Cumberland University.
Leland P. Lingle, B.Ed., Southern Illinois State Normal University.
Vincent DiGiovanna, B.P.E., Springfield College; M.A., New York University.

## Physical Education for Women:

Frances D-L. Etheridge, A.B., B.S., University of Illinois
Dorothy M. Muzzey, B.A., Iowa State Teachers College.
Aileen Carpenter, B.S., A.M., Iowa State University.

## Physiology and Health Education:

Delia Caldwell, M.D., Northwestern University.
Florence Denny, Graduate, School of Nursing, Beth-El Hospital, Colorado Springs; B.Ed., Southern Illinois State Normal University.

## Library:

Fay Hart, A.B., Illinois College; B.L.S., University of Illinois.
Opal Stone, B.S., in Ed., Northwest Missouri State Teachers College; B.S. in Library Science, University of Illinois.

Estella Roy, A.B., Oberlin College; B.S. in Library Science, University of Illinois.
Katherine Fox, A.B., University of Illinois; B.S., in Library Science, University of Illinois.

## Practice Department:

Bruce W. Merwin, A.B., B.S., in Education; A.M., Ph.D., Kansas University, Supervisor of Student Teaching.

## Senior High School.

Florence A. Wells, B.Ed., Southern Illinois State Normal University. C. C. Logan, B.S., University of Illinois.

John I. Wright, Ph.B., University of Chicago.
Alberta Gibbons, A.B., University of Illinois; A.M., Columbia University.
J. Cary Davis, B.Ed., Southern Illinois State Normal University; A.M., University of Illinois.
J. Henry Schroeder, B.Ed., Southern Illinois State Normal University.

Emma Francis, B.Ed., Southern Illinois State Normal University.

## Allyn Training School.

W. A. Furr, A.B., A.M., Indiana University, Superintendent.

Dilla Hall, B.Ed., Southern Illinois State Normal University.
Madge Troutt, B.Ed., Southern Illinois State Normal University.
Ruby Van Trump, B.S., in Education, State Teachers College, Springfield, Mo.; A.M., George Peabody College for Teachers.

Ora Rogers, B.Ed., Southern Illinois State Normal University.
Mary E. Entsminger, Graduate, Junior College, Southern Illinois State Normal University.

Theresa Keidel, A.B., A.M., University of Chicago.
Lulu R. Clark, Graduate, Junior College, Southern Illinois State Normal University.

May S. Hawkins, B.Ed., Southern Illinois State Normal University.
Florence R. King, Graduate, State Normal and Training School, Oswego, N. Y.

## Brush Training School.

W. G. Cisne, Ph.B., University of Wisconsin, Superintendent.

Mae L. Fox, B.Ed., Southern Illinois State Normal University.
Grace Wilhelm, B.Ed., Southern Illinois State Normal University.
Verna Gent, B.Ed., Southern Illinois State Normal University.
Mary Goddard, B.Ed., Southern Illinois State Normal University.
Mabel Eads, B.Ed., Southern Illinois State University.
Jewell Trulove, B.Ed., Southern Illinois State Normal University.
Dora Bevis, B.Ed., Southern Illinois State Normal University.
Maude Mayhew, Ph.B., University of Chicago.
Tina Goodwin, B.Ed., Southern Illinois State Normal University.

Rural Training Schools.
W. O. Brown, A.B., Dixon College, Superintendent .

Ted R. Ragsdale, B.Ed., Southern Illinois State Normal University. Lydia Dietrich Ragsdale, B.Ed., Southern Illinois State Normal University.

Troy Stearns, B.Ed., Southern Illinois State Normal University.
Ruth Husband, B.S., University of Illinois.
Emerson Hall, B.Ed., Southern Illinois State Normal University.
Mabel Goddard, B.Ed., Southern Illinois State Normal University.
OFFICE.
Marjorie Mae Shank, A.B., University of North Dakota; A.M., Clark University; Registrar.

Louise Durham, B.Ed., Southern Illinois State Normal University, Assistant Registrar.

Cora Sanders Norton, Stenographer-Bookkeeper.
Respectfully submitted,
H. W. Shryock, President.


Administration Building, Northern Illinois State Teachers College, DeKalb.

## REPORT OF THE NORTHERN ILLINOIS STATE TEACHERS COLLEGE, DE KALB.

Honorable Francis G. Blair, Superintendent of Public Instruction, Springfield, Illinois.

Dear Sir:-I have the honor to submit the following report for the Northern Illinois State Teachers College for the biennium beginning July 1, 1928, and closing June 30, 1930.

State Normal School Board.
M. F. Walsh, Springfield, ex officio Member and Chairman.

Francis G. Blair, Springfield, ex officio Member and Secretary.
1925-1931-Frank M. Hewitt, Carbondale.
N. M. Mason, Oglesby.

1927-1933-Charles McMorris, Marshall.
Mrs. M. K. Northam, Evanston.
E. B. Still, DeKalb.

1930-1936-Albert E. Bailey, Macomb.
E. E. Cole, Chicago

Harriet A. McIntire, Mendota.
Mrs. G. W. T. Reynolds, East St. Louis.
Faculty-1929-30.
Karl L. Adams, S.B., A.M., President.
Alma Anderson, A.B., Fine Arts.
Miriam Anderson, A.B., Physical Education for Women.
A. Neil Annas, S.B., Music and Dean of Men.

Maurine Bradley, M.B., Music.
Loren T. Caldwell, S.B., Geography.
G. W. Campbell, A.B., A.M., English.

Gladys F. Carlson, A.B., A.M., Mathematics.
Ed Chenette, M.B., Band.
Harriett Conard, Supervisor of Kindergarten and Social Director of Williston Hall.
J. Hal Connor, A.B., A.M., English.

Carl C. Cramer, S.B., Industrial Arts.
Blanche Davidson, A.B., A.M., Dean of Women.
Edward F. Edel, A.B., Penmanship.
George G. Evans, S.B., Physical Education for Men and Athletic Coach.
O. J. Gabel, Ph.B., A.M., Principal, McMurray Training School.

Howard W. Gould, S.B., S.M., Ph.D., Physics.
William C. Gould, A.B., A.M., Geography.
Homer Hall, A.B., A.M., Supervisor of Rural Schools.
Paul E. Harrison, B.E., Industrial Arts.
M. C. Hayes, A.B., A.M., Ph.D., Education.
I. J. Jenks, A.B., S.M., Chemistry.

Mary Louise Lloyd, M.B., Music.
Clyde L. Lyon, A.B., Reading.
William H. McClure, A.B., A.M., Social Science.
Eva P. McKee, A.B., A.M., Physical Education for Women.
Eva I. McMahon, B.L.S., Librarian.

Jessie R. Mann, S.B., Biology.
L. Eveline Merritt, Fine Arts.

Helen R. Messenger, A.B., A.M., Education.
C. E. Montgomery, S.B., S.M., Biology.

Edna L. Nash, A.B., Geography.
Celine Neptune, A.B., Home Economics.
Katharine Neptune, A.B., Assistant Librarian.
Milo T. Oakland, S.B., Industrial Arts.
Edward C. Page, A.B., Social Sciences.
S. F. Parson, Mathematics.
O. E. Peterson, A.B., Ph.M., Education.

Frank W. Phillips, A.B., Director of Student Teaching.
Bertha B. Pratt, Assistant Librarian.
Alta Florence Randels, S.B., Physical Education for Women.
David Sherwood, Stringed Instruments.
Ida S. Simonson, B.L., English.
B. Mae Small, A.B., English.

Edna G. Steele, S.B., A.M., Education.
Norma Stelford, S. B., Mathematics.
William B. Storm, Ph.B., Mathematics.
Ziegner Swanson, Band Instruments.
Hazel B. Strahan, Ph.B., Home Economics.
Walter E. Swarthout, Scouting.
Ruth Taylor, B.J., A.M., English.
George L. Terwilliger, B.E., A.M., Biology.
John B. Tipton, S.B., S.M., Principal, Glidden Training School.
Mary R. Whitman, A.B., Foreign Language.
Milo L. Whittaker, A.B., A.M., Social Science.
Mary N. Williams, S.B., A.M., Reading.
Ethel M. Woolhiser, Ph.B., A.M., Education.
Maybelle Wosnuk, A.B., Fine Arts.
R. M. Zulauf, A.B., Social Science.
E. Louise Adams, S.B., Critic, First Grade, McMurry Training School.

Bertha M. Bellis, A.B., A.M., Critic, Eighth Grade, McMurry.
Bertha F. Huntsman, Critic, Fifth Grade, McMurry.
Tillie B. McCollough, Critic, Seventh Grade, McMurry.
Annie E. King, A.B., Critic, Second Grade, McMurry.
Bena M. Peterson, Ph.B., Critic, Sixth Grade, McMurry.
Hilma Ross, Critic, Third Grade, McMurry.
Ethel Shattuck, Critic, Fourth Grade, McMurry.
Louise A. Bristow, Critic, First Grade, Glidden Training School.
Mollie Duffy, S.B., Critic, Sixth Grade, Glidden.
Mary Fitch, Critic, Third Grade, Glidden.
Elizabeth Goodyear, S.B., Critic, Fourth Grade, Glidden.
Eva M. McKean, Critic, Fifth Grade, Glidden.
John E. Montgomery, Ph.B., Critic, Eighth Grade, Glidden.
Ruth Powell, B.E., Critic, Second Grade, Glidden.
Agnes R. Tague, Critic, Seventh Grade, Glidden.
James A. Clark, Engineer.
Elvira E. Crays, Matron of Williston Hall.
Norma P. Hunt, S.B., Secretary and Registrar.
Olive S. Johnson, Bookkeeper.
James B. Livingstone, Business Manager.
Lina Luhtala, Stenographer.
William Swinbank, Superintendent of Grounds.


## Enrollment and Graduates.

On this date, November 1, 1930, we have:
College Department760
DeKalb Township High School-enrollment used for practice-teach- ing purposes ..... 193
Elementary Training Schools ..... 450
Affiliated Rural Schools ..... 82The enrollment this fall shows the largest number of students of collegegrade on the campus in the history of the institution. This number includestwo hundred twenty young men. This represents an increase of 8 per centin enrollment over the corresponding period last year. The increase in en-rollment of young men is 30 per cent.
The enrollment and the number of graduates during the past biennium are as follows:
1928-29. 1929-30.
College enrollment for the year, counting no names twice... 719 ..... 761
College enrollment for the summer term, counting no names twice ..... 842 ..... 900
Graduates:
Senior College ..... 1434
Junior College ..... 191 ..... 219

## Buildings.

The most urgent material need of the institution is a building which will provide adequate room for the college library and adequate quarters for the Departments of Biology, Physics, and Chemistry.

Modern college teaching requires the continuous use of an up-to-date library. We have over 30,000 books and bound volumes in our library. We have nearly 800 students on the campus. We have one room in which to house these books, and one other room in which to allow these students to read. Due to a peculiar construction of the building when it was used for the dual purpose of a college and a training school, the hall opens into the library from both ends, making this reading room a passing place for students. To become and to remain an accredited college, this institution must have a new library.

Science courses today are considered one of the marks of the quality of instruction given in a college. Our physical sciences are located in basement rooms, inadequate as to size and poorly equipped for modern science teaching, yet everything has been done that can be done to make the present facilities take care of our situation. Our biological sciences are somewhat better off, but they also are cramped for space and repeatedly accrediting agencies criticize severely our attempt to do senior college work without any laboratories where senior college students can be by themselves. This college has poorer science equipment than practically any high school in our district and yet we are trying to train teachers for these high school classes.

A combined library and science building costing approximately $\$ 350$,000.00 would take care of our most urgent need at the present time. With the present over-supply of partially-trained teachers, superintendents and principals as well as the public are demanding better and better trained teachers. Better trained teachers necessitate better facilities in our teachertraining institutions. If this institution is to continue to render maximum service to Northern Illinois it must have this new building.
Cost of Operation from Regular Appropriations from July 1, 1929, to June 30, 1930.
Salaries and wages ..... \$204,840.00
Operation ..... 31,371.00
Repairs and equipment ..... 19,533.00
Travel ..... 953.00
Office expense ..... 2,125.00
Permanent Improvements ..... 19,097.00
Printing507.00
Postage ..... 671.00
Total ..... \$279,097.00
Respectfully submitted,
Karl L. Adams, President.


## REPORT OF THE EASTERN ILLINOIS STATE TEACHERS COLLEGE, CHARLESTON.

Honorable Francis G. Blair, Superintendent of Public Instruction, Springfield, Illinois.

Dear Sir:-I have the honor of submitting the following biennial report for the Eastern Illinois State Teachers College at Charleston for the years 1928-30:

## NORMAL SCHOOL BOARD. <br> Ex-officio Members.

Michael F. Walsh, Director of Registration and Education, Springfield, Chairman.
Francis G. Blair, Superintendent of Public Instruction, Springfield, Secretary.

## Appointed Members.

1923-1929-Ernest E. Cole, Chicago.
1925-1931-Frank M. Hewitt, Carbondale.
N. M. Mason, Oglesby.

1927-1933-Edgar B. Still, DeKalb.
Mrs. M. K. Northam, Evanston.
Charles E. McMorris, Marshall.
1930-1936-Mrs. G. W. T. Reynolds, East St. Louis.
Harriett A. McIntyre, Mendota.
Albert E. Bailey, Macomb.
Faculty-1929-1930.
Livingston C. Lord, President; A.M., Harvard University; LL.D., University of Illinois.

Edson H. Taylor, Mathematics; A.M., Ph.D., Harvard University.
Friederich Koch, Music; Conservatory of Music, Kassel, Germany.
Ellen A. Ford, Latin; A.B., A.M., Syracuse University.
Annie L. Weller, Geography; B.S., The University of Chicago.
Albert B. Crowe, Chemistry; A.B., A.M., Hanover College.
Isabel McKinney, English; A.B., The University of Chicago; A.M., Columbia University.

Simeon E. Thomas, History; Ph.B., Upper Iowa University; A.M., University of Iowa.

Anabel Johnson, German and French; A.B., Elmira College; A.M., Columbia University.

Charles P. Lantz, Physical Education; B.S., Gettysburg College.
*Howard De F. Widger, English; A.B., Yale University; A.M., University of Illinois.

Fiske Allen, Director of Training School; A.B., Indiana University A.M., Columbia University.

Ruth Carman, Latin; Ph.B., University of Wisconsin; A.M., University of Illinois.

Lawrence F. Ashley, Manual Arts; B.S., Stout Institute, University of Wisconsin.

Ruth E. Major, School Music; B.S., Kansas State Normal School.
Lena B. Ellington, History; A.B., Mississippi State College for Women; A.M., Columbia University.

[^18]Charles S. Spooner, Zoology; A.B., Cornell University; A.M., University of Illinois.

Grace E. Messer, Fine and Applied Arts; Potsdam Normal School; Syracuse University.

Orra E. Neal, English; Battle Creek College.
Wayne P. Hughes, Manual Arts; Stout Institute.
Ernest L. Stover, Botany; M.S., Ohio State University; Ph.D., The University of Chicago.

Florence G. McAfee, Physical Education; A.B., Pennsylvania State College; Department of Hygiene and Physical Education, Wellesley College.
*H. Harry Giles, English; A.B., Amherst College.
Dorothy H. Moore, Fine and Applied Arts; Chicago School of Applied and Normal Arts.

Ora L. Railsback, Physics; A.B., A.M., Indiana University.
Ruby M. Harris, Geography; B.S., The University of Chicago.
Patsy L. Stover, Biological Science; A.B., Mount Holyoke College; M.S., The University of Chicago.
*Charles H. Coleman, History; A.B., George Washington University; Columbia University.

Lillie S. Thompson, Home Economics; B.S., Stout Institute.
Eugene M. Waffle, English; A.B., Indiana State Normal School.
Emma Reinhardt, Psychology and Education; A.B., A.M., Ph.D., University of Illinois.

Alice M. Daniels, Mathematics; B.A., University of Minnesota.
Ethel I. Hanson, Music; B.M., University of Wisconsin.
Vick L. Langford, Manual Arts; B.S., Stout Institute.
Frank A. Beu, Psychology and Education; A.B., A.M., Northwestern University.

Hallie B. Whitesel, Fine and Applied Arts; B.Ed., Eastern Illinois State Teachers College.

Alice McKinney, Fine and Applied Arts; B.Ed., Eastern Illinois State Teachers College.

Harlan L. Hassberg, Music; Columbia School of Music.
Harold M. Cavins, Agriculture; B.S., University of Illinois; M.S., Pennsylvania State College.

Eva P. Mintle, Home Economics; B.S., Iowa State College.
Emily R. Orcutt, English; Ph.B., M.A., The University of Chicago.
Laura J. Parker, English; Ph.B., M.A., University of Vermont.
Charles B. Judah, Jr., Social Science; A.B., A.M., Ph.D., University of Illinois.

Glenn H. Seymour, Social Science; A.B., A.M., Ph.D., University of Illinois.
${ }^{3}$ Ruth B. Dunn, French and English; B.A., Wellesley College; M.A., The University of Chicago.

Nels O. Reppen, Education; A.B., A.M., University of Wisconsin.
Aileen E. Collins, English; Ph.B., The University of Chicago; A.M., Washington University.

Ruth Hostetler, Mathematics; B.S., The University of Chicago.
Walter M. Scruggs, Biological Science; B.Ed., Eastern Illinois State Teachers College.

Ruth F. Petran, English; B.A., Carleton College; M.A., The University of Chicago.

Bernhard P. Heubner, Education; A.B., Knox College; A.M., Ph.D., University of Wisconsin.

Franklyn L. Andrews, English; Ph.B., The University of Chicago; M.A., University of Illinois.

Agnes C. Loughlin, English; B.A., M.A., University of Wisconsin.
Ralph N. Goebel, Physical Science; B.S., University of Illinois; M.S., The University of Chicago.

William Morris, English; A.B., Olivet College; M.A., Boston University.

[^19][^20] Illinois State Teachers College; M.A., Ohio State University.
${ }^{4}$ Ellen Elizabeth Michael, French and English; A.B., Coe College; A.M., The University of Chicago.

Edith E. Regan, Training Teacher in Seventh, Eighth and Ninth Grades; Indiana State Normal School.

Edith P. Levake, Training Teacher in Seventh, Eighth and Ninth Grades; B.S., The University of Chicago.

Leah I. Stevens, Training Teacher in Seventh and Eighth Grades; B.S., The University of Chicago.

Gilberta Coffman, Training Teacher in Sixth Grade; Indiana State Normal School.

Nina F. Arnold, Training Teacher in Fifth Grade; Winona State Teachers College.

Elizabeth Springstun, Training Teacher in Fourth Grade; Ph.B., The University of Chicago.

Florence E. Gardiner, Training Teacher in Third Grade; Wisconsin State Normal School.

Grace Geddes, Training Teacher in Second Grade; Eastern Illinois State Teachers College.

Anna H. Morse, Training Teacher in First Grade; Illinois State Normal University.

Elizabeth Howell, Training Teacher in History; B.S., Teachers College, Columbia University.

Dorothy A. Sisson, Training Teacher in Geography; A.B., University of Wisconsin.

Mary J. Booth, Librarian; A.B., Beloit College; B.L.S., University of Illinois.

May Smith, Assistant Librarian; B.S., University of Illinois.
Hazel I. Hicks, Assistant Librarian; Eastern Illinois State Teachers College.
${ }^{5}$ Grace Ewalt, Secretary and Business Manager.
Blanche C. Thomas, Registrar.
Eleanor F. Hammond, Stenographer.
Edith Willson, Stenographer.
Carol L. Besteland, Head of Pemberton Hall.
Angeline K. Schmitt, Nurse.
Walter H. Nehrling, Superintendent of Grounds; Missouri Botanical Gardens.

Names of teachers, with the exception of training teachers are printed in the order of their engagement.

[^21]I. SUMMARY OF ATTENDANCE-TWELVE MONTHS ENDING JUNE 3, 1929.

|  | Men. | Women. | Total. | Total. |
| :---: | :---: | :---: | :---: | :---: |
| Six weeks terms** |  |  |  |  |
| Summer term, 1928- |  |  |  |  |
| First six weeks .-. | 159 | 644 | 803 |  |
| ${ }^{\text {S }}$ Second six weeks | 68 | 134 | 202 |  |
| Mid-spring term, 1929 | 27 | 98 | 125 |  |
| Total in six weeks' terms | 254 | 876 |  | 1,130 |
| Regular school year-September 10, 1928 to June 3, 1929- |  |  |  |  |
| Teachers' college- <br> Senior college- |  |  |  |  |
| Senior year | 14 | 18 | 32 |  |
| Junior year. | 32 | 30 | 62 |  |
| Total in senior college | 46 | 48 | 94 |  |
| Junior college- Sophomore year |  |  |  |  |
| Freshman year - | 140 | 322 | 462 |  |
| Total in junior college | 216 | 448 | 664 |  |
| Total in college | 262 | 496 | 758 |  |
| High school- |  |  |  |  |
| Twelfth year-- | 15 | 23 | 38 |  |
| Eleventh year | 20 | 34 | 54 |  |
| Tenth year- | 33 | 37 | 70 |  |
| Ninth year | 36 | 36 | 72 |  |
| Total in high school | 104 | 130 | 234 |  |
| Total above the eighth grade. | 366 | 626 | 992 |  |
| Elementary training school... | 113 | 162 | 275 |  |
| Total for the regular year | 479 | 788 |  | 1,267 |
| Total for the twelve months ending June 3, 19 |  |  |  | 2.397 |
| Counted twice.-- | 40 | 111 |  | 151 |
| Grand total |  |  |  | 2,246 |

II. SUMMARY OF ATTENDANCE-TWELVE MONTHS ENDING JUNE 2, 1930.

|  | Men. | Women. | Total. | Total. |
| :---: | :---: | :---: | :---: | :---: |
| Six Weeks' term- |  |  |  |  |
| Summer term, 1929- |  |  |  |  |
| $\xrightarrow[\text { First six weeks.-- }]{\text { Second six weeks }}$ | 174 94 | 699 167 | 873 261 |  |
| Total in six weeks' terms. | 268 | 866 |  | 1,134 |
| Regular school year-September 7, 1929, to June 2, 1930 Teachers' college - |  |  |  |  |
| Senior collegeSenior year | 23 | 25 | 48 |  |
| Junior year. | 30 | 32 | 62 |  |
| Total in senior college | 53 | 57 | 110 |  |
| Junior college- Sophomore year |  |  |  |  |
| Freshman year - | 115 | 209 | 324 |  |
| Total in junior college | 192 | 362 | 554 |  |
| Total in college | 245 | 419 | 664 |  |
| High school- |  |  |  |  |
| Twelfth year. | 23 | 34 | 57 |  |
| Tenth year--- | 18 28 | 32 <br> 35 | 50 63 |  |
| Ninth year. | 26 | 39 | 65 |  |
| Total in high school | 95 | 140 | 235 |  |
| Total above the eighth grade | 340 | 559 | 899 |  |
| Elementary training school | 113 | 159 | 272 |  |
| Total for the regular year | 453 | 718 |  | 1,171 |
| Total for the twelve months ending June 2, 1930 |  |  |  | 2,305 |
| Counted twice.. |  |  |  | 302 |
| Grand total |  |  |  | 2,003 |

III. ATTENDANCE, FALL QUARTER, 1930.

|  |  | Fall, 1929. |
| :---: | :---: | :---: |
| College High school | 670 | 587 |
|  | 215 | 233 |
| Total. | 885 | 820 |

Increase in college students as compared with the fall quarter, 1929, 14 per cent.

## Standing and Progress of the College.

The Eastern Illinois State Teachers College is a Teachers College, Class A, in the American Association of Teachers Colleges, and a College, First List, in the North Central Association of Colleges and Secondary Schools.

In the biennium, 1928-1930, 64 were graduated from the college with the degree of bachelor of education and 165 received the junior college diploma.

It is interesting to note the increase in the number of students taking four years beyond the high school to prepare for teaching, the number of degree graduates for the preceding biennium being 39 as compared with 64 for the biennium 1928-1930.

## Material Needs.

Our pressing material needs are a library building, a gymnasium, and the completion of the elementary training school by the addition of the assembly room called for in the architect's plans.


Training School, Eastern Illinois State Teachers College.

## Preparation for Teaching.

Teachers colleges afford the best means of training high school teachers and of giving grade teachers a better education than was possible in the old normal schools.

A graduate of the teachers college has a preparation for teaching which -combines with a scholarly and adequate knowledge of subject matter the beginning at least of skill in teaching and enough of liberal education to make him worthy of undertaking the important work of education-the foundation of stable political and social life in our country. For the graduate teacher has completed an integrated curriculum in which courses in education, psychology, and practice teaching have played their part with English, science, social science, a major subject, a minor subject, and some electives.

The change from normal schools to teachers colleges has extended the possibility of advanced education to many for whom attendance at the university is financially impossible.

The practical arts building, for which an appropriation of $\$ 170,000$ was made by the legislature in 1925, was first occupied in 1929. It is used for manual and industrial arts and for Smith-Hughes Home Economics.

The great need in education from the primary school through the university is a supply of competent teachers, of which there is a great lack. The teachers colleges of the State are established to train teachers for the common schools of the State, and the term "common school" includes the high school. But the duty of the teachers colleges to the State is greater in preparing teachers for the elementary schools which are made up of the young children of the State.

The bane of the teachers' calling is the competition between superior and inferior teachers. The differences between these classes of teachers, while not yet very apparent, is becoming more and more so. The teachers colleges must do all in their power to furnish superior teachers, and to make this possible their faculties must be composed of the best teachers available-people of high character, superior scholarship and skill in teach-ing-and to get such teachers we must compete with high schools, colleges, and even universities.

Our present appropriations for salaries and wages do not enable us to do this. Larger sums for salaries and wages are imperative if our teachers colleges do what the State expects of them.

Respectfully submitted,
L. C. Lord, President.


## REPORT OF THE WESTERN ILLINOIS STATE TEACHERS COLLEGE, MACOMB.

Honorable Francis G. Blair, Superintendent of Public Instruction, Springfield, Illinois.

Dear Sir:-In compliance with the law of this State, I have the honor to submit the following report of this institution for the biennium beginning July 1, 1928, and ending June 30, 1930:

Normal School Board.
ex-officio members.
M. F. Walsh, Director of Registration and Education, Springfield, Chairman.

Francis G. Blair, Superintendent of Public Instruction, Springfield, Secretary.

APPOINTED MEMISERS.
1925-1931—Frank M. Hewitt, Carbondale.
N. M. Mason, Oglesby.

1927-1933-Edgar B. Still, DeKalb. Mrs. Martin K. Northam, Evanston. Charles E. McMorris, Marshall.
1929-1935-Albert E. Bailey, Macomb.
Miss Harriett McIntyre, Mendota.
*Ernest E. Cole, Chicago.
Mrs. G. W. T. Reynolds, East St. Louis.
The Faculty.
OFFICERS OF ADMINISTRATION.
W. P. Morgan, Ph.M., D.Ed., President.
D. A. Podoll, A.M., Dean of Men.
F. H. Currens, Ph.D., Dean of the Faculty, Head of Department of Chemistry.

Caroline Grote, M.A., Dean of Women.
Ethel Ray, M.A., Assistant Dean of Women.
Oscar Champion, Registrar.

## FACULTY MEALIBERS.

Harry D. Waggoner, Ph.D., Head of Department of Biology.
Mary Bennett, M.S., Assistant in Biology Department.
Roy M. Sallee, M.S., Assistant in Biology Department.
C. H. Oathout, Ph.D., Head of Department of Agriculture.

Theodore Pottle, M.A., Head of Department of Art.
Alberta Strome, B.Ed., Assistant in Department of Art.
Irving Garwood, Ph.D., Head of Department of English.
Harold Schory, M.A., Assistant in Department of English.
Bessie Myers, M.A., Assistant in Department of English.
Gladys Vawter, M.A., Assistant in Department of English.
Isabelle Hoover, M.A., Assistant in Department of English.
Mabel Corbin, M.S., Assistant in Department of English.
June Whiting, A.M., Assistant in Department of English.

[^22]R. R. Simpkins, A.M., Head of Department of Education.
E. E. Van Cleve, A.M., Assistant in Department of Education.
R. G. Linder, A.M., Assistant in Department of Education.
D. L. Bailey, M.A., Head of Rural School Department.
G. W. Gayler, A.B., Head of Extension Department.

Thomas P. Christensen, Ph.D., Assistant in Extension Department.
A. G. Tillman, Ph.D., Head of Department of Geography.

Claude Hesh, B.Ed., Assistant in Department of Geography.
Ray Hanson, B.P.E., Director of Physical Education for Men.
Ralph Barclay, B.Ed., Assistant in Department of Physical Education for Men.

Blenda Olson, A.M., Head of Department of French.
Ruth Carson, Ph.D., Head of Department of Latin.
Frances E. Davis, A.M., Assistant in Departments of French and Latin.
W. L. Schuppert, A.M., Head of Department of History and Economics.

Harvey C. Seal, A.M., Assistant in Department of History and Economics.
W. A. McAllister, M.A., Assistant in Department of History and Economics.

Eva Colby, M.A., Head of Home Economics Department.
Tressie Bonham, M.A., Assistant in Department of Home Economics.
James C. Burns, A.M., Assistant in Department of History and Economics.

* Wayne Wetzel, B.S., Head of Department of Industrial Arts.
* Raymond Miller, B.Ed., Assistant in Department of Industrial Arts.
$\dagger$ Earl L. Page, Head of Department of Industrial Arts.
$\dagger$ L. G. Lindahl, M.A., Assistant in Department of Industrial Arts.
R. M. Ginnings, M.S., Head of Department of Mathematics.

Ruth Shriver, Ph.B., Assistant in Department of Mathematics.
Edwin W. Schreiber, A.M., Assistant in Department of Mathematics.
Theresa Wild, A.M., Head of Department of Music.
Cleo T. Silvey, M.A., Assistant in Department of Music.
Karl Crilly, Ph.B., Assistant in Department of Music.
$\ddagger$ J. A. Kirby, M.S., Head of Department of Commerce.
§ H. S. Young, M.A., Head of Department of Commerce.
Hattie Voss, B.Ed., Assistant in Department of Commerce.
Hazel Keys, B.Ed., Assistant in Department of Commerce.
Dora Sharp, M.A., Head of Department of Physical Education for Women.
Sara Kramer, M.A., Assistant in Department of Physical Education for Women.
$\ddagger$ Martha Stranathan, B.S., Assistant in Department of Physical Education for Women.
§ Olive E. Potter, M. A., Assistant in Department of Physical Education for Women.

* P. R. Neureiter, Ph.D., Assistant in Department of Chemistry.
$\dagger$ Clarence J. Black, M.A., M.S., Assistant in Department of Chemistry.
$\ddagger$ Lewis E. Miller, Ph.D., Assistant in Department of Chemistry.
H. Waldo Horrabin, B.Ed., Assistant in Department of Chemistry.
W. H. Eller, M.A., Assistant in Physics Department.

Fanny Jackson, A.B., B.L.S., Librarian.
Harriett, Wirick, B.A., B.S., Assistant Librarian.
Nellie Stickle, Assistant Librarian.
Nina Watson, Assistant Librarian.
Helen Lloyd, Assistant Librarian.
Doris Foley, Assistant Librarian.

## The Elementary School.

* Katherine Thompson, B.Ed., Principal Upper Grades.
† Karl Runkle, M.A., Principal Upper Grades.

[^23]Bessie Cooper, M.A., Principal Lower Grades.<br>Lois Browne, M.A., Training Teacher.<br>Myrtle Duncan, M.A., Training Teacher.<br>Beulah Mitchell, M.A., Training Teacher.<br>* Margaret Schannenk, B.Ed., Training Teacher.<br>$\dagger$ Carrie E. M. Burks, M.A., Training Teacher.<br>Erma Foster, B.Ed., Training Teacher.<br>Garnet Rodgers, B.E., Training Teacher.<br>Marie Porter, M.A., Training Teacher.<br>Helen M. Pence, M.A., Training Teacher.

## History of the School.

The Western Illinois State Teachers College was established April 24, 1899, under the name Western Illinois State Normal School. In the language of the law, its purpose is "to qualify teachers in the common schools of the State by imparting instruction in the art of teaching in all branches of study which pertain to a common school education, and such other studies as the board of trustees may from time to time prescribe."

The school was located at Macomb, August 14, 1900. The site, comprising nearly sixty acres, was presented to the State by citizens of Macomb and vicinity and at the present time, the campus is not excelled in beauty by any in the State.

During the session of the Fifty-second General Assembly in 1921, a bill was passed and on June 3, 1921, signed by the Governor providing that the name of the Western Illinois State Normal School should be changed to the Western Illinois State Teachers' College. This Act carried with it an emergency clause and the school immediately took the new name.

## Former Buildings.

I. The first building of the plant was the main administration building, of Berean stone and brick, built at a cost of $\$ 400,000.00$. The corner stone was laid December 21, 1900, and the building was completed and opened for school use on September 23, 1902.
II. Monroe Hall, the woman's dormitory, was contracted on October, 1912, for $\$ 85,000.00$, and was formally opened and occupied on January 23 , 1914. The building has a capacity for eighty-five or ninety girls.
III. The School of Arts building cost $\$ 135,000.00$. Bids were opened on June 26, 1916, and on June 12, 1919, the building was dedicated following the war as a memorial to the soldiers and sailors whose stars appear on the service flag of the school.
IV. The new heating plant cost $\$ 190,000.00$. The contract was let August 26, 1924, and the building was completed before the opening of school in September, 1926.
V. The Fifty-fourth General Assembly appropriated $\$ 175,000.00$ for the new gymnasium, which was commenced on July 1, 1927, and completed prior to the opening of school in the fall of 1928. The building contains floor space of $90 \times 180$ feet for lockers, showers and dressing rooms; two gymnasium floors, one $60 \times 90$ feet and the other $90 \times 120$ feet, one of which is for women and the other for men; office rooms, recitation rooms, rest rooms, medical examination rooms, etc., covering two floors each of which is 132 feet long and $371 / 2$ feet wide. The entire building is commodious and well appointed and provides excellent quarters for school functions, including basketball games, for which it has a seating capacity of about 2,000 .
VI. The old heating plant was remodeled and built into school rooms for the academy, and opened for use in September, 1928, at a cost of about $\$ 25,000.00$. It contains four classrooms and an assembly room for 160 students.

[^24]

## Campus and Athletic Field.

The Fifty-fifth General Assembly appropriated over $\$ 40,000.00$ to rebuild the campus walks and drives, and $\$ 15,000.00$ to purchase ten acres of land to be added to the athletic field, while the Fifty-sixth General Assembly appropriated $\$ 10,000.00$ to grade and improve the athletic field. This money has now been entirely expended, so that the drives and walks are in excellent condition and the athletic field is just finished. This assists the work in physical education very much by the addition of a football field, a quarter mile track with a 220 -yard straightaway, nine new tennis courts, a base ball field and a practice field for football. In all, the general layout of the campus is very much improved by the walks and drives, the additional land, and the new athletic field.

## New Library Quarters.

The Fifty-fifth General Assembly appropriated $\$ 25,000.00$ to transform the old gymnasium and study hall into library quarters. These rooms were completed and opened for use January 1, 1929. The stack room is $70 \times 511 / 2$ feet. The work room is $15 \times 511 / 2$ feet. There is a balcony over the stack room extending entirely around this room, which is $85 \times 511 / 2$ feet, and the balcony is 12 feet wide. At one end of the balcony is a children's library $15 \times 511 / 2$ feet. The reserve library is $85 \times 511 / 2$ feet, has reserve space for over 5,000 volumes, and has a seating capacity of 250 students. There are over 30,000 volumes in the library now but it can be expanded to 50,000 volumes with ample reading room in connection therewith.

## Further Needs of the School.

In 1913 a request was made of the General Assembly for a training school building, and that request has been repeated of every General Assembly since that date. With the repeated requests have come more urgent needs for such a building, and the Fifty-seventh General Assembly will again be asked for an appropriation in the amount of $\$ 300,000.00$ for a training school building and $\$ 50,000.00$ for its equipment. This need is critical, and unless it is supplied, the value of the school will be very much handicapped.

## Growth of the School.

The growth of the school was unusually rapid at the close of the war, and reached the maximum in attendance for the year 1926-27. There was a slight decrease both in 1928-29 and 1929-30. Beginning with the year 192526 , the condition of the school is shown by three tables on the number of students in attendance, the number of graduates, and members of the faculty for the last five years. These tables follow:

ENROLLMENT FOR THE PAST FIVE YEARS.

| School year. | Regular year. | MidSpring term. | Summer terms. | Extension. | Training school. | Total | Counted twice. | Net total. |
| :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: |
| 1925-26. | 936 | 137 | 1,206 | 1,047 | 228 | 3,552 | 630 | 2,924 |
| 1926-27. | 1,160 | 147 | 1,447 | 833 | 223 | 3,792 | 719 | 3,073 |
| 1927-28. | 1,013 | 183 | 1,458 | 882 | 221 | 3,757 | 842 | 2,915 |
| 1928-29 | 975 | 203 | 1,400 | 600 | 206 | 3,384 | 849 | 2,535 |
| 1929-30. | 886 | 165 | 1,338 | 843 | 244 | 3,476 | 825 | 2,651 |

GRADUATES FOR THE PAST FIVE YEARS.

|  | 1925-26 | 1926-27 | 1927-28 | 1928-29 | 1929-30 |
| :---: | :---: | :---: | :---: | :---: | :---: |
| Four-year course Two-year course Total.-----. | 66 | 74 | 81 | 91 | 84 |
|  | 164 | 155 | 110 | 115 | 107 |
|  | 230 | 229 | 191 | 206 | 191 |

NUMBER OF MEMbERS IN THE FACULTY FOR THE LAST FIVE YEARS.

|  | 1925-26 | 1926-27 | 1927-28 | 1928-29 | 1929-30 |
| :---: | :---: | :---: | :---: | :---: | :---: |
| College faculty <br>  <br> Total | 44 | 47 | 48 | 53 | 59 |
|  | 10 | 10 | 10 | 11 | 10 |
|  | 54 | 59 | 58 | 64 | 69 |

## Cost.

Most colleges operate on a basis of thirty-six weeks or two semesters, but the Western Illinois State Teachers' College not only operates for three regular quarters of twelve weeks, but it also runs a mid-spring term of six weeks commencing at the middle of the third quarter, and a first and second summer term, of six weeks each. In other words, the school is in full operation throughout a period of forty-eight weeks. In order, however, that the per capita cost may be compared with other institutions operating only thirty-six weeks, the attendance at the Western Illinois State Teachers' College is reduced to an equivalent in attendance for a period of thirty-six weeks. To do this, the attendance of each twelve weeks term is divided by three, the attendance of each six weeks term is divided by six, and the extension work, the equivalent of three weeks work done in residence, is divided by twelve. Quotients thus obtained are added, and this gives the equivalent of thirty-six weeks, in attendance. Below is a table showing the per capita cost on this basis during the past five years. In studying this table it will be of interest to know that the per capita cost in most colleges and universities for the same length of time ranges from $\$ 400.00$ to $\$ 600.00$ and up, or more than twice as much as it costs the State to furnish training in one of the State Teachers' Colleges. This is not to the credit of the teachers' colleges, for they need more money than they are spending to do the job well. Recent appropriations, however, will enable the Western Illinois State Teachers' College to slightly raise the per capita cost as is shown in the table which follows.

PER CAPITA COST FOR OPERATING THE COLLEGE FOR 36 WEEKS.

| Per capita cost. | 1925-26 | 1926-27 | 1927-28 | 1928-29 | 1929-30 |
| :---: | :---: | :---: | :---: | :---: | :---: |
| For instruction <br> For operation, supplies, repairs, etc <br> Total | \$115 75 | \$122 73 | \$134 23 | \$162 35 | \$177 42 |
|  | 5940 | 5554 | 5758 | 7059 | 8023 |
|  | \$175 15 | \$178 29 | \$19181 | \$232 94 | \$25763 |

Conclusion.
The work of the college from its beginning shows a steady growth and ever increased needs which must of course be supplied at the hands of the State. One of the fundamental needs at present is an appropriation for salaries and wages which will enable the Normal School Board to carry out
the schedule which it adopted two years ago and which it proposed to put into effect beginning with 1931. Unless faculty members who come to the State teachers' colleges of Illinois can be assured of a regular increase in salaries as well as permanent tenure, it will be difficult to secure the best available material for their faculties. It will be urged, therefore, with the General Assembly and the Governor, that this point in particular shall be taken care of.

The Normal School Board and the president, faculty and student body, as well as the alumni, are united in an urgent request that the appropriation for a training school, of not less than the amount asked, be made by the Fifty-eighth General Assembly.

Respectfully submitted,
W. P. Morgan, President.

REPORTS OF THE SCHOOLS OF THE STATE CHARITABLE INSTITUTIONS.

Illinois School for the Blind.
Illinois School for the Deaf.
Lincoln State School and Colony.
School of the Illinois Soldiers' Orphans' Hone.
State Training School for Girls.
St. Charles School for Boys.
School of the Illinois State Reformatory.

# REPORT OF THE ILLINOIS SCHOOL FOR THE BLIND, JACKSONVILLE. 

Honorable Francis G. Blair, Superintendent of Public Instruction, Springfield, Illinois.

Dear Sir:-I have the honor to submit herewith the report of the Illinois School for the Blind for the year ending June 30, 1930 :

The purpose of the Illinois School for the Blind, located at Jacksonville, is to educate those children of the State who are afflicted with blindness and also those whose sight is so impaired that they cannot attend the public schools. While the education of the blind is more difficult that that of their sighted brothers and sisters, it is, with patience and perseverence, quite as possible, and the need for it is as great, if not greater. Parents of blind children are often of the opinion that they cannot afford to send their afflicted children from home to be educated, but we wish to explain that the schooling and training of pupils in this institution cost their parents far less than does the education of their more fortunate children who remain at home. This school provides room, table board, tuition, text books, and medical attention free of charge to all pupils in attendance. The only expense which the parents must meet is that for clothing for their children and transportation to and from the school. We, therefore, solicit the cooperation of the parents of every blind child in Illinois.

The school is splendidly equipped to care for and train all who may enroll. It owns forty acres of land, eighteen acres of which are in lawns and playgrounds, and the playgrounds contain all the latest and most modern equipment for the physical development of the pupils.

Surrounding the administration building, which contains all the classrooms, the department of music, and the industrial school, are the cottages in which the pupils live. In each cottage there is a group of children of about the same age, and a housekeeper and a housemother in charge. The plan is to make the family life as enjoyable as possible and to surround the children with every comfort and with every convenience.

Within recent years the school has adopted the cottage plan. Each cottage contains small bedrooms to accommodate only two or three pupils in a room. This plan, which offers privacy, where the large dormitory does not, also provides the means of training children in assuming the responsibility of caring for the home and taking better personal care of themselves.

The new swimming pool, which has just been constructed, has promoted the health of the school and has also been a great source of pleasure for the pupils. All able-bodied pupils have been taught to swim.

## Who Are Eligible.

All blind children in Illinois, who are educable, and also those whose sight is so defective that they cannot read print, should be educated in this school.

Children of school age, from five to twenty-one years, will be received at the beginning of the first semester early in September, and also at the beginning of the second semester early in February. The school year is divided into two distinct periods of eighteen weeks each. At the beginning of each of these periods is the time when new classes are organized.

New pupils entering the school should bring their report card from other schools with them in order that they may have credit for work done elsewhere.

Parents who desire information regarding the school may obtain the same by writing to the managing officer of the School for the Blind at Jacksonville.

## Soctal Service Worker.

The social worker, who is employed by this school, visits each county seat in Illinois twice each year. She has the cooperation of the county superintendent of schools, the county nurse, the county judge, and the social service worker. Through these four officers in each county, she hopes to reach every blind child in the State. She will be pleased to visit the homes of prospective pupils, explain the courses of study in detail, and the advantages of the school. She will aid pupils in their preparation for enrolling. She will also be glad to assist any blind person who may call upon her through the county officers named above. The school is anxious to have its educational advantages enjoyed by the largest number possible.

## Enrollment.

During the past year two hundred and forty-four pupils were enrolled. These pupils ranged in age from five to twenty-one years and were classified from the kindergarten to the fourth year of the high school course. Ninetyone per cent of the pupils made their promotional grades on June 4th, which was the closing date of the school year.

## The Literary School.

The school maintains a kindergarten department where little blind children only five or six years of age are received. Young children who have not been in school before are given a year's training in sense perception work and games. At the end of the year they are well prepared to enter the first grade.

The elementary school embraces eight years work which corresponds to that of the public school. Pupils are given full credit for work which is done in other accredited schools. All new pupils are given special and individual instruction in reading and writing Braille. A thorough knowledge of reading and writing Braille is required of all pupils.

The four year high school course is also like that of the public schools, excepting chemistry, which is not taught. Pupils who complete the high school course may enter colleges or universities. During the past five years about fifty per cent of the graduates have pursued courses in higher education. Those who do not enter college seek employment by which they may earn a livelihood.

## The Music Department.

Supplementary to the academic course, is the conservatory of music, where instruction is given in piano, violin, voice, pipe organ, and orchestral instruments. Nearly fifty per cent of the pupils carry courses in music in addition to their literary courses. Many pupils become very proficient in music and make it their life's work. While not all blind people are gifted musically, as they are generally supposed to be, most of them cultivate a very keen appreciation for the best classical music and enjoy it more, the writer believes, than does the public in general.

## Industrial Department.

Courses are offered in piano tuning, dictaphone operating, telephone switchboard operating, furniture making, basketry, weaving of carpets, rugs, and fine fabrics, making brushes, mops and hammocks, chair caning. The courses are arranged and the pupils are classified so that each one derives the greatest benefits from his attendance. All pupils are urged to take up
handwork as early as possible in order to coordinate hand and mind. In all, fifteen different small trades are taught. Often pupils become proficient in several trades and thus are able to contribute something towards their living by plying their trades after leaving school. Many pupils, by selling several kinds of handmade articles, earn their living.

## Physical Training.

The entire school is divided into small classes, perhaps an average of ten, and are given instruction according to their ages and previous training. After a few years of efficient training in the gymnasium, pupils know better how to stand, and walk, and play, and run. A better personal appearance is noted and their general health is improved. As mentioned before, swimming is one of the sports which is so thoroughly enjoyed by all.

## Graduates.

Naturally the number graduating from the four year high school course is small. It averages ten. Last year only nine were graduated, four of whom entered colleges in September, three secured employment and two returned to their homes to live.

The State maintains a fund by which it aids blind young men and women to obtain higher education. At the present time twenty-five blind students in this State are studying for their bachelor's degrees. We hope to be able to assist a larger number next year.

## High School Graduates, Class of 1930.

Laura Elizabeth Anderson.
John Roscoe Barnes.
Edwin Paul Cramer.
William Jackson Gilliland.
Irma Emilie Reese.
Flora Agnes Sanders.
Frank Soltys.
Bernard John Valentas.

## Program of Commencement Exercises.

Organ-Marche des Templiers, J. Benedict. Mr. Gerlach.
Invocation-Rev. Frederick G: Foster.
Voice-(a) Come Unto Him, Handel; (b) Je Suis Titania, Thomas. Mary Ford.

Orchestra-(a) Venetian Love Song, Nevin; (b) Mandoline, Debussy; (c) Waltz from the Ballet "Dornroschen," Tschaikowsky.

Address-Hon. Rodney H. Brandon, Director, Department of Public Welfare.

Presentation of Diplomas-Mrs. Mary L. Silvis, Assistant Director, Department of Public Welfare.

Voice-Le Cid, Massenet. Genevieve Pasturczak Welter.
Piano-Concerto in B flat minor, Tschaikowsky. 1. Andante non troppo. (Orchestra part arranged for violin and organ.) Sarah K. Russel, Frederick G. Meyers, Alice M. Mathis.

Benediction-Rev. Frederick G. Foster.

## Revised American Braille.

In the year 1914 this school began the task of transferring from the American Braille system to the Revised American Braille. This change was a slow process as it was necessary to substitute new text books grade by grade and year by year. At last all text books are now in the latest and best
system of embossed dots, the Revised American Braille. These texts are secured from the American Printing House for the Blind, located at Louisville, Ky. This printing house is maintained by the United States Government and the literature published there is pro-rated according to the enrollments of the several schools in the country.

## Braille Library.

This school supports a free circulating library for the blind readers of Illinois. The library keeps about eight thousand volumes in circulation. In this way the blind are able to have access to the best books published without cost, as the books are mailed by parcel post free of charge.

## Braille Music.

The Braille music printing department of this school stereotypes Braille music in the system entitled Bar over Bar for the blind musicians of the country who desire to purchase it. It is sold at cost as the blind people are very poor and there is a general understanding among those who publish Braille literature and Braille music that it will be furnished at the lowest possible price. Mr. Louis W. Rodenberg, who is head of the Braille printing establishment in Jacksonville is one of the best authorities in this country on Braille music. He, himself, is blind and is devoting his life to the advancement of Braille music in the interest of other blind people. Last year Mr. Rodenberg stereotyped and mailed many thousand pages of Braille. He was chosen to represent the United States in an international conference on Braille music held in Paris, France, last year.

Those interested in buying Braille music should write to the school for a catalog of music from which they may make selections.

Program of Annual Concert of the Illinois School for Blind, April 8, 1930.
Orchestra-(a) Gondoliers, (b) Venetian Love Song; from "A Day in Venice," Nevin. (c) Mandoline, Debussy; (d) Waltz in E flat, Meyers.

Piano-Rigoletto Paraphrase, Verdi-Liszt. Laura Anderson.
Girls' Glee Club-(a) The Two Clocks, Rogers; (b) The Shepherd's Story (Old English), Dickinson. Tenor solo by George Pople. (c) Greetings to Spring, Strauss.

Organ-Grand Choeur, Hollins. Irma Reese.
Piano-Poissons d'or (Goldfish), Debussy. James Wright.
Junior Chorus and Girls' Glee Club-Ave Maria, Bach-Gounod. Violin obligato, George Pople.

Two Pianos-Prelude a L'apres-midi d’un Faun, Debussy. James Cox and James Wright.

Senior Chorus-To Music, Saar; King Jesus is a Listening (Negro Spiritual), Dawson; Hail to Our Native Land (March from Aida), Verdi.

## Religious Training.

When parents enroll their children in the school they state the church which they would like to have them attend and each pupil attends his own church. The entire school is classified in groups of ten or fifteen pupils. Each group is under the supervision of a teacher and attends Sunday school and church out in the city. By this means the pupils have friends and acquaintances outside the school.

They also have the same church and Sunday school advantages as do their brothers and sisters at home.

## The Braille Messenger.

The Illinois School for the Blind at Jacksonville has begun the publication of a Braille newspaper for the benefit and welfare of the blind people of this State. This is the first and only paper of its kind in Illinois.

Former students of the state school are members of a large group, numbering in the thousands, who have many things in common throughout life, the principal one of which is reading and writing by the Braille method. Since they can read only by the sense of perception of their fingertips, they are eager to obtain the lastest embossed literature in Braille. It will be the purpose of the "Braille Messenger" to give information relative to new books and current literature, so that this group of people may keep themselves abreast of the times.

The "Messenger" will also serve as a means by which the readers may exchange ideas on the topics of the day. Many of the editorials are contributed by organizations for the blind and also by the blind themselves.

It is hoped that this paper will help this afflicted class to fit into niches of usefulness by reporting to them the number of blind persons already engaged in various vocations and professions, happily working and earning a livelihood. It may also be the means of collecting many handmade articles from throughout the State and finding a market for them.

The "Braille Messenger" is published and mailed to all subscribers free of charge. The issues that have been mailed out have brought to the editor many letters of appreciation.

## Employment of the Efficient Blind.

In years past it has been the function of the Illinois School for the Blind at Jacksonville to give to all blind children of the State a good, thorough, and practicable education; to prepare them for and aid them through college courses, should they desire higher education.

This is still the aim and object of the school. But during the year 1929 the school has assumed the additional responsibility of preparing all its high school graduates, who do not enter college, to fit into niches where they may be able to earn their own livelihood, to be self-supporting and independent of further state aid.

To this end, when students have reached the fourth year of the high school course, their aptitudes for the various vocations adapted to the blind, have been determined, and each student begins to specialize in the course selected, which, when completed, will result in the greatest probability of his securing employment.

A survey has been made during the year with reference to these industrial niches where young blind people in their specialized lines can earn a living.

The school has the cooperation of nearly all the piano factories in Illinois. The factories are willing to place a blind piano tuner in every position possible where he can render efficient service. Nearly every factory employs from two to five blind piano tuners, and the school has the promise of their further cooperation. Only the most able and efficient tuners are sent to piano factories.

Dictaphone operating has proved to be one of the best openings for blind girls. Many graduates of the school have secured dictaphone positions which they have filled to the entire satisfaction of their employers. When the work is confined entirely to dictaphone operating there is no doubt about the ability of a blind operator to fill the bill. Several of the largest business houses in Chicago have employed as many as six or eight blind operators in one office, placing them in strict competition with sighted operators and giving them the same rate of pay. Of all placed, not one has ever lost her position. However, only a few of the number of graduates can become efficient operators, therefore, the field of endeavor must consider all the limitations of the blind. In order to include the most limited ability, the school teaches the hand manufacturing of the following houselold articles: Brooms, brushes, door mats, hammocks, baskets, carpets, rugs and fine fabrics. Many students supplement their academic education with four or five of the above-mentioned trades in order that they might fill some industrial opening whereby they can contribute something toward their own support.

Within the year the Department of Public Welfare has established at the Jacksonville State Hospital, through the cooperation of Dr. Drake, managing officer, a telephone switchboard where graduates of the School for the Blind may receive instruction in switchboard operating. The pioneers in this work were employed by Dr. Anderson in the Anna State Hospital many years ago and they are still holding their jobs in the same institution. Since their employment many others have been successfully placed.

Those who are training the blind are, indeed, grateful to the managing officers who have so kindly given their cooperation and have given employment to these worthy blind young people. Their considerations has resulted. in our gaining the confidence of the public. We believe now that the way will soon be opened to employ blind operators in village and town switchboard jobs. Just last week a blind operator was placed in charge of a public switchboard in Alexander, Ill. He has made good and others will make good, too.

It was our ambition to find employment for all graduates of last June and we are happy to state that we have already exceeded that number.

To train the blind to fill useful niches in life requires patience and perseverence and it is not an insurmountable task.

## The Alumni Association.

On June 3, 1930, two hundred graduates of the school assembled in the institution for a three days conference. They came from all parts of Illinois to hear the commencement address which was given by the Hon. Rodney H. Brandon, Director of the Department of Public Welfare. The address was an inspiration to the blind of the State. The listeners felt that they had found a friend in the speaker, a friend who could devise ways and means to aid them in solving the great probiems of earning a livelihood.

The meetings and discussions of the Alumni members, who have so much in common, were most interesting and helpful. Their exchange of ideas on the economic questions of the day was ample proof that they keep themselves abreast of current events.

The beautiful entertainments which they presented were of the highest type. Among the members were real artists in voice, piano, violin, and pipe organ. At the close of the three days meeting came the parting, with the hope that all might meet again in 1932.

## The Teaching Staff.

The teachers of this school are all college men and women, who have made careful and special preparation to teach blind children. Each is particularly fitted for his special line of instruction. Each and every teacher has shown throughout the year, a keen personal interest in the advancement of his pupils. The school has been fortunate this year in being able to retain its entire staff of efficient and experienced teachers, the object of whose work is to give to the blind children of the State, a good, thorough, and practicable education, to make them independent, and, so far as possible, self-supporting men and women.

I wish to express deep appreciation to the Department of Public Welfare for the kindly consideration, interest and cooperation in the welfare and educational advancement of the blind children of Illinois.

Respectfully submitted,
Robert W. Woolston, Managing Officer.

## REPORT OF THE ILLINOIS SCHOOL FOR THE DEAF, JACK.SONVILLE.

Honorable Francis G. Blair, Superintendent of Public Instruction, Springfield, Illinois.

Dear Sir:-It is my privilege to submit herewith the annual report of the Illinois School for the Deaf for the year ending June 30, 1930.

I assumed the duties of managing officer on August 17, 1929, succeeding Colonel Frank D. Whipp, who had given the school a most efficient and progressive administration.

Rather than review extensively the accomplishments of the past year, it is my desire to submit for your serious and favorable consideration the outstanding needs of the school for its reorganization and increased efficiency.

## Enrollment.

The enrollment of the school continues to increase. Our records show that during the year a total of 529 pupils were recorded as in attendance. However, twenty percent of the counties in the State are not represented in our enrollment. Whether all of the deaf children of school age in the State are in school has not yet been determined, but we are inclined to think not. It is our plan to have our social service worker visit every county at least twice during the ensuing year in order that those entitled to admission may be reached. The advance enrollment for the 1930-1931 session indicates that our efforts to reach every educable deaf child is meeting with success. Plans have been made to enroll the largest number of new pupils ever received in the history of the school.

Our records also reveal interesting information relating to the ages of deafness, causes of deafness, deaf relatives of pupils in attendance, nationality of pupils and their religious affiliations as reported in their applications.

## New Requirements for Teachers.

By a ruling of the Department of Public Welfare it became necessary for all of our teachers to meet the new requirements as prescribed by law passed by the last General Assembly. I am happy to report that at the close of the year every teacher possessed the necessary qualifications and that all are holders of the limited elementary school certificate as required.

## Academic Department.

The classes in this department are crowded. More teachers are needed and additional classroom space should be provided. The work of the classroom teacher is seriously handicapped because of existing conditions and with the increasing enrollment the problem is becoming more and more serious.

In a school of this type the maximum load should not exceed ten pupils per teacher. Frankly, few classes have less than twelve and fourteen pupils.

A few changes in the organization of this department have been made to relieve the situation as much as possible, but these changes should remain in force for only a temporary period of time.

Our principal, Miss Margaret Russel, has had marked success in her work and she has been ably assisted by Miss Amelia De Motte, our supervising teacher of the primary and intermediate grades.

## Vocational Departaient.

What is true of the academic department is also true of the vocational department. More and better trades are needs of the hour. The classes in this department are excessively overloaded and a program of reorganization is needed to provide more teachers, more trades, better equipment and more suitable room.

The teachers in this department have done remarkably well and new equipment has been installed from time to time to increase the efficiency of the various classes. However, with every child thirteen years of age and over in some vocational class our problem is apparent and steps should be taken to make the proper adjustments.

## Building Nefds.

Following the crowded conditions in the school department we are confronted with the very perplexing problem of proper housing. Excepting the gymnasium and the new proposed swimming pool, all of our buildings are old and antiquated.

Settling and cracked walls, old wiring, old plumbing improper ventilation and the condition generally thorughout our buildings is making it more and more difficult for us to preserve a sanitary and safe condition. Considerable sums of money must be expended from time to time for this work to maintain a satisfactory condition.

A building program is the paramount need. The day of the residential type of school such as the Illinois school is rapidly passing. Better housing is receiving more and more attention.

In the rebuilding of the school, I should like to recommend for your consideration a plan of dividing the school into three units, each to be complete within itself. A unit for children from four years to twelve years, a unit for children from thirteen years through graduation and a unit for the mentally retarded deaf children.

Very little, if anything, is being done anywhere for the mentally retarded deaf children. They are not proper subjects for admission into our school under the present organization. At the close of the year I have learned that there are sixty such cases at the Lincoln School and Colony. To this number many more could be added and proper provision for their education should be made.

## Power House and Boiler Plant.

This department needs complete rehabilitation. The equipment is very old and much of it is of obsolete type which prevents proper replacements.

The Farm.
The farm program continues as it has been for the past several years. A great many hogs have been raised and sold. Replacements are contemplated in our dairy herd and expansion in our poultry program is being arranged for.

We hope to be able to include courses in agriculture in our vocational program when the proper arrangements have been made. Such a program has not been offered before and it would seem that such a course would prove valuable inasmuch as many of our pupils come from the rural sections of our State.

EXHIBIT "A"-POPULATION BY COUNTIES.

|  | County. | Male. | Female. | Total. |
| :---: | :---: | :---: | :---: | :---: |
| Adams.- |  |  | 1 |  |
| Alexander. |  | 1 | 1 |  |
| Bond.- |  | 1 | 0 |  |
| Boone.--- |  | 0 | 0 |  |
| Brown |  | 2 | 0 |  |
| Bureau.-. |  | 1 | 1 | $2$ |
| Calhoun. |  | 0 | 0 |  |
| Carroll. |  | 2 | 3 |  |
| Cass... |  | 0 | 1 |  |
| Champaign |  | 2 | 6 | 8 |
| Christian. |  | 5 | 2 | 7 |
| Clark. |  | 1 | 4 | 5 |
| Clay-.. |  | 1 | 1 |  |
| Clinton. |  | 0 | 0 |  |
| Coles.- |  | 3 | 3 |  |
| Cook. |  | 76 | 30 | 106 |
| Crawford.- |  | 0 | 0 | 0 |
| Cumberland |  | 0 | 0 |  |
| DeKalb. |  | 4 | 2 |  |
| DeWitt. |  | 3 | 0 |  |
| Douglas. |  | 1 | 3 |  |
| DuPage. |  | 1 | 0 |  |
| Edgar- |  | 0 | 1 |  |
| Edwards. |  | 0 | 0 |  |
| Effingham. |  | 2 | 1 |  |
| Fayette. |  | 1 | 0 |  |
| Ford--- |  | 0 | 0 |  |
| Franklin. |  | 13 | 6 | 19 |
| Fulton-- |  | 3 | 2 |  |
| Gallatin. |  | 1 | 1 | 2 |
| Greene. |  | 3 | 3 |  |
| Grundy -- |  | 1 | 0 |  |
| Hamilton.- |  | 0 | 0 | 0 |
| Hancock |  | 3 | 2 |  |
| Hardin. |  | 3 | 1 |  |
| Henderson. |  | 0 | 0 |  |
| Henry.-- |  | 1 | 2 |  |
| Iroquois.. |  | 0 | 1 |  |
| Jackson... |  | 1 | 1 |  |
| Jasper--- |  | 0 | 2 | 2 |
| Jefferson. |  | 2 | 5 |  |
| Jersey.-.- |  | 1 | 1 |  |
| JoDaviess.. |  | 0 | 1 |  |
| Johnson..-- |  | 0 | 0 |  |
| Kane--- |  | 5 | 3 | 8 |
| Kankakee.- |  | 1 | 3 |  |
| Kendall. |  | 0 | 0 | 0 |
| Knox.--- |  | 1 | 0 |  |
| Lake |  | 9 | 5 | 14 |
| LaSalle.-. |  | 5 | 2 | 7 |
| Lawrence. - |  | 1 | 1 |  |
| Lee.------ |  | 0 | 1 | 1 |
| Livingston. |  | 0 | 0 |  |
| Logan....- |  | 1 | 1 | 2 |
| Macon..- |  | 5 | 8 | 13 |
| Macoupin.- |  | 3 | 5 |  |
| Madison..- |  | 16 | 12 | 28 |
| Marion- |  | 1 | 1 | 2 |
| Marshall. |  | 0 | 0 | 0 |
| Mason.- |  | 1 | 0 | 1 |
| Massac. |  | 0 |  |  |
| McDonough |  | 1 | 1 | 2 |
| McHenry.. |  | 0 | 1 | 1 |
| McLean. |  | 5 | 6 | 11 |
| Menard. |  | 0 | 0 | 0 |

EXHIBIT "A"-POPULATION BY COUNTIES-Concluded.


## Exhibit "B"—Ages of Pupils When Deafness Occurred as Reported in Applications.

Congenital deafness ......................................................... 241 pupils
At birth by instruments...................................................... 5 pupils
Under one year of age....................................................... 52 pupils
One year old................................................................. 87 pupils
Two years old.................................................................... 53 pupils
Age three years ............................................................. 22 pupils
Age four years ............................................................... 11 pupils
Age five years ................................................................ 8 pupils
Age six years ................................................................... 9 pupils
Age seven years ............................................................. 7 pupils
Age eight years .............................................................. 2 pupils
Age ten years ................................................................. 2 pupils
Age twelve years ............................................................... 5 pupils
Age sixteen years ........................................................... 2 pupils
Age not given in application.............................................. 23 pupils
Total
529 pupils

## Exhibit "C"-Causes of Deafness.

| Abcesses | 2 pupils |
| :---: | :---: |
| Adenoids | 2 pupils |
| Brain fever | 6 pupils |
| Convulsions | 6 pupils |
| Congenital | 244 pupils |
| Diphtheria | 5 pupils |
| Diphtheria and measles | 1 pupil |
| Electrical shock | 1 pupil |
| Fall | 4 pupils |
| Flu | 25 pupils |
| Injuries | 17 pupils |
| Illness not diagnosed | 17 pupils |
| Infantile paralysis | 14 pupils |
| Mastoiditis, ear trouble | 31 pupils |
| Measles | 18 pupils |
| Meningitis | 31 pupils |
| Mumps | 6 pupils |
| Malaria | 1 pupil |
| Progressive deafness | 8 pupils |
| Pneumonia | 7 pupils |
| Scarlet fever | 15 pupils |
| Scarlet fever and diphth | 1 pupil |
| Spinal trouble | 8 pupils |
| Tonsilitis | 1 pupil |
| Typhoid | 2 pupils |
| Unknown causes | 46 pupils |
| Throat abscess | 1 pupil |
| Whooping cough | 9 pupils |
| Total | 529 pupils |

Exhibit "D"—Deaf Relatives of Pupil as Given in Applications.
2 pupils...................................................................... . . One aunt
1 pupil ............................................................. . . Aunt, two brothers
2 pupils..............................................Aunt, one brother, one sister
1 pupil
14 pupils
Aunt, one sister
Five brothers
Two brothers
3 pupils
1 pupil
3 pupils
1 pupil
1 pupil
2 pupils
7 pupils
8 pupils
2 pupils
1 pupil
1 pupil
One
1 pupil ................................................. Four grandparents, mother
1 pupil ................................................. ${ }^{\text {Mother, one other relative }}$
4 pupils............................................................................ . . . Mother
1 pupil .................................................... . . . Mother, mother's brother
1 pupil ...................................................... Mother, three relatives
2 pupils.............................................. Uncle, five generations back
2 pupils.............................................. One great uncle, one brother
4 pupils
One uncle
1 pupil One uncle, aunt and other relative5 pupilsBoth parents
1 pupil Both parents, aunt
3 pupils .One parent
1 pupil Both parents, two brothers, aunt
2 pupils Both parents, brother, sister, aunt
3 pupils Two sisters
18 pupils One sister
2 pupils Three sisters, one brother
1 pupil One sister, two brothers
1 pupil Two sisters, one cousin
2 pupils One sister, one relative
398 pupils No deaf relatives
1 pupil Two relatives, relationship not given
4 pupils One relative
1 pupil Three relatives
1 pupil Father did not talk until 8 years of age, also 1 relative
11 pupils Not given in application
529 pupils Total number of pupils
Exhibit "D"-Church Affiliations of Pupils as Expressed in Applications.

| Amish | 1 pupil | Jewish | 11 pupils |
| :---: | :---: | :---: | :---: |
| Baptist | 48 pupils | Lutheran | 39 pupils |
| Church of | 3 pupils | Methodist | 89 pupils |
| Catholic | 118 pupils | Nazarene | 2 pupils |
| Congregational | 5 pupils | Presbyterian | 20 pupils |
| Christian Church | 28 pupils | Protestant, no denomina- |  |
| Christian Science | 1 pupil | tion signified | 69 pupils |
| Church of Christ | 1 pupil | Pentecostal | 3 pupils |
| Episcopal | 4 pupils | Reformed | 5 pupils |
| Evangelical | 6 pupils | No church affiliations. | 52 pupils |
| Church of God | 4 pupils | Questions not answered. | 17 pupils |
| Greek Orthodox | 2 pupils |  |  |
| Holiness | 1 pupil | Total | 29 pupi |

Nationality of Pupils of Illinois State School for Deaf.
American ......................... 336 Irish ..... 5
Austrian 4 Italian ..... 16
Bohemian 7 Lithuanian ..... 9
Belgian 2 Mexican ..... 1
Crotian 1 Norwegian ..... 2
Czecho-Slovakian 4 Polish ..... 19
Canadians Portuguese ..... 2
Danish Roumanian ..... 1
English Russian ..... 10
French Slavish ..... 1
Finnish Swedish ..... 13
German Scotch ..... 4
Greek Swiss ..... 2
Hebrew ..... 3
Hungarian ..... 1
Holland-Dutch ..... 4

# REPORT OF THE LINCOLN STATE SCHOOL AND COLONY, LINCOLN. 

## Honorable Francis G. Blair, Superintendent of Public Instruction, Springfield, Illinois.

Dear Sir: In compliance with laws of the State of Illinois, I have the honor to submit the following report of the progress of the educational system of the Lincoln State School and Colony for the biennium ending June 30, 1930.

Educational Aims: The central theme of our educational system is to develop our boys and girls mentally to the highest possible level and to contribute to their physical and mental well-being and make them happy and useful citizens of the Institution. To develop this scheme every means of education within our knowledge has been made use of. Special emphasis has been given to organized supervised play as a means of development of child life, during the last year of this biennium. Through the means of play, character building is the chief aim.

Educational Department: The scope of our educational department extends throughout the institution taking people including inmates mainly between the ages of six and sixteen years. Our educational system is composed of academic, recreational and vocational departments. The past year has witnessed a complete change in the academic department. The school opened September 3, 1929, with an enrollment of 408 children. Fifty per cent of the total enrollment was in kindergarten, first and second grades. At that time there was present fourteen classroom teachers, one teacher of domestic science and a principal. The children ranged from four to eighteen years chronologically and from three to twelve years mentally with intelligence quotients ranging between .45 and 1.10 with a majority falling between .50 and .70. Each child attended school a half day. Each teacher had two groups of children.

November 19, 1929, a conference was held at the Lincoln State School and Colony for the purpose of reorganizing our academic department under the departmental plan and also for the purpose of discussing the further progress of our recreational activities. This conference was attended by Mr. Brandon, Mr. Bowen, Doctor Wilgus, Doctor Schroeder, Doctor Murray, Doctor Waters, Doctor Fish, Miss Svendson, Miss Boles, Miss Schlotter and Miss Peck. At this time Mr. Brandon outlined his plans for the new organization. It was decided that each child be placed in school according to his performance in the Stanford Achievement Test. Reading, writing, arithmetic and music should be subjects taught. No child should be in school above the fifth grade. On December 12 th and 13th the Stanford Achievement Test was given to all pupils present and the system was placed into effect on January 10, 1930. At present our school work is divided into four groups: language, arithmetic, social studies and music. Each child receives instruction each day in each subject. Boys and girls are placed together in classes. Children move from one classroom to another for their various classes. Each child is placed in classes according to his own achievement. The child may be doing fifth grade arithmetic and second grade reading. There are only about twenty so-called disparity cases in this school; most children carrying on their work in one grade. We have twelve children capable of work beyond the fifth grade. Classes range from twelve to twenty-five. During the day each teacher will have contact with from sixty to one hundred five children.

School closed Thursday, June 5th, with public demonstration of school work. Our closing enrollment was four hundred fifty-three and thirteen teachers with a teacher of domestic science and principal.


Our music department is very important. A full time vocal instructor is employed. All school children are taught to sing and odd as it may seem, they learn to sing quickly and well.

Mr. Merry, our band instructor, is present for instruction periods four hours weekly besides giving concerts on two days a week. Our senior band is composed of twenty-four pieces.

Our orchestra is composed of nine pieces with instructor. They play in dining rooms three times a week during lunch hour. Also Wednesday and Thursday nights at dances and special occasions.

A junior band was organized of thirty boys in January and practice three times weekly.

Recreational Department: Number of children in recreational work in June, 1930, are as follows:
Between ages of 2 and 5 years.............................................. 30
Between ages of 5 and 7 years...................................................... 27
Between ages of 7 and 10 years.................................................. . 121
Between ages of 10 and 12 years.................................................. . . . 115
Between ages of 12 and 16 years.................................................. . . . 293
Over 16 years.............................................................................. . . . . . . . . 154
Children in two classes............................................................. 740
Total daily enrollment........................................................ . . 936
Evening activities, actively participating, approximately.................. 435
Total weekly enrollment..................................................... . . 1,371
The usual play group consists of twenty to twenty-five children. In this size group the leader has a chance to learn the individual child's needs. The play period is seventy minutes. In a few groups such as handwork classes and the nursery classes, the size varies but are usually under fifteen children as the leader must give more personal attention to the children. The work began in June, 1929, with four trained recreational workers including the director and one untrained worker. Now there are five trained workers including the director and six regular untrained workers and a part-time worker. A regular pianist is employed for rhythm work, folk dancing, etc. He also assists with the orchestra and other group activities.

Nearly all groups have a seventy minute play period. Each worker has four or five classes a day. At present there are forty-two play groups daily. These groups are classified according to mental age, chronological age and physical ability. Classes seem to work best if the mental age variation is not more than two years, the chronological age variation can be from two to four years and the chronological age variation can be from two to four years and the intelligence quotient range about ten points. This does not mean that all groups are classified so perfectly but where it is done the progress is more uniform and the children are able to do things together. Many problem children in such a class are no longer problems. The work becomes challenging and stimulating. The mischievious pranks of the children are forgotten in an attempt to play the game with the other children as well as they do. With such a classification no child stands out as superior or inferior. He becomes a part of the group and soon develops a sense of belonging. There is much variation in the type of play activities given the children in each group. The children are allowed to choose many of their play activities but in the most unified play groups the children frequently ask the leader for suggestions. Quiet games, handwork, active games, hiking, dramatic play, etc., are used.

The recreational work is divided into six divisions. The nursery school cares for children under six years of age. By classifying the children according to mental age, chronological age and physical ability there are five distinct groups for play within nursery. There is one full-time nursery teacher and two part-time workers playing with the children. These children are being trained with regard to regular habits. Through activity, physical and mental development can be noted. Expression rather than repression of im-

pulses is doing away with violent temper tantrums. By actually working together in group activities such as a game, a walk, building a house, etc., is making the children happier, more alert and more of a social being.

The regular school kindergarten was made a part of recreation when the new educational system was put into effect. The work there is being carried on by a regular kindergarten teacher.

The four hundred school children constitute the third group. These children are given much activity such as singing, folk dances, circle games, etc. More and more the children are demanding more strenuous activities and games of more difficult organization which they were unable to comprehend last year.

The fourth division is the cottage children or those patients with intelligence quotients below 50 per cent. Activities are planned to develop the child's senses, physical coordination and mental faculties. Games of little organization, handwork, looking at pictures and singing are largely used.

The adult evening group work consists largely of older patients who are working during the day or are unable to enter into daytime classes. The work with this group consists largely of singing, folk dancing, social and clog dancing, quiet games such as cards, flinch, etc., and a few active games.

A band concert, dance, picture show and basket ball or base ball games, are held weekly for all the patients. An occasional amateur play is given by the patients. For the great majority of patients this division is a passive form of recreation.

During the year from June, 1929, to June, 1930, little emphasis was placed on work for demonstration. The children presented a play festival in October, 1929, where their everyday games were played before the patients of the institution. A Memorial May Day program was given on Memorial Day. The children play for the fun of the game. There are practically no rewards ever given to any children in recreational groups. The game gives its own reward and additional stimuli are not necessary.

Respectfully submitted,
P. S. Waters, Managing Officer.

## REPORT OF THE SOLDIERS' ORPHANS' HOME TRAINING SCHOOL, NORMAL.

Honorable Francis G. Blair, Superintendent of Public Instruction, Springfield, Illinois.

Dear Sir: In compliance with the law of this State, I am submitting the following report of the Illinois Soldiers' Orphans' Home Training School, for the biennium beginning July 1, 1928, to June 30, 1930.

The school opened September 9, 1929, with an enrollment of 545, divided among the grades as follows: Kindergarten 90, first grade 115, second grade 68 , third grade 69 , fourth grade 42 , fifth grade 40 , sixth grade 49 , seventh grade 43, eighth grade 29.

The Illinois State Normal University sent out student teachers for all the grades except the advanced first grade. Provision was made last spring to provide regular class room teachers for the third grade and the ninth grade. This required an addition of three more regular class room teachers to the teaching staff. This addition to the staff gives a force of six training teachers, four regular class room teachers, two manual arts' teachers, one for the girls and one for the boys, a music teacher, two physical training directors and the principal.

The manual training work begins in the fifth grade and is carried on through the eighth grade. One term, or twelve weeks, of mechanical drawing is given in the eighth grade. In so far as possible the problems made are of such a nature that they can be used in the school or in some department of the home. New equipment has been added during the past two years so that the shop is quite well equipped.

The home economics for the girls also begins in the fifth grade. Here the first lessons begin with the simple straight seams, darning and the making of button holes. Many napkins and towels are hemmed by beginning classes during the first of each fall term as the work of sewing is introduced to them. In the spring term each girl makes a gingham or print dress. Sometime during the spring term an entertainment is given and of such a nature that each girl has the opportunity of wearing the dress she has made.

Last year the fall term in the eighth grade was given over to cooking, planning and serving of simple meals. The class was divided into two groups, thus giving each group a chance to serve as hostesses and waitresses. Whenever possible the class is given the opportunity of attending cooking classes conducted in the community. The winter term's work for the sixth and seventh grades is the making of gowns, aprons, bibs and suits for the little tots. The eighth grade girls use their time in the spring by making their graduating outfits. A study of materials, colors and styles is always made for the benefit of the members of the class.

Since a full-time music teacher has been employed all programs are under her direction. Last year a splendid patriotic pageant was put on in February. This was in addition to the programs for regular holidays and commencement.

The kindergarten is composed of children whose ages range from four to six years. Two distinct programs are in use, one suitable for the nursery or four year old group, and one in the afternoon for the five year old group. Music occupies an important place in the program. One of the outstanding features of the kindergarten is the orchestra uniformed in red capes and


Soldiers' Orphans' Home, Normal-Airplane View.


Learning How by Doing-Soldiers' Orphans' Home.
caps with a gray trim. Lunch time also proves popular with the children. It is at this time that hosts, hostesses and waiters or waitresses are chosen.

When the weather permits daily excursions are made by the kindergartners and first grade to study Mother Nature. The spacious grounds of the home with its numerous kinds of flowers, birds and trees afford an opportunity to nature at first hand rather than from books.

Since the Orphans' Home School is one of the training schools in connection with the Normal University the terms run parallel with theirs. Two summer half-terms, a part of the regular schedule, provide an opportunity for remedial work during the summer. This gives each child one half a day in school in a small group for six weeks. At the present writing there are eight boys and thirteen girls enrolled in the University high school. Three boys are enrolled in the University.

Last spring an addition to the west wing of the school was begun. This will give eight additional class rooms. The addition to the east wing will give an auditorium capable of seating the entire population of the home.

Respectfully submitted,
May Goodwin, Principal.

## REPORT OF THE STATE TRAINING SCHOOL FOR GIRLS, GENEVA.

Honorable Francis G. Blair, Superintendent of Public Instruction, Springfield, Illinois.

Dear Sir: Special stress has been placed upon character building this year. Our academic division has been well organized and the work exceptionally well done. We will be in a position to do excellent work the coming year.

In addition to our psychological work we have also perceptibly profited by that of the psychiatrist, who is supplied by the Institute for Juvenile Research. One or two resident psychiatrists would more adequately take care of our mental hygiene work.

Our most outstanding entertainment for the year was given in May for the State Probation Officer's Meeting. The girls presented every phase of our home and vocational training. More and more we realize the value of the trained hand in all schools, but more especially in schools of this type. We need more vocational work of various types in our school.

Every year the therapeutic value of music becomes more apparent. It is quite important in our program for rehabilitation, especially in relation to conduct. We are looking forward with interest to the installation of a good radio for use in all phases of musical work and along all educational lines. The orchestra under the instruction of Professor Gullotta has been of outstanding value in our musical program. It has not only provided musical instruction, but has been one means of teaching personal pride and poise, and of giving a new avenue of approach to the outer world, which to many girls seems too much a thing apart from their institutional life.

My recommendations include the following:
(1) An art teacher.
(2) An assistant athletic director and playground worker who could also have charge of student government work.
(3) A teacher of dramatics.
(4) Should we be so fortunate as to add more vocational work it would require a home or boarding house, preferably in Chicago, for those seeking employment. At present there is no club nor any known available place for the Geneva girls to board if they care to accept positions other than maids, except those who can return to their own homes. They are however entitled to the protection to do right in their new adjustment, just as our school should prepare them by giving good health, the best mental training and industrial ability sufficient for self support. If we are to launch out from the old avenue of approach into the industrial world, our vocational work must not only be of the type whereby employment may be obtained, but proper home conditions arranged. This would entail considerable effort on the part of parole agents.

The following by our principal, Miss Tillery, gives a detailed description of our academic and vocational work:

- It will be well to explain at the very beginning that the majority of our girls attend school only a half day. School courses are so arranged that each girl may receive her school training in half a day and her cottage training, which is also necessary, the other half day. This makes a full day's program for each of our girls. Both school training and cottage training are necessary for the girls to be eligible for parole.

The educational program at the State Training School for Girls at Geneva, Illinois, is divided mainly into two groups, academic and vocational. The vocational division consists of trades that will assist the girls in making a living for themselves after they leave the institution.

Before entering school every girl is given a standard intelligence test by a psychologist. As a result of this test, the psychologist knows what
course this girl would like to pursue and also what she is capable of doing. A staff, composed of the superintendent, psychologist and the principal, meets and decides where this girl should be placed in school that will be most profitable to her. Also any changes or transfers made after that decision must be decided by the staff.

The first, second, third and fourth grades are assembled in one room under the supervision of one teacher. This group is composed of dull and backward girls and special attention is given to the fundamentals, primarily reading, arithmetic and spelling. Hand work, such as paper cutting, drawing, and clay modeling is also stressed with this special group. As rapidly as these girls progress they are promoted to another grade. The girls who can not advance are later transferred to sewing or industrial rooms.

The fifth and sixth grades are in one room under the supervision of one teacher. The fifth grade girls are placed in morning school and sixth grade girls in afternoon school. In these grades the same work is done as is carried on in the Illinois public schools. If at the end of a year's work, the girls have successfully met all the requirements, they are promoted to the next grade. If the teacher thinks that a girl has reached her academic limit and further grade work will not be profitable, then through a recommendation of the teacher, the staff decides where the girl should be placed.

The seventh and eighth grades are handled on the department plan. Two teachers supervise the two grades and teach certain subjects in both grades. The same text books and the same assignments are made here as are in the public schools of Kane County of this State. The girls who successfully complete the seventh grade work are promoted to the eighth grade. Those who fail in this work are either retained the following year or else placed in vocational work, depending upon the advisability of the teacher and the staff. Those in the eighth grade are given a Kane County test at the end of the year of the same questions which are sent to other Kane County schools. The girls who successfully pass this examination are rewarded with Kane County diplomas. These diplomas are of an essential value. If a girl, after graduating from our eighth grade, wishes to continue her school work when going out upon parole, she can be admitted to any high school upon the face value of this diploma, the same holds in case of failure to pass this test as decided in the preceding grades: the girls are either retained for another year or transferred to a vocational room.

Although we maintain the same standards in this school, thereby making this an accredited school of the State, yet there is a greater effort to individualize the work than in most public schools. For instance, if a girl is capable of carrying the work in a certain grade yet is deficient in some one or two subjects, the girl is privileged to remain in that particular grade, yet is given a chance to make up her deficient subjects in the lower grades. In other words, it is the policy of this school never to hold a girl back, but to let her progress as rapidly and as far as she can, in any way she can.

Along with the grade work there is a special room called the adjustment room. The name speaks for itself. It is a room where we place girls to adjust themselves for further fifth, sixth, seventh and eighth grade work. Girls who enter the institution and are not ready for grade work are placed in the adjustment room to prepare for the grade the staff decides upon. Much individual attention is given to the girl at this time and her deficient subjects are stressed. In order to allow sufficient time for all the classes of the various grades a full day's work is required. The length of period that the girls remain in this special room depends upon their ability.

The freshman class of the high school is supervised entirely by one teacher. The girls of this class attend school the full day. The requirement of periods and subjects are the same as in other high schools of the State. This course is of great benefit to the girls who wish to continue the high school course when going out upon parole or those who wish to take commercial or nurse's training. In another year we expect to have a second year course which will be a great boon to our educational progress.

The commercial course is in two sections; the beginning and the advanced sections. As rapidly as the girls progress from the beginners' class they are promoted to the advanced class. The subjects offered in this course are: Gregg system, typing, bookkeeping, business English, spelling, filing, mimeographing and writing. About ten per cent of the girls enrolled in the school this year are taking advantage of this opportunity for a business course. The girls in the advanced class are given an opportunity for practical work in the various offices of the institution. Many of them are very efficient and fill the places of clerks and secretaries, who would otherwise have to be employed by the State.

The domestic science room is one of the best equipped in the State. The girls are taught scientific ways of cooking, ways of altering recipes, correct way of serving and are given practical experience. The required length of time is three months, because of the fact that the class periods extend through one-half day. Requirements for entrance is an eighth grade diploma.

The vocational division consists of work done in two sewing rooms and an industrial room. In one of the sewing rooms the initial steps in sewing are taught. The class is divided into groups according to each girl's ability to sew. The students of this class provide all the clothes for the girls of this institution. This includes bloomers, night gowns, kimonas, aprons, work, school and chapel dresses.

The other sewing room provides opportunity for girls to learn the initial steps of sewing and also advanced sewing. In this particular room the students provide the outfit for each girl who goes on parole. This outfit includes bloomers, aprons, brassiers, night gowns, work and afternoon dresses and an extra nice dress. It is the plan of the school to give each girl some training in sewing.

The industrial room is one of the most interesting places in the institution. It provides work for girls of average intelligence and for girls who are below average intelligence. The work in the industrial class consists of weaving, millinery, brush making, toy making, needle craft and art. The millinery class is for advanced students. The girls are taught to cut the material for hats, to block and trim. All hats are handmade. Silk and velvet hats are made from models. This training affords the girls a much better opportunity to secure positions in millinery stores after they leave the institution.

The music course is under the supervision of two teachers; the music supervisor and the stringed instrument teacher. A course of public school music has been introduced in our school this year. The music supervisor visits each class once a week. The fundamentals of music are taught such as, sight reading, ear training, part singing and music appreciation. In addition to this there are piano classes as well as individual piano lessons, orchestra, glee clubs and choirs. A few of the talented girls receive individual instruction in voice. These girls form the duets, trios and quartettes.

The physical education department is supervised by one teacher. Each class has one gymnasium period a week. In addition to this, this teacher supervises and arranges hocky games, basket ball, base ball, volley ball, soccer ball and all track work.

A new system of marking for conduct is now a part of our educational program. The idea is on the character building basis. Instead of marking off on grades, we give the girls just what they earn. The principal factors are honesty, truthfulness, trustworthiness, unselfishness, loyalty, self-control, respectfulness, self reliance, wholesomeness and application. Each point counts ten. If a girl earns ten in each point, then she receives one hundred in conduct at the end of the month. This not only sets the standard high, but gives the girl something definite to work for.

In a short time we hope to have two additional courses added to the vocational classes. After careful consideration by the officials of the institution and of the State, it has been decided to add a beauty parlor course and a nurse's training course. This will enlarge the variety of work that will appeal to girls of various quotients.

Luey D. Ball, Managing Officer.

# REPORT OF THE ST. CHARLES SCHOOL FOR BOYS, ST. CHARLES. 

Honorable Francis G. Blair, Superintendent of Public Instruction, Springfield, Illinois.

Dear Sir:-As requested, I am submitting herewith biennial report for the academic department:

The academic department of the St. Charles School for Boys is housed in a modern school building, consisting of fifteen clean, attractive, welllighted classrooms, a library and an office. The faculty is composed of a principal, librarian, a teacher of the receiving room, three ninth grade teachers, eleven grade teachers, an orchestra leader and a manual training instructor.

The school is well equipped with up-to-date text books, maps, the Keystone Visual Educational " 600 set," pictures and supplies of all kinds.

The library is a northeast room on the second floor. It is a very pleasant, delightful room furnished with bookcases, tables, chairs, a library desk, pictures and ferns. The library is the center from which all activities and supplies are issued for the academic needs. A worthwhile selection of weekly, monthly and bi-monthly magazines is subscribed for, including Current Events, Pathfinder, American Boy, Radio News, Popular Mechanics, Scientific American, The National Geographic, and others. There are approximately 3,500 volumes in the library. Many new books and reference works have been purchased during the school year of 1929-30. The books are chosen from lists obtained from the State Librarian, Chicago Library, and other standard lists. The books are issued on a system similar to one used in a public library. The boys select their own books, or are assisted in their choice by the librarian. There is as much freedom in the library as will be found in any school or public library. Each classroom is supplied with a set of library books which is used at a specified time in the program. The boys enjoy reading and ninety-nine times out of a hundred they are very much pleased when "Library Day" comes to the various grades. The vast amount of good from this phase of work cannot be estimated, for it instills a love for reading, broadens the viewpoint of life and is a medium in establishing a reading-habit which will provide a safe and instructive entertainment for their leisure time in the future as well as at the present time.

The school year of 1929-30 was an outstanding year of progress. All of the boys in the institution except those in the receiving room and detention cottages, were enrolled in school. The average daily attendance for the year was approximately 700 . The boys receive one-half day academic instruction and one-half day vocational training.

The members of our student body are sent to us from all parts of the State. Chicago furnished about fifty-four per cent of the population. The boys range in age from ten to seventeen. To meet the problems of adjustment and instruction for this type of children, the academic work is divided as follows: Receiving room, 9 th, 8 th, 7 th, 6 th, 5 th, 4 th, 3 opportunity groups, 2 restoration class rooms, and one special classified group. In a school of this kind and size it is to be expected that many pupils will be retarded, abnormal or subnormal. To assist in the adjustment of these groups much remedial work must be done and an effort made to create a desire to learn and to live happily. The adjustment is begun in the receiving room. An experienced teacher is in charge of this room. All new boys are enrolled in this division. Each pupil is given a standardized
pedagogical test and a mental test by the resident psychologist. The Haggerty, Stanford and Otis tests are used. Letters from the home schools are requested and received. The results from the three above mentioned findings are compared and the boys are scientifically placed in the school group best adapted to their mental needs.

The following data has been compiled which will illustrate the activities in the receiving room: 665 new boys were enrolled from June 1, 1929 to July 1, 1930; May had 74 entries which is unusually high for this season, the heaviest enrollment generally being in the mid-winter months-working conditions and lack of employment are probably the direct causes.

Thirty-four nationalities are represented in our population, viz.:

| Americans | 107 | Indian and French. |  |
| :---: | :---: | :---: | :---: |
| Austrians | 3 | Indian and Irish |  |
| Bohemians | 8 | Indian and Spanish |  |
| Colored | 151 | Italians | 52 |
| Croatians | 3 | Jews |  |
| Danes | 2 | Lithuanians | 26 |
| Dutch | 5 | Mexicans |  |
| English | 25 | Norwegians |  |
| Finns | 1 | Polish | 77 |
| French | 10 | Roumanians | 5 |
| Germans | 48 | Russians | 5 |
| Greeks | 4 | Scotch | 11 |
| Hungarians | 3 | Serbians |  |
| Irish | 73 | Slavs | 13 |
| Indians | 1 | Swedes | 8 |
| Indians and Dutch | 3 | Ukranians |  |
| Indians and English. | 1 | Welsh |  |
| Cook County sent us 370 recruits. |  |  |  |
| The assignments to grades by the recommendations of the receiving |  |  |  |
| room teacher and the psychologist were as follows: |  |  |  |
| High school | 63 | Fifth grade | 60 |
| Eighth grade | 24 | Fourth grade | 35 |
| Opportunity three | 51 | Opportunity one | 65 |
| Seventh grade | 35 | Restoration one | 45 |
| Opportunity two | 118 | Restoration two | 45 |
| Sixth grade | 50 | Special .. | 28 |

The function of opportunity 3 is remedial for the 6 th and 7 th grades; opportunity 2 for 5 th and 6 th; restoration 1 , for 1st, 2 nd and 3 rd grades; restoration 2 for large boys of the lower group, and special for the larger restoration 1 boys.

The Illinois State Course of Study is used in the grades for the basis of school work. Some authorized standard must be used. The State course meets our needs best and prepares the boys who re-enter schools upon their return to their home environments to adjust in the grade placements.

A report card is issued to a boy upon his entrance. His monthly school grades are recorded on this card. When the boy is paroled he takes the report card which shows his standings in school and a school record is also issued. Rating is also given for the vocational training. The Chicago school records are sent directly to the Chicago Assistant Superintendent of Schools. The boys living outside of Chicago take the school records and report cards with them. This enables the public schools to make proper placement of the boys in their schools.

The course given in the 9th grade was revised after consulting the county superintendent of schools and other educators. The platoon system is used in the 9th grade and the following course is given: Civics, English, United States History, business arithmetic, typewriting and office training. The larger percentage of boys in this group will not enter school again upon their return to public life and it seemed advisable to stress right
living and the development of our nation, along with the commercial course. A course of study based upon the Gregg system has been developed to meet the needs of our school in typewriting and office training. The course in history is based upon Muzzey's History of the United States and reading other histories contained in the library and supplementary books. The business arithmetic is based upon Hart and Walts and commercial and industrial arithmetics, with many supplementary problems. The English course affords a study of grammar and a study of literature and reading of library books. The course in civics is based upon the story of Human Progress, social civics, conduct and citizenship, and vocational civics.


Uncle Sam and Spirit of Patriotism St. Charles School for Boys.

The managing officer has granted the teachers a "Visiting Day" for the school year 1929-30. This proved very beneficial as it permitted us to compare the educational work accomplished here with that of the public schools and also as an inspiration and an incentive.

The lower and upper halls were redecorated.
Through the recommendation of the psychiatrist, a special art class was organized. The boys given this training were those who have a natural talent for art work. In the beginning one boy was in the class. It has now increased to six. This class assembles three mornings each week.

While drawing is on the regular classroom program and poster and handwork is carried on in different projects, we feel that the six boys are to be complimented in obtaining this extra instruction in this branch of training.

The annual exhibit displayed at commencement time was a demonstration of the type and standard of work accomplished in our classrooms. We feel that our exhibit compares very favorably with the exhibits of the public school where the teachers have the students for the entire day and term.

A regular schedule was organized and maintained for gymnasium activities and outside sports. The primary grades enjoyed these games and sports three times each week, the intermediate and advanced grades, twice each week. By following a regulated plan a class or classes were in the gymnasium from 8:30 a. m. until 4:00 p. m. Many times they assembled in the evenings at the gymnasium for games. The baseball diamond and football field were in use all the time during the seasons these games are played. This phase of our work has been a great factor in building up a high ideal in the field of sports.


Lee's Surrender to Grant, St. Charles School for Boys.
The manual training department obtains boys for this instruction from sixth grade down. Boys showing special aptitude for this line of work are chosen.

From the earliest times the drama has been used as a means of moral instruction. This year the members of our faculty have stressed dramatization as a means of giving instruction. Programs have been given on special holidays, and every Friday at the assemblies. This part of the assembly held a keen interest for the boys and the educational value and the high standard of moral training developed in the dramatic arts is beyond computation.

The teachers supervised the making of a float for the Labor ${ }^{\circ}$ Day parade held in St. Charles, Ill. This was a work of art as it portrayed the activities of the institution.

Lorado Taft and members of the Art Extension Committee visited the institution last fall. This department was requested to take charge of the decorations and table arrangements for the gala day. An exhibit from all
of the departments was displayed and the gymnasium was turned into an autumn scene of a corn field with pumpkins arranged for the high light. The sculptor complimented us very highly upon the entire scheme of decoration.

The graduating exercises were held in the open-air theatre on July 27th. Sixty-four eighth grade diplomas were granted. Eleven boys received four full credits for the ninth grade course, and forty boys received four half credits. These credits will be complete before the boys are paroled.

A school atmosphere was developed and a cooperative spirit was maintained throughout the year in the student body.

Respectfully submitted,
Milly E. Patton, Acting Principal.

# REPORT OF THE ILLINOIS STATE REFORMATORY SCHOOL, PONTIAC. 

## Honorable Francis G. Blair, Superintendent of Public Instruction, Springfield, Illinois.

Dear Sir: In compliance with your request, this report covers the activities of the Department of Education of the Illinois State Reformatory for the period ending June 30, 1930.

## I. Physical Equipment.

## 1. buildings.

On October 1, 1929, the main school building constituted the school plant. This consisted of ten classrooms with an additional room, on the north end of the building, which was used by the athletic department as a dressing room. These classrooms had a capacity of from thirty to sixty individuals and would therefore accommodate only that portion of the inmate body assigned to the elementary school.

Since the expansion of the program into the high school level was a primary motive, additional classrooms were needed to meet this demand. Two rooms, located in the south section of the south cell house, and used for storage purposes, were found to be available for these needs. They were renovated and remodeled for classroom purposes. In one of these rooms a commercial department was established and equipped for fifty students. The remodeling of three additional rooms, located in the west section of the Administration Building has been under way for some time. This portion of the project has been delayed due to the lack of the necessary water supply in this section of the building.

## 2. SChool EqUIPMENT.

The equipment of the various classrooms has been hardly sufficient to meet the growing demands made upon our school system. Such equipment as wall maps and globes has been placed on requisition in order that we may meet our needs.

The general condition of the main school building is that it is in need of redecoration and remodeling.
3. the library.

The Library during the past year has been a separate unit from the Department of Education. There has been no library within the school itself other than small school libraries which have been set up through the purchase of reference materials needed in the respective departments of the school. These, however, are wholly inadequate and those attending school have not had an opportunity to utilize all of the materials that might be found in the institution library.

A survey of reference materials needed in all departments of the school has been made and a portion of the books listed in this survey has been requisitioned.

## II. Personnel of the Teaching Stafe.

One of the first problems in the reorganization of the general program was a problem of teachers. In the course of the year seven new teachers have been employed. These men have been qualified and experienced teachers

Illinois State Reformatory-Main Building, Pontiac.
in the public schools of the State previous to their employment in this institution. The organization of the school faculty is as follows:

Mr. C. D. Freeman, Supervisor.
Mr. George McReynolds, Principal and in charge of general repairs and equipment.

Junior High School Teachers as follows:
Mr. H. G. Sharpe, Science.
Mr. George Kingdon, Mathematics.
Mr. C. H. Follmer, Mathematics.
Mr. P. G. Doan, Social Science.
Mr. C. M. Foster, English.
Mr. Marion Helmick, Commercial.
Elementary Teachers as follows:
Mr. H. H. Heisner, Sixth Grade.
Mr. T. S. Mitchell, Fourth and Fifth Grades.
Mr. O. D. McLain, Fifth Grade.
Mr. W. H. Heylin, Fifth Grade.

## INMATE TEACHERS.

During the course of the year we found available within the institution four inmates of college standing who were employed in various other departments of the institution. These boys were transferred to the Department of Education and have been assigned regular teaching positions as follows:

Leonard Rich, Sixth Grade.
Stanley Hurt, Substitute and examiner of the incoming inmates.
Emerson Wilson, Primary Groups.
Glenn Isley, Science Instructor in the Junior High School Division.
Regular meetings of the faculty including all inmate instructors take place each Wednesday from 11 to $12 \mathrm{a} . \mathrm{m}$. At these meetings all school problems are discussed and remedial measures adopted. These meetings also permit discussion of technical books of a professional nature such as:

Pupil Adjustment, Reavis.
Practice Teaching in the Secondary School, Morrison.
These meetings have proven to be very profitable to the members of the faculty and every effort is being made to develop this group as a research group for treating problems peculiarly adapted to this institution.
inmate monitors.
In the reorganization of the school it was found necessary to employ additional help in various class divisions to take care of the general routine problems that arise and prevent a teacher from devoting his time to the individuals assigned to him. In order to eliminate much of this burden there has been assigned to each teacher an inmate monitor whose duty is to keep class records, check classroom work, pass out necessary supplies, etc.

The boys selected for these monitorships were those who had at least three years of high school training or above; who showed a high intelligence rating; who were physically clean and who appeared to be boys that might be trusted with such duties. The success of this project has depended largely upon the boys themselves. They have lent every bit of their energy to the success and development of this idea. During the course of the year we have had to make several minor changes where cases of dishonesty started to creep in. On the whole the project has been remarkably successful, both from the standpoint of the teachers and from the standpoint of the inmate. The inmate attitude towards these monitors has been very fine. They realize that these boys are in the room to assist the teacher and to assist them in the solution of some of their difficult classroom problems. On this basis, I believe the project should be continued and enlarged as needs demand.

## III. Classifications and Assignments.

In the past years all inmates assigned to school were so assigned after they had been interviewed by the school principal who had subjected them

to simplified tests which he had devised. Upon the basis of the results obtained from these tests together with previous school experience inmates were assigned to the various grades. Under these procedures the majority of inmates were classified within the third and fourth years.

It was necessary, at the outset, to remedy these conditions, to classify all inmates according to an ability rating. The Stanford Achievement Test for classes two to nine was given to 2,500 inmates. These tests were scored and reclassification was made upon the basis of a percentile graph. Six weeks after this program was started all inmates had been reassigned according to their ability rating.

Classes were subdivided into groups A, B and C. Group A was the higher intelligence group made up of fast individuals. Groups B and C were the average and slow groups.

This reclassification program presented the need for an educational program beyond the elementary class. The $6-3-3$ plan was adopted and the addition of the ninth year to complete the Junior High School course was immediately made possible.

Departmentalization of the Junior High School has been placed into actual practice. Individual instruction is the basis of all work throughout the school. To identify and impart the true learning products in place of the daily routine of lessons, conned and performance score is the real object of these instructions. All courses are now organized on the Unit plan whereby the individual may proceed as rapidly as his ability will permit. His progress is indicated on progress charts and these keep the individual and the instructor informed as to the rate and the degree of mastery that the individual completes each unit.

Promotions are made twice each year except in special cases where the individual gives evidence of the fact that he is ready for the next higher school year.

In cases of individuals not properly classified class changes are made when the instructor is firmly satisfied that the individual does not have the ability to master the work units of the class to which he is assigned.

At the end of the fiscal year ninety-five inmates were graduated from the elementary department. Of these, sixty-six were advanced to the ninth year while twenty-nine were recommended for all day work assignments.

AVERAGE DAILY ENROLLMENT.
July 1, 1929-June 30, 1930
AVERAGE DAILY ATTENDANCE.
July 1, 1929-June 30, 1930
Present school assignment as follows:
Primary Grades
47

Fifth Grade............................................................................... . . . . 180
Sixth Grade............................................................................... 197
Junior High School:
Seventh Grade.................................................................. 210
Eighth Grade..................................................................... 114
Ninth Grade...................................................................... . . . . . 66
Commercial Department......................................................... 46
This makes a total of 936 half-day assignments. In addition to the above assignments there are approximately thirty inmates assigned to school all day.

The total number of inmates received from July 1, 1929, to June 30, 1930, exclusive of violators, totaled 804. These were disposed of, after they had been subjected to our regular testing program, as follows:
Primary Grades........................................................................ . . . . . . . . . . 45
Fourth Grade.......................................................................... . . 74
Fifth Grade.............................................................................. . . 104
Sixth Grade............................................................................... 98Junior High School:Seventh Grade.91
Eighth Grade. ..... 34
Ninth Grade. ..... 17
Commercial Department ..... 19
Excused:
On basis of Achievement ..... 318
Physical Disabilities ..... 1
Mental Types ..... 3

## IV. Courses of Study.

A revision of the courses of study for all departments has been a chief concern for the faculty of the Department of Education. This year has been an experimental year in this direction. For the period ending June 30 the course of study was outlined as follows:

## GRADES 1-2.

Reading:
A. Mechanics. Oral reading. Phonics.
B. Books.

Arithmetic:
A. Counting to 25 .
B. Reading to 20 .
C. Writing to 20 .
D. Addition facts-10 and under.
E. Addition facts-20 and under.
F. Subtraction facts.

Writing:
A. Small letters.
B. Capital letters.
C. Writing numbers.
D. Speed-18 letters per minute $22 / 25$ legible.
grade 3.
Reading:
A. Oral reading.
B. Silent-books.

2 points per book.
Arithmetic:
A. Speed practice:

1. Addition facts, 45 in 3 minutes.
2. Simple addition, 21 in 3 minutes.
3. Subtraction facts, 45 in 3 minutes.
4. Simple substraction, 12 in 3 minutes.
5. Multiplication facts, 15 in 3 minutes.
6. Simple multiplication, 3 in 3 minutes.
7. Short division facts, 45 in 3 minutes.
8. Short division.
B. General progress.

Language.
Spelling.
Writing.
GRADE 4.

Reading:
A. Oral.
B. Silent.

Arithmetic:
A. Speed practice.
B. General progress.

Language. History-Geography. Social Science.
Spelling.
Writing.

GRADE 5.

Reading:
A. Oral.
B. Silent.

Arithmetic:
A. Speed practice.
B. General progress.

Language.
History-Geography.
Social Science.
Spelling.
Writing.

GRade 6.
Reading:
A. Silent.

Arithmetic:
A. Speed practice.
B. General progress.

Language.
History-Geography.
Social Science.
Spelling.
Writing.

JUNIOR HIGH SCHOOL.

| Subject. | Grade. | Minimum to period. | Periods of work. | Clock hours per year. |
| :---: | :---: | :---: | :---: | :---: |
| Algebra.. | 9 | 45 | 6 | 229 ${ }^{\frac{1}{2}}$ |
| Arithmetic | 7-8 | 45 | 6 | $229 \frac{1}{2}$ |
| English | --8-9 | 45 | 3 | $114 \frac{3}{4}$ |
| Composition and Literatu |  | 45 | 3 | $114 \frac{3}{3}$ |
| History and Civics....- | i-8-0 | 45 | 3 | $114{ }_{4}^{3}$ |
| General Scıence..... | - 8 -0 | 45 | 6 | $220 \cdot \frac{1}{2}$ |
| Heath and Hyg!eue. |  |  | 6 | $229 \frac{1}{2}$ |

A flexibility in the schedule provides for:

1. A definite development of the inmate attitude toward the world in which he is to live.
2. Credit is given for ready adjustment when the required adaptions have been made rather than for time spent.

## The Commercial Department.

The commercial school offers one of the most attractive courses given at the Reformatory at the present time. The commercial department offers such courses such as shorthand, typewriting and bookkeeping. These are taught in such a way that the pupil is given a very definite knowledge of business organization and administration. The unit methods of procedure are adhered to in this department and mastery of each work unit is required before passing to the next higher unit. The school has grown as rapidly as the room and equipment would permit. It is hoped that in the near future we will be able to occupy more modernly equipped rooms in the west end of the administration building and that we may be able to equip this division with other modern business appliances.

Some of the inmates assigned to this department are making enviable records while all others are profiting remarkably by their work in this department. We have on file records for every boy which shows definitely his progress. Tests for speed and accuracy in all subjects are given to urge the mastery of all phases of work. The commercial school function has benefited in several ways:

1. The time keeps fifty boys busy and happily occupied.
2. It provides training for life after the boy has been paroled or discharged from this institution.
3. It operates as a stenographic and clerical department where the boys are given essential training and the boys are frequently requisitioned to fill the jobs in various offices of the Reformatory.

## The AThledic Departament.

The athletic department during the past year has been under the immediate supervision of Mr. L. E. Eaton, who has been directly responsible to the director of education for the program of this division.

The following figures represent the number of inmates that have enjoyed the various activities of the athletic department. This schedule is arranged according to the seasons in which the various types of athletic activities may be engaged.
April 1-June 1:
Daily:
Baseball . . . . . . . . . . . . . . . . . . . . . . . . . . . . . . . . . . . . . . . . . . . . . . . . . . 144
Volley ball .................................................................... . . . 1,440
Daily total ............................................................. 1,584
Saturday:
Baseball .................................................................... . . . 18
Volley ball .................................................................. 360
Weekly total .......................................................... 1,962
June 1-October 1:
Daily:
Baseball ..................................................................... . . . 144
Playground ball ........................................................... . . . . 480
Horseshoe pitching ....................................................... . . . . . . . 128

Track ........................................................................ . . . 80
Boxing ...................................................................... 30
Daily total ........................................................... . . . 1,074
Saturday:
Baseball ..................................................................... . . . 18
Playground ball .......................................................... . . 120
Tennis ...................................................................... 32
Weekly total ........................................................ 1,244
October 1:
Daily:
Soccer football .............................................................. . . . . 176
Football ...................................................................... . . . . . 60
Basket ball ................................................................. . . . 480
Horseshoe pitching ...................................................... 128
Tennis .................................................................... . . 192
Volley ball ................................................................ . . . 96
Track ........................................................................ . 80
Daily total .......................................................... . . . 1,192
Saturday:
Basket ball ................................................................. . 120
Football .................................................................... . . 30
Weekly total ....................................................... 1,342

## Future Plans.

The future expansion of the educational program provides for the addition of the tenth year to meet the requirements of the State Department of Public Instruction, in order to bring about the recognition of the work being accomplished in this institution.

Vocational instruction in all training departments of the institution with related subjects will constitute the larger problem during the coming year. All vocational assignments will be made through the office of the director of education; all courses will be awarded on the basis of the knowledge of these prescribed courses, theoretically all related subjects will be
taught in the academic schools under such classification as mathematics for machinists, mathematics for molders, mathematics for electricians, etc.

General courses such as civics, history, accident prevention, health and respect for law and order will supplement these trade-school courses.

General correspondence courses conducted under the supervision of the chaplain have been available to a limited number of inmates. It is the plan of the department of education to open up avenues whereby correspondence work may be done by inmates in high schools done in the institution.

It is hoped that during the course of the year that the library will be a unit in the department of education. This library is to be reclassified upon a basis of classification used in the general library with the addition of sufficient reference materials that may be used by all inmates taking educational courses within or without the institution.

## General.

## 1. inmate morale.

The general morale of the inmate body during the past year has increased remarkably and especially within the schools. Discipline cases have been reduced to a minimum with the result that only severe cases are referred to the assistant superintendent for his action. Inmates are coming into the school with a better understanding of the ideals and opportunities which are being opened up for them. They are taking greater interest in activities of the school because they know what they are doing and because the curriculum has so been revised as to motivate their interest. We shall endeavor to bring the department to a high standard.

It is with a great deal of encouragement that I submit to you this report for the Department of Education.

Respectfully submitted,
Harold W. Taylor, Director of Education.

## SUMMARY OF STATISTICAL TABLES (1929).

## General Statistics.

## CENSUS

Table 1. Population of Illinois (Federal census, 1920)
$6,485,280$
Population under 21 years of age (school census, 1929) -
$\qquad$
Girls
$1,384,417$
Total
$2,844,354$
Population between 6 and 21 years of age (school census 1929)-
Boys
Girls
Total
2,010,059
Per cent of minors of school age 70

## ENROLLMENT IN PUBLIC SCHOOLS.

| Table 2. | elementary. | Boys. | $\begin{gathered} \text { Girls. } \\ 31720 \end{gathered}$ | Total. | Per cent of grand total. | Gain per cent over |
| :---: | :---: | :---: | :---: | :---: | :---: | :---: |
|  |  |  |  |  |  |  |
|  | Kindergarten | 31,218 |  | 62,938 | 4.5 | 3.3 |
|  | First year. | 87,815 | 78,844 | 166,659 | 12.0 | -3.2 |
|  | Second year | 69,730 | 63,985 | 133,715 | 9.7 | . 6 |
|  | Third year | 67,807 | 63,645 | 131,452 | 9.5 | 4.0 |
|  | Fourth year | 64,900 | 60,707 | 125,607 | 9.1 | -7.8 |
| Table 3. | Fifth year-- | 69,893 | 65,978 | 135,871 | 9.8 | 10.0 |
|  | Sixth year. | 61,144 | 58,269 | 119,413 | 8.6 | -10.5 |
|  | Seventh year. | 64,934 | 60,235 | 125, 169 | 9.0 | 20.5 |
|  | Eighth year-- | 50,346 | 48,270 | 98,616 | 7.1 | -18.0 |
|  | Total | 567,787 | 531,653 | 1,099,440 | 79.3 | -. 9 |

SECONDARY (HIGH).
Table 4.


## ATTENDANCE, LENGTH OF TERM AND AVERAGE COST.

Table 5. Number of days attendance
Average per cent of perfect attendance ..... 86
Average number of days schools were in session ..... 187
Average number of days each pupil attended ..... 160
Average number of months schools were in session
Average cost per pupil enrolled for current cxpenses ..... $\$ 83.42$

[^25]
## PROMOTIONS, GRADUATES AND TUITION PUPILS.



## LENGTH OF SERVICE IN SAME DISTRICT.

Table 8. Teachers length of service in same district-
One year.-.-----------------------11, 11, 018


Four years.----------------------------19


Seven years.-----------------------------1, 1,937
Eight years.-----------------------1, 1, 722
Nine years..-------------.....-...-. 1,573
Ten years -------------------------------------1, 1,272

| Eleven years | 1,014 |
| :---: | :---: |
| Twelve years | 705 |
| Thirteen years | 467 |
| Fourteen years | 524 |
| Fifteen years | 617 |
| Sixteen years. | 52 |
| Seventeen years | 47 |
| Eighteen years | 419 |
| Nineteen years | 385 |
| Twenty years or | 5,419 |
| Total | 7,046 |

## TOTAL TEACHING EXPERIENCE.

Table 8a. Number of teachers outside Chicago having a total teaching experience of -


## CLASSIFICATION OF ANNUAL SALARIES PAID TEACHERS.

| $\begin{array}{r} \text { Tables } 9, \\ 10,11 \\ \text { and } 12 . \end{array}$ | Receiving under $\$ 200$ | Elementary. Men. Women. |  | Secondary. <br> Men. Women. |  | Total. 40 | Per cent of grand total. . 08 |
| :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: |
|  |  | 9 14 | $\begin{aligned} & 21 \\ & 24 \end{aligned}$ | 3 3 | 7 13 |  |  |
|  | 300- 399 | 11 | 40 | 8 | 14 | 73 | . 16 |
|  | 400- 499 | 62 | 218 | 6 | 13 | 299 | . 63 |
|  | 500- 599 | 324 | . 986 | 7 | 7 | 1,324 | 2.82 |
|  | 600- 699 | 361 | 1,462 | 3 | 17 | 1,843 | 3.92 |
|  | 700- 799 | 491 | 2,191 | 6 | 23 | 2,711 | 5.78 |
|  | 800- 899 | 505 | 3,476 | 3 | 21 | 4,005 | 8.52 |
|  | $900-999$ | 282 | 2,999 |  | 28 | 3,318 | 7.06 |
|  | 1,000-1,099 | 295 | 2,266 | 19 | 61 | 2,641 | 5.62 |
|  | 1,100-1,199 | 172 | 1,656 | 39 | 115 | 1,982 | 4.21 |
|  | 1,200-1,299 | 131 | 1,504 | 76 | 216 | 1,927 | 4.10 |
|  | 1,300-1,399 | 93 | 1,148 | 126 | 644 | 2,011 | 4.28 |
|  | 1,400-1,499 | 111 | 954 | 153 | 707 | 1,925 | 4.09 |
|  | 1,500-1,599 | 93 | 1,378 | 226 | 631 | 2,328 | 4.95 |
|  | 1,600-1,699 | 69 | 913 | 234 | 480 | 1,696 | 3.60 |
|  | 1,700-1,799 | 72 | 886 | 196 | 335 | 1,509 | 3.21 |
|  | 1,800-1,899 | 109 | 674 | 428 | 433 | 1,644 | 3.49 |
|  | 1,900-1,999 | 46 | 278 | 162 | 205 | 691 | 1.47 |
|  | 2,000- 2,499 | 255 | 2,518 | 999 | 699 | 4,471 | 9.51 |
|  | 2,500-2,999 | 203 | 5,068 | 757 | 748 | 6,776 | 14.41 |
|  | 3,000 and over | 352 | 333 | 1,342 | 1,733 | 3,760 | 8.00 |
|  | Total | 4,060 | 30,993 | 4,805 | 7,170 | 47,028 | 100.00 |
|  | Grand total. |  | 35,053 |  | 11,975 | 47,028 | -------- |

DISTRICTS, SCHOOL HOUSES AND LIBRARIES.

| Table 13. | Number of districts $\qquad$ <br> Number of public school houses not used Number of public school houses used | $\begin{array}{r} 124 \\ 14,015 \end{array}$ | 11,957 |
| :---: | :---: | :---: | :---: |
|  | Total Number of rented buildings. |  | $\begin{array}{r} 14,139 \\ \quad 199 \end{array}$ |
|  | Total <br> Number of sittings (capacity) <br> Number of libraries <br> Number of volumes.-----.-.-. |  | $\begin{array}{r} 14,238 \\ 340,115 \\ 11,709 \\ 468,826 \end{array}$ |

## VALUE OF SCHOOL PROPERTY.

Table 14. School buildings and sites $\qquad$ \$392,084,353
Equipment, furniture, apparatus, etc
30,506, 027
Total

## A MOUNT OF TAXES LEVIED, BONDS AND ORDERS OUTSTANDING AND ANTICIPATION WARRANTS ISSUED.

[^26]
## PRIVATE SCHOOLS.

Table 15. Number of private schools ..... 1,073
Number of teachers employed-
Men. ..... 1,392
Women ..... 6,459
Total7,851Number of pupils enrolled-Elementary-
Boys ..... 59,922
Girls 150,832Total210,754
Secondary- ..... 17,852
Boys20,303
Total38,155
Total enrollment- ..... 77,774
Girls ..... 171,135
Total248,909
DISTRICT FUNDS.
RECEIPTS.

Table 16. Balance on hand July 1, 1928Distribution of trustees4,867,445 65
District taxes.

Tuition fees paid by pupils perty 710,95752
Sale or rent of school property 786,593 34
Sale of school bonds.
5,346,707 72
Insurance adjustments 262,767 15
Other sources. ,451,091 62
Reimbursements by State board for vocational education 735,815 79

> Total.
§149,072,525 14
Net receipts
\$194,943,187 77
From other township treasurers
§1,132,933 91
Transfer of pupils
2,869,637 03
Total duplications
4,002,570 94
Grand total
$\$ 198,945,75871$

## Tables 17, General control-


19. Compulsory attendance 378,916 62
Superintendents who do no teaching
1,908,071 35

## Total

$\$ 4,516,417 \quad 16$
Instruction-
Superintendents and principals who teach less than

§2,983,303 51
Teachers and principals who teach half time or more-
$73,618,02152$
Teachers' pension fund
1,006,504 77

3,854,114 61
Interest on teachers' orders
282,758 83
Total
§81,744,703 24
Operating school plant--
Interest on anticipation warrants-.----------------------.-. $\$ 1,520,40748$

Fuel, water, power, light, etc. 5,620,468 43

Total
$\$ 16,700,04967$
Maintenance of plant (repairs, replacements, insurance, etc.)

7,796,798 17
Auxiliary agencies-


Total
4,860,677 99
Total current expenses
$\$ 115,618,64623$

[^27]

Total
\$34,892,696 53
Net expenditures
$\$ 150,511,34276$
Bonded debt-

Interest on bonds
3,280,533 35
Total
\$7,201,655 74
Duplications
Paid to other township treasurers.........................-. $\$ 1,429,17853$
Tuition of transferred pupils
3,768,097 65
Total
5,197,276 18
36,035,484 03

Grand total
\$198,945,758 71

## TOWNSHIP DISTRIBUTIVE FUND. RECEIPTS.

Table 20. Balance July 1, 1928
§ 520,97842
Income of township fund
$\$ 1,212,28782$
County distribution*
3,949,266 24
A mount still apportioned but withheld from district fund 64,861 75 Other sources 36,401 35

Net receipts
Grand total
5,262,817 16
\$5,783,795 58

## EXPENDITURES.

Table 21. Expenses of trustees
§ 70,70948
Publishing statements
Compensation of treasurers 280,062 92
Added to township fund 6,787 91
Distributed to districts
4,867,445 65
Amount still apportioned but withheld from district fund.
Net expenditures
5,322,998 81
460,796 77
Grand total
$\$ 5,783,795 \quad 58$

## TOWNSHIP LOANABLE FUND. RECEIPTS.

Table 22. Balance on hand July 1, 1928

Bonds on hand July 1, 1928 1,442,684 65
Value of real estate on hand July 1, 1928 39,556,621 78
Additions from distributive fund
6,787 91
Other sources
6,326 98
Increase in value of real estate or investments.
57049
Net receipts
$\qquad$
$\qquad$

Grand total
45, 897,644 38
\$46,673,882 73

## expenditures.

Table 23. Losses of cash or investments

- 2,410 41

Depreciation of real estate 10,975 64
Real estate notes on hand June 30,1929 4,923,565 55
Value of real estate on hand June 30,1029 39,556,806 22
Bonds on hand June 30, 1929
1,401,137 31

## Net expenditures

$45,894,89513$
778,987 60
$\$ 46,673,88273$

## TOWNSHIP FUND INCOME.

Table 24. Interest on bank deposits
75,234 69
Interest on loans
Interest on bonds
Rents
Total

[^28]
## LANDS BELONGING TO TOWNSHIP FUND.

Number of acres

Number of city lots

## COUNTY DISTRIBUTIVE FUND.

## RECEIPTS.

Table 25. Balance July 1, 1928, held for distribution
\$ 88,933 57 37,910 05
Balance July 1, 1928, apportioned but not distributed.
State school tax
Fines and forfeitures.
Other sources 24302

## Net receipts

Grand total
4,006,153 84
\$4,132,997 46

## EXPENDITURES.

Table 26. Released to districts since June 30, 1928
Distributed to township treasurers.
Other items
Balance on hand June 30, 1929, held for distribution

- 20,779 26
3,928,486 98
56900
Total
183,162 22
\$4,132,997 46


## COUNTY INSTITUTE FUND.

RECEIPTS.
Table 27. Balance on hand July 1, 1928
Examination and renewal fees
$\$ 53,79500$
Registration fees of State Certificates 32800
Other sources
Net receipts
60,11713
Grand total
\$102,468 37
EXPENDITURES.
Table 28. Institute instructors
§44,644 55
Incidental expense of institutes
County teachers' association lectures
8,75410
3,64183
Incidental expenses of county teachers' association---------
1,025 84
Commissions retained by county treasurers

\{60,608 35
Balance on hand June 30, 1929
41,860 02
Grand total
COUNTY SUPERINTENDENTS' SALARIES AND EXPENSES.

Total
$\$ 340,73920$
eypenses.

Total
193,556 32
Grand total

## TEACHERS' CERTIFICATES ISSUED.

Table 30. Elementary-
Provisional-
Men---40

Total
TEACHERS' CERTIFICATES ISSUED-Concluded.
Second grade-
Men- ..... 438 ..... 2,135Women
Total ..... 2,573
First grade-
Men...- ..... 250Total1,906
Total elementary ..... 4,531
Kindergarten-
MenWomen127
Total ..... 12iSpecial-
120
Men.
Women ..... 246
Total ..... 366
High school-613
Women ..... 1,336
Total ..... 1,949Supervisory-
36
Mon.... ..... 5
Total ..... 41Total in these grades2,483
Grand total ..... 7,014
TEACHERS' CERTIFICATES ISSUED, RENEWED, REGISTERED AND FAILURES ..... IN EXAMINATIONS.
Table 31. Examination-151
Total571Credits filed-Men.1,247
Total6,221Exchange (other states)-
Men ..... 33
Women ..... 48
Total71Einergency-Men50
Women ..... 101
Total ..... 151
Grand total number issued ..... 7,014
Renewals-
 ..... 2,811
Women ..... 13,689
Total16,500
Certificates registered-
Men. ..... 5,025Women20,802
Total25,827
State certificates registered- Men206
Women ..... 122
Total328
Certificates to be issued in other counties-
Men- ..... 11
Women. ..... 58
Number of failures in examination-
Men... ..... 1,005
Women ..... 3,388
Total. ..... 4,393
COUNTY SUPERINTENDENTS' EXAMINATIONS.
Trable 32. Number of examinations held-
Teachers ..... 286
Finals
131
131
Centrals .....
$\begin{array}{r}32 \\ 354 \\ \hline\end{array}$ .....
$\begin{array}{r}32 \\ 354 \\ \hline\end{array}$
Monthly or bi-monthly
COUNTY INSTITUTES.
Number of counties holding institutes
96
96
Number held ..... 144
Length in days ..... 348
Averaga length of each ..... $\begin{array}{r}2.4 \\ 985 \\ \hline\end{array}$
Number of teachers enrolled ..... 30,985 ..... 30,985
COUNTY TEACHERS' ASSOCIATIONS.
Number of counties having associations ..... 46
Number held ..... 46
104
Length in days ..... 90
Average length of each ..... 1.1
Number of counties allowing teachers salary for attending county institutes and .....
77 .....
77
Number of days allowed. ..... 252
Number of teachers enrolled ..... 11,543
CENTRAL AND FINAL EXAMINATIONS AND NORMAL SCHOLARSHIPS.
Number of pupils that passed the-
Seventh year central ..... 7,719
Eighth year central ..... 11,479
Total ..... 19,198
Final examinations ..... 19,475
Number of normal school scholarships ..... 984
COUNTY SUPERINTENDENTS.
Table 33. Number of lectures delivered-
In county ..... 1,489
Outside of county ..... 148
Total ..... 1,637
Number of days given to educational meetings -
In county ..... 793
Outside of county ..... 603
Total ..... 1,396
Number of days given to school visitation ..... 6,980
Number of schools visited ..... 10,906
Number of schools not visited-
295
295
One-room .-.......... ..... 77
Total ..... 372
ASSISTANT COUNTY SUPERINTENDENTS AND OTHER ITEMS.
Number of counties having assistants ..... 60
Number of assistants allowed by county boards ..... 92
Number of days spent in school visitation ..... 2,995
Educational meetings ..... 703
Total ..... 3,698
Number of consolidated districts organized during year ..... 1
Amount contributed to county institute fund by-Teachers$\$ 4,205$
County boards ..... 860

## SCHOOL DISTRICTS.

Table 34. Number of districts maintaining- No school ..... 155
School less than seven months11,792
Total11,955
DISTRICT ORGANIZATIONS, CONFERENCES OF SCHOOL OFFICERS AND KINDER- GARTENS.
Number of districts governed by a-
Board of directors ..... 10,891
Board of education ..... 1,037
Special charter ..... 27
Total
11,955
Number of one room country schools ..... 10,043
Number of two or more room country schools
Number of two or more room country schools ..... 327 ..... 327
Number of districts having a junior high school ..... $\begin{array}{r}50 \\ 5 \\ \hline\end{array}$
Number of districts voted to raise the tax levy ..... 15
Number of school officers in attendance ..... 3,054
Number of conferences of school officers held
Number of conferences of school officers held ..... 35 ..... 35
Average number attending each meeting ..... 87
66
Number of districts maintaining kindergartens

Number of districts maintaining kindergartens ..... | 66 |
| :--- |
| 35 |

Number of private kindergartens
CONDITIONS OF BUILDINGS AND GROUNDS.
Table 35. Number of state standard schools-
One room ..... 681
Superior ..... 72
30
Total ..... 783
ENROLLMENT IN SMALL SCHOOLS.
Number of schools enrolling fewer than six pupils ..... 245
Number of schools enrolling six to ten pupils ..... 1,269 ..... 1,269
Number of schools enrolling eleven to fifteen pupils ..... 2,270
QUALIFICATION OF BEGINNING TEACHERS.
Number of graduates of a-
College or university ..... 846
Teachers' college (4 year course) ..... 165
State Normal School (2 year course) ..... 592
Total ..... 1,603
Number of graduates of a 4 year high school and attended-
118
367
College three years
College three years
College or normal school two years
College or normal school two years
969
969
College or normal school one year
College or normal school one year
223
223
College or normal school less than one year.
College or normal school less than one year. ..... 20 ?
Total1,879
Number who have attended high school only-
Three years ..... 4
Two years ..... 7
Total11
Grand total3,493
ENDOWMENT.
Number of districts endowed ..... 22
Amount of endowments ..... \$156,433

## SPECIAL TEACHERS.

Table 36. Number of special teachers employed in teaching-
Music. ..... 529
Drawing ..... 226
Domestic science ..... 515
Manual training ..... 435
Physical training ..... 282
Commercial training ..... 392
Agriculture ..... 168
Primary supervision ..... 25Total
SPECIAL TEACHERS-Concluded.
Number of districts employing special teachers in-
Music ..... 480
Drawing
Drawing
164
164
Domestic science ..... 389
279
Manual training
Manual training .....
211 .....
211
Physical training ..... 295
Agriculture
181
181
Primary supervision. ..... 23
Total

## PROMOTION OF HEALTH.

Table 37. Number of districts employing nurses or physicians ..... 207
Number employed-Nurses229
Physicians ..... 103
Total332
A mount paid health officers-
§224,543
§224,543
Nurses
Nurses ..... 51,431
Total ..... §275,974
Number of pupils examined
Number of pupils found affected ..... 129,411
Number of homes visited ..... 75,254
PROMOTION OF ATTENDANCE.
Number of districts employing truant officers ..... 351
Number employed -Men.198
Women ..... 188
Total ..... 386
A mount paid truant officers ..... \$97,120
Number not in school between-
693
693
7 and 14
14 ..... 1,918
Total ..... 2,611
Number of arrests ..... 1,564 ..... 1,010
Number of convictions
Number of convictions
ILLITERACY.
Number between 12 and 21 unable to read and write- Boys ..... 158
Girls ..... 128
Total ..... 286
NEW SCHOOL HOUSES BUILT.
Table 38. Number of new school houses built during the year- One room. ..... 47
Two rooms ..... 20
Three rooms ..... 3
Four rooms ..... 10
Five rooms ..... 10
Six rooms ..... 10
Seven rooms
Seven rooms
7
7
More than eight rooms. ..... 20
High schools ..... 11
Total132

## NON-HIGH SCHOOL DISTRICT.

FINANCIAL STATISTICS.
Table 39. Tax levy (October, 1928)
$\$ 3,803,60000$
RECEIPTS.
Taxes, etc $\$ 4,952,92876$

EXPENDITURES.

| Board expenses | 35,449 63 |
| :---: | :---: |
| Other expenses | 142,413 38 |
| Tuition. | 3,611,626 96 |
| Balance on hand | 1,163,438 79 |

Total.
\$4,952,928 76

## CONSOLIDATED SCHOOLS.


Number of consolidated schools reported 108
Number of school districts consolidated 347

Number of buildings in such districts ......................................................... 74
Number in which grade pupils are not assembled in one building--.-.-.------- 34
Number of buildings in such districts

Area of consolidated districts in square miles
Number of teachers (high school)
Number of teachers (high school)



Number of schools teaching sewing -
Number of schools teaching cooking
Number of districts furnishing transportation
Number of vehicles
Cost of transportation
Total current expenses of consolidated schools

## HIGH SCHOOL STATISTICS.

## For Year Ending June 30, 1929.

NUMBER OF HIGH SCHOOLS, ENROLLMENT AND GRADUATES.

Table 4

| Ninth year. | $\begin{aligned} & \text { Boys. } \\ & 68,443 \end{aligned}$ | $\begin{aligned} & \text { Girls. } \\ & 65,374 \end{aligned}$ | Total. <br> 133,817 |
| :---: | :---: | :---: | :---: |
| Tenth year. | 31,346 | 29,138 | 60,484 |
| Eleventh year | 24,072 | 24,097 | 48,169 |
| Twelfth year. | 17,330 | 18,555 | 35,885 |
| Post graduates and specials | 4,921 | 3,359 | 8,280 |
| Total | 146,112 | 140,523 | 286,635 |
| Two year high schools |  | Number of schools. 92 | Enrollment. 1,638 |
| Three year high schools |  | 184 | 7,264 |
| Four year high schools |  | 680 | 277,733 |
| Total |  | 956 | 286,635 |
| Graduates- | Boys. | Girls. | Total |
| Two year high schools. <br> Three year high schools | 188 643 | 223 613 | - 411 |
| Four year high schools. | 15,389 | 17,376 | 32,765 |
| Total | 16,220 | 18,212 | 34,432 |

## ATTENDANCE, COURSES OFFERED, NUMBER OF TEACHERS.

Total days attendance48,759,251
Average number of days each school was in session ..... 187
Average number of days each pupil attended ..... 170
Average daily attendance ..... 260,371
Per cent of attendance
Per cent of attendance ..... 28,951
Number of high schools offering the following courses-
Academic ..... 954
Commercial ..... 456
Technical ..... 181
Agriculture ..... 217
Domestic science ..... 400
Normal ..... 41
Federal Board (vocational) ..... 247
Number of high school teachers-
Men. ..... 4,592
Women ..... 6,379
Total ..... 10,971
Number of teachers graduates of -
College or university ..... 6,048
Teachers' college (4 year course) ..... 2,716
State normal school (2 year course) ..... 1,139
Number of graduates of a four year high school and attended-
College three years ..... 591
College two years ..... 268
College or normal school one year ..... 130
College or normal school less than one year ..... 45
Neither college nor normal school ..... 25
Number who have attended high school only-
Three years ..... 1
Two years ..... 8
Total ..... 10,971

## EXPENDITURES.

Table 42. General control \$ 1,044,088 00
26,376,831 00
Operating school plant ..... 4,203,660 00
Maintenance of plant ..... $2,222,72100$
$1,236,968$1,236,968 00Total current expensesTotal capital outlay$8,116,82100$Total high school expenditures$\$ 43,201,08900$
Per capita cost on current expenses ..... 12240
Average annual salary of high school teachers ..... 2,281 69
HIGH SCHOOL PROPERTY.
Value of-
Sites and buildings ..... \$119, 644, 380
Equipment ..... $13,640,300$
Total ..... \$133,284,680

## CITY ELEMENTARY SCHOOL STATISTICS.

## For Year Ending June 30, 1929.

TABLE 43-ENROLLMENT, VALUE OF SCHOOL PROPERTY, PUPILS PER TEACHER, NUMBER AND SALARIES OF TEACHERS, ETC.

| Cities of population of - | Enrollment. | $\begin{gathered} \text { Value } \\ \text { of } \\ \text { school } \\ \text { property. } \end{gathered}$ | $\begin{gathered} \text { Num- } \\ \text { ber } \\ \text { of } \\ \text { pupils } \\ \text { per } \\ \text { teacher. } \end{gathered}$ | Teachers. |  |  |  |  | Per capita cost on current expense. |
| :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: |
|  |  |  |  | Men. |  | Women. |  |  |  |
|  |  |  |  | Number. | Average salary. | $\begin{gathered} \text { Num- } \\ \text { ber. } \end{gathered}$ | Average salary. |  |  |
| 1,000-2,499. | 66,058 | \$14,471,340 | 28 | 281 | \$1,389 | 1,985 | § 984 | \$219 | \$4985 |
| 2,500-4,999...... | 57,348 | 13,770,400 | 30 | 182 | 1,746 | 1,693 | 1,170 | 240 | 6016 |
| 5,000-7,999... | 43,492 | 11,829,200 | 29 | 152 | 1,868 | 1,304 | 1,172 | 272 | 6135 |
| 8,000-11,999.- | 32,427 | 7,071,500 | 34 | 87 | 1,839 | 855 | 1,125 | 218 | 4935 |
| 12,000-19,999 | -48,766 | 12,791,500 | 35 | 74 | 2,518 | 1,316 | 1,315 | 262 | 5285 |
| 20,000 and over | 543,953 | 189,060,560 | 40 | 795 | 3,017 | 12,607 | 2,371 | 347 | 9321 |
| ages. | 792,074 | \$248,994,500 | $3 i$ | 1,571 | \$2,379 | 19,760 | \$1,925 | \$314 | \$81 22 |

TABLE 44-FINANCIAL STATISTICS OF CITIES OF POPULATION OF 10,000 AND OVER. (1920 U. S. CENSUS')-1929.


GENERAL STATISTICS.
TABLE 1-POPULATION 'AND SCHOOL CENSUS—1929.

| Counties. | Population (Federal census, 1920). | School census, June 30, 1929. |  |  |  |  |  | Percentofminorsofschoolage. |
| :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: |
|  |  | Under 21 years of age. |  |  | Between 6 and 21 years of age. |  |  |  |
|  |  | Boys. | Girls. | Total. | Boys. | Girls. | Total. |  |
| 1 | 2 | 3 | 4 | 5 | 6 | 7 | 8 | 9 |
| Illinois | 6,485,280 | 1,459,937 | 1,384,417 | 2,844,354 | 1,033,824 | 976,235 | 2,010,059 | 70 |
| Adams | 62,188 | 7,390 | 7,363 | 14,753 | 5,712 | 5,756 | 11,468 | 77 |
| Alexander | 23,980 | 5,255 | 5,302 | 10,557 | 4,051 | 4,124 | 8,175 | 77 |
| Bond. | 16,045 | 2,914 | 2,793 | 5,707 | 2,121 | 2,057 | 4,178 | 73 |
| Boone. | 15,322 | 3,354 | 2,951 | 6,305 | 2,622 | 2,336 | 4,958 | 78 |
| Brown. | 9,336 | 1,350 | 1,235 | 2,585 | 977 | 902 | 1,879 | 72 |
| Bureau. | 42,648 | 7,433 | 7,078 | 14,511 | 5,562 | 5,273 | 10,835 | 74 |
| Calhoun | 8,245 | 1,468 | 1,395 | 2,863 | 1,105 | 1,016 | 2,121 | 74 |
| Carroll. | 19,345 | 3,139 | 3,047 | 6,186 | 2,293 | 2,218 | 4,511 | 72 |
| Cass | 17,896 | 2,871 | 2,735 | 5,606 | 2,141 | 1,997 | 4,138 | 73 |
| Champaign | 56,959 | 14,434 | 13,134 | 27,568 | 10,542 | 9,320 | 19,862 | 72 |
| Christian | 38,458 | 7,277 | 6,955 | 14,232 | 5,484 | 5,288 | 10,772 | 75 |
| Clark. | 21,165 | 3,477 | 3,320 | 6,797 | 2,678 | 2,515 | 5,193 | 76 |
| Clay | 17,684 | 3,337 | 3,181 | 6,518 | 2,384 | 2,301 | 4,685 | 71 |
| Clinton | 22,947 | 4,534 | 4,463 | 8,997 | 3,378 | 3,260 | 6,638 | 73 |
| Coles | 35,108 | 7,232 | 7,378 | 14,610 | 5,264 | 5,260 | 10,524 | 72 |
| Cook- |  |  |  |  |  |  |  |  |
| Outside Chicago | 351,312 | 113,921 | 110,258 | 224,179 | 76,533 | 73, 801 | 150,334 | 67 |
| Crawford | 2,701,705 | 684,980 | 640,169 | 1,325,149 | 469,560 | 436,717 | 906,277 | 69 76 |
| Cumberland | 12,858 | 1,994 | 1,949 | 3,943 | 1,575 | 1,519 | 3,094 | 78 |
| DeKalb... | 31,339 | 6,040 | 6,005 | 12,045 | 4,493 | 4,487 | 8,980 | 74 |
| DeWitt. | 19,252 | 3,356 | 3,232 | 6,588 | 2,436 | 2,384 | 4,820 | 73 |
| Douglas | 19,604 | 3,579 | 3,541 | 7,120 | 2,629 | 2,572 | 5,201 | 73 |
| DuPage | 42,120 | 16,239 | 15,083 | 31,322 | 11,125 | 10,375 | 21,500 | 68 |
| Edgar | 25,769 | 4,289 | 4,015 | 8,304 | 3,157 | 2,942 | 6,099 | 73 |
| Edwards | 9,431 | 1,323 | 1,258 | 2,581 | 1,006 | 941 | 1,947 | 75 |
| Effingham | 19,556 | 3,996 | 3,875 | 7,871 | 2,922 | 2,811 | 5,733 | 72 |
| Fayette | 26,187 | 4,579 | 4,308 | 8,887 | 3,434 | 3,150 | 6,584 | 74 |
| Ford | 16,466 | 2,814 | 2,801 | 5,615 | 2,219 | 2,084 | 4,303 | 76 |
| Franklin | 57,293 | 13,193 | 12,559 | 25,752 | 9,924 | 9,592 | 19,516 | 75 |
| Fulton. | 48,163 | 7,906 | 7,599 | 15,505 | 6,213 | 5,934 | 12,147 | 78 |
| Gallatin | 12,856 | 2,380 | 2,178 | 4,558 | 1,798 | 1,638 | 3,436 | 75 |
| Greene. | 22,883 | 3,882 | 3,758 | 7,640 | 2,927 | 2,833 | 5,760 | 75 |
| Grundy. | 18,580 | 3,624 | 3,436 | 7,060 | 2,773 | 2,689 | 5,462 | 77 |
| Hamilton | 15,920 | 2,644 | 2,404 | 5,048 | 1,880 | 1,764 | 3,644 | 72 |
| Hancock | 28,523 | 4,691 | 4,640 | 9,331 | 3,502 | 3,397 | 6,899 | 74 |
| Hardin. | 7,533 | 1,593 | 1,547 | 3,140 | 1,244 | 1,196 | 2,440 | 77 |
| Henderso | 9,770 | 1,631 | 1,691 | 3,322 | 1,208 | 1,243 | 2,451 | 73 |
| Henry | 45,162 | 8,264 | 7,738 | 16,002 | 6,143 | 5,765 | 11,908 | 74 |
| Iroquois | 34,841 | 6,216 | 5,980 | 12,196 | 4,586 | 4,338 | 8,924 | 73 |
| Jackson. | 37,091 | 7,976 | 8,160 | 16,136 | 6,065 | 6,205 | 12,270 | 76 |
| Jasper | 16,064 | 2,725 | 2,478 | 5,203 | 1,997 | 1,824 | 3,821 | 73 |
| Jefferson | 28,480 | 6,388 | 6,129 | 12,517 | 4,799 | 4,545 | 9,344 | 74 |
| Jersey | 12,682 | 2,332 | 2,183 | 4,515 | 1,594 | 1,547 | 3,141 | 69 |
| JoDavies | 21,917 | 3,455 | 3,142 | 6,597 | 2,470 | 2,271 | 4,741 | 71 |
| Johnson. | 12,022 | 2,279 | 2,078 | 4,357 | 1,691 | 1,520 | 3,211 | 73 |
| Kane | 99,499 | 17,738 | 17,085 | 34,823 | 13,317 | 12,914 | 26,231 | 75 |
| Kankake | 44,940 | 10,334 | 9,714 | 20,048 | 7,445 | 6,988 | 14,433 | 71 |
| Kendall | 10,074 | 1,828 | 1,772 | 3,600 | 1,399 | 1,224 | 2,623 | 72 |
| Knox | 46,727 | 8,127 | 7,922 | 16,049 | 6,118 | 6,077 | 12,195 | 75 |
| Lake | 92,925 | 14,942 | 14,117 | 29,059 | 11,226 | 10,603 | 21,829 | 75 |

TABLE 1-Concluded.

| Counties. | Population (Federal census, 1920). | School census, June 30, 1929. |  |  |  |  |  | $\begin{gathered} \text { Per } \\ \text { cent } \\ \text { of } \\ \text { minors } \\ \text { of } \\ \text { school } \\ \text { age. } \end{gathered}$ |
| :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: |
|  |  | Under 21 years of age. |  |  | Between 6 and 21 years of age. |  |  |  |
|  |  | Boys. | Girls. | Total. | Boys. | Girls. | Total. |  |
| 1 | 2 | 3 | 4 | 5 | 6 | 7 | 8 | 9 |
| LaSalle.- | 74,285 | 19,203 | 18,588 | 37,791 | 13,914 | 13,159 | 27,073 | 71 |
| Lawrence. | 21,380 | 4,408 | 4,229 | 8,637 | 3,186 | 3,076 | 6,262 | 72 |
| Lee | 28,004 | 5,023 | 4,893 | 9,916 | 3,704 | 3,603 | 7,307 | 73 |
| Livingston | 39,070 | 6,986 | 6,460 | 13,446 | 5,217 | 4,741 | 9,958 | 74 |
| Logan.-- | 29,562 | 5,719 | 5,482 | 11,201 | 4,353 | 4,166 | 8,519 | 6 |
| McDonough | 27,074 | 4,609 | 4,635 | 9,244 | 3,289 | 3,358 | 6,647 | 71 |
| McHenry | 33,164 | 6,720 | 6,070 | 12,790 | 5,032 | 4,497 | 9,529 | 74 |
| McLean. | 70,107 | 12,151 | 11,823 | 23,974 | 8,670 | 8,565 | 17,235 | 2 |
| Macon | 65,175 | 16,337 | 16,208 | 32,545 | 11,473 | 11,802 | 23,275 | 71 |
| Macoupin | 57,274 | 11,005 | 10,355 | 21,360 | 8,569 | 7,809 | 16,378 | 76 |
| Madison | 106,895 | 27,012 | 26,143 | 53,155 | 18,766 | 18,049 | 36,815 | 69 |
| Marion | 37,497 | 6,508 | 6,289 | 12,797 | 4,990 | 4,620 | 9,610 | 75 |
| Marshall | 14,760 | 2,281 | 2,076 | 4,357 | 1,654 | 1,479 | 3,133 | 1 |
| Mason. | 16,634 | 2,600 | 2,362 | 4,962 | 1,970 | 1,753 | 3,723 | 75 |
| Massac | 13,559 | 2,856 | 2,888 | 5,744 | 2,030 | 2,043 | 4,073 | 70 |
| Menard. | 11,694 | 2,075 | 1,866 | 3,941 | 1,492 | 1,398 | 2,890 | 73 |
| Mercer- | 18,800 | 3,083 | 2,878 | 5,961 | 2,340 | 2,123 | 4,463 | 74 |
| Monroe. | 12,839 | 2,360 | 2,224 | 4,584 | 1,692 | 1,656 | 3,348 | 73 |
| Montgomery | 41,403 | 7,014 | 6,621 | 13,635 | 5,266 | 4,975 | 10,241 | 75 |
| Morgan.. | 33,567 | 6,336 | 6,317 | 12,653 | 4,923 | 4,681 | 9,604 | 76 |
| Moultrie | 14,839 | 2,409 | 2,206 | 4,615 | 1,748 | 1,568 | 3,316 | 71 |
| Ogle- | 26,830 | 5,030 | 4,702 | 9,732 | 3,652 | 3,380 | 7,032 | 72 |
| Peoria | 111,710 | 18,787 | 18,159 | 36,946 | 14,603 | 14,184 | 28,787 | 77 |
| Perry | 22,901 | 4,499 | 4,218 | 8,717 | 3,346 | 3,055 | 6,401 | 73 |
| Piatt | 15,714 | 2,988 | 2,927 | 5,915 | 2,207 | 2,102 | 4,309 | 73 |
| Pike | 26,866 | 4,114 | 3,933 | 8,047 | 3,098 | 2,946 | 6,044 | 75 |
| Pope | 9,625 | 1,816 | 1,604 | 3,420 | 1,444 | 1,184 | 2, 628 | 76 |
| Pulaski | 14,629 | 3,238 | 3,075 | 6,313 | 2,334 | 2,212 | 4,546 | 72 |
| Putnam | 7,579 | 1,102 | 1,045 | 2,147 | 820 | 778 | 1,598 | 74 |
| Randolph | 29,109 | 5,156 | 4,933 | 10,089 | 3,676 | 3,592 | 7,268 | 72 |
| Richland. | 14,044 | 3,050 | 3,054 | 6,104 | 2,242 | 2,284 | 4,526 | 74 |
| Rock Island | 92,297 | 14,225 | 13,668 | 27,893 | 10,203 | 9,910 | 20,113 | 72 |
| St. Clair | 136,520 | 24,423 | 23,846 | 48,269 | 18,095 | 17,455 | 35,550 | 73 |
| Saline. | 38,353 | 9,077 | 8,831 | 17,908 | 6,454 | 6,349 | 12,803 | 71 |
| Sangamon | 100,262 | 18,680 | 18,334 | 37,014 | 13,623 | 13,439 | 27,062 | 73 |
| Schuyler | 13,285 | 2,332 | 2,168 | 4,500 | 1,713 | 1,615 | 3,328 | 73 |
| Scott. | 9,499 | 1,565 | 1,389 | 2,954 | 1,133 | 1,010 | 2.143 | 72 |
| Shelby | 29,601 | 4,725 | 4,438 | 9,163 | 3,569 | 3,387 | 6,956 | 75 |
| Stark | 9,693 | 1,630 | 1,581 | 3,211 | 1,232 | 1,149 | 2,381 | 74 |
| Stephenson | 37,743 | 5,800 | 5,791 | 11,591 | 4,421 | 4,334 | 8,755 | 5 |
| Tazewell | 38,540 | 8,382 | 8,060 | 16,442 | 5,985 | 5,763 | 11,748 | 71 |
| Union - - | 20, 249 | 3,825 | 3,636 | 7,461 | 2,881 | 2,661 | 5,542 | 74 |
| Vermilion | 86,162 | 16,568 | 15,917 | 32,485 | 12,264 | 11,803 | 24,067 | 74 |
| Wabash | 14,034 | 2,347 | 2,253 | 4,600 | 1,816 | 1,713 | 3,529 | 76 |
| Warren | 21,488 | 3,802 | 3,826 | 7,628 | 2,713 | 2,755 | 5,468 | 71 |
| Washington. | 18,035 | 3,603 | 3,631 | 7,234 | 2,768 | 2,686 | 5,454 | 75 |
| Wayne- | 22,772 | 3,975 | 3,782 | 7,757 | 2,964 | 2,715 | 5,679 | 73 |
| White | 20,081 | 3,862 | 3,727 | 7,589 | 2,907 | 2,714 | 5,621 | 74 |
| Whiteside. | 36,174 | 7,355 | 6,813 | 14,168 | 5,298 | 4,858 | 10,156 | 71 |
| Will-..--- | 92,911 | 20,321 | 18,329 | 38,650 | 14,820 | 13,532 | 28,352 | 73 |
| Williamson. | 61,092 | 12,896 | 12,977 | 25,873 | 9,656 | 9,193 | 18,849 | 73 |
| Winnebago | 90,929 | 19,360 | 18,585 | 37,945 | 13,899 | 13,217 | 27,116 | 71 |
| Woodford | 19,340 | 3,464 | 3,280 | 6,744 | 2,497 | 2,439 | 4,936 | 73 |

TABLE 2-ENROLLMENT FOR FIRST FOUR YEARS IN ELEMENTARY SCHOOLS-1929.

| Counties. | Kindergarten. |  | First year. |  | Second year. |  | Third year. |  | Fourth year. |  |
| :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: |
|  | Boys. | Girls. | Boys. | Girls. | Boys. | Girls. | Boys. | Girls. | Boys. | Girls. |
| 1 | 2 | 3 | 4 | 5 | 5 | 7 | 8 | 9 | 10 | 11 |
| Illinois | 31,218 | 31,720 | 87,815 | 78,844 | 69,730 | 63,985 | 67,807 | 63,645 | 64,900 | 50,707 |
| Adams | 173 | 203 | 668 | 591 | 533 | 480 | 498 | 527 | 474 | 476 |
| Alexander |  |  | 535 | 491 | 300 | 316 | 330 | 344 | 306 | 305 |
| Bond. |  |  | 206 | 215 | 195 | 158 | 183 | 157 | 180 | 168 |
| Boone. | 53 | 37 | 165 | 152 | 195 | 153 | 172 | 159 | 155 | 127 |
| Brown |  |  | 119 | 82 | 91 | 82 | 121 | 84 | 78 | 86 |
| Bureau. |  |  | 484 | 442 | 436 | 421 | 428 | 413 | 410 | 398 |
| Calhoun |  |  | 185 | 138 | 79 | 78 | 110 | 109 | 101 | 102 |
| Carroll | 22 | 21 | 210 | 178 | 215 | 205 | 162 | 188 | 199 | 140 |
| Cass.- |  |  | 241 | 221 | 218 | 162 | 214 | 167 | 165 | 172 |
| Champaign |  |  | 818 | 769 | 756 | 681 | 724 | 618 | 643 | 623 |
| Christian |  |  | 579 | 544 | 493 | 455 | 520 | 435 | 420 | 415 |
| Clark |  |  | 257 | 266 | 243 | 183 | 262 | 229 | 218 | 182 |
| Clay- |  |  | 295 | 265 | 242 | 187 | 253 | 207 | 185 | 185 |
| Clinton |  |  | 190 | 166 | 153 | 141 | 161 | 157 | 152 | 129 |
| Coles |  |  | 559 | 506 | 449 | 414 | 473 | 474 | 402 | 380 |
| Cook- |  |  |  |  |  |  |  |  |  |  |
| Outside Chicago. | 1,554 | 1,505 | 5,914 | 5,342 | 5,072 | 4,619 | 5,009 | 4,646 | 4,631 | 4,332 |
| Chicago | 24,331 | 24,981 | 32,027 | 28,945 | 23,214 | 21,892 | 21,953 | 21,233 | 23,838 | 22,293 |
| Crawford | 48 | 35 | 369 | 315 | 287 | 243 | 317 | 265 | 272 | 206 |
| Cumberland |  |  | 203 | 175 | 126 | 136 | 134 | 150 | 126 | 126 |
| DeKalb | 145 | 117 | 403 | 397 | 352 | 377 | 340 | 354 | 326 | 359 |
| DeWitt |  |  | 312 | 271 | 224 | 230 | 275 | 239 | 222 | 218 |
| Douglas |  |  | 290 | 280 | 250 | 199 | 245 | 279 | 213 | 178 |
| DuPage | 191 | 181 | 1,056 | 964 | 893 | 849 | 947 | 864 | 794 | 716 |
| Edgar |  |  | 372 | 380 | 307 | 298 | 319 | 281 | 216 | 230 |
| Edwards |  |  | 82 | 92 | 81 | 73 | 102 | 82 | 81 | 89 |
| Effingham |  |  | 254 | 224 | 207 | 190 | 215 | 195 | 194 | 148 |
| Fayette |  |  | 482 | 407 | 280 | 252 | 289 | 288 | 287 | 213 |
| Ford |  |  | 226 | 193 | 177 | 167 | 184 | 185 | 170 | 148 |
| Franklin |  |  | 1,339 | 1,175 | 971 | 860 | 991 | 956 | 966 | 841 |
| Fulton |  |  | 660 | 556 | 580 | 488 | 519 | 527 | 545 | 475 |
| Gallatin. |  |  | 238 | 192 | 159 | 166 | 168 | 163 | 133 | 140 |
| Greene |  |  | 373 | 308 | 302 | 250 | 268 | 264 | 276 | 245 |
| Grundy |  |  | 249 | 226 | 192 | 190 | 200 | 188 | 180 | 165 |
| Hamilton. |  |  | 298 | 263 | 162 | 142 | 164 | 144 | 156 | 208 |
| Hancocl. |  |  | 300 | 331 | 299 | 247 | 313 | 241 | 271 | 269 |
| Hardin. |  |  | 222 | 220 | 139 | 139 | 134 | 145 | 125 | 133 |
| Henderson |  |  | 166 | 131 | 124 | 118 | 124 | 128 | 104 | 123 |
| Henry | 75 | 110 | 509 | 481 | 470 | 423 | 459 | 435 | 428 | 426 |
| Iroquois. |  |  | 446 | 403 | 451 | 364 | 377 | 372 | 408 | 374 |
| Jackson. | 68 | 53 | 607 | 521 | 448 | 469 | 472 | 363 | 411 | 387 |
| Jasper |  |  | 196 | 198 | 164 | 151 | 194 | 146 | 142 | 133 |
| Jefferson |  |  | 583 | 498 | 441 | 383 | 444 | 361 | 418 | 370 |
| Jersey |  |  | 169 | 179 | 140 | 117 | 131 | 133 | 168 | 124 |
| JoDaviess_ |  |  | 265 | 195 | 178 | 161 | 197 | 165 | 179 | 160 |
| Johnson. |  |  | 295 | 255 | 162 | 156 | 188 | 148 | 127 | 106 |
| Kane | 456 | 482 | 1,138 | 995 | 1,004 | 968 | 1,054 | 955 | 876 | 821 |
| Kankakee |  |  | 535 | 491 | 447 | 443 | 455 | 438 | 369 | 374 |
| Kendall | 24 | 29 | 111 | 103 | 125 | 122 | 119 | 128 | 110 | 128 |
| Knox |  |  | 631 | 531 | 590 | 516 | 540 | 464 | 484 | 464 |
| Lake. |  |  | 1,032 | 885 | 979 | 850 | 871 | 779 | 800 | 699 |

TABLE 2-Conciuded.


TABLE 3-ENROLLMENT FOR SECOND FOUR YEARS IN ELEMENTARY SCHOOLS—1929.

| Counties. | Fifth year. |  | Sixth year. |  | Seventh year. |  | Eighth year. |  | Total. |  | Total enrollment in ele-mentary schools. |  |
| :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: |
|  | Boys. | Girls. | Boys. | Girls. | Boys. | Girls. | Boys. | Girls. | Boys. | Girls. |  |  |
| 1 | 2 | 3 | 4 | 5 | 6 | 7 | 8 | 9 | 10 | 11 | 12 | 13 |
| Illinois | 69,893 | 65,978 | 61,144 | 58,269 | 64,834 | 60,235 | 50,346 | 48,270 | 567,787 | 531,653 | 1,099,440 | 80 |
| Adams. | 508 | 466 | 431 | 401 | 457 | 448 | 379 | 356 | 4,121 | 3,948 | 8,069 | 81 |
| Alexander | 278 | 300 | 193 | 257 | 234 | 252 | 137 | 158 | 2,313 | 2,423 | 4,736 | 85 |
| Bond. | 236 | 204 | 104 | 119 | 300 | 312 | 87 | 91 | 1,491 | 1,424 | 2,915 | 85 |
| Boone | 147 | 174 | 150 | 185 | 163 | 147 | 125 | 127 | 1,325 | 1,261 | 2,586 | 82 |
| Brown | 115 | 86 | 80 | 77 | 82 | 97 | 57 | 64 | 743 | 658 | 1,401 | 85 |
| Bureau. | 465 | 431 | 456 | 357 | 404 | 386 | 387 | 367 | 3,470 | 3,215 | 6,685 | 79 |
| Calhoun | 94 | 79 | 80 | 84 | 58 | 80 | 67 | 76 | 774 | 746 | 1,520 | 92 |
| Carroll | 185 | 187 | 186 | 152 | 177 | 175 | 176 | 152 | 1,532 | 1,398 | 2,930 | 77 |
| Cass. | 210 | 193 | 157 | 163 | 158 | 139 | 131 | 136 | 1,494 | 1,353 | 2,847 | 79 |
| Champaign | 680 | 648 | 600 | 608 | 610 | 604 | 487 | 483 | 5,318 | 5,034 | 10,352 | 77 |
| Christian | 467 | 478 | 402 | 381 | 453 | 451 | 307 | 328 | 3,641 | 4,387 | -7,128 | 81 |
| Clark | 288 | 257 | 129 | 121 | 328 | 304 | 113 | 107 | 1,838 | 1,649 | 3,487 | 80 |
| Clay | 263 | 257 | 127 | 114 | 389 | 340 | 75 | 85 | 1,829 | 1,640 | 3,469 | 86 |
| Clinton | 167 | 158 | 145 | 152 | 200 | 146 | 145 | 125 | 1,313 | 1,174 | 2,487 | 88 |
| Coles. | 478 | 479 | 325 | 368 | 433 | 455 | 250 | 257 | 3,369 | 3,333 | 6,702 | 84 |
| Cook- |  |  |  |  |  |  |  |  |  |  |  |  |
| OutsideChicago | 4,722 | 4,319 | 4,716 | 4,300 | 4,396 | 4,340 | 4,394 | 4,306 | 40,408 | 37,709 | 78,117 | 79 |
| Chicago | 24,609 | 23,265 | 23,795 | 22,837 | 20,516 | 17,419 | 18,822 | 16,717 | 213,105 | 199,582 | 412,687 | 77 |
| Crawford | 329 | 312 | 189 | 171 | 356 | 362 | 158 | 172 | 2,325 | 2,081 | 4,406 | 78 |
| Cumberlan | 163 | 175 | 99 | 95 | 200 | 186 | 67 | 82 | 1,118 | 1,125 | 2,243 | 85 |
| DeKalb. | 337 | 310 | 321 | 342 | 368 | 331 | 305 | 313 | 2,897 | 2,900 | 5,797 | 77 |
| DeWitt. | 287 | 284 | 171 | 152 | 271 | 296 | 147 | 161 | 1,909 | 1,851 | 3,760 | 80 |
| Douglas | 264 | 256 | 217 | 191 | 276 | 252 | 156 | 168 | 1,911 | 1,803 | 3,714 | 79 |
| DuPage | 794 | 844 | 820 | 716 | 759 | 650 | 664 | 656 | 6,918 | 6,440 | 13,358 | 81 |
| Edgar | 385 | 341 | 190 | 143 | 424 | 395 | 153 | 132 | 2,366 | 2,200 | 4,566 | 81 |
| Edwards | 84 | 88 | 91 | 83 | 136 | 134 | 50 | 32 | 717 | 683 | 1,400 | 77 |
| Effingham | 217 | 212 | 96 | 116 | 262 | 301 | 73 | 86 | 1,518 | 1,472 | 2,990 | 82 |
| Fayette | 387 | 370 | 186 | 156 | 512 | 546 | 98 | 80 | 2,521 | 2,312 | 4,833 | 87 |
| Ford | 205 | 170 | 153 | 151 | 195 | 189 | 123 | 140 | 1,433 | 1,343 | 2,776 | 76 |
| Franklin | 1,027 | 1,014 | 762 | 760 | 1,098 | 1,035 | 596 | 583 | 7,750 | 7,224 | 14,974 | 84 |
| Fulton | 522 | 540 | 506 | 433 | 499 | 434 | 463 | 409 | 4,294 | 3,862 | 8,156 | 80 |
| Gallatin. | 177 | 143 | 148 | 77 | 142 | 138 | 116 | 95 | 1,281 | 1,114 | 2,395 | 87 |
| Greene | 262 | 263 | 194 | 214 | 289 | 306 | 152 | 170 | 2,116 | 2,020 | 4,136 | 83 |
| Grundy | 198 | 163 | 170 | 176 | 217 | 207 | 149 | 146 | 1,555 | 1,461 | 3,016 | 81 |
| Hamilton | 248 | 237 | 40 | 51 | 324 | 331 | 42 | 27 | 1,434 | 1,403 | 2,837 | 86 |
| Hancock | 280 | 276 | 267 | 250 | 363 | 325 | 199 | 184 | 2,292 | 2,123 | 4,415 | 78 |
| Hardin. | 125 | 132 | 64 | 85 | 67 | 68 | 135 | 140 | 1,011 | 1,062 | 2,073 | 92 |
| Henderson | 116 | 108 | 99 | 108 | 120 | 148 | 36 | 60 | 889 | 924 | 1,813 | 83 |
| Henry. | 444 | 413 | 405 | 411 | 416 | 356 | 396 | 387 | 3,602 | 3,442 | 7,044 | 80 |
| Iroquois | 407 | 368 | 334 | 345 | 366 | 338 | 367 | 321 | 3,156 | 2,885 | 6,041 | 82 |
| Jackson. | 436 | 428 | 333 | 324 | 461 | 350 | 324 | 276 | 3,560 | 3,171 | 6,731 | 82 |
| Jasper | 257 | 218 | 67 | 44 | 322 | 308 | 63 | 87 | 1,405 | 1,285 | 2,690 | 89 |
| Jefferson | 509 | 415 | 301 | 273 | 595 | 544 | 169 | 173 | 3,460 | 3,017 | 6,477 | 87 |
| Jersey | 170 | 174 | 97 | 102 | 152 | 130 | 84 | 104 | 1,111 | 1,063 | 2,174 | 87 |
| JoDaviess | 209 | 195 | 174 | 199 | 168 | 178 | 193 | 170 | 1,563 | 1,423 | 2,986 | 79 |
| Johnson. | 216 | 219 | 74 | 52 | 240 | 234 | 44 | 48 | 1,346 | 1,218 | 2,564 | 83 |
| Kane. | 1,047 | 950 | 887 | 879 | 841 | 745 | 735 | 808 | 8,038 | 7,603 | 15,641 | 77 |
| Kankakee | 427 | 404 | 376 | 337 | 394 | 395 | 356 | 336 | 3,359 | 3,218 | 6,577 | 82 |
| Kenda | 119 | 134 | 99 | 87 | 112 | 97 | 94 | 94 | 913 | 922 | 1,835 | 83 |
| Knox | 459 | 456 | 462 | 510 | 490 | 477 | 462 | 472 | 4,118 | 3,890 | 8,008 | 79 |
| Lake. | 833 | 736 | 804 | 735 | 788 | 681 | 753 | 703 | 7,385 | 6,636 | 14,021 | 78 |

TABLE 3-Concluded.

| Counties. | Fifth year. |  | Sixth year. |  | Seventh year. |  | Eighth year. |  | Total. |  | Total enrollment in ele-mentary schools. | Per cent enrolled in ele-mentary schools. |
| :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: |
|  | Воуз. | Girls. | Boys. | Girls. | Boys. | Girls. | Boys. | Girls. | Boys. | Girls. |  |  |
| 1 | 2 | 3 | 4 | 5 | 6 | 7 | 8 | 9 | 10 | 11 | 12 | 13 |
| LaSalle | 918 | 806 | 872 | 806 | 860 | 781 | 697 | 718 | 7,410 | 6,761 | 14,171 | 81 |
| Lawrence | 319 | 286 | 217 | 182 | 339 | 289 | 192 | 194 | 2,402 | 2,191 | 4,593 | 81 |
| Lee. | 295 | 312 | 268 | 279 | 333 | 319 | 165 | 159 | 2,370 | 2,325 | 4,695 | 80 |
| Livingston | 436 | 366 | 416 | 370 | 391 | 369 | 456 | 393 | 3,509 | 3,131 | 6,640 | 82 |
| Logan.- | 284 | 236 | 240 | 233 | 291 | 254 | 217 | 199 | 2,198 | 2,003 | 4,201 | 77 |
| McDonough.- | 308 | 303 | 256 | 268 | 371 | 339 | 153 | 154 | 2,289 | 2,159 | 4,448 | 77 |
| McHenry - | 349 | 300 | 332 | 316 | 331 | 314 | 334 | 281 | 2,855 | 2,498 | 5,353 | 79 |
| McLean | 752 | 667 | 603 | 623 | 690 | 772 | 498 | 511 | 5,789 | 5,421 | 11,210 | 80 |
| Macon. | 911 | 944 | 611 | 661 | 979 | 892 | 511 | 573 | 6,769 | 6,653 | 13,422 | 81 |
| Macoupin | 690 | 619 | 484 | 516 | 722 | 659 | 452 | 455 | 4,881 | 4,603 | 9,484 | 80 |
| Madison | 1,393 | 1,311 | 1,222 | 1,126 | 1,326 | 1,260 | 979 | 914 | 11,948 | 11,009 | 22,957 | 85 |
| Marion | 541 | 503 | 322 | 289 | 586 | 570 | 257 | 251 | 3,717 | 3,401 | 7,118 | 81 |
| Marshall | 153 | 136 | 139 | 134 | 125 | 131 | 104 | 101 | 1,118 | -999 | 2,117 | 79 |
| Mason | 186 | 173 | 186 | 158 | 199 | 202 | 116 | 121 | 1,451 | 1,368 | 2,819 | 80 |
| Massac. | 245 | 243 | 113 | 99 | 217 | 227 | 96 | 77 | 1,531 | 1,496 | 3,027 | 83 |
| Menard. | 149 | 136 | 118 | 100 | 150 | 156 | 82 | 108 | 1,086 | 1,031 | 2,117 | 82 |
| Mercer | 198 | 195 | 203 | 175 | 182 | 162 | 186 | 165 | 1,658 | 1,495 | 3,153 | 80 |
| Monroe | 155 | 170 | 67 | 57 | 160 | 156 | 44 | 39 | 901 | 923 | 1,824 | 88 |
| Montgomer | 409 | 428 | 422 | 359 | 444 | 369 | 357 | 367 | 3,386 | 3,137 | 6,523 | 82 |
| Morgan | 316 | 337 | 310 | 321 | 241 | 274 | 238 | 279 | 2,589 | 2,532 | 5,121 | 81 |
| Moultri | 171 | 149 | 173 | 121 | 168 | 159 | 160 | 133 | 1,439 | 1,247 | 2,686 | 83 |
| Ogle | 316 | 269 | 285 | 251 | 278 | 279 | 254 | 262 | 2,407 | 2,194 | 4,601 | 81 |
| Peoria | 1,017 | 969 | 954 | 955 | 869 | 958 | 880 | 880 | 9,067 | 8,791 | 17,858 | 82 |
| Perry | 311 | 291 | 218 | 196 | 343 | 282 | 173 | 141 | 2,344 | 2,077 | 4,421 | 85 |
| Piatt | 288 | 274 | 114 | 106 | 272 | 263 | 95 | 79 | 1,746 | 1,596 | 3,342 | 78 |
| Pike. | 275 | 308 | 240 | 261 | 304 | 260 | 256 | 219 | 2,382 | 2,276 | 4,658 | 79 |
| Pope | 161 | 153 | 33 | 25 | 246 | 239 | 12 | 21 | 1,020 | 901 | 1,921 | 92 |
| Pulaski | 270 | 275 | 150 | 143 | 216 | 246 | 78 | 99 | 1,755 | 1,714 | 3,469 | 87 |
| Putnam | 65 | 80 | 71 | 53 | 77 | 80 | 52 | 57 | 565 | 563 | 1,128 | 80 |
| Randolph | 372 | 315 | 199 | 195 | 378 | 326 | 177 | 182 | 2,399 | 2,168 | 4,567 | 85 |
| Richland .- | 240 | 237 | 103 | 77 | 275 | 312 | 49 | 82 | 1,389 | 1,360 | 2,749 | 83 |
| Rock Clair.-- | 1,302 | 1,268 | 1,310 | 1,192 | 1,162 | 1,179 | 1,064 | 1,141 | 11,632 | 10,929 | 22,561 | 85 |
| Saline. | 668 | 610 | 420 | 422 | 607 | 679 | 300 | 316 | 4,588 | 4,373 | 8,961 | 85 |
| Sangamon. | 1,101 | 1,014 | 1,057 | 1,000 | 963 | 956 | 770 | 857 | 8,913 | 8,463 | 17,376 | 82 |
| Schuyler. | 230 | 183 | 49 | 62 | 215 | 206 | 44 | 40 | 1,208 | 1,123 | 2,331 | 82 |
| Scott | 142 | 99 | 70 | 75 | 110 | 120 | 55 | 46 | 821 | , 693 | 1,514 | 82 |
| Shelby | 371 | 326 | 244 | 209 | 419 | 398 | 171 | 172 | 2,589 | 2,327 | 4,916 | 81 |
| Stark | 122 | 105 | 103 | 103 | 115 | 95 | 76 | 94 | 925 | 847 | 1,772 | 80 |
| Stephenson. | 380 | 353 | 339 | 321 | 302 | 344 | 303 | 319 | 2,858 | 2,786 | 5,644 | 80 |
| Tazewell | 490 | 473 | 382 | 377 | 433 | 417 | 371 | 383 | 3,809 | 3,588 | 7,397 | 81 |
| Union | 273 | 242 | 209 | 190 | 302 | 300 | 151 | 144 | 2,099 | 1,978 | 4,077 | 86 |
| Vermilion | 1,084 | 994 | 977 | 920 | 954 | 897 | 685 | 817 | 8,233 | 7,724 | 15,957 | 81 |
| Wabash. | 172 | 172 | 114 | 102 | 219 | 200 | 78 | 92 | 1,221 | 1,173 | 2,394 | 76 |
| Warren | 239 | 255 | 197 | 235 | 266 | 260 | 167 | 149 | 1,930 | 1,932 | 3,862 | 79 |
| Washington | 200 | 185 | 151 | 96 | 212 | 245 | 89 | 102 | 1,478 | 1,297 | 2,776 | 89 |
| Wayne | 335 | 278 | 250 | 239 | 425 | 426 | 124 | 146 | 2,466 | 2,264 | 4,730 | 91 |
| White | 301 | 300 | 163 | 135 | 359 | 366 | 107 | 120 | 2,028 | 1,923 | 3,951 | 82 |
| Whiteside | 432 | 403 | 439 | 376 | 392 | 332 | 419 | 381 | 3,666 | 3,243 | 6,809 | 83 |
| Will. | 830 | 769 | 825 | 813 | 770 | 680 | 725 | 707 | 7,087 | 6,623 | 13,710 | 80 |
| Williamson | 852 | 853 | 714 | 634 | 956 | 907 | 596 | 596 | 6,804 | 6,308 | 13,112 | 84 |
| Winnebago | 1,057 | 1,023 | 960 | 996 | 874 | 873 | 843 | 870 | 9,203 | 8,935 | 18,138 | 82 |
| Woodford | 198 | 207 | 200 | 171 | 193 | 184 | 151 | 166 | 1,593 | 1,451 | 3,044 | 77 |

TABLE 4-ENROLLMENT FOR THIRD FOUR YEARS OR IN SECONDARY (HIGH)
SCHOOLS-1929.

| Counties. | Ninth year. |  | Tenth year. |  | Eleventh year. |  | Twelfth year. |  | Post graduate and special. |  | Total. |  |  |  |
| :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: |
|  | Boys. | Girls. | Boys. | Girls. | Boys. | Girls. | Boys. | Girls. | Boys. | Girls. | Boys. | Girls. |  |  |
| 1 | 2 | 3 | 4 | 5 | 6 | 7 | 8 | 9 | 10 | 11 | 12 | 13 | 14 | 15 |
| Illinois. | 68,437 | 65,386 | 31,360 | 29,145 | 24,054 | 24,098 | 17,354 | 18,583 | 4,867 | 3,294 | 146,072 | 140,506 | 286,578 | 20 |
| Adams | 293 | 302 | 222 | 259 | 220 | 226 | 171 | 200 |  |  | 906 | 987 | 1,893 | 19 |
| Alexander | 162 | 188 | 84 | 106 | 86 | 99 | 58 | 83 |  |  | 390 | 476 | 866 | 15 |
|  | 91 | 110 | 60 | 83 | 55 | 73 | 30 | 45 |  |  | 236 | 311 | 547 | 15 |
| Boone | 100 | 100 | 71 | 101 | 49 | 70 | 58 | 36 |  |  | 278 | 307 | 585 | 18 |
| Brown. | 36 | 44 | 30 | 29 | 21 | 42 | 30 | 27 |  |  | 117 | 142 | 259 | 15 |
| Bureau. | 302 | 300 | 227 | 249 | 189 | 192 | 165 | 190 |  |  | 883 | 931 | 1,814 | 21 |
| Calhoun | 36 | 33 | 32 | 18 | 13 |  |  |  |  |  | 81 | 65 | 146 | 8 |
| Carroll | 143 | 150 | 117 | 123 | 83 | 105 | 72 | 110 |  |  | 415 | 488 | 903 | 23 |
| Cass.- | 112 | 140 | 108 | 107 | 70 | 74 | 54 | 94 |  |  | 344 | 415 | 759 | 21 |
| Champaign.- | 490 | 519 | 430 | 468 | 349 | 355 | 270 | 295 |  |  | 1,539 | 1,637 | 3,176 | 23 |
| Christian | 320 | 314 | 222 | 233 | 172 | 248 | 101 | 157 |  |  | 815 | 952 | 1,767 | 19 |
| Clark | 151 | 151 | 85 | 92 | 142 | 125 | 57 | 70 |  |  | 435 | 438 | 873 | 20 |
| Clay.. | 104 | 124 | 81 | 57 | 60 | 92 | 31 | 42 |  |  | 276 | 315 | 591 | 14 |
| Clinton | 50 | 65 | 53 | 56 | 37 | 23 | 26 | 38 |  |  | 166 | 182 | 348 | 12 |
| Coles. | 230 | 219 | 175 | 189 | 146 | 159 | 104 | 114 |  |  | 655 | 681 | 1,336 | 16 |
| $\begin{aligned} & \text { Cook- } \\ & \text { Outside Chi- } \\ & \text { cago......... } \end{aligned}$ | 4,009 | 3,750 | 3,131 | 2,917 | 2,106 | 1,971 | 1,517 | 1,540 |  |  | 10,763 | 10,178 | 20,941 | 21 |
| Chicago. | 38,894 | 35,935 | 10,725 | 7,781 | 7,306 | 6,099 | 5,365 | 4,785 | 4,727 | 3,161 | 67,017 | 57,761 | 124,778 | 21 |
| Crawford. | 258 | 229 | 135 | 118 | 186 | 138 | 95 | 105 |  |  | 674 | 590 | 1,264 | 22 |
| Cumberland | 74 | 82 | 44 | 56 | 49 | 51 | 25 | 35 |  |  | 192 | 224 | 416 | 15 |
| DeKalb-------- | 320 | 282 | 208 | 244 | 172 | 219 | 129 | 181 |  |  | 829 | 926 | 1,755 | 23 |
| DeWitt | 194 | 189 | 92 | 108 | 93 | 126 | 44 | 96 |  |  | 423 | 519 | 942 | 20 |
| Douglas | 166 | 159 | 123 | 141 | 87 | 131 | 88 | 93 |  |  | 464 | 524 | 988 | 21 |
| DuPage | 587 | 595 | 462 | 430 | 331 | 331 | 239 | 257 |  |  | 1,619 | 1,613 | 3,232 | 19 |
| Edgar. | 179 | 217 | 130 | 119 | 129 | 161 | 79 | 104 |  |  | 517 | 601 | 1,118 | 19 |
| Edwards | 72 | 77 | 44 | 35 | 61 | 53 | 52 | 28 |  |  | 229 | 193 | 422 | 23 |
| Effingham | 122 | 139 | 80 | 70 | 95 | 79 | 52 | 49 |  |  | 349 | 337 | 686 | 18 |
| Fayette. | 115 | 121 | 98 | 96 | 74 | 97 | 54 | 64 |  |  | 341 | 378 | 719 | 13 |
| Ford | 149 | 138 | 108 | 117 | 94 | 109 | 78 | 84 |  |  | 429 | 448 | 877 | 24 |
| Franklin | 618 | 563 | 375 | 385 | 262 | 324 | 170 | 197 |  |  | 1,425 | 1,469 | 2,894 | 16 |
| Fulton. | 354 | 394 | 292 | 273 | 212 | 267 | 164 | 206 |  |  | 1,022 | 1,140 | 2,162 | 20 |
| Gallatin | 53 | 49 | 57 | 54 | 40 | 52 | 27 | 36 |  |  | 177 | 191 | 368 | 13 |
| Greene. | 162 | 166 | 115 | 108 | 98 | 108 | 70 | 63 |  |  | 445 | 445 | 890 | 17 |
| Grundy | 111 | 114 | 105 | 114 | 68 | 88 | 48 | 81 |  |  | 332 | 397 | 729 | 19 |
| Hamilton | 93 | 99 | 80 | 85 | 46 | 45 | 22 | 22 |  |  | 241 | 251 | 492 | 14 |
| Hancock | 231 | 219 | 162 | 171 | 137 | 164 | 86 | 123 |  |  | 616 | 677 | 1,293 | 22 |
| Hardin. | 34 | 47 | 23 | 24 | 19 | 21 | 7 | 10 |  |  | 83 | 102 | 185 | 8 |
| Henderso | 60 | 69 | 55 | 55 | 42 | 40 | 28 | 34 |  |  | 185 | 198 | 383 | 17 |
| Henry | 308 | 356 | 236 | 253 | 146 | 208 | 167 | 188 |  |  | 857 | 1,005 | 1,862 | 18 |
| Iroquois | 214 | 250 | 172 | 187 | 159 | 162 | 97 | 144 |  |  | 642 | 743 | 1,385 | 18 |
| Jackson.- | 294 | 290 | 165 | 181 | 166 | 167 | 129 | 114 |  |  | 754 | 752 | 1,506 | 18 |
| Jasper. | 67 | 76 | 52 | 39 | 33 | 40 | 26 | 27 |  |  | 178 | 182 | 360 | 11 |
| Jefferson | 227 | 185 | 129 | 126 | 101 | 134 | 54 | 58 |  |  | 511 | 503 | 1,014 | 13 |
| Jersey | 68 | 68 | 36 | 46 | 28 | 38 | 17 | 26 |  |  | 149 | 178 | 327 | 13 |
| JoDaviess. | 129 | 128 | 93 | 96 | 84 | 102 | 74 | 86 |  |  | 380 | 412 | 792 | 17 |
| Johnson.- | 153 | 129 | 57 | 58 | 46 | 50 | 22 | 28 |  |  | 278 | 265 | 543 | 17 |
| Kane | 676 | 677 | 566 | 569 | 557 | 584 | 506 | 548 |  |  | 2,305 | 2,378 | 4,683 | 23 |
| Kankakee | 331 | 339 | 177 | 168 | 140 | 158 | 95 | 102 |  |  | 743 | 767 | 1,510 | 18 |
| Kendall | 75 | 75 | 53 | 50 | 42 | 35 | 33 | 20 |  |  | 203 | 180 | ${ }^{383}$ | 17 |
| Knox. | 329 668 | 344 674 | 264 594 | 326 554 | 223 428 | 249 423 | 210 319 | 258 |  | 7 | 1,029 2,009 | 1,184 1,952 | 2,213 <br> 3,961 | 21 22 |
|  |  |  |  |  |  |  |  | , |  |  |  |  |  |  |

TABLE 4-Concluded.

| Counties. | Ninth year. |  | Tenth year. |  | Eleventhyear. |  | Twelfth year. |  | Post graduate and special. |  | Total. |  |  |  |
| :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: |
|  | Boys. | Girls. | Boys. | Girls. | Boys. | Girls. | Boys. | Girls. | Boys. | Girls. | Boys. | Girls. |  |  |
| 1 | 2 | 3 | 4 | 5 | 6 | 7 | 8 | 9 | 10 | 11 | 12 | 13 | 14 | 15 |
| LaSalle_ | 606 | 584 | 445 | 465 | 311 | 337 | 279 | 287 |  |  | 1,641 | 1,673 | 3,314 | 19 |
| Lawrence | 210 | 196 | 119 | 127 | 133 | 145 | 73 | 101 |  |  | 535 | 569 | 1,104 | 19 |
| Lee. | 213 | 231 | 140 | 185 | 102 | 137 | 102 | 120 |  |  | 557 | 673 | 1,230 | 20 |
| Livingston | 257 | 225 | 150 | 193 | 152 | 173 | 138 | 180 |  |  | 697 | 771 | 1,468 | 18 |
| Logan.-...- | 231 | 251 | 152 | 174 | 143 | 133 | 98 | 124 |  |  | 624 | 682 | 1,306 | 23 |
| McDonough | 191 | 249 | 166 | 146 | 149 | 178 | 118 | 153 |  |  | 624 | 726 | 1,350 | 23 |
| McHenry | 277 | 265 | 182 | 217 | 145 | 150 | 113 | 142 |  |  | 717 | 774 | 1,491 | 21 |
| McLean | 474 | 549 | 341 | 444 | 323 | 392 | 180 | 238 |  |  | 1,318 | 1,623 | 2,941 | 20 |
| Macon. | 576 | 627 | 438 | 409 | 356 | 409 | 173 | 228 |  |  | 1,543 | 1,673 | 3,216 | 19 |
| Macoupin. | 450 | 450 | 273 | 304 | 267 | 272 | 159 | 200 |  |  | 1,149 | 1,226 | 2,375 | 20 |
| Madison | 819 | 779 | 470 | 494 | 385 | 417 | 367 | 369 |  |  | 2,041 | 2,059 | 4,100 | 15 |
| Marion | 298 | 348 | 187 | 211 | 230 | 199 | 108 | 138 |  |  | 823 | 896 | 1,719 | 19 |
| Marshall | 102 | 95 | 81 | 71 | 55 | 69 | 57 | 51 |  |  | 295 | 286 | 581 | 21 |
| Mason. | 120 | 130 | 100 | 89 | 77 | 63 | 63 | 73 |  |  | 360 | 355 | 715 | 20 |
| Massac. | 110 | 138 | 49 | 98 | 84 | 85 | 31 | 40 |  |  | 274 | 361 | 635 | 17 |
| Menard. | 71 | 79 | 54 | 57 | 54 | 52 | 52 | 48 |  |  | 231 | 236 | 467 | 18 |
| Mercer | 139 | 155 | 107 | 120 | 80 | 96 | 69 | 69 |  |  | 395 | 440 | 835 | 20 |
| Monroe. | 45 | 57 | 36 | 24 | 30 | 42 | 13 | 17 |  |  | 124 | 140 | 264 | 12 |
| Montgomer | 272 | 254 | 164 | 193 | 161 | 188 | 128 | 152 |  |  | 725 | 787 | 1,512 | 18 |
| Morgan.- | 220 | 209 | 148 | 201 | 119 | 155 | 97 | 122 |  |  | 584 | 687 | 1,271 | 19 |
| Moultrie | 103 | 104 | 71 | 62 | 69 | 67 | 45 | 56 |  |  | 288 | 289 | 577 | 17 |
| Ogle.- | 177 | 193 | 138 | 143 | 125 | 146 | 96 | 129 |  |  | 536 | 611 | 1,147 | 19 |
| Peoria | 690 | 675 | 521 | 564 | 407 | 446 | 328 | 375 |  |  | 1,946 | 2,060 | 4,006 | 18 |
| Perry | 164 | 163 | 99 | 98 | 88 | 83 | 44 | 49 |  |  | 395 | 393 | 788 | 15 |
| Piatt | 188 | 200 | 72 | 89 | 142 | 156 | 71 | 62 |  |  | 473 | 507 | 980 | 22 |
| Pike | 208 | 247 | 171 | 155 | 145 | 160 | 94 | 101 |  |  | 618 | 663 | 1,281 | 21 |
| Pope | 34 | 35 | 15 | 20 | 17 | 22 | 10 | 16 |  |  | 76 | 93 | 169 | 8 |
| Pulaski | 121 | 114 | 43 | 63 | 77 | 73 | 28 | 31 |  |  | 269 | 281 | 550 | 13 |
| Putnam | 42 | 47 | 37 | 44 | 37 | 28 | 20 | 28 |  |  | 136 | 147 | 283 | 20 |
| Randolph | 157 | 176 | 104 | 98 | 75 | 96 | 58 | 62 |  |  | 394 | 432 | 826 | 15 |
| Richland. | 107 | 115 | 56 | 92 | 52 | 78 | 44 | 56 |  |  | 259 | 341 | 600 | 17 |
| Rock Island | 736 | 644 | 458 | 467 | 343 | 342 | 233 | 245 |  |  | 1,770 | 1,698 | 3,468 | 20 |
| St. Clair | 777 | 770 | 574 | 591 | 405 | 366 | 283 | 274 |  |  | 2,039 | 2,001 | 4,040 | 15 |
| Saline-.-- | 353 | 353 | 194 | 193 | 175 | 157 | 89 | 106 |  |  | 811 | 809 | 1,620 | 15 |
| Sangamon. | 811 | 791 | 508 | 547 | 366 | 380 | 246 | 337 |  |  | 1,931 | 2,055 | 3,986 | 18 |
| Schuyler | 123 | 126 | 34 | 49 | 74 | 58 | 18 | 21 |  |  | 249 | 254 | 503 | 18 |
| Scott. | 72 | 69 | 31 | 49 | 37 | 44 | 24 | 21 |  |  | 164 | 183 | 347 | 18 |
| Shelby | 258 | 215 | 106 | 142 | 152 | 174 | 70 | 94 |  |  | 586 | 625 | 1,211 | 19 |
| Stark | 58 | 83 | 64 | 75 | 40 | 49 | 44 | 42 |  |  | 206 | 249 | 455 | 20 |
| Stephenson | 284 | 219 | 191 | 219 | 144 | 148 | 120 | 143 |  |  | 739 | 729 | 1,468 | 20 |
| Tazewell | 341 | 340 | 211 | 205 | 159 | 183 | 128 | 166 |  |  | 839 | 894 | 1,733 | 19 |
| Union- | 123 | 132 | 96 | 80 | 74 | 62 | 49 | 74 |  |  | 342 | 348 | 690 | 14 |
| Vermilion | 712 | 754 | 468 | 489 | 332 | 435 | 256 | 321 |  |  | 1,768 | 1,999 | 3,767 | 19 |
| Wabash | 137 | 158 | 95 | 79 | 109 | 109 | 40 | 33 |  |  | 381 | 379 | 760 | 24 |
| Warren.-.-- | 183 | 202 | 130 | 159 | 115 | 105 | 94 | 81 |  |  | 522 | 547 | 1,069 | 21 |
| Washington | 64 | 65 | 40 | 63 | 33 | 39 | 17 | 31 |  |  | 154 | 198 | 352 | 11 |
| Wayne.- | 87 | 101 | 53 | 61 | 50 | 54 | 35 | 30 |  |  | 225 | 246 | 471 | 9 |
| White- | 181 | 165 | 126 | 82 | 100 | 85 | 67 | 92 |  |  | 474 | 424 | 898 | 18 |
| Whiteside.- | 269 | 252 | 173 | 184 | 147 | 161 | 129 | 164 |  |  | 718 | 761 | 1,479 | 17 |
| Will.------- | 765 | 621 | 459 | 409 | 327 | 288 | 168 | 206 | 108 | 97 | 1,827 | 1,621 | 3,448 | 20 |
| Williamson. | 544 | 540 | 327 | 331 | 264 | 296 | 155 | 193 |  |  | 1,290 | 1,360 | 2,650 | 16 |
| Winnebago. | 735 | 715 | 547 | 588 | 376 | 474 | 331 | 384 | 29 | 29 | 2,018 | 2,190 | 4,208 | 18 |
| Woodford | 138 | 148 | 111 | 109 |  | 121 | 87 | 114 |  |  | 426 | 492 | 918 | 23 |

TABLE 5-TOTAL ENROLLMENT, PER CENT OF SCHOOL AGE, ATTENDANCE AVERAGE ATTENDANCE, AND AVERAGE LENGTH OF TERM-1929.

| Counties. | Totai enroliment in elementary and secondary schools. |  |  | Per cent of school age rolled | Total dayz attendance. | Average. |  |  |  |  |
| :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: |
|  |  |  |  | Daily attendance. |  | Per cent of perfect attendance. | Number of days each attended school. | Number of days schools were session. | Number of months schools were in |
|  | Boys. | Girls. | Total. |  |  |  |  |  |  |
| 1 | 2 | 3 | 4 | 5 | 6 | 7 | 8 | 9 | 10 | 11 |
| Illinois | 713,859 | 672,159 | 1,386,018 | 68 | 222,764,940 | 1,150,90i | 86 | 160 | 187 | 8.9 |
| Adams | 5,027 | 4,035 | 9,962 | 86 | 1,433,165 | 8,076 | 81 | 144 | 177 | 8.0 |
| Alexande | 2,703 | 2,899 | 5,602 | 68 | 735,019 | 4,309 | 76 | 131 | 170 | 8.0 |
| Bond | 1,727 | 1,735 | 3,462 | 82 | 487,316 | 2,968 | 85 | 140 | 164 | 7.3 |
| Boone. | 1,603 | 1,568 | 3,171 | 63 | 488,890 | 2,847 | 89 | 154 | 171 | 8.9 |
| Brown | 860 | 800 | 1,660 | 88 | 227,353 | 1,285 | 77 | 136 | 176 | 7.7 |
| Bureau | 4,353 | 4,146 | 8,499 | 78 | 1,316,967 | 7,327 | 86 | 155 | 179 | 8.3 |
| Calhoun | 855 | 811 | 1,666 | 78 | 87,742 | 1,200 | 72 | 112 | 156 | 7.6 |
| Carroll | 1,947 | 1,886 | 3,833 | 84 | 613,330 | 3,386 | 88 | 160 | 181 | 8.6 |
| Cass. | 1,838 | 1,768 | 3,606 | 87 | 571,520 | 3,115 | 86 | 158 | 183 | 8.4 |
| Champaign | 6,857 | 6,671 | 13,528 | 68 | 2,111,346 | 11,775 | 87 | 156 | 179 | 8.1 |
| Christian | 4,456 | 4,439 | 8,895 | 82 | 1,295,973 | 7,191 | 81 | 145 | 180 | 8.1 |
| Clark | 2,273 | 2,087 | 4,360 | 83 | 660,939 | 3,691 | 84 | 151 | 179 | 7.3 |
| Clay | 2,105 | 1,955 | 4,060 | 86 | 503,625 | 2,982 | 73 | 124 | 168 | 7.2 |
| Clintor | 1,479 | 1,356 | 2,835 | 42 | 408,015 | 2,416 | 85 | 143 | 168 | 7.8 |
| Coles. | 4,024 | 4,014 | 8,038 | 76 | 1,246,495 | 7,073 | 87 | 155 | 176 | 8.1 |
| Cook- |  |  |  |  |  |  |  |  |  |  |
| Outside Chicago | 51,171 | 47,887 | 99,058 | 65 | 16,006,189 | 80,902 | 81 | 162 | 198 | 9.4 |
| Chicago | 280,122 | 257,343 | 537,465 | 59 | 98,902, 1215 | 494,514 | 92 | 184 | 200 | 10.0 |
| Crawford | 2,999 | 2,671 | 5,670 | 84 | 841,424 | 4,891 | 86 | 148 | 172 | 7.4 |
| Cumberland | 1,310 | 1,349 | 2,659 | 85 | 359,487 | 2,158 | 81 | 135 | 166 | 7.3 |
| DeKalb | 3,726 | 3,826 | 7,552 | 84 | 1,145,695 | 6,343 | 83 | 151 | 180 | 9.0 |
| DeWitt | 2,332 | 2,370 | 4,702 | 97 | 566,695 | 3,373 | 71 | 120 | 168 | 7.3 |
| Douglas | 2,375 | 2,327 | 4,702 | 90 | 676,797 | 3,708 | 78 | 143 | 182 | 8.1 |
| DuPage | 8,537 | 8,053 | 16,590 | 77 | 2,537,166 | 13,973 | 84 | 152 | 181 | 9.2 |
| Edgar | 2,883 | 2,801 | 5,684 | 93 | 804,012 | 4,574 | 80 | 141 | 175 | 8.1 |
| Edwards | 946 | 876 | 1,822 | 93 | 265,320 | 1,64i | 90 | 145 | 161 | 7.5 |
| Effingham | 1,867 | 1,809 | 3,676 | 64 | 452,229 | 2,942 | 80 | 123 | 153 | 7.7 |
| Fayett | 2,362 | 2,690 | 5,552 | 84 | 715,977 | 4,352 | 78 | 128 | 164 | 7.3 |
| Ford | 1,862 | 1,791 | 3,653 | 84 | 568,113 | 2,912 | 80 | 155 | 195 | 8.2 |
| Franklin | 9,175 | 8,693 | 17,868 | 91 | 2,557,113 | 15,427 | 86 | 143 | 165 | 7.4 |
| Fulton | 5,316 | 5,002 | 10,318 | 84 | 1,344,251 | 7,904 | 76 | 130 | 170 | 8.0 |
| Gallatin | 1,458 | 1,305 | 2,763 | 80 | 269,413 | 1,860 | 67 | 97 | 144 | 7.4 |
| Greene. | 2,561 | 2,465 | 5,026 | 87 | 671,345 | 3,900 | 77 | 133 | 172 | 8.3 |
| Grundy | 1,887 | 1,858 | 3,745 | 68 | 575,224 | 3,185 | 85 | 153 | 180 | 8.9 |
| Hamilton | 1,675 | 1,654 | 3,329 | 91 | 336,608 | 2,141 | 63 | 101 | 157 | 7.1 |
| Hancock | 2,908 | 2,800 | 5,708 | 82 | 837,260 | 4,753 | 83 | 146 | 176 | 8.1 |
| Hardin | 1,094 | 1,164 | 2,258 | 92 | 214,613 | 1,439 | 63 | 95 | 149 | 7.0 |
| Henderson | 1,074 | 1,122 | 2,196 | 89 | 284,022 | 1,652 | 75 | 129 | 171 | 8.4 |
| Henry | 4,459 | 4,447 | 8,906 | 74 | 1,369,252 | 7,724 | 86 | 153 | 177 | 8.3 |
| Iroquois | 3,798 | 3,628 | 7,426 | 83 | 1,098,533 | 6,130 | 82 | 147 | 179 | 8.4 |
| Jackson. | 4,314 | 3,923 | 8,237 | 67 | 1,082,804 | 6,567 | 79 | 131 | 164 | 7.2 |
| Jasper -- | 1,583 | 1,467 | 3,050 | 79 | 412,809 | 2,587 | 84 | 135 | 159 | 7.2 |
| Jefferson | 3,971 | 3,520 | 7,491 | 80 | 1,063,284 | 6,433 | 85 | 142 | 165 | 7.6 |
| Jersey | 1,260 | 1,241 | 2,501 | 79 | 345, 977 | 2,002 | 80 | 138 | 172 | 7.9 |
| JoDaviess | 1,943 | 1,835 | 3,778 | 79 | 624,501 | 3,356 | 88 | 165 | 186 | 8.3 |
| Johnson. | 1,624 | 1,483 | 3,107 | 96 | 373,954 | 2,196 | 70 | 120 | 170 | 7.8 |
| Kane | 10,343 | 9,981 | 20,324 | 77 | 3,142,828 | 16,776 | 82 | 154 | 187 | 9.1 |
| Kankakee | 4,102 | 3,985 | 8,087 | 56 | 1,185,479 | 6,680 | 82 | 146 | 177 | 8.6 |
| Kendall. | 1,116 | 1,102 | 2,218 | 84 | 336,677 | 1,859 | 83 | 151 | 181 | 8.9 |
| Knox- | 5,147 | 5,074 | 10,221 | 83 | 1,505,605 | 8,378 | 81 | 147 | 179 | 8.1 |
| Lake. | 8,394 | 8,588 | 17,982 | 82 | 2,635,936 | 14,704 | 81 | 146 | 179 | 9.1 |

TABLE 5-Concluded.

| Counties. | Total enrollment in elementary and secondary schools. |  |  | Per cent of school age rolled. | Total days attendance. | Average. |  |  |  |  |
| :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: |
|  |  |  |  | Daily attendance. |  | Per cent of perfect attendance. |  | Number of days schools in session | Number of months schools were in session |
|  | Boys. | Girls. | Total. |  |  |  |  |  |  |
| 1 | 2 | 3 | 4 | 5 | 6 | 7 | 8 | 9 | 10 | 11 |
| LaSalle. | 9,051 | 8,434 | 17,485 | 64 | 2,758,022 | 14,898 | 85 | 157 | 185 | 8.7 |
| Lawrence | 2,937 | 2,760 | 5,697 | 91 | 758,983 | 4,157 | 73 | 133 | 182 | 7.7 |
| Livingsto | 4,206 | 3,902 | 8, <br> 8 <br> 108 | 81 | 1,175,318 | 6,967 | 81 85 | 144 | 168 | 8.3 |
| Logan | 2,822 | 2,685 | 5,507 | 64 | 837,684 | 4,646 | 84 | 152 | 180 | 8.1 |
| McDonough | 2,913 | 2,885 | 5,798 | 87 | 846,521 | 4,775 | 82 | 146 | 177 | 8.0 |
| McHenry | 3,572 | 3,272 | 6,344 | 72 | 1,040,428 | 5,685 | 83 | 152 | 183 | 8.9 |
| McLean | 7,107 | 7,044 | 14,151 | 82 | 2,076,864 | 12,229 | 86 | 146 | 169 | 8.1 |
| Macon. | 8,312 | 8,326 | 16,638 | 71 | 2,386,401 | 13,559 | 81 | 143 | 176 | 8.1 |
| Macoupin | 6,030 | 5,829 | 11,859 | 72 | 1,001,593 | 10,243 | 86 | 151 | 175 | 7.7 |
| Madison | 13,989 | 13,068 | 27,057 | 73 | 3,925,354 | 21,131 | 78 | 145 | 185 | 8.3 |
| Marion | 4,540 | 4,297 | 8,837 | 91 | 1,026,805 | 6,347 | 71 | 116 | 161 | 7.3 |
| Marshal | 1,413 | 1,285 | 2,698 | 86 | 401,783 | 2,267 | 84 | 148 | 177 | 8.2 |
| Mason. | 1,811 | 1,723 | 3,534 | 95 | 505,192 | 2,878 | 81 | 143 | 175 | 8.3 |
| Massac | 1,805 | 1,857 | 3,662 | 89 | 499,541 | 2,954 | 80 | 136 | 169 | 7.2 |
| Menard | 1,317 | 1,267 | 2,584 | 89 | 373,749 | 2,158 | 83 | 144 | 173 | 8.1 |
| Monroe | 1,025 | 1,063 | 2,088 | 62 | 306,727 | 1,776 | 85 | 146 | 172 | 8.0 |
| Montgomery | 4,111 | 3,924 | 8,035 | 78 | 1,147,388 | 6,308 | 78 | 142 | 181 | 7.5 |
| Morgan . | 3,173 | 3,219 | 6,392 | 66 | 876,954 | 5,055 | 79 | 137 | 173 | 7.6 |
| Moultrie | 1,727 | 1,536 | 3,263 | 98 | 525,620 | 2,789 | 85 | 161 | 188 | 7.9 |
| Ogle | 2,943 | 2,805 | 5,748 | 81 | 883,005 | 4,773 | 83 | 153 | 185 | 8.1 |
| Peoria | 11,013 | 10,851 | 21,864 | 75 | 3,193,546 | 18,090 | 82 | 146 | 176 | 8.2 |
| Perry | 2,739 | 2,470 | 5,209 | 81 | 661,347 | 3,937 | 75 | 126 | 167 | 7.3 |
| Piatt | 2,219 | 2,103 | 4,322 | 100 | 653,585 | 3,495 | 81 | 151 | 187 | 8.1 |
| Pike | 3,000 | 2,939 | 5,939 | 98 | 902,152 | 4,903 | 82 | 151 | 184 | 8.0 |
| Pope | 1,096 | 994 | 2,090 | 79 | 235,392 | 1,509 | 72 | 112 | 156 | 7.1 |
| Pulaski | 2,024 | 1,995 | 4,019 | 88 | 537,946 | 3,116 | 77 | 133 | 172 | 7.8 |
| Putnam | 701 | 710 | 1,411 | 88 | 213,828 | 1,261 | 89 | 151 | 169 | 8.3 |
| Randolph | 2,793 | 2,600 | 5,393 | 74 | 762,453 | 4,575 | 84 | 141 | 166 | 7.6 |
| Richland. | 1,648 | 1,701 | 3,349 | 74 | 471,413 | 2,828 | 84 | 140 | 166 | 7.1 |
| Rock Island | 8,680 | 8,138 | 16,818 | 83 | 2,505,447 | 14,054 | 83 | 148 | 178 | 8.2 |
| St. Clair | 13,671 | 12,930 | 26,601 | 74 | 4,179,960 | 22,024 | 82 | 157 | 189 | 8.4 |
| Saline. | 5,399 | 5,182 | 10,581 | 82 | 1,307,428 | 8,557 | 80 | 123 | 152 | 7.3 |
| Sangamon. | 10,844 | 10,518 | 21,362 | 78 | 3,108,862 | 17,115 | 80 | 145 | 181 | 8.2 |
| Schuyler | 1,457 | 1,377 | 2,834 | 85 | 383,670 | 2,238 | 78 | 135 | 171 | 7.8 |
| Scott | 985 | 876 | 1,861 | 86 | 266,237 | 1,452 | 78 | 143 | 183 | 8.1 |
| Shelby | 3,175 | 2,952 | 6,127 | 88 | 796,227 | 4,638 | 75 | 129 | 171 | 7.8 |
| Stark | 1,131 | 1,096 | 2,227 | 93 | 320,736 | 1,819 | 81 | 144 | 176 | 8.3 |
| Stephenson. | 3,597 | 3,515 | 7,112 | 81 | 1,092,310 | 6,005 | 84 | 153 | 170 | 8.5 |
| Tazewell | 4,648 | 4,482 | 9,130 | 77 | 1,465,395 | 8,199 | 89 | 160 | 178 | 8.4 |
| Union- | 2,441 | 2,326 | 4,767 | 86 | 628,752 | 3,924 | 82 | 132 | 160 | 7.1 |
| Vermilion | 10,001 | 9,723 | 19,724 | 81 | 3,115,887 | 16,834 | 85 | 157 | 185 | 8.2 |
| Wabash | 1,602 | 1,552 | 3,154 | 89 | 446,878 | 2,712 | 85 | 141 | 164 | 7.6 |
| Warre | 2,452 | 2,479 | 4,931 | 90 | 711,367 | 4,095 | 83 | 144 | 173 | 8.1 |
| Washington | 1,633 | 1,495 | 3,128 | 57 | 389,030 | 2,512 | 80 | 124 | 154 | 7.2 |
| Wayne | 2,691 | 2,510 | 5,201 | 91 | 652,461 | 4,252 | 81 | 125 | 153 | 7.2 |
| White | 2,502 | 2,347 | 4,849 | 86 | 622,510 | 3,827 | 78 | 128 | 162 | 7.3 |
| Whiteside | 4,384 | 4,004 | 8,388 | 82 | 1,279,504 | 7,017 | 83 | 152 | 182 | 8.5 |
| Will | 8,914 | 8,244 | 17,158 | 60 | 2,591,576 | 14,354 | 83 | 151 | 180 | 8.8 |
| Williamson | 8,094 | 7,668 | 15,762 | 83 | 2,300,106 | 13,299 | 84 | 145 | 172 | 7.2 |
| Winnebago | 11,221 2,019 | 11,125 1,943 | 22,346 3,962 | 82 80 | $\begin{array}{r}3,332,994 \\ \hline 565,185\end{array}$ | 17,666 3,256 | 79 82 | 148 | 188 173 | 8.9 8.1 |
|  |  |  |  |  | 560,185 |  |  | 142 |  | 8.1 |

TABLE 6－PROMOTIONS，GRADUATES，TUITION PUPILS

| Counties． | Number of eighth year pupils promoted． |  |  | Number of elementary tuition pupils． |  |  | Number of high school graduates． |  |  | Number of high school tuition pupils． |  |  |
| :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: |
|  | $\begin{gathered} \dot{\alpha} \\ \stackrel{\sim}{\sim} \\ \dot{\sim} \end{gathered}$ | 安 | ＋ | － | \％ | － | － | 家 | $\xrightarrow{\text { c－}}$ | － | 安 | ＋ |
| 1 | 2 | 3 | 4 | 5 | 6 | 7 | 8 | 9 | 10 | 11 | 12 | 13 |
| Illinois＿ | 43，938 | 46，740 | 90，678 | 2，451 | 2，492 | 4，943 | 16，220 | 18，212 | 34，432 | 13，684 | 14，882 | 28，566 |
| Adams． | 264 | 305 | 569 | 22 | 19 | 41 | 148 | 177 | 325 | 237 | 244 | 481 |
| Alexander | 131 | 142 | 273 | 5 | 4 | 9 | 54 | 78 | 132 | 63 | 70 | 133 |
| Bond． | 106 | 112 | 218 | 13 | 13 | 26 | 45 | 72 | 117 | 130 | 184 | 314 |
| Boone． | 94 | 106 | 200 | 6 | 4 | 10 | 65 | 50 | 115 | 82 | 99 | 181 |
| Brown． | 31 | 50 | 81 | 15 | 13 | 28 | 31 | 31 | 62 | 68 | 66 | 134 |
| Bureau． | 345 | 336 | 681 | 55 | 60 | 115 | 164 | 189 | 353 | 129 | 148 | 277 |
| Calhoun | 19 | 27 | 46 |  |  |  | 13 | 18 | 31 |  |  |  |
| Carroll | 121 | 110 | 231 | 41 | 45 | 86 | 67 | 104 | 171 | 34 | 31 | 65 |
| Cass． | 77 | 117 | 194 | 3 | 3 | 6 | 62 | 81 | 143 | 69 | 73 | 142 |
| Champaign | 379 | 395 | 774 | 49 | 43 | 92 | 228 | 267 | 495 | 315 | 353 | 668 |
| Christian | 429 | 303 | 732 | 10 | 15 | 25 | 112 | 166 | 278 | 133 | 172 | 305 |
| Clark | 124 | 124 | 248 | 31 | 28 | 59 | 49 | 68 | 117 | 126 | 159 | 285 |
| Clay | 68 | 80 | 148 | 25 | 14 | 39 | 31 | 41 | 72 | 166 | 190 | 356 |
| Clinton | 138 | 109 | 247 | 23 | 24 | 47 | 33 | 41 | 74 | 80 | 85 | 165 |
| Coles． | 195 | 206 | 401 | 31 | 20 | 51 | 91 | 98 | 189 | 191 | 197 | 388 |
| Cook－ |  |  |  |  |  |  |  |  |  |  |  |  |
| Outside Chicago | 3，733 | 3，685 | 7，418 | 175 | 140 | 315 | 1，386 | 1，431 | 2，817 | 291 | 267 | 558 |
| Chicago | 17，603 | 19，037 | 36，640 |  |  |  | 4，798 | 4，464 | 9，262 |  |  |  |
| Crawford | 165 | 176 | 341 | 32 | 31 | 63 | 90 | 95 | 185 | 155 | 139 | 294 |
| Cumberland | 84 | 89 | 173 | 13 | 11 | 24 | 36 | 38 | 74 | 92 | 123 | 215 |
| DeKalb． | 255 | 262 | 517 | 17 | 26 | 43 | 125 | 176 | 301 | 101 | 136 | 237 |
| DeWitt | 143 | 147 | 290 | 11 | 8 | 19 | 42 | 92 | 134 | 59 | 80 | 139 |
| Douglas | 126 | 145 | 271 | 4 | 8 | 12 | 73 | 76 | 149 | 61 | 43 | 104 |
| DuPage | 561 | 541 | 1，102 | 49 | 31 | 80 | 253 | 265 | 518 | 129 | 118 | 247 |
| Edgar | 132 | 158 | 290 | 33 | 31 | 64 | 80 | 100 | 180 | 186 | 221 | 407 |
| Edwards | 53 | 34 | 87 | 2 | 7 | 9 | 45 | 26 | 71 | 39 | 17 | 56 |
| Effingham | 90 | 118 | 208 | 11 | 10 | 21 | 93 | 93 | 186 | 174 | 188 | 362 |
| Fayette | 170 | 200 | 370 | 8 | 10 | 18 | 60 | 79 | 139 | 158 | 177 | 335 |
| Ford | 132 | 145 | 277 | 13 | 21 | 34 | 80 | 91 | 171 | 104 | 112 | 216 |
| Franklin | 617 | 596 | 1，213 | 3 | 8 | 11 | 148 | 186 | 334 | 339 | 273 | 612 |
| Fulton． | 363 | 333 | 696 | 52 | 55 | 107 | 166 | 201 | 367 | 242 | 299 | 541 |
| Gallatin | 60 | 60 | 120 | 13 | 19 | 32 | 35 | 44 | 79 | 55 | 59 | 114 |
| Greene＿ | 137 | 168 | 305 | 14 | 11 | 25 | 74 | 80 | 154 | 148 | 148 | 296 |
| Grundy | 125 | 138 | 263 | 18 | 20 | 38 | 53 | 87 | 140 | 82 | 127 | 209 |
| Hamilton | 96 | 87 | 183 |  | 3 | 3 | 57 | 43 | 100 | 161 | 179 | 340 |
| Hancock | 242 | 232 | 474 | 45 | 45 | 90 | 99 | 133 | 232 | 281 | 303 | 584 |
| Hardin． | 40 | 45 | 85 |  |  |  | 10 | 18 | 28 | 57 | 38 | 85 |
| Henderson | 59 | 85 | 144 | 12 | 8 | 20 | 32 | 34 | 66 | 46 | 61 | 107 |
| Henry． | 335 | 359 | 694 | 49 | 74 | 123 | 165 | 182 | 347 | 169 | 208 | 377 |
| Iroquois． | 268 | 275 | 543 | 50 | 61 | 111 | 111 | 159 | 270 | 151 | 180 | 331 |
| Jackson． | 262 | 244 | 506 | 19 | 23 | 42 | 124 | 103 | 227 | 99 | 98 | 197 |
| Jasper－－ | 82 | 99 | 181 | 8 | 13 | 21 | 36 | 37 | 73 | 75 | 86 | 161 |
| Jefferson | 153 | 192 | 345 | 25 | 22 | 47 | 60 | 71 | 131 | 176 | 152 | 328 |
| Jersey． | 61 | 70 | 131 | 2 | 3 | 5 | 19 | 31 | 50 | 80 | 71 | 151 |
| JoDaviess | 125 | 146 | 271 | 28 | 21 | 49 | 67 | 94 | 161 | 116 | 152 | 268 |
| Johnson． | 48 | 54 | 102 | 17 | 14 | 31 | 33 | 37 | 70 | 191 | 189 | 380 |
| Kane． | 651 | 730 | 1，381 | 49 | 60 | 109 | 346 | 419 | 765 | 207 | 243 | 450 |
| Kankakee | 259 | 266 | 525 | 29 | 48 | 77 | 100 | 110 | 210 | 152 | 159 | 311 |
| Kendall | 83 | 84 | 167 | 10 | 16 | 26 | 39 | 24 | 63 | 97 | 88 | 185 |
| Knox | 287 | 367 | 654 | 47 | 48 | 95 | 166 | 249 | 415 | 176 | 175 | 351 |
| Lake． | 608 | 608 | 1，216 | 69 | 61 | 130 | 298 | 299 | 597 | 274 | 325 | 599 |

AND QUALIFICATIONS OF TEACHERS—1929.


TABLE 6－

| Counties． | Number of eighth year pupils promoted． |  |  | Number of elementary tuition pupils． |  |  | Number of high school graduates． |  |  | Number of high school tuition pupils． |  |  |
| :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: |
|  | $\stackrel{\dot{\sim}}{\stackrel{0}{0}}$ | $\frac{\dot{n}}{\stackrel{y}{2}}$ |  |  | $\stackrel{\dot{a}}{\overrightarrow{4}}$ | $\begin{aligned} & \text { డूं } \\ & \text { सी } \end{aligned}$ | $\begin{aligned} & \dot{\infty} \\ & \stackrel{\rightharpoonup}{0} \\ & \dot{\oplus} \end{aligned}$ | 盛 | $\begin{gathered} \text { 玉ig } \\ \text { 凡i } \end{gathered}$ | － | 家 | تुँ H． |
| 1 | 2 | 3 | 4 | 5 | 6 | 7 | 8 | 9 | 10 | 11 | 12 | 13 |
| LaSalle＿ | 567 | 621 | 1，188 | 65 | 57 | 122 | 270 | 290 | 560 | 305 | 301 | 606 |
| Lawrence | 163 | 163 | 326 | 16 | 21 | 37 | 90 | 97 | 187 | 239 | 261 | 500 |
| Lee． | 215 | 212 | 427 | 15 | 13 | 28 | 91 | 126 | 217 | 215 | 246 | 461 |
| Livingston | 299 | 298 | 597 | 37 | 33 | 70 | 116 | 149 | 265 | 134 | 154 | 288 |
| Logan．．． | 197 | 180 | 377 | 8 | 14 | 22 | 96 | 121 | 217 | 119 | 100 | 219 |
| McDonough | 228 | 236 | 464 | 32 | 33 | 65 | 109 | 149 | 258 | 175 | 197 | 372 |
| McHenry | 267 | 258 | 525 | 44 | 34 | 78 | 106 | 134 | 340 | 31 | 38 | 69 |
| McLean | 445 | 460 | 905 | 39 | 53 | 92 | 178 | 236 | 414 | 81 | 104 | 185 |
| Macon | 363 | 434 | 797 | 88 | 102 | 190 | 166 | 219 | 385 | 106 | 126 | 232 |
| Macoupin | 377 | 422 | 799 | 37 | 36 | 73 | 153 | 189 | 342 | 76 | 79 | 155 |
| Madison | 810 | 866 | 1，676 | 17 | 26 | 43 | 293 | 325 | 618 | 241 | 258 | 499 |
| Marion | 193 | 194 | 387 | 29 | 24 | 53 | 119 | 147 | 266 | 322 | 314 | 636 |
| Marshall | 92 | 97 | 189 | 5 | 6 | 11 | 57 | 52 | 109 | 18 | 13 | 31 |
| Mason． | 150 | 160 | 310 | 9 | 9 | 18 | 60 | 67 | 127 | 26 | 21 | 47 |
| Massac | 77 | 66 | 143 | 3 | 5 | 8 | 30 | 37 | 67 | 47 | 46 | 93 |
| Menard． | 91 | 88 | 179 | 9 | 4 | 13 | 43 | 49 | 92 | 80 | 160 | 240 |
| Mercer | 161 | 149 | 310 | 20 | 10 | 30 | 66 | 71 | 137 | 169 | 191 | 360 |
| Monroe | 45 | 48 | 93 | 7 | 13 | 20 | 12 | 17 | 29 | 17 | 19 | 36 |
| Montgomery | 289 | 317 | 606 | 28 | 35 | 63 | 120 | 150 | 270 | 89 | 105 | 194 |
| Morgan．－－ | 139 | 159 | 298 | 11 | 13 | 24 | 98 | 121 | 219 | 139 | 165 | 304 |
| Moultrie | 122 | 120 | 242 | 14 | 9 | 23 | 53 | 59 | 112 | 62 | 69 | 131 |
| Ogle | 195 | 220 | 415 | 23 | 44 | 67 | 99 | 121 | 220 | 92 | 134 | 226 |
| Peoria | 733 | 725 | 1，458 | 38 | 24 | 62 | 274 | 338 | 612 | 239 | 222 | 461 |
| Perry | 144 | 128 | 272 |  |  |  | 51 | 61 | 112 | 79 | 94 | 173 |
| Piatt | 84 | 72 | 156 | 14 | 22 | 36 | 68 | 62 | 130 | 76 | 70 | 146 |
| Pike | 169 | 156 | 325 | 36 | 47 | 83 | 120 | 110 | 230 | 263 | 284 | 547 |
| Pope． | 26 | 45 | 71 | $\stackrel{2}{2}$ | $\stackrel{2}{8}$ | 11 | 10 | 16 | 26 | 22 | 25 | 47 |
| Pulaski | 67 | 100 | 167 | 3 | 8 | 11 | 41 | 38 | 79 | 35 | 50 | 85 |
| Putnam | 46 | 52 | 98 | 1 | 1 | ${ }_{12}^{2}$ | 19 | 40 | 59 | 20 163 | 15 | 35 327 |
| Randolph | 165 | 161 | 326 | 7 | 6 | 13 | 83 | 77 | 160 | 163 | 164 | 327 |
| Richland． | 60 | 90 | 150 |  | 1 | 1 | 55 | 78 | 133 | 118 | 153 | 271 |
| Rock Isla | 461 | 573 | 1，034 | 32 | 32 | 64 | 219 | 234 | 453 | 175 | 183 | 358 |
| St．Clair | 555 | 623 | 1，178 | 45 | 38 | 83 | 230 | 264 | 494 | 240 | 193 | 433 |
| Saline－．－ | 253 | 314 | 567 | 16 | 13 | 29 | 97 | 108 | 205 | 209 | 173 | 382 |
| Sangamon | 664 | 766 | 1，430 | 30 | 26 | 56 | 238 | 327 | 565 | 312 | 346 | 658 |
| Schuyler | 47 | 48 | 95 | 10 | 6 | 16 | 27 | 33 | 60 | 166 | 191 | 357 |
| Scott． | 54 | 45 | 99 | 2 |  | 2 | 29 | 25 | 54 | 49 | 59 | 108 |
| Shelby | 143 | 143 | 286 | 15 | 22 | 37 | 85 | 96 | 181 | 177 | 175 | 352 |
| Stark | 50 | 84 | 134 | 26 | 33 | 59 | 39 | 42 | 81 | 28 | 23 | 51 |
| Stephenson． | 193 | 250 | 443 | 30 | 25 | 55 | 110 | 136 | 246 | 144 | 138 | 282 |
| Tazewell | 296 | 325 | 621 | 42 | 44 | 86 | 129 | 154 | 283 | 56 | 55 | 111 |
| Union | 157 | 165 | 322 | 15 | 11 | 26 | 54 | 74 | 128 | 108 | 73 | 181 |
| Vermilion | 581 | 701 | 1，282 | 56 | 59 | 115 | 223 | 290 | 513 | 133 | 152 | 285 |
| Wabash． | 67 | 77 | 144 | 5 | 5 | 10 | 66 | 58 | 124 | 160 | 187 | 347 |
| Warren | 163 | 159 | 322 | 22 | 21 | 43 | 78 | 78 | 156 | 177 | 186 | 363 |
| Washingto | 83 | 106 | 189 | 11 | 7 | 18 | 33 | 39 | 72 | 85 | 87 | 172 |
| Wayne． | 43 | 44 | 87 | 8 | 4 | 8 | 39 | 43 | 82 | 99 | 117 | 216 |
| White | 151 | 152 | 303 | 8 | 15 | 23 | 72 | 91 | 163 | 211 | 161 | 372 |
| Whiteside | 334 | 330 | 664 | 29 | 19 | 48 | 116 | 160 | 276 | 124 | 176 | 300 |
| Will． | 583 | 610 | 1，193 | 46 | 46 | 92 | 217 | 249 | 466 | 241 | 243 | 484 |
| Williamson | 479 | 511 | 990 | 27 | 25 | 52 | 161 | 178 | 339 | 189 | 167 | 356 |
| Winnebago | 728 | 772 | 1，500 | 42 | 50 | 92 | 196 | 293 | 489 | 327 | 333 | 660 |
| Woodford |  |  |  |  | 14 | 39 | 89 | 108 | 197 | 43 | 58 | 101 |

Concluded

| Graduates of- |  |  | Graduates of four year high school and attended- |  |  |  |  | Attended high school |  |  | Teachers contributing to Teachers Pension Fund. |  |
| :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: |
|  |  |  |  |  |  |  |  |  | - | - |  |  |
| 14 | 15 | 16 | 17 | 18 | 19 | 20 | 21 | 22 | 23 | 24 | 25 | 26 |
| 165 | 20 | 125 | 29 | 39 | 123 | 223 | 47 | 2 | 2 | 1 | 664 | \$6,173 |
| 48 | 5 | 31 | 13 | 6 | 38 | 48 | 5 | 1 | 1 |  | 178 | 1.325 |
| 60 | 5 | 47 | 9 | 21 | 58 | 79 | 16 | 5 |  |  | 263 | 1,884 |
| 75 | 19 | 59 | 7 | 23 | 116 | 115 | 10 | 2 | 4 | 2 | 392 | 2,753 |
| 87 |  | 19 | 9 | 50 | 71 | 36 | 3 | 2 | 3 |  | 255 | 2,059 |
| 57 | 20 | 61 | 5 | 30 | 85 | 27 |  | 2 | 2 |  | 238 | 618 |
| 99 | 3 | 68 | 5 | 27 | 60 | 47 | 18 | 1 | 2 | 2 | 261 | 1,999 |
| 131 | 38 | 193 | 18 | 20 | 163 | 74 | 7 | 5 | 3 |  | 575 | 5,020 |
| 129 | 6 | 125 | 35 | 84 | 85 | 74 | 9 | , |  |  | 453 | 4,594 |
| 100 | 10 | 15 | 13 | 50 | 81 | 190 | 32 | 6 |  |  | 451 | 3,248 |
| 155 | 13 | 191 | 50 | 73 | 150 | 118 | 17 | 5 | 6 |  | 746 | 7,017 |
| 55 | 12 | 82 | 13 | 32 | 65 | 39 | 11 | 9 | 4 |  | 283 | 2,036 |
| 27 | 5 | 13 | 5 | 8 | 21 | 78 | 1 |  |  |  | 133 | 943 |
| 42 | $5^{5}$ | 11 | 3 | 7 | 59 | 45 | 12 | 3 |  |  | 161 | 1,373 |
| 29 | 3 | 33 | 1 | 3 | 28 | 19 | 2 | 1. | 2 |  | 100 | 939 |
| 18 | . 8 | 5 | 7 | 7 | 26 | 36 | 5 | 2 | 2 | 3 | 85 | 515 |
| 43 | 7 | 27 | 12 | 17 | 44 | 52 | 3 |  |  |  | 176 | 1,207 |
| 16 |  | 4 | ${ }_{8}^{2}$ | 1 | 14 | 24 | 20 | 3 |  |  | 87 | 690 |
| 69 | $8^{8}$ | 15 | 8 | 24 | 68 | 137 | 11 | 6 |  |  | 308 | 2,123 |
| 57 | 3 | 24 | 11 | 25 | 42 | 83 | 10 | 5 |  |  | 232 | 2,008 |
| 31 | 6 | 12 | 6 | 8 | 40 | 33 | 7 | 1 | 1 |  | 130 | 965 |
| 67 | 1 | 34 | 13 | 50 | 70 | 49 | 12 |  |  |  | 227 | 1,341 |
| 187 | 16 | 114 | 47 | 91 | 141 | 98 | 42 | 3 |  |  | 230 | 1,617 |
| 24 | 5 | - 40 | 8 | 7 | 60 | 30 | 2 | 6 |  |  | 170 | 1,335 |
| 53 | - 7 | 18 | 7 | 21 | 56 | 47 | 4 | 1 |  |  | 197 | 1,452 |
| 39 | 15 | 23 | 26 | 28 | 120 | 46 | 5 | 2 |  |  | 268 | 1,796 |
| ${ }_{2}^{2}$ | - $\quad 3$ | 3 | 6 | 2 | 15 | 29 | 18 | 2 |  | 1 | 64 | 500 |
| 20 |  | 17 | ${ }_{6}^{6}$ | 6 | 32 | 29 | 4 | 4 |  |  | 106 | 651 |
| 16 34 | 2 <br> 2 | $\begin{array}{r}8 \\ 4 \\ \hline\end{array}$ | 3 | 1.38 | 18 40 | 16 53 | 9 | 8 |  |  | 61 197 | 425 1,602 |
|  |  |  |  |  |  |  |  |  |  |  |  |  |
| 14 | 4 | 11 | 4 | 4 | 10 | 77 | 20 | 1 |  |  | 135 | 949 |
| 136 | 14 | 155 | 22 | 61 | 87 | 100 | $8^{8}$ | 8 |  |  | 539 | 6,109 |
| 177 | 21 <br> 17 | 249 | 49 | 103 | 167 | 113 | 18 | 10 | 5 | , | 826 | 10,051 |
| 45 | 17 | 54 | 3 | 16 | 76 | 64 | 11 | 4 |  |  | 246 | 1,925 |
| 163 | 12 | 150 | 35 | 83 | 116 | 157 | 36 | 16 |  |  | 662 | 7,221 |
| 12 |  | 9 | 4 | 7 | 31 | 52 | 18 | '4 |  |  | 129 | 930 |
| 17 | 4 | 4 | 4 | 4 | 23 | 28 | 8 | \{3 | 2 |  | 86 | 583 |
| 49 | 14 | 19 | 9 | 19 | 77 | 66 | 7 | 6 | 4 | 2 | 225 | 1,828 |
| 36 | 3 | 11 | 4 | 6 | 24 | 41 | 4 | 2 |  |  | 120 | 708 |
| 68 | 4 | 59 | 6 | 13 | 60 | 71 | 15 | 3 |  |  | 268 | 2,408 |
| 68 | 22 | 95 | 10 | 37 | 83 | 73 | 4 | 5 | 2 |  | 344 | 2,796 |
| 21 | 11 | 44 | 1 | 11 | 39 | 27 |  | 3 | 2 |  | 140 | 1,108 |
| 186 | 9 | 85 | 17 | 50 | 146 | 235 | 15 | 11 | 6 |  | 677 | 5,267 |
| 18 |  | 9 | 9 | 11 | 23 | 34 | 5 | 3 |  |  | 96 | 787 |
| 53 | 4 | 32 | 7 | 28 | 62 | 39 | 3 | 1 |  |  | 213 | 1,685 |
| 14 | 1 | 8 | 4 | 10 | 29 | 40 | 12 | 6 | 3 | 3 | 111 | 753 |
| 12 | 2 | 11 | 4 | 10 | 22 | 47 | 41 | 13 | 24 |  | 176 | 1,190 |
| 28 | ${ }^{6}$ | 30 | 5 | 7 | 46 | 54 | 14 | 8 |  |  | 169 | 1,162 |
| 68 | 14 | 64 |  | 27 | 59 | 81 | 17 | 3 |  | 1 | 313 | 2,834 |
| 160 | 7 | 173 | 49 | 28 | 109 | 106 | 19 |  | 12 |  | 574 | 5,867 |
| 84 | 17 | 86 | 13 | 33 | 168 | 49 | 11 | 9 |  |  | 384 | 2,589 |
| 50 | 160 | 215 | 43 | 66 | 80 | 59 | 48 | 2 | 3 | 2 | 645 | 5,950 |
| 58 | 14 | 25 | 3 | 15 | 64 | 43 | 3 | 1 | ---- | 1 | 200 | 1,468 |

TABLE 7-NUMBER OF TEACHERS, AVERAGE ANNUAL SALARIES AND NUMBER OF VACANCIES-1929.

| Counties. |  |  |  | Actual number of teachers or teaching positions. |  |  | Average annual salaries of teachers. |  |  | Number of vacancies caused by- |  |  |  |
| :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: |
|  |  |  |  | $\sum_{i}^{B}$ | $\begin{aligned} & \dot{\tilde{y}} \\ & \text { g } \\ & 0 \end{aligned}$ | $\begin{aligned} & \text { ङू } \\ & \text { H. } \end{aligned}$ | $\sum_{i}^{8}$ | E E 0 | E |  |  | $\begin{gathered} \text { di } \\ \text { E } \\ \text { I } \\ \text { d } \\ \text { a } \\ \text { E } \end{gathered}$ | \% |
| 1 | 2 | 3 | 4 | 5 | 6 | 7 | 8 | 9 | 10 | 11 | 12 | 13 | 14 |
| Illinois. | 340 | 1,180 | 45,526 | 8,873 | 38,173 | 47,046 | \$1,907 40 | \$1,621 33 | \$1,675 28 | 28 | 425 | 27 | 480 |
| Adam | 1 | 17 | 438 | 98 | 358 | 456 | \$1,362 67 | \$1,098 86 | \$1,155 56 | 1 |  |  | 10 |
| Alexan | 1 | 4 | 189 | 31 | 163 | 194 | 1,496 94 | 88095 | 97938 |  |  |  |  |
| Bond. |  | 3 | 155 | 32 | 126 | 158 | 1,234 23 | 74021 | 84027 | 1 |  |  |  |
| Boone | 2 |  | 134 | 13 | 123 | 136 | 1,663 84 | 1,115 78 | 1,168 17 |  | 3 |  | 3 |
| Brown |  | 2 | 93 | 15 | 80 | 95 | 1,110 13 | 79568 | 84533 |  | 5 |  | 5 |
| Bureau | 5 | 5 | 405 | 79 | 336 | 415 | 1,818 70 | 1,025 23 | 1,176 27 |  | 4 |  |  |
| Calhoun |  |  | 53 | 22 | 31 | 53 | 85284 | 76695 | 80261 |  |  |  |  |
| Carroll | 5 | 16 | 196 | 49 | 168 | 217 | 1,163 93 | 97760 | 1,019 68 |  |  |  |  |
| Cass. | 2 |  | 164 | 30 | 141 | 171 | 1,596 50 | 91521 | 1,034 74 |  | 1 |  | 1 |
| Champaign.--- | 3 | 9 | 572 | 109 | 475 | 584 | 1,687 22 | 1,118 77 | 1,224 87 |  |  |  |  |
| Christ | 4 | 7 | 363 | 83 | 291 | 374 | 1,561 03 | 1,022 37 | 1,141 91 |  |  |  |  |
| Clark | 2 | 3 | 194 | 71 | 128 | 199 | 1,286 35 | 86598 | 1,015 96 |  | 3 |  | 3 |
| Clay: | 1 | 1 | 166 | 80 | 88 | 168 | 92116 | 78473 | 84969 | 1 | 3 |  |  |
| Clinton | 1 |  | 131 | 33 | 99 | 132 | 95684 | 58456 | 67756 |  |  |  |  |
| Coles. | 2 | 3 | 289 | 55 | 23 ? | 294 | 1,384 07 | 1,064 78 | 1,124 51 |  | 3 |  | 3 |
| Cook- |  |  |  |  |  |  |  |  |  |  |  |  |  |
| Outside Chicago | 47 | 132 | 3,155 | 562 | 2,772 | 3,334 | 2,954 75 | 1,732 11 | 1,939 05 |  | 49 |  | 49 |
| Chicago..... | 38 | 349 | 12,732 | 1,807 | 11,312 | 13,119 | 3,022 16 | 2,644 09 | 2,696 17 |  |  |  |  |
| Crawford | 2 | 1 | 215 | 69 | 149 | 218 | 1,464 76 | 94575 | 1,110 02 | 1 | 3 |  | 4 |
| Cumberl |  |  | 129 | 58 | 72 | 130 | 76737 | 69522 | 72741 |  |  |  |  |
| DeKalb. | 7 | 9 | 367 | 81 | 302 | 383 | 1,964 74 | 1,182 43 | 1,345 32 |  | 6 |  | 6 |
| DeWitt | 1 |  | 206 |  | 179 | 209 | 1,600 08 | 1,004 45 | 1,089 96 |  |  |  |  |
| Douglas | 3 | 4 | 221 | 54 | 174 | 228 | 1,653 51 | , 96863 | 1,130 84 |  | 2 |  | 2 |
| DuPag | 16 | 16 | 584 | 98 | 518 | 616 | 2,371 43 | 1,437 14 | 1,585 76 |  | 6 | 1 |  |
| Edgar. | 1 | 3 | 268 | 47 | 225 | 272 | 1,484 04 | 83848 | 1,032 75 |  | 1 |  |  |
| Edwar |  |  | 88 | 33 | 55 | 88 | 1,017 57 | 62284 | 77086 |  |  |  |  |
| Effingh | 1 |  | 157 | 55 | 103 | 158 | 1,072 82 | 84551 |  |  |  |  |  |
| Fayette |  | 2 | 230 | 81 | 151 | 232 | 97514 | 73034 | 81581 |  |  |  |  |
| Ford |  | 3 | 201 | 33 | 172 | 205 | 1,475 53 | 97596 | 1,056 38 |  |  |  |  |
| Franklir |  |  | 501 | 177 | 333 | 510 | 1,244 07 | 92780 | 1,037 56 |  |  |  |  |
| Fulton. | 3 | 13 | 421 | 76 | 361 | 437 | 1,466 97 | 91504 | 1,011 17 | 1 | 2 | 3 | 6 |
| Gallatin | 1 | 1 | 104 | 40 | 66 | 106 | 94856 | 76162 | 83217 | 2 |  |  |  |
| Greene |  | 4 | 204 | 48 | 160 | 208 | 1,236 66 | 82859 | 92276 |  |  |  |  |
| Grundy |  | 2 | 175 | 18 | 159 | 177 | 2,120 83 | 1,064 31 | 1,171 75 |  | 4 |  |  |
| Hamilton | 1 |  | 131 | 76 | 56 | 132 | 59115 | 53266 | 56634 |  |  |  |  |
| Hancock |  | 6 | 324 | 71 | 259 | 330 | 1,326 89 | 91019 | 999 95 |  | 3 | 1 | 4 |
| Hardin |  |  | 56 | 23 | 33 | 56 |  | 50492 | 65544 |  |  |  |  |
| Hender |  | 1 | 111 | 25 | 87 | 112 | 1,227 71 | 87676 | 95510 |  |  |  |  |
| Henry | 5 | 10 | 405 | 52 | 368 | 420 | 1,863 26 | 1,021 55 | 1,125 76 | 1 |  |  |  |
| Iroquois | 1 | 5 | 398 | 65 | 339 | 404 | 1,6จ3 26 | 99950 | 1,102 21 |  |  |  |  |
| Jackson. | 2 | 4 | 313 | 94 | 225 | 319 | 94041 | 85968 | 88347 |  | 2 |  | 2 |
| Jasper |  | 1 | 146 | 65 | 82 | 147 | 81896 | 75402 | 78274 |  | 6 |  |  |
| Jefferso | 2 |  | 282 | 103 | 183 | 286 | 1,001 08 | 88265 | 92530 |  |  |  |  |
| Jersey | 1 | 1 | 111 | 26 | 87 | 113 | 1,375 92 | 75972 | 90150 |  | 5 |  | 5 |
| JoDavies | 1 |  | 197 | 29 | 173 | 202 | 1,545 93 | 92204 | 1,011 61 |  | 3 |  |  |
| Johnson. |  | 1 | 117 | 55 | 63 | 118 | 84209 | 69382 | 76293 |  |  |  |  |
| Kane | 14 | 50 | 722 | 123 | 663 | 786 | 2,343 12 | 1,446 35 | 1,586 68 |  | 8 | 1 |  |
| Kankak | 3 | 10 | 340 | 52 | 301 | 353 | 1,688 03 | 1,101 24 | 1,187 68 | 1 | 8 |  |  |
| Kendall |  | 2 | 106 | 12 | 96 | 108 | 2,074 58 | 1,724 83 | 1,763 69 | 1 | 2 |  |  |
| nox |  | 13 | 414 | 59 | 369 | 428 | 1,788 22 | 1,043 35 | 1,146 03 |  | 2 |  | $\stackrel{2}{7}$ |
|  |  | 12 | 659 | 127 | 5 50 | 682 | 2,863 66 | 1,749 55 | 1,957 02 | 1 |  | 1 | 7 |

TABLE 7－Concluded．

| Counties． |  |  |  | Actual number of teachers or teaching positions． |  |  | Average annual salaries of teachers． |  |  | Number of vacancies caused by－ |  |  |  |
| :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: |
|  |  |  |  | 茳 | $\begin{aligned} & \dot{む} \\ & \text { む́ } \\ & 0 \end{aligned}$ | $\begin{aligned} & \text { ت⿹\zh26灬 } \\ & \text { É } \end{aligned}$ | 吾 | ¢ E 0 0 | Ė | 产 |  |  | ¢ |
| 1 | 2 | 3 | 4 | 5 | 6 | 7 | 8 | 9 | 10 | 11 | 12 | 13 | 14 |
| LaSalle | 12 | 5 | 759 | 114 | 662 | 776 | §2，149 72 | \＄1，171 48 | §1，315 19 |  | 15 |  | 15 |
| Lawrence | 3 | 1 | 192 | 67 | 129 | 196 | 1，391 26 | 97051 | 1，114 34 |  |  |  |  |
| Lee－ |  | 9 | 292 | 36 | 265 | 301 | 1，896 38 | 97839 | 1，088 18 |  | 4 |  | 4 |
| Livingston | 5 | 10 | 417 | 69 | 363 | 432 | 1，628 22 | 1，043 12 | 1，136 58 |  |  |  |  |
| Logan．－．．－－ | 2 | 10 | 272 | 54 | 230 | 284 | 1，603 79 | 1，051 99 | 1，156 91 |  |  |  | 1 |
| McDonough | 2 | 4 | 284 | 56 | 234 | 290 | 1，407 14 | 98216 | 1，064 22 |  | 1 |  | 1 |
| McHenry． | 10 | 12 | 310 | 68 | 264 | 332 | 1，714 07 | 1，254 18 | 1，348 37 |  | 5 |  | 5 |
| McLean． | 5 | 6 | 641 | 98 | 554 | 652 | 1，741 75 | 1，113 65 | 1，208 06 | 3 | 10 |  | 13 |
| Macon． | 1 | 24 | 524 | 84 | 465 | 549 | 1，853 50 | 1，367 97 | 1，442 26 |  | 14 |  | 14 |
| Macoupin＿ | 5 | 4 | 495 | 90 | 414 | 504 | 1，373 50 | 93027 | 1，009 42 |  | 8 |  | 8 |
| Madison | 11 | 25 | 794 | 136 | 694 | 830 | 1，829 82 | 1，210 45 | 1，31194 | 4 | 23 |  | 28 |
| Marion | 2 | 2 | 318 | 77 | 245 | 322 | 1，876 73 | 1.70398 | 1，772 31 |  | ， |  |  |
| Marshall |  |  | 158 | 27 | 131 | 158 | 1，652 03 | 98476 | 1，098 79 |  | 3 |  | 3 |
| Mason． | 2 | 1 | 184 | 37 | 150 | 187 | 1，597 04 | 1，009 53 | 1，125 77 | 1 |  |  | 3 |
| Massac． | 1 | 1 | 126 | 36 | 92 | 128 | 1，284 95 | 84610 | 96953 |  | 2 |  | 2 |
| Menard |  | 5 | 114 | 26 | 93 | 119 | 1，398 61 | 86453 | 98122 |  |  |  |  |
| Mercer | 1 | 6 | 198 | 38 | 167 | 205 | 1，519 60 | 95732 | 1，061 55 |  |  |  |  |
| Monroe |  | 2 | 91 | 29 | 64 | 93 | 1，188 06 | 96482 | 1，034 44 |  |  |  |  |
| Montgomery．－－ | 4 | 5 | 342 | 84 | 267 | 351 | 1，222 41 | 83020 | 92406 |  | 6 |  | 6 |
| Morgan．－－－－－－－ | 1 | 8 | 259 | 44 | 224 | 268 | 1，688 34 | 1，002 72 | 1，115 28 |  |  |  |  |
| Moultr |  | 4 | 148 | 39 | 113 | 152 | 1，272 46 | 1，003 62 | 1，006 39 |  |  |  |  |
| Ogle－ | 3 | 5 | 293 | 51 | 250 | 301 | 1，632 58 | 1，044 15 | 1，143 85 |  |  |  | 10 |
| Peoria | 2 | 35 | 713 | 115 | 635 | 750 | 1，844 31 | 1，302 07 | 1，397 37 | 1 | 8 |  |  |
| Perry | 1 | 3 | 186 | 45 | － 145 | 190 | 71835 | 67427 | －684 71 |  |  |  |  |
| Piatt |  |  | 217 | 53 | 164 | 217 | 1，579 43 | 1，142 12 | 1，248 93 |  |  |  |  |
| Pike | 2 | 9 | 300 | 95 | 216 | 311 | 91240 | 77701 | 81836 |  | 7 |  | 7 |
| Pope |  | 1 | 75 | 23 | 51 | 76 | 71422 | 64451 | 66744 |  | 1 |  | 1 |
| Pulaski | 4 |  | 121 | 35 | 90 | 125 | 1，031 64 | 75122 | 82974 |  |  |  |  |
| Putnam |  |  | 70 | 16 | 54 | 70 | 1，477 81 | 1，027 36 | 1，101 75 |  | 2 |  | 2 |
| Randolp | 2 | 1 | 223 | 48 | 178 | 226 | 1，324 78 | 82393 | 93030 |  | 2 |  | 2 |
| Richland． | 1 |  | 144 | 51 | 94 | 145 | 1，01881 | 74414 | 84075 |  |  |  |  |
| Rock Island | 5 | 36 | 572 | 81 | 532 | 613 | 1，930 97 | 1，379 89 | 1，452 71 | 1 |  | 5 | 11 |
| St．Clair | 9 | 33 | 871 | 184 | 729 | ${ }_{9} 13$ | 1，969 92 | 1，45736 | 1，560 66 |  | 15 | 1 | 16 |
| Saline． | 2 | $4{ }_{4}^{4}$ | 288 | 105 | 189 | 294 | 1,27585 | ， 90384 | 1，036 59 |  |  |  |  |
| Sangamon－－－ | 4 | 21 | 756 | 147 | 634 | 781 | 1，648 81 | 1，307 83 | 1，370 70 | 2 | 19 |  | 21 |
| Schuyler |  | 1 | 142 | 34 | 109 | 143 | 1，116 48 | 78789 | 86601 |  |  |  |  |
| Scott |  | $\stackrel{2}{2}$ | 95 | 23 | 74 | 97 | 1，086 61 | 80453 | 87141 |  |  |  |  |
| Shelby | 3 |  | 278 | 99 | 187 | 286 | 1，19765 | 89094 | 99711 |  | 5 |  | 5 |
| Stark |  | 5 | 126 | 18 | 113 | 131 | 1，636 94 | 96140 | 1，054 22 |  |  |  | 9 |
| Stephenson．－－－ | 2 |  | 294 | 53 | 246 | 299 | 1，799 30 | 1，158 82 | 1，272 35 | 1 |  |  | 3 |
| Tazewell | 3 | 13 | 384 | 81 | 319 | 400 | 1，591 59 | 1，079 48 | 1，183 18 |  | 3 |  | 3 |
| Union－ | 1 | 2 | 156 | 75 | 84 | 159 | ， 99826 | 1887 02 | ， 90804 |  |  | 3 | 5 |
| Vermilio |  | 27 | 733 | 138 | 627 | 765 | 1，890 88 | 1，107 60 | 1，248 90 | 1 | 11 | 1 | 13 |
| Wabash | 1 | 1 | 112 | 46 | 68 | 114 | 1，138 93 | 94442 | 1，018 60 | 1 | 2 |  | 3 |
| Warren | 1 | 6 | 233 | 36 | 204 | 240 | 1，694 86 | 1，037 17 | 1，135 82 |  |  |  |  |
| Washingt |  | 1 | 129 | 35 | 95 | 130 |  | 71062 |  |  |  |  |  |
| Wayne | 1 | 1 | 212 | 112 | 102 | 214 | 78803 | 69871 | 74546 |  |  |  |  |
| White | 1 | 1 | 202 | 94 | 110 | 204 | 86626 | 82102 | 84293 | 1 |  |  | 1 |
| Whiteside－－－－－－ | 3 | 7 | 333 | 41 | 302 | 343 | 2，186 86 | 1，131 25 | 1，257 43 |  |  |  |  |
| Will | 8 | 30 | 634 | 133 | 539 | 672 | 2，476 70 | 1，407 52 | 1，619 13 | 1 | 10 |  | 11 |
| Williamson． | 7 | 5 | 469 | 152 | 329 | 481 | 1，411 07 | 93516 | 1，085 55 |  | 8 |  | 8 |
| Winnebago．．．－ |  | 32 | 693 | 80 | 648 | 728 | 2，368 83 | 1，456 05 | 1，546 22 |  | 34 |  | 34 |
| Woodford．－．．．－ |  |  | 222 | 39 | 188 | 227 | 1，573 33 | 1，006 70 | 1，104 05 |  |  |  |  |

TABIE 8-TEACHERS' LENGTH OF

| Counties. | 1 year. | 2 years. | 3 years. | 4 years. | 5 years. | 6 years. | 7 years. | 8 years. | 9 years. |
| :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: |
| 1 | 2 | 3 | 4 | 5 | 6 | 7 | 8 | 9 | 10 |
| Illinors... | 11,018 | 6,584 | 4,638 | 3,119 | 2,549 | 2,085 | 1,937 | 1,722 | 1,573 |
| Adams | 138 | 91 | 47 | 26 | 23 | 16 | 12 | 9 | 9 |
| Alexander | 49 | 33 | 30 | 9 | 15 | 9 | 3 | 6 | 7 |
| Boond. | 73 46 | 26 | 22 | 12 | 7 | 5 | 3 | 4 | - |
| Brown. | 53 | 19 | 11 | 4 | 1 | 2 | 2 |  |  |
| Bureau | 112 | 103 | 70 | 31 | 20 | 16 | 11 | 5 | 11 |
| Calhoun. | 23 | 9 | 5 | 2 | 6 | 3 | 1 |  |  |
| Carroll | 81 | 40 | 28 | 18 | 19 | $\stackrel{2}{9}$ | 8 | 6 | 2 |
| Champaign | -39 | r19 | 22 | 13 47 | 419 | 20 | $\stackrel{8}{16}$ | 13 | ${ }_{14}^{6}$ |
| Christian_ | 124 | 76 | 43 | 25 | 27 | 17 | 10 |  |  |
| Clark.- | 80 | 51 | 14 | 14 | 14 | 9 | 5 | 2 | 2 |
| Clay... | 82 | 33 | 16 | 5 | 6 | 6 | 1 | 2 | 3 |
| Clinton | 58 | 19 | 16 | 11 | 5 | 6 | 2 | 3 | 3 |
| Coles | 90 | 63 | 43 | 23 | 11 | 7 | 4 | 9 | 8 |
| Cook. | 1,198 | 853 | 1,072 | 796 | 796 | 905 | 1,012 | 909 | 884 |
| Crawford | 92 | 48 | 29 | 7 | 13 | 9 |  | 4 |  |
| Cumberland | 67 | 26 | 10 | 8 | 5 | 2 | 3 | 2 | 1 |
| DeKalb | 115 | 69 | 38 | 31 | 22 | 17 | 16 | 9 | 12 |
| DeWitt | 77 | 42 | 15 | 14 | 16 | 6 | 11 | 6 | 2 |
| Douglas. | 89 | 51 | 25 | 19 | 17 | 8 | 6 | 2 | 3 |
| DuPage | 193 | 125 | 99 | 45 | 51 | 30 | 17 | 16 | 8 |
| Edgar | 98 | 64 | 22 | 21 | 14 | 8 | 9 | 3 | 2 |
| Edwards | 40 | 16 | 11 | 6 | 3 | 2 | 4 |  |  |
| Effingham. | 55 | 34 | 18 | 13 | 11 | 14 | 1 | 1 | 4 |
| Fayette. | 127 | 52 | 12 | 10 | 9 | 3 |  | 9 | 1 |
| Ford | 55 | 45 | 39 | 27 | 10 | 7 | 8 | 4 | 1 |
| Franklin | 161 | 81 | 64 | 56 | 31 | 36 | 24 | 19 | 19 |
| Fulton-- | 153 | 88 | 64 | 20 | 16 | 16 | 10 | 13 | 16 |
| Gallatin -- | 49 | 18 | 10 | 13 | 1 | 1 | 5 | 2 | 1 |
| Greene | 79 | 39 | 25 | 12 | 5 | 11 | 8 | 5 | 4 |
| Grundy | 50 | 35 | 28 | 22 | 11 | 7 | 4 | 6 | 3 |
| Hamilton. | 69 | 31 | 15 | 5 | 1 | 3 | 2 |  |  |
| Hancock. | 121 | 69 | 50 | 21 | 13 | 12 | 7 | 7 | 8 |
| Hardin. | 30 | 21 | 3 | 1 | 1 |  |  |  |  |
| Henderson.- | 57 | 23 | 7 | 10 | 4 |  |  |  |  |
| Henry | 119 | 90 | 50 | 40 | 22 | 16 | 14 | 9 | 7 |
| Iroquois | 152 | 89 | 57 | 30 | 18 | 14 | 7 | 10 | 6 |
| Jackson. | 100 | 70 | 50 | 13 | 11 | 10 | 9 | 14 | 8 |
| Jasper----- | 71 | 33 | 19 | 7 | 10 | 3 |  |  | 1 |
| Jefferson. | 117 | 46 | 35 | 20 |  |  | 5 | 7 |  |
| Jersey | 58 | 16 | 10 | 4 | 8 | 5 | $\stackrel{2}{2}$ | 4 | 3 |
| JoDaviess | 80 | 42 | 23 | 12 | 10 | 5 | 8 | 3 | 3 |
| Johnson. | 58 | 28 | 19 | 2 | 5 | 3 | 1 |  |  |
| Kane.- | 179 | 110 | 98 | 73 | 41 | 40 | 31 | 23 | 26 |
| Kankakee. | 125 | 45 | 40 | 36 |  |  | 11 | 12 | 9 |
| Kendall. | 42 | 27 | 19 | 5 | 8 | 1 |  | 1 | 2 |
| Knox-- | 142 | 89 | 42 | 29 | 51 | 19 | 116 | 12 | $\stackrel{1}{15}$ |
| Lakalle. | 160 | $\begin{array}{r}94 \\ 125 \\ \hline\end{array}$ | 72 | 82 | 58 53 | 50 40 | ${ }_{33}^{16}$ | 11 | 19 |
|  |  |  |  |  |  |  |  |  |  |

SERVICE IN SAME DISTRICT—1929.

| 10 years. | 11 years. | 12 years. | 13 years. | 14 years. | 15 years. | 16 years. | 17 years. | 18 years. | 19 years. | 20 <br> years or more. | Total. |
| :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: |
| 11 | 12 | 13 | 14 | 15 | 16 | 17 | 18 | 19 | 20 | 21 | 22 |
| 1,272 | 1,014 | 705 | 467 | 524 | 617 | 529 | 470 | 419 | 385 | 5,419 | 47,046 |
| 7 | 11 | 5 | 3 | 6 | 3 | 4 | 4 | 7 | 2 | 33 | 456 |
| 1 | 4 | 1 | 1 | 1 | 3 | 2 |  | 1 | 2 | 17 | 194 |
|  |  |  | 2 | 1 |  |  |  | 1 | 1 | 1 | 158 |
| 1 | 3 |  | 2 | 1 |  | 1 | 1 | 2 | 1 | 4 | 136 |
| 7 | 7 | 1 |  | 1 | 1 |  | 5 | 2 | 2 | 10 | 415 |
|  | 1 | 1 |  |  |  |  |  | 1 |  |  | 53 |
| 1 | 2 | 1 | 2 | 1 |  |  |  | 1 | 1 | 4 | 217 |
| 10 | 5 |  | 1 | 1 | 2 |  | 1 | 2 |  | 5 | 171 |
| 5 | 8 | 2 | 2 |  | 3 | 3 | 4 | 4 | 5 | 12 | 584 |
| 8 | 6 | 2 | 4 | 2 | 2 | 3 | 3 |  | 1 | 12 | 374 |
| 3 | 1 |  |  |  |  |  |  |  | 1 | 3 | 199 |
| 5 | 2 | 1 |  |  | 2 | -------- | 3 | 1 |  |  | 168 |
| 1 | 2 |  |  |  | 1 |  |  | 1 |  | 4 | 131 |
| 6 | 4 |  | 5 | 1 | 5 |  | 2 | 1 | 1 | 11 | 294 |
| 722 | 610 | 477 | 250 | 326 | 414 | 375 | 311 | 251 | 248 | 4,044 | 16,453 |
| 1 | 2 | 1 |  | 3 |  | 2 |  |  | 1 | - 1 | 218 |
|  |  | 1 |  |  |  |  | 1 |  | 2 | 2 | 130 |
| 12 | 6 | 2 | 4 | 7 | 4 | 1 | 3 | 2 | 2 | 11 | 383 |
| 1 | 4 | 1 |  | 1 | 2 | 1 | 1 |  | 1 | 8 | 209 |
| 1 | 1 | 1 | 2 |  |  |  |  | 1 | 1 | 1 | 228 |
| 7 | 5 | 1 | 1 | 1 |  | 2 | 1 | 4 | 3 | 7 | 616 |
| 4 | 3 | 2 | 1 | 2 | 5 | 2 |  |  |  | 12 | 272 |
| 1 | 3 | 3 |  | 1 | -------- | --..---- |  |  |  | 4 | 88 |
|  |  |  |  |  |  |  |  |  |  |  |  |
| 2 | 1 |  |  |  | 1 |  |  |  | 1 | 2 | 232 |
| 4 | 2 |  |  |  | 1 |  |  |  |  | 2 | 205 |
| 7 |  |  |  | 1 | 1 |  |  |  |  |  | 510 |
| 5 | 5 | 2 | 2 | 2 | 3 |  | 2 | 2 | 1 | 17 | 437 |
|  | 2 |  |  |  |  | 1 | 1 | ----.--- | 1 | 1 | 106 |
| 5 | 2 | 2 | 2 |  | 1 | 2 |  | 2 |  | 4 | 208 |
|  | 1 |  | 1 | 1 |  | -- | 2 | -------- |  | 6 | 177 |
| 7 | 2 |  | 3 | 1 | 1 | 1 | $2-$ |  |  | 7 | 330 |
|  |  |  |  |  |  |  |  |  |  |  | 56 |
|  |  |  |  |  |  |  | 1 |  |  | 1 | 112 |
| 3 | 3 | 5 | --- | 2 | 2 | 2 | 4 |  | 2 | 30 | 420 |
| 2 | 2 | 1 | 1 | 1 | 2 | 2 |  | 1 | - | 9 | 404 |
| 5 | 6 | 1 | 2 | 1 | 1 | 1 | 3 |  | 2 | 12 | 319 |
| 1 |  |  |  | 1 |  |  |  |  |  | 1 | 147 |
| 10 | 3 | 1 | 2 | 1 | 2 | 3 | 2 | 2 | 2 | 9 | 286 |
|  |  |  |  |  |  |  |  |  |  | 3 | 113 |
| 3 | 3 | 1 | 1 | 1 | 2 |  |  |  |  | 5 | 202 |
| 1 | 1 |  |  |  |  |  |  |  |  |  | 118 |
| 14 | 14 | 10 | 7 | 5 | 6 | 10 | 6 | 11 | 7 | 75 | 786 |
| 7 | 4 | 2 |  | 5 | 5 |  | 1 | 4 | 2 | 13 | 353 |
| 1 | 1 |  |  |  |  |  |  |  |  | 1 | 108 |
| 9 | 2 | 5 |  | 2 | 3 |  | 1 | 3 | 1 | 20 | 428 |
| 19 | 16 | 5 | 8 | 4 | 7 | 3 | 6 | 5 | 3 | 26 | 682 |
| 14 | 17 | 1 | 9 | 3 | 8 | 9 | 2 | 5 | 10 | 57 | 776 |
|  |  |  |  |  |  |  |  |  |  |  |  |

TABLE 8-

| Counties | 1 year. | 2 years. | 3 years. | 4 years. | 5 years. | 6 years. | 7 years. | 3 years. | 9 years. |
| :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: |
| 1 | 2 | 3 | 4 | 5 | 6 | 7 | 8 | 9 | 10 |
| Lawrence... | 77 | 34 | 24 | 14 | 10 | 13 | 3 | 3 | 6 |
| Lee......... | 89 | 63 | 34 | 31 | 17 | 3 | 13 | 17 | 7 |
| Livingston. | 146 | 83 | 69 | 35 | 23 | 16 | 8 | 15 | 10 |
| Logan | 98 | 47 | 33 | 25 | 18 | 6 | 6 | 7 | 7 |
| McDonough | 93 | 77 | 45 | 20 | 12 | 10 | 3 | 5 | 4 |
| McHenry . | 95 | 63 | 39 | 28 | 17 | 23 | 20 | 8 | 7 |
| McLean. | 175 | 142 | 85 | 52 | 42 | 17 | 23 | 22 | 13 |
| Macon. | 134 | 64 | 68 | 56 | 49 | 32 | 18 | 28 | 14 |
| Macoupin | 167 | 87 | 63 | 43 | 27 | 19 | 16 | 25 | 16 |
| Madison.- | 194 | 138 | 87 | 49 | 59 | 34 | 34 | 31 | 19 |
| Marion | 115 | 70 | 43 | 24 | 14 | 12 | 10 | 10 | 1 |
| Marshall. | 61 | 42 | 13 | 5 | 7 | 6 | 3 | 4 | 3 |
| Mason. | 62 | 46 | 18 | 13 | 11 | 10 | 4 | 4 |  |
| Massac | 45 | 21 | 10 | 9 | 8 | 5 | 4 | 3 6 | ${ }_{3}^{2}$ |
| Menard. | 49 | 19 | 11 | 11 | 8 | 6 | 2 | 6 | 3 |
| Mercer | 78 | 46 | 29 | 13 | 9 | 7 | 6 | 5 | 1 |
| Monroe... | 27 | 20 | 14 | 7 | 12 | 3 | 2 | 1 | 2 |
| Montgomery | 127 | 52 | 42 | 27 | 25 | 12 | 13 | 6 | 4 |
| Morgan. | 76 | 52 | 37 | 24 | 15 | 8 | 9 | 6 | 5 |
| Moultrie. | 65 | 31 | 20 | 13 | 3 | 6 | 2 | 3 | 3 |
| Ogle | 133 | 65 | 31 | 14 | 14 | 7 | 12 | 3 | 6 |
| Peoria | 160 | 93 | 69 | 55 | 52 | 33 | 29 | 25 | 29 |
| Perry | 78 | 35 | 20 | 8 | 12 | 6 | 2 | 5 | 2 |
| Piatt. | 82 | 53 | 27 | 12 | 14 | 10 | 1 |  |  |
| Pike.- | 129 | 82 | 38 | 20 | 20 | 5 | 5 | 6 |  |
| Pope-- | 60 | 8 | 4 | 2 |  |  | 1 |  |  |
| Pulaski | 42 | 25 | 16 | 9 | 7 | 7 | 3 | 2 | 2 |
| Putnam | 26 | 15 | 13 | 5 |  | 1 | 1 | 1 | 1 |
| Randolph | 86 | 47 | 28 | 24 | 8 | 4 | 5 | 1 | 6 |
| Richland. | 67 | 30 | 13 | 11 | 5 | 2 | 2 | 4 | 1 |
| Rock Island. | 118 | 92 | 71 | 43 | 26 | 16 | 32 | 23 | 31 |
| St. Clair. | 136 | 116 | 109 | 76 | 55 | 33 | 41 | 40 | 30 |
| Saline.. | 105 | 72 | 31 | 23 | 10 | 14 | 8 | 5 |  |
| Sangamon. | 169 | 110 | 80 | 65 | 62 | 37 | 28 | 23 | 32 |
| Schuyler. | 70 | 24 | 15 | 8 |  | 2 | 5 | 2 | 1 |
| Scott | 44 | 27 | 10 | 6 | 5 |  |  |  | 2 |
| Shelby | 120 | 75 | 25 | 12 | 11 |  | 3 | 8 |  |
| Stark | 53 | 26 | 20 | 9 | 7 | 3 | 1 | 2 | 2 |
| Stephenson. | 104 | 54 | 31 | 16 | 20 | 7 | 9 | 6 4 | 5 |
| Tazewell.-. | 98 | 97 | 57 | 42 | 19 | 18 | 16 | 4 | 5 |
| Union | 62 | 35 | 19 | 12 | 5 | 3 | 3 | 5 |  |
| Vermilion. | 231 | 132 | 81 | 84 | 53 | 24 | 23 | 14 | 20 |
| Wabash.. | 40 | 29 | 7 | 4 | 8 | 4 | 4 | 5 | 2 |
| Warren. | 83 | 55 | 27 | 17 | 12 | 8 | 9 | 5 |  |
| Washington.- | 60 | 26 | 11 | 13 | 6 | 7 |  | 2 | 1 |
| Wayne. | 132 | 44 | 12 | 12 | 4 |  | 2 |  |  |
| White-- | 76 | 51 | 15 | 17 | 14 | 6 | 5 | 5 | 6 |
| Whiteside. | 119 | 62 | 40 | 26 | 18 | 5 | 8 | 6 | 7 |
| Will | 147 | 78 | 68 | 43 | 43 | 37 | 32 | 22 | 29 |
| Williamson | 130 | 85 | 52 | 54 | 26 | 17 | 21 | 16 | 9 |
| Winnebago | 150 | 112 | 64 | 38 | 52 | 41 | 26 | 39 | 36 |
| Woodford. | 92 | 57 | 29 | 12 | 10 | 4 | 9 | 3 | 5 |

Concluded.


TABLE 8a－TOTAL TEACHING EXPERIENCE OF TEACHERS

| Counties． | $\begin{aligned} & \dot{\text { Ej }} \\ & \stackrel{\text { Dr }}{\sim} \end{aligned}$ | $\begin{aligned} & \dot{\sim} \\ & \text { n } \\ & \text { § } \\ & \underset{\sim}{\infty} \\ & N \end{aligned}$ |  | $\begin{aligned} & \dot{\sim} \\ & \text { ⿷匚 } \\ & \underset{\sim}{0} \\ & \underset{\sim}{7} \end{aligned}$ |  |  | $\begin{aligned} & \dot{\infty} \\ & \text { ⿷匚 } \\ & \text { © } \\ & \stackrel{1}{\circ} \\ & \sim \end{aligned}$ |  |  |  |  |  |  | $\begin{aligned} & \dot{\infty} \\ & \text { en } \\ & \stackrel{y}{0} \\ & \underset{\sim}{\square} \\ & \hline \end{aligned}$ |  | $\begin{aligned} & \dot{\text { a }} \\ & \text { థ్N } \\ & \stackrel{\rightharpoonup}{\sim} \\ & 0 \end{aligned}$ |
| :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: |
| 1 | 2 | 3 | $\underline{4}$ | 5 | 6 | 7 | 8 | 9 | 10 | 11 | 12 | 13 | 14 | 15 | 16 | 17 |
| Illinois． | 3，628 | 3.562 | 3，346 | 2，871 | 2，527 | 2，159 | 2，032 | 1，676 | 1，433 | 1，245 | 1，094 | 887 | 680 | 655 | 607 | 555 |
| Adams | 49 | 52 | 42 | 36 | 31 | 32 | 20 | 21 | 17 | 13 | 13 | 11 | 6 | 10 | 11 | 8 |
| Alexander | 25 | 17 | 20 | 10 | 10 | 12 | 10 | 7 | 4 | 11 | 6 | 4 | 4 | 1 | 3 | 2 |
| Bond． | 21 | 34 | 23 | 8 | 12 | 5 | 5 | 7 | 3 | 3 | 5 | 4 | 1 | 3 | 4 |  |
| Boone | 18 | 22 | 13 | 8 | 10 | 14 | 11 | 10 | 8 | 4 | 2 | 1 |  | 1 | 1 | 3 |
| Brown | 16 | 11 | 13 | 8 | 3 | 3 | 5 | 7 | 2 | 4 | 6 | 2 | 1 | 3 | 1 | 2 |
| Burea | 55 | 52 | 43 | 38 | 36 | 29 | 25 | 13 | 13 | 28 | 9 | 8 | 1 | 5 | 5 | 7 |
| Calhoun | 3 | 10 | 7 | 5 | 8 | 3 | 5 | 4 |  | 2 |  | 1 | 2 | 1 |  |  |
| Carroll | 33 | 29 | 23 | 17 | 23 | 17 | 14 | 5 | 11 | 1 | 3 | 2 | 2 | 3 | 6 | 2 |
| Cass． | 12 | 21 | 17 | 20 | 9 | 6 | 11 | 3 | 5 | 9 | 6 | 6 | 4 | 2 | 4 | 3 |
| Champaign | 70 | 54 | 49 | 45 | 42 | 37 | 48 | 30 | 21 | 26 | 14 | 15 | 10 | 11 | 11 | 8 |
| Christia | 41 | 45 | 39 | 30 | 23 | 27 | 26 | 22 | 14 | 8 | 7 | 7 | 8 | 12 | 10 | 6 |
| Clark | 18 | 21 | 16 | 14 | 19 | 10 | 16 | 12 | 7 | 10 | 7 | 3 | 4 |  | 1 | 8 |
| Clay | 16 | 15 | 25 | 13 | 16 | 3 | 10 | 5 | 6 | 6 | 6 | 4 |  | 2 | 6 | 3 |
| Clinton | 27 | 15 | 14 | 14 | 7 | 11 | 7 | 5 | 6 | 5 | 4 | 2 | 2 |  | 2 |  |
| Coles． | 45 | 30 | 24 | 20 | 15 | 14 | 8 | 12 | 10 | 5 | 19 | 20 | 8 | 6 | 8 | 6 |
| Cook | 35 | 160 | 328 | 342 | 368 | 387 | 332 | 246 | 169 | 158 | 142 | 124 | 95 | 60 | 46 | 37 |
| Crawford | 24 | 22 | 27 | 16 | 19 | 13 | 19 | 7 | 10 | 9 | 4 | 7 | 7 | 4 | 2 | 3 |
| Cumberland | 35 | 15 | 8 | 8 | 6 |  | 10 | 12 | 10 | 8 |  | 1 |  |  | 5 | 3 |
| DeKalb | 49 | 40 | 34 | 29 | 34 | 27 | 19 | 22 | 12 | 10 | 11 | 12 | 7 | 4 | 5 | 4 |
| DeWitt． | 17 | 28 | 24 | 13 | 14 | 18 | 10 | 12 | 9 | 7 | 6 | 3 | 2 | 1 | 4 | 2 |
| Douglas | 38 | 28 | 24 | 18 | 12 | 23 | 19 | 13 | 11 | 6 | 3 | 7 |  | 2 | 5 | 2 |
| DuPage | 45 | 52 | 51 | 56 | 62 | 64 | 46 | 32 | 37 | 23 | 19 | 17 | 23 | 14 | 8 | 13 |
| Edgar | 28 | 20 | 15 | 12 | 20 | 20 | 19 | 18 | 18 | 7 | 16 | 10 | 7 | 5 | 4 | 3 |
| Edwards | 12 | 12 | 13 | 7 | 5 | 4 | 3 | 2 | 2 | 2 | 3 | 2 | 1 | 2 | 2 | 2 |
| Effingham． | 22 | 19 | 16 | 17 | 9 | 15 | 4 | 7 | 12 | 5 | 4 | 4 |  | 2 | 3 | 3 |
| Fayett | 36 | 37 | 19 | 25 | 9 | 8 | 9 | 6 | 7 | 10 | 8 | 2 | 5 | 7 | 7 | 5 |
| Ford | 28 | 29 | 28 | 28 | 16 | 6 | 11 | 6 | 7 | 6 | 8 | 5 | 1 | 3 | 4 | 3 |
| Franklin | 58 | 44 | 44 | 46 | 30 | 39 | 36 | 27 | 33 | 30 | 14 | 15 | 11 | 6 | 15 | 10 |
| Fulton | 55 | 85 | 32 | 35 | 13 | 15 | 15 | 23 | 24 | 29 | 14 | 15 | 6 | 6 | 6 | 4 |
| Gallatin | 16 | 13 | 13 | 12 | 4 |  | 1 | 6 | 3 | 6 | 1 | 2 |  | 3 | 5 | 2 |
| Greene | 25 | 20 | 31 | 20 | 15 | 16 | 10 | 6 | 3 | 3 | 13 | 10 | 5 | 3 | 4 | 4 |
| Grundy | 23 | 16 | 18 | 20 | 16 | 11 | 14 | 12 | 10 | 4 | 3 | 3 | 2 | 4 | 4 | 2 |
| Hamılton | 16 | 20 | 17 | 8 | 15 | 8 | 5 | 8 | 7 | 3 | 2 | 4 | 3 | 5 | 2 | 2 |
| Hancock | 63 | 32 | 35 | 30 | 20 | 18 | 13 | 20 | 7 | 9 | 3 | 8 | 4 | 5 | 8 | 3 |
| Hardin． | 6 | 4 | 8 | 5 | 2 | 1 | 5 | 2 | 2 | 3 | 4 | 3 | 4 | 1 | 1 | 2 |
| Henders | 24 | 16 | 13 | 9 | 9 | 4 | 5 | 7 | 2 | 3 | 5 | 2 | 2 |  | 1 | 1 |
| Henry | 54 | 59 | 51 | 29 | 37 | 28 | 17 | 19 | 9 | 13 | 5 | 4 | 3 | 9 | 1. | 4 |
| Iroquois | 49 | 37 | 49 | 42 | 25 | 31 | 36 | 27 | 13 | 16 | 6 | 7 | 6 | 5 | 6 | 6 |
| Jackson | 32 | 42 | 50 | 33 | 17 | 16 | 21 | 8 | 9 | 14 | 11 | 6 | 5 | 6 | 3 | 3 |
| Jasper－－ | 25 | 10 | 14 | 18 | 16 | 8 | 10 | 6 | 8 | 7 | 4 |  | 3 |  | 1 | 3 |
| Jefferso | 29 | 36 | 30 | 22 | 14 | 12 | 15 | 11 | 14 | 9 | 9 | 14 | 2 | 6 | 5 | 7 |
| Jersey | 21 | 13 | 6 | 11 | 8 | 10 | 4 | 3 | 7 | 1. | 1 | 2 | 4 | 2 | 1 | 3 |
| JoDaviess | 33 | 23 | 23 | 22 | 15 | 12 | 13 | 13 | 9 | 3 | 5 | 4 | 1 | 2 | 3 | 2 |
| Johnson | 26 | 16 | 8 | 12 | 7 | 4 | 8. | 2 | 5 | 5 | 2 | 3 | 1 | 2 | 2 | 1 |
| Kane． | 71 | 43 | 68 | 55 | 55 | 54 | 45 | 45 | 26 | 39 | 36 | 26 | 19 | 13 | 10 | 21 |
| Kankakee | 33 | 24 | 26 | 40 | 29 | 29 | 19 | 26 | 12 | 9 | 11 | 10 | 3 | 6 | 7 | 7 |
| Kendall | 15 | 21 | 14 | 7 | 14 | 4 | 5 | 7 | 2 | 6 | 2 | 3 |  |  | 1 | 1 |
| Knox． | 87 | 68 | 49 | 31 | 24 | 18 | 13 | 12 | 12 | 11 | 10 | 9 | 6 | 6 | 4 | 7 |
| Lake | 58 | 48 | 45 | 48 | 46 | 48 | 50 | 36 | 39 | 32 | 32 | 27 | 19 | 18 | 18 | 15 |
| LaSalle． | 77 | 89 | 87 | 82 | 42 | 39 | 37 | 32 | 27 | 32 | 24 | 15 | 17 | 22 | 12 | 11 |

EMPLOYED AT CLOSE OF SCHOOL YEAR-1929.


TABLE 8a－

| Counties． |  | 完 |  | $\dot{2}$ $\stackrel{2}{2}$ $\dot{5}$ $\sim$ |  |  | $\dot{0}$ $\stackrel{0}{0}$ $\stackrel{y}{2}$ $\sim$ | ¢ ¢ ¢ ¢ － | $\dot{\omega}$ ¢ D ¢ |  |  |  | n ¢ ¢ $\sim$ $\sim$ $\cdots$ |  | ¢ ¢ ¢ ¢ O－1 $\cdots-1$ | $\begin{aligned} & \dot{2} \\ & \text { ⿷匚 } \\ & \text { స్ } \\ & \underset{\sim}{2} \end{aligned}$ |
| :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: |
| 1 | 2 | 3 | 4 | 5 | 6 | 7 | 8 | 9 | 10 | 11 | 12 | 13 | 14 | 15 | 16 | 17 |
| Lawrence． | 18 | 27 | 25 | 20 | 18 | 9 | 14 | 3 | 12 | 10 | 12 | 3 |  | 5 | 5 | 2 |
| Lee | 39 | 34 | 39 | 27 | 17 | 16 | 16 | 17 | 14 | 12 | 10 | 10 | 8 | 7 | 3 | 4 |
| Livingston | 60 | 65 | 55 | 34 | 35 | 26 | 24 | 18 | 17 | 20 | 12 | 7 | 5 | 8 | 4 | 2 |
| Logan． | 37 | 39 | 27 | 21 | 20 | 18 | 13 | 12 | 9 | 16 | 7 | 4 | 5 | 7 | 7 | 4 |
| McDonougn | 39 | 42 | 33 | 24 | 17 | 16 | 18 | 6 | 9 | 12 | 12 | 5 | 5 | 6 | 3 | 5 |
| McHenry | 35 | 42 | 34 | 35 | 24 | 21 | 26 | 13 | 6 | 8 | 8 | 8 | 7 | 6 | 4 | 9 |
| McLean | 56 | 75 | 59 | 65 | 57 | 39 | 30 | 34 | 33 | 21 | 23 | 16 | 9 | 12 | 14 | 5 |
| Macon． | 53 | 48 | 40 | 33 | 36 | 21 | 31 | 27 | 29 | 14 | 16 | 23 | 17 | 11 | 11 | 12 |
| Macoupin | 68 | 60 | 70 | 51 | 30 | 32 | 33 | 27 | 16 | 13 | 15 | 8 | 8 | 9 | 6 | 6 |
| Madison | 51 | 71 | 70 | 65 | 76 | 42 | 50 | 41 | 39 | 30 | 29 | 16 | 20 | 20 | 21 | 17 |
| Marion | 30 | 30 | 30 | 18 | 27 | 18 | 27 | 17 | 9 | 10 | 18 | 6 | 9 | 6 | 7 | 4 |
| Marsnall | 20 | 29 | 21 | 9 | 13 | 12 | 6 | 12 | 2 | 7 | 2 | 1 | 3 |  | 2 | 2 |
| Mason． | 16 | 19 | 23 | 17 | 21 | 14 | 7 | 10 | 4 | 4 | 3 | 5 | 2 | 3 | 2 | 2 |
| Massac | 11 | 15 | 17 | 15 | 12 | 13 | 9 | 4 | 7 | 2 | 3 | 1 | 2 | 1 | 1 | 4 |
| Menard | 10 | 13 | 12 | 6 | 8 | 12 | 5 | 6 | 9 | 6 | 2 | 3 | 2 | 8 | 3 | 2 |
| Mercer | 32 | 24 | 14 | 22 | 17 | 13 | 11 | 9 | 14 | 10 | 4 | 2 | 1 |  | 7 | 8 |
| Monroe． | 11 | 12 | 13 | 5 | 10 | 5 | 3 | 5 | 5 | 3 | 2 | 4 | 2 |  | 3 | 1 |
| Montgomery | 46 | 32 | 41 | 33 | 43 | 21 | 20 | 17 | 12 | 14 | 6 | 7 | 6 | 8 | 5 | 3 |
| Morgan | 20 | 21 | 20 | 18 | 18 | 19 | 18 | 18 | 16 | 11 | 12 | 8 | 9 | 6 | 9 | 3 |
| Moultrie | 29 | 21 | 19 | 15 | 16 | 7 | 5 | 3 | 7 | 3 | 5 | 1 | 2 |  |  | 1 |
| Ogle | 47 | 58 | 40 | 35 | 22 | 13 | 15 | 10 | 8 | 6 | 3 | 11 | 2 | 2 |  | 2 |
| Peoria | 160 | 93 | 69 | 55 | 52 | 33 | 29 | 25 | 29 | 13 | 12 | 5 | 4 | 15 | 10 | 13 |
| Perry | 33 | 21 | 21 | 21 | 12 | 6 | 7 | 5 | 6 | 8 | 2 | 9 | 2 | 2 | 2 | 1 |
| Piatt | 33 | 28 | 23 | 15 | 15 | 12 | 20 | 11 | 5 | 7 | 6 | 3 |  | 4 | 7 | 8 |
| Pike． | 44 | 41 | 38 | 22 | 25 | 27 | 13 | 13 | 21 | 14 | 8 | 4 | 3 | 9 | 3 | 1 |
| Pope | 9 | 7 | 5 | 10 | 5 | 9 | 3 | 2 | 4 | 4 |  | ， |  | 4 | 1 |  |
| Pulaski | 20 | 13 | 10 | 14 | 6 | 10 | 2 | 5 | 6 | 6 | 5 | 2 | 1 | 2 |  | 2 |
| Putnam | 12 | 11 | 6 | 8 | 5 | 4 | 2 | 2 | 4 | 1 | 3 | 2 |  | 1 | 2 | 1 |
| Randolph | 26 | 28 | 16 | 22 | 9 | 18 | 9 | 16 | 9 | 9 | 8 | 4 | 6 | 5 | 5 | 6 |
| Richland． | 21 | 15 | 18 | 20 | 13 | 11 | 7 | 7 | ， | 2 | 3 | 3 | 2 | 1 | 5 | －－－ |
| Rock Island | 55 | 50 | 52 | 36 | 33 | 23 | 27 | 25 | 31 | 20 | 23 | 15 | 16 | 12 | 14 | 15 |
| St．Clair | 55 | 90 | 84 | 83 | 51 | 40 | 45 | 46 | 50 | 22 | 37 | 22 | 22 | 23 | 16 | 16 |
| Saline． | 36 | 34 | 37 | 25 | 18 | 18 | 10 | 20 | 6 | 7 | 9 | 10 | 2 | 9 | 5 | 4 |
| Sangamon | 59 | 67 | 57 | 47 | 34 | 28 | 46 | 29 | 31 | 34 | 22 | 29 | 20 | 28 | 25 | 18 |
| Schuyler． | 21 | 15 | 20 | 10 | 14 | 7 | 11 | 5 | 7 | 1 | 5 | 4 | 1 | 2 | 3 | 4 |
| Scott | 17 | 13 | 13 | 11 | 4 | 4 | 4 | 4 | 5 | 5 | 2 | 1 |  | 3 | 1 | 2 |
| Shelby | 36 | 36 | 38 | 22 | 15 | 13 | 12 | 10 | 8 | 6 | 8 | 9 | 9 | 6 | 2 | 9 |
| Stark | 17 | 9 | 16 | 10 | 13 | 8 | 12 | 9 | 6 | 7 | 1 | 6 | 2 | 1 | 1 | 2 |
| Stephenson | 26 | 22 | 24 | 21 | 22 | 16 | 15 | 16 | 14 | 7 | 14 | 10 | 12 | 8 | 3 | 4 |
| Tazewcll．－ | 35 | 43 | 53 | 50 | 28 | 24 | 27 | 17 | 11 | 15 | 10 | 9 | 6 | 6 | 9 | 5 |
| Union | 27 | 25 | 15 | 9 | 8 | 7 | 8 | 11 | 8 | 2 | 6 | 4 | 3 | 2 | 3 | 1 |
| Vermilio | 106 | 86 | 61 | 60 | 57 | 38 | 49 | 32 | 32 | 33 | 22 | 21 | 21 | 15 | 10 | 20 |
| Wabash | 12 | 11 | 12 | 9 | 12 | 10 | 5 | 5 | 5 |  | 7 | 2 | 4 | 2 | 3 | 5 |
| Warren | 42 | 32 | 19 | 17 | 17 | 18 | 16 | 8 | 11 | 5 | 2 | 1 | 4 | 2 | 5 | 3 |
| Washington．－ | 19 | 18 | 13 | 12 | 9 | 8 | 5 | 5 | 3 | 11 | 1 | 3 | 5 |  | 1 | 1 |
| Wayne | 17 | 16 | 22 | 15 | 23 | 11 | 13 | 10 | 11 | 9 | 14 | 3 | 5 | 2 | 6 | 9 |
| White | 23 | 23 | 20 | 21 | 15 | 10 | 13 | 7 | 7 | 3 | 9 | 11 | 7 | 5 | 6 | 4 |
| Whiteside | 32 | 43 | 41 | 34 | 25 | 12 | 24 | 13 | 9 | 7 | 9 | 10 | 5 | 6 | 5 | 4 |
| Will | 55 | 40 | 47 | 37 | 42 | 37 | 28 | 39 | 31 | 30 | 31 | 23 | 17 | 17 | 15 | 13 |
| Williamson | 54 | 79 | 41 | 20 | 29 | 20 | 21 | 25 | 21 | 11 | 25 | 9 | 7 | 15 | 15 | 12 |
| Winnebago | 42 | 76 | 33 | 46 | 50 | 43 | 34 | 36 | 48 | 37 | 36 | 21 | 28 | 28 | 17 | 14 |
| Woodford． | 42 | 31 | 31 | 27 | 12 | 16 | 15 | 7 | 7 | 4 | 2 | 3 | 5 |  | 2 | 3 |

Concluded


TABLE 9-NUMBER OF ELEMEN TARY SCHOOL TEACHERS

| Counties. | Under $\$ 200$. |  | $\begin{aligned} & \$ 200 \text { to } \\ & \$ 299 \text {. } \end{aligned}$ |  | $\begin{aligned} & \$ 300 \text { to } \\ & \$ 399 . \end{aligned}$ |  | $\$ 100 \text { to }$ |  | $\begin{aligned} & \$ 500 \text { to } \\ & \$ 599 . \end{aligned}$ |  | $\$ 600 \text { to }$$\$ 699 .$ |  | $\begin{aligned} & \$ 700 \text { to } \\ & \$ 799 . \end{aligned}$ |  |
| :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: |
|  | M | W | M | W | M | W | M | W | M | W | M | W | M | W |
| ! | 2 | 3 | 4 | 5 | 6 | 7 | 8 | 9 | 10 | 11 | 12 | 13 | 14 | 15 |
| IllinoisAdams----------------------AlexanderBondBoone------Brown | 9 | 21 | 14 | 24 | 11 | 40 | 62 | 218 | 324 | 986 | 361 | 1,462 | 491 | 2,191 |
|  | -- | 1 | --- |  | ----- | ----- | 3 | 3 | 4 | r | 8 | 3818 | 632 | 5222 |
|  |  |  |  |  | ------ |  |  | 3 | 1 |  |  |  |  |  |
|  |  |  | --- | - |  |  |  | 1 | 1 | 2 | 21 | 6 | 39 | 2 | 6 |
|  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |
|  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |
|  |  |  |  |  |  |  |  |  |  | 1 | 1 | 10 | 1 | 34 |  |
|  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |
|  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |
|  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |
|  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |
| Christian_-_-.-.- |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |
| Clark... |  |  |  |  | - | - | 1 | 9 | 6 | 22 | 10 | 14 | 13 | 21 |  |
|  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |
| Clinton |  |  |  | 2 | - | - | 2 | 12 | 3 | 21 | 3 | 24 | 2 | 3 |  |
|  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |
|  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |
|  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |
|  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |
| DeKalb. |  |  | 1 | 1 |  |  |  | 1 | 1 | 8 | 1 | 2 | 1 | 2 |  |
|  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |
|  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |
| DuPage. |  |  |  |  |  |  |  | - | 1 | 2 | - | 2 |  | 6 |  |
| Edgar--- |  |  |  |  |  |  |  |  |  | 2 |  | 10 | 2 | 29 |  |
| Edwards.. |  |  |  |  |  | 1 | 1 | 6 | 7 | 15 | 3 | 12 | 2 | 2 |  |
|  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |
| Fayette |  |  |  |  |  |  |  | 3 | 4 | 44 | 11 | 35 | 30 | 30 |  |
| Ford. |  |  |  |  |  | 2 |  |  |  |  |  | 1 | 2 | 24 |  |
| Franklin |  |  |  |  |  |  |  | 1 | 2 | 9 | 9 | 15 | 13 | 75 |  |
| Fulton. |  | 1 |  | 1 | - | 1 |  | 1 | 3 | 6 | 5 | 28 | 3 | 66 |  |
| Gallatin. |  |  |  |  |  | 2 | 3 |  | 7 | 22 | 7 | 14 | 8 | 7 |  |
|  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |
|  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |
| Hamilton. |  |  |  |  |  | 6 | 11 | 14 | 23 | 9 | 10 | 8 | 10 | 7 |  |
| Hancock |  |  |  |  |  | 1 |  |  |  | 1 | 2 | 43 | 10 | 41 |  |
|  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |
| Henderson. |  |  |  |  |  |  |  |  |  | 1 | 1 | 5 |  | 17 |  |
|  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |
| Iroquois |  |  |  | 1 |  |  |  |  |  | 2 | 1 | 12 | 3 | 36 |  |
|  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |
|  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |
| Jefferson |  |  |  |  |  | 2 | 2 | 13 | 22 | 41 | 17 | 21 | 15 | 24 |  |
| Jersey |  |  |  |  |  |  |  |  | 4 | 16 | 3 | 24 | 3 | 7 |  |
| JoDaviess. |  |  |  |  |  |  |  | 2 |  | 1 | 1 | 23 | 1 | 21 |  |
| Johnson. |  |  |  |  |  |  |  | 5 | 2 | 21 | 8 | 12 | 12 | 10 |  |
| Kane.- |  |  | 3 | 4 | 1 | 2 |  |  | 1 | 2 |  |  |  | 3 |  |
| Kankakec. |  |  |  |  |  | 1 |  |  | 1 | 1 |  | 16 | 4 | 21 |  |
| Kendal! |  |  |  |  |  |  |  |  |  |  |  | 1 |  | 2 |  |
| Knox |  |  |  | 2 |  | 1 |  | 5 |  |  |  | 10 | 1 | 24 |  |
| Lake |  |  |  |  |  |  |  |  |  | 1 |  | ${ }^{3}$ |  |  |  |
| LaSalle |  |  |  |  |  |  |  |  | 1 |  |  | 18 | 2 | 42 |  |

RECEIVING LESS THAN $\$ 1700$ PER ANNUM-1929.


TABEE 9-


Concluded.


TABLE 10-NUMBER OF ELEMENTARY SCHOOL TEACHERS RECEIVING $\$ 1700$ OR MORE PER ANNUM-1929


TABLE 10-Concluded.

| Counties. | $\left.\begin{array}{\|c\|} \hline \$ 1,700 \text { to } \\ \$ 1,709 . \end{array} \right\rvert\,$ |  | $\left\|\begin{array}{\|c} \$ 1,800 \\ \$ 1,899 \\ \text { to } \end{array}\right\|$ |  | $\begin{aligned} & \$ 1,900 \text { to } \\ & \$ 1,999 . \end{aligned}$ |  | $\$ 2,000 \text { to }$ |  | $\begin{gathered} \$ 2,500 \text { to } \\ \$ 2,999 . \end{gathered}$ |  | $\begin{aligned} & \$ 3,000 \text { and } \\ & \text { more. } \end{aligned}$ |  | Total number of elementary school teachers. |  |  |
| :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: |
|  | M | W | M | W | M | W | M | W | M | W | M | W | M | W | T |
| 1 | 2 | 3 | 4 | 5 | 6 | 7 | 8 | 9 | 10 | 11 | 12 | 13 | 14 | 15 | 16 |
| Lawrence . |  |  |  |  |  |  | 1 |  |  |  | 1 |  | 46 | 101 | 147 |
| Lee.----- |  |  |  |  |  |  |  |  |  |  |  |  | 7 | 222 | 229 |
| Livingston. |  |  |  |  |  |  | 1 | 1 | 1 |  |  |  | 31 | 310 | 341 |
| McDonough. |  |  |  |  | 1 |  |  |  |  |  |  |  | 24 | 186 | 207 |
| McHenry | 1 |  |  |  |  |  | 1 |  |  |  |  |  | 27 | 210 | 37 |
| McLean. |  | 2 | 1 | 4 |  | 2 | $1 \text { ] }$ | 3 |  | 1 |  |  | 27 | 452 | 479 |
| Macon. | 3 | 16 | 5 |  | 4 |  | 5 | 13 |  | 1 |  | 1 | 50 | 399 | 449 |
| Macoupin | 1 |  |  |  |  |  | 3 |  |  |  |  |  | 49 | 329 | 378 |
| Madison.- | 4 | 12 | 5 | 2 |  |  | 10 | 3 |  |  |  |  | 60 | 588 | 648 |
| Marion |  |  |  |  |  |  |  |  |  |  | 1 |  | 47 | 204 | 251 |
| Marsuall |  |  |  |  |  |  | 1 |  |  |  |  |  | 11 | 108 | 119 |
| Mason--- |  |  | 1 |  |  |  |  |  |  |  |  |  | 16 | 122 | 138 |
| Massac |  |  |  |  |  |  |  |  |  |  | 1 |  | 19 | 71 | $\stackrel{1}{0}$ |
| Menard. |  |  |  |  |  |  |  |  |  |  |  |  |  | 76 | 91 |
| Mercer. |  |  |  |  |  |  |  |  |  |  |  |  | 13 | 141 | 154 |
| Monroe... |  | - |  |  |  |  |  |  |  |  |  |  | 22 | 54 | 76 |
| Montgomery |  |  |  | 2 |  |  | 1 |  | 1 |  | 1 |  | 47 | 223 | 270 |
| Morgan.-- |  |  |  |  |  |  |  | 1 |  |  |  |  | 15 | 185 | 200 |
| Moultrie |  |  | 1 |  |  |  |  |  |  |  |  |  | 23 | 92 | 115 |
| Ogle.. |  |  |  |  |  |  |  |  |  |  |  |  | 22 | 210 | 232 |
| Peoria | -- |  | 1 | 2 |  | 2 | 5 | 5 | 18 | 5 |  |  | 47 | 529 | 576 |
| Pcrry |  |  |  |  |  |  |  |  |  |  |  |  | 27 | 127 | 154 |
| Piatt |  |  |  | --- |  |  |  |  | 1 |  |  |  | 25 | 129 | 154 |
| Pike. |  |  |  |  |  |  |  |  |  |  |  |  | 59 | 171 | 233 |
| Pope |  |  |  |  |  |  |  |  |  |  |  |  | 23 | 47 | 70 |
| Pulaski. |  |  |  |  |  |  |  |  | 3 |  |  |  | 23 | 72 | 95 |
| Putnam |  |  | 1 |  |  |  |  |  |  |  |  |  | 6 | 42 | 48 |
| Randolph |  |  |  |  |  |  |  |  |  |  | 1 |  | 24 | 154 | 178 |
| Richland |  |  |  | 1 |  |  |  |  | 2 |  |  |  | 37 | 81 | 118 |
| Rock Island. |  |  |  |  | 3 |  | 5 | 15 | 4 |  |  |  | 32 | 439 | 471 |
| St. Clair-- | 3 | 12 | 1 | 12 |  | 24 | 11 | 71 |  | 6 | 15 | 2 | 105 | 623 | 728 |
| Saline.--- |  |  |  |  |  |  |  |  |  |  |  |  | 77 | 158 | 235 |
| Sangamon.- | 1 |  |  |  |  |  | 2 |  | 17 | 6 |  |  | 73 | 517 | 590 |
| Schuyler. |  |  |  |  |  |  |  |  |  |  |  |  | 22 | 97 | 119 |
| Scott |  |  | 1 |  |  |  |  |  |  |  |  |  | 11 | 62 |  |
| Shelby. |  |  |  |  |  |  |  |  |  |  |  |  | 65 | 157 | 222 |
| Stark. |  |  |  |  |  |  | 1 |  |  |  |  |  | 8 | 90 | 98 |
| Stephenson |  |  |  |  |  |  | 1 |  | 1 |  |  |  |  | 207 | 230 |
| Tazewell | 4 | 68 |  |  |  |  | 1 |  |  |  |  |  | 35 | 261 | 296 |
| Union |  |  |  |  |  |  |  |  |  |  |  |  | 58 | 68 |  |
| Vermilion |  |  | 5 | 3 | 2 |  | 4 | 3 | 1 |  |  |  | 57 | 505 | 562 |
| Wabash. |  |  |  |  |  |  |  |  |  |  |  |  | 29 | 54 | 83 |
| Warren |  |  | 1 |  |  |  | 1 |  |  |  |  |  | 13 | 176 | 189 |
| Washington. |  |  |  |  |  |  |  |  |  |  |  |  | 24 | 86 | 110 |
| Wayne |  |  |  |  |  |  |  |  |  |  |  |  | 101 | 89 |  |
| White |  |  |  |  |  |  |  |  |  |  |  |  | 74 | 95 | 159 |
| Whiteside |  |  |  |  |  |  | 2 |  |  |  |  |  | 13 | 253 | 266 |
| Wiil | 3 |  |  | 71 |  |  | $6$ |  |  | 3 |  |  | 40 | 457 | 497 |
| Williamson |  |  |  |  |  |  | ${ }^{3}$ |  |  |  |  |  | 94 | 277 | 371 |
| Winnebago |  | 28 |  | 18 |  |  | 2 |  |  | 13 |  |  | 10 | 472 | 482 |
|  |  |  |  |  |  |  |  |  |  |  |  |  | 11 | 146 | 15 |

TABLE 11-NUMBER OF SECONDARY (HIGH) SCHOOL


TEACHERS RECEIVING LESS THAN $\$ 1,700$ PER ANNUM—1929.


TABLE 11-

| Counties | $\begin{aligned} & \text { Gnder } \\ & \$ 200 . \end{aligned}$ |  | $\begin{aligned} & \$ 200 \text { to } \\ & \$ 299 . \end{aligned}$ |  | $\begin{aligned} & \$ 300 \text { to } \\ & \$ 399 . \end{aligned}$ |  | $\begin{aligned} & \$ 400 \text { to } \\ & \$ 499 . \end{aligned}$ |  | $\begin{aligned} & \$ 000 \text { to } \\ & \$ 599 . \end{aligned}$ |  | $\begin{aligned} & \$ 600 \text { to } \\ & \$ 699 . \end{aligned}$ |  | $\begin{aligned} & \$ 700 \text { to } \\ & \$ 799 . \end{aligned}$ |  | $\begin{aligned} & \$ 800 \text { to } \\ & \$ 899 . \end{aligned}$ |  |
| :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: |
|  | 3 | W | M | W | II | W | M | W | M | W | M | W | M | W | M | W |
| 1 | 2 | 3 | 4 | 5 | 6 | 7 | 8 | 9 | 10 | 11 | 12 | 13 | 14 | 15 | 16 | 17 |
| Lawrence. |  |  |  |  |  |  |  |  |  |  |  |  |  | 1 |  |  |
| Lee |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |
| Livingston |  |  |  |  |  | 1 | 1 |  | 1 |  |  |  |  |  |  |  |
| Logan...- |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |
|  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |
| McHen |  |  |  |  | 1 |  | 1 |  |  |  |  |  |  | 1 | 1 |  |
|  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |
|  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |
|  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |
|  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |
|  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |
|  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |
|  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |
|  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |
|  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |
|  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |
|  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |
|  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |
|  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |
| Ogle... |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |
|  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |
|  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |
|  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |
|  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |
|  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |
|  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |
|  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |
|  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |
|  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |
|  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |
|  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |
|  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |
|  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |
|  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |
|  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |
|  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |
|  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |
| Stephen |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |
|  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |
| Union |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |
| Vermilio |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |
|  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |
| Warren |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |
|  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |
|  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |
| Whit |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |
|  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |
|  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |
| Winnebago |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |
|  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |
|  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |

* DeKalb County has 18 teachers paid by the State not included in this table.

Concluded.


TABLE 12-NUMBER OF SECONDARY (HIGH) SCHOOL TEACHERS RECEIVING $\$ 1,700$ AND MORE PER ANNUM-1929.

| Counties. | $\left\|\begin{array}{c} \$ 1,700 \text { to } \\ \$ 1,799 . \end{array}\right\|$ |  | $\begin{gathered} \$ 1,800 \text { to } \\ \$ 1,899 . \end{gathered}$ |  | $\begin{aligned} & \$ 1,900 \text { to } \\ & \$ 1,999 . \end{aligned}$ |  | $\left\|\begin{array}{c} \$ 2,000 \mathrm{to} \\ \$ 2,499 . \end{array}\right\|$ |  | $\left\lvert\, \begin{gathered} \$ 2,500 \text { to } \\ \$ 2,999 . \end{gathered}\right.$ |  | $\$ 3,000 \text { or }$more. |  | Total secondary (high) school teachers. |  |  | Total elementary and high school teachers. |
| :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: |
|  | M | W | M | W |  | W | M | W | M | W | M | W | M | W | Total. |  |
| 1 | 2 | 3 | 4 | 5 | 6 | 7 | 8 | 9 | 10 | 11 | 12 | 13 | 14 | 15 | 16 | 17 |
| Illinois.-- | 196 | 355 | 428 | 433 | 162 | 205 | 999 | 699 | 757 | 748 | 1,342 | 1,733 | 4,805 | 7,170 | 11,975 | 47,028 |
| Adams <br> Alexander <br> Bond $\qquad$ <br> Boone <br> Brown $\qquad$ $\qquad$ | 4 | 10 | 5 | 2 | 4 | 3 | 15 |  | 3 |  | 2 |  | 47 | 56 | 103 | 456 |
|  |  |  |  |  | 1 |  | 1 |  | 4 |  |  |  | 19 | 28 | 47 | 194 |
|  |  |  | 1 |  |  |  | 3 |  | 2 |  |  |  | 15 | 17 | 32 | 158 |
|  |  | 1 | 1 |  |  |  | 4 |  | 1 |  | 1 |  | 9 | 19 | 28 | 136 |
|  | 1 |  | 1 |  |  |  | 2 |  |  |  |  |  | 7 | 11 | 18 | 95 |
| Bureau. | 1 | 6 | 6 | 4 | 2 |  | 17 | 1 | 6 |  | 7 |  | 56 | 64 | 120 | 415 |
| Calhoun |  |  |  |  |  |  |  |  |  |  |  |  | 5 | 3 | 8 | 53 |
| Carroll |  | 4 | 5 |  | 1 | 2 | 6 |  | 1 |  | 1 |  | 22 | 34 | 56 | 217 |
| Cass---- | 1 |  | 3 |  |  |  | 5 |  | 3 |  | 2 |  | 18 | 24 | 42 | 171 |
| Champaign | 3 | 10 | 6 | 7 | 3 | 10 | 16 | 2 | 9 | 1 | 6 |  | 62 | 94 | 156 | 584 |
| Christian |  | 2 | 5 | 3 | 4 | 3 | 15 | 2 | 6 |  | 2 |  | 41 | 52 | 93 | 374 |
| Clark. | 2 | 9 | 4 |  | 1 |  |  |  | 5 |  | 2 |  | 25 | 29 | 54 | 199 |
| Clay | 1 | 4 |  | 1 |  | 1 | 6 |  | 1 |  | 1 |  | 17 | 15 | 32 | 168 |
| Clinton |  |  |  |  | 1 |  | 2 |  | 1 |  |  |  | 9 | 10 | 19 | 132 |
| Coles | 2 | 2 |  | 1 | 2 |  | 6 | 1 | 3 |  | 2 |  | 22 | 32 | 55 | 294 |
| Cook |  | 23 | 143 | 128 | 15 | 24 | 199 | 350 | 282 | 665 | 1,034 | 1,696 | 1,690 | 2,929 | 4,619 | 16,453 |
| Crawford. | 2 | 6 | 2 | 3 |  |  | 14 | 1 | 2 |  | 2 |  |  | 35 |  | ${ }_{2} 18$ |
| Cumberland |  |  |  |  |  |  |  |  | 1 |  |  |  | 11 | 11 | 22 | 130 |
| *DeKalb. | 3 | 10 | 3 | 5 | 3 |  | 11 | 10 | 13 |  | 6 | 1 | 51 | 66 | 117 | 365 |
| DeWitt. |  | 2 | 1 | 2 |  |  | 8 |  |  |  | 1 |  | 18 | 35 | 53 | 209 |
| Douglas |  | 2 | 2 |  |  |  | 6 |  | 5 |  | 7 |  | 27 | 34 | 61 | 228 |
| DuPage. | , | 12 | 4 | 14 | 1 | 9 | 18 | 33 | 21 | 1 | 15 | 2 | 66 | 108 | 174 | 616 |
| Edgar--- | 3 |  | 4 |  |  |  | 7 |  | 4 |  | 1 |  | 23 | 42 | 65 | 272 |
| Edwards.. |  |  | 1 |  |  |  | 1 |  | 2 |  |  |  | 15 | 11 | 26 | 88 |
| Effingham. |  |  | 4 | 1 | 1 |  | 3 |  |  |  | 1 |  | 23 | 14 | 37 | 158 |
| Fayette. |  |  |  |  |  |  | 5 |  | 1 |  |  |  | 19 | 20 | 39 | 232 |
| Ford |  | 4 | 1 |  |  |  | 6 |  | 2 |  | 3 |  | 20 | 33 | 53 | 205 |
| Franklin. | 4 | 10 | 6 | 5 |  | , | 14 | -- | 8 |  | 4 |  | 53 | 72 | 125 | 510 |
| Fulton..- | 4 | 1 | 4 |  | 2 |  | 6 |  | 5 |  |  |  | 43 | 65 | 108 | 437 |
| Gallatin.- | 1 |  |  | 1 |  |  | 3 |  | 1 |  |  |  | 10 | 12 | 22 | 106 |
| Greene |  |  | 4 |  | 1 |  | 3 |  | 3 |  | 2 |  | 22 | 26 | 48 | 208 |
| Grundy | 2 |  | 2 |  |  |  | 4 |  | 3 |  | 2 |  | 16 | 20 | 36 | 177 |
| Hamilton |  |  | 2 |  |  |  |  |  |  |  |  |  | 15 | 10 | 25 | 132 |
| Hancock | 2 | 1 | 3 |  |  | 1 | 9 |  | 2 |  |  |  | 37 | 50 | 87 | 330 |
| Hardin. |  |  | 2 |  |  |  |  |  |  |  |  |  | 5 | 5 | 10 | 56 |
| Henderson | 1 |  |  |  |  |  | 4 |  | 2 |  |  |  |  | 11 | 27 | 112 |
| Henry | 4 |  | 2 |  |  | 1 | 10 | --- | 4 |  | 5 |  | 40 | 62 | 102 | 420 |
| Iroquois. | 1 | 2 | 5 |  |  | 2 | 12 |  | 8 |  | 2 |  | 38 | 65 | 103 | 404 |
| Jackson. | 1 | 1 | 5 |  |  | 1 | 1 | 1 | 3 |  | 1 |  | 34 | 35 | 69 | 319 |
| Jasper-.. | 1 |  |  |  |  |  | 2 |  | 1 |  |  |  | 9 | 12 | 21 | 147 |
| Jefferson | 1 | 4 | 6 | 5 |  | 4 | 3 |  | 4 |  | 1 |  | 24 | 29 | 53 | 286 |
| Jersey .-- | 2 | 3 |  |  |  | 1 | 2 |  | 2 |  | 1 |  | 10 | 10 | 20 | 113 |
| JoDaviess |  | 1 |  |  |  |  | 6 | 1 | 3 |  |  |  | 20 | 30 | 50 | 202 |
| Johnson. |  |  |  |  |  |  |  |  |  |  |  |  | 16 | 11 | 27 | 118 |
| Kane.. | 1 | 13 | 5 | 11 |  | 12 | 22 | 51 | 29 | 6 | 19 |  | 86 | 130 | 216 | 786 |
| Kankakee. |  | 4 | 1 | 14 |  |  | 12 |  | 5 |  | 2 |  | 29 | 54 | 83 |  |
| Kendall.- | 1 |  |  |  |  |  |  |  | 1 |  | 2 |  | 11 | 11 | 22 | 108 |
| Knox-. | 4 | 1 | 7 |  |  |  | 12 |  | 5 |  | 2 |  | 48 | 54 | 102 | 428 |
| Lake |  | 3 |  |  |  |  | 13 | 21 | 31 | 33 | 38 | 19 | 86 | 98 | 184 | 682 |
| LaSalle | 5 | 9 |  | 14 |  | 4 | 17 | 12 | 16 | 2 |  | , | 78 | 111 | 189 | 776 |

* DeKalb County has 18 teachers paid by the State not included in this table.

TABLE 12—Concluded.


TABLE 13-NUMBER OF DISTRICTS, BUILDINGS, CAPACITY AND LIBRARIES-1929.

| Counties. | $\begin{aligned} & \text { Number } \\ & \text { of } \\ & \text { districts. } \end{aligned}$ | Number of school houses. |  |  |  | Number of sittings or seats. | $\begin{aligned} & \text { Number } \\ & \text { of } \\ & \text { libraries. } \end{aligned}$ | Number of volumes. |
| :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: |
|  |  | Public. |  | Rented. | Total. |  |  |  |
|  |  | Not used. | Used. |  |  |  |  |  |
| 1 | 2 | 3 | 4 | 5 | 6 | 7 | 8 | 9 |
| Illinois... | 11,957 | 124 | 14,015 | 199 | 14,338 | 1,340,115 | 11,709 | 2,468,826 |
| Adams | 173 | 6 | 185 | 2 | 193 | 11,588 | 171 | 17,006 |
| Alexander. | 30 |  | 59 | 1 | 60 | 6,080 | 41 | 11,649 |
| Bond.- | 78 |  | 82 |  | 82 | 4,381 | 67 | 6,391 |
| Boone... | 66 |  | 70 |  | 70 | 3,713 | 70 | 13,298 |
| Brown-.-- | 64 |  | 65 |  | 65 | 2,248 | 59 | 7,553 |
| Bureau.- | 177 | 8 | 185 | 5 | 198 | 10,462 | 170 | 28,228 |
| Calhoun.- | 37 |  | 38 |  | 38 | 1,945 | 37 | 3.782 |
| Carroll | 105 | 6 | 100 |  | 106 | 4,800 | 101 | 19,405 |
| Cass...--- | 65 |  | 72 |  | 72 | 5,450 | 67 | 9,873 |
| Champaign.-. | 223 |  | 238 | 1 | 239 | 15,400 | 219 | 46,653 |
| Christian. | 149 |  | 156 | 3 | 159 | 8,332 | 145 | 27,219 |
| Clark | 106 | 3 | 107 |  | 110 | 5,352 | 102 | 16,588 |
| Clay...- | 102 | 1 | 104 |  | 105 | 4,915 | 95 | 11,461 |
| Clinton. | 71 |  | 69 | 5 | 74 | 3,840 | 73 | 12,458 |
| Coles... | 127 | 2 | 135 | 1 | 138 | 1,680 | 137 | 32,365 |
| Cook. | 192 | - | 1,381 | 41 | 1,422 | 516,363 | 184 | 181,612 |
| Crawford.. | 107 |  | 111 |  | 112 | 6,349 | 103 | 19,724 |
| Cumberland | 89 |  | 88 | 1 | 89 | 3,518 | 86 | 10,773 |
| DeKalb.-. | 152 | 5 | 151 | 4 | 160 | 8,194 | 153 | 40,427 |
| DeWitt-..-- | 110 |  | 101 | 1 | 102 | 4,925 | 101 | 18,026 |
| Douglas. | 95 |  | 100 |  | 100 | 5,238 | 93 | 26,835 |
| DuPage.- | 81 | 4 | 110 | 3 | 117 | 17,076 | 69 | 30,821 |
| Edgar | 141 |  | 144 | 1 | 145 | 7,760 | 139 | 20,051 |
| Edwards | 43 |  | 42 | 4 | 46 | 2,418 | 45 | 5,614 |
| Effingham... | 80 |  | 80 | 3 | 83 | 4,562 | 83 | 14,533 |
| Fayette | 145 |  | 151 | - | 151 | 6,937 | 135 | 15,920 |
| Ford | 112 |  | 110 |  | 110 | 4,323 | 111 | 21,559 |
| Franklin. | 105 |  | 138 | 3 | 141 | 18,586 | 103 | 20,582 |
| Fulton--- | 203 | 1 | 211 | 4 | 216 | 12,497 | 197 | 31,795 |
| Gallatin.----- | 62 |  | 63 | 1 | 64 | 3,071 | 34 | 6,143 |
| Greene... | 105 |  | 105 | - | 105 | 4,986 | 100 | 15,924 |
| Grundy.---- |  | 3 | 102 |  | 105 | 4,564 | 100 | 22,132 |
| Hamilton.-- | 87 |  | 91 |  | 91 | 2,605 | 46 | 5,891 |
| Hancock.-- | 176 | 2 | 183 | 2 | 187 | 7,168 | 171 | 26,009 |
| Hardin.-.-.- | 32 |  | 34 |  | 34 | 1,733 | 42 | 2,005 |
| Henderson.-- | 73 |  | 73 | 2 | 75 | 2,523 | 71 | 10,731 |
| Henry | 176 |  | 195 | 2 | 197 | 10,547 | 177 | 29,424 |
| Iroquois.-. | 239 | 1 | 233 | 5 | 239 | 9,292 | 238 | 36,317 |
| Jackson... | 114 |  | 135 | 1 | 136 | 10,804 | 122 | 25,988 |
| Jasper-...--. | 113 | 1 | 112 |  | 113 | 4,102 | 112 | 8,629 |
| Jefferson. | 133 |  | 149 |  | 153 | 8,876 | 127 | 10,525 |
| Jersey .-.- | 67 |  | 80 | 1 | 81 | 2,928 | 69 | 4,537 |
| JoDaviess. | 115 | 5 | 112 | 2 | 119 | 4,933 | 119 | 17,735 |
| Johnson... | 69 |  | 74 |  | 74 | 3,635 | 70 | 8,627 |
| Kane... | 120 | 3 | 150 | 3 | 156 | 17,564 | 121 | 63,012 |
| Kankakee. | 148 | 1 | 158 | 3 | 162 | 9,190 | 151 | 24,894 |
| Kendall... | 60 |  | 66 |  | 66 | 2,455 | 63 | 8,735 |
| Knox.- | 170 | 5 | 186 | 2 | 193 | 12,932 | 163 | 35,652 |
| Lake | 104 | 1 | 122 |  | 123 | 17,680 | 109 305 | 53,569 88,209 |
| LaSalle. | 282 |  | 308 |  | 313 | 18,698 | 305 | 88,209 |

TABLE 13-Concluded.

| Counties. | $\begin{aligned} & \text { Number } \\ & \text { oí } \\ & \text { dıstricts. } \end{aligned}$ | Number of school houses. |  |  |  | Number of sittings or seats. | Number of libraries. | Number of volumes. |
| :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: |
|  |  | Public. |  | Rented. | Total. |  |  |  |
|  |  | Not used. | Used. |  |  |  |  |  |
| 1 | 2 | 3 | 4 | 5 | 6 | 7 | 8 | 9 |
| Lawrence.-- | 77 |  | 75 |  | 75 | 7,289 | 84 | 19,708 |
| Lee --..- | 163 | 12 | 159 | 2 | 173 | 6,412 | 198 | 21,599 |
| Livingston.- | 256 | 1 | 259 |  | 260 | 9,290 | 250 | 44,426 |
| Logan | 123 |  | 129 | 3 | 132 | 7,037 | 130 | 28,249 |
| McDonough. | 152 | 5 | 153 | 1 | 159 | 7,113 | 143 | 20,316 |
| McHenry .- | 135 |  | 142 | 2 | 144 | 9,435 | 128 | 40,495 |
| McLean | 270 | 1 | 286 |  | 287 | 16,577 | 271 | 66,436 |
| Macon---- | 129 |  | 152 |  | 152 | 5,741 | 132 | 41,144 |
| Macoupin | 184 | 1 | 205 | 9 | 215 | 14,620 | 177 | 26,540 |
| Madison.-. | 132 |  | 181 |  | 181 | 27,903 | 165 | 49,712 |
| Marion | 128 | 1 | 138 | 3 | 142 | 9,290 | 77 | 18,782 |
| Marshall | 88 | 1 | 84 |  | 85 | 3,329 | 88 | 18,907 |
| Mason.- | 98 |  | 102 | 1 | 103 | 5,059 | 99 | 19,804 |
| Massac | 47 |  | 56 | 2 | 58 | 4,107 | 49 | 6,898 |
| Menard. | 60 |  | 65 |  | 65 | 3,038 | 46 | 13,096 |
| Mercer.-- | 112 |  | 117 | 3 | 120 | 4,877 | 114 | 20,437 |
| Monroe.--- | 58 |  | 60 |  | 60 | 2,827 | 53 | 8,921 |
| Montgomery | 149 | 4 | 157 | 1 | 162 | 9,124 | 137 | 20,799 |
| Morgan | 113 |  | 116 | 1 | 117 | 7,434 | 105 | 19,508 |
| Moultrie. | 76 | 1 | 82 |  | 83 | 3,890 | 79 | 19,436 |
| Ogle-- | 179 | 2 | 168 | 4 | 174 | 7,018 | 143 | 19,125 |
| Peoria | 145 | - | 174 | 4 | 178 | 21,505 | 148 | 29,630 |
| Perry | 77 |  | 83 | 1 | 84 | 6,185 | 80 | 12,874 |
| Piatt. | 107 |  | 106 |  | 106 | 5,037 | 107 | 24,367 |
| Pike.- | 167 | 2 | 169 | 3 | 174 | 6,486 | 147 | 15,784 |
| Pope--- | 61 |  | 62 | 1. | 63 | 2,398 | 63 | 5,146 |
| Pulaski. | 34 | 1 | 50 | 4 | 55 | 3,916 | 39 | 14,874 |
| Putnam | 34 | 1 | 29 | 4 | 34 | 1,691 | 32 | 11,312 |
| Randolph | 98 |  | 109 | 2 | 111 | 6,843 | 98 | 15,830 |
| Richland. | 88 | 3 | 86 |  | 89 | 4,260 | 84 | 10,169 |
| Rock Island. | 100 | 1 | 132 | 2 | 135 | 17,805 | 99 | 31,624 |
| St. Clair | 127 | 1 | 192 | 11 | 204 | 29,009 | 138 | 54,147 |
| Saline-.-- | 91 |  | 107 | 1 | 108 | 11,002 | 92 | 20,257 |
| Sangamon. | 175 | 1 | 210 |  | 211 | 23,209 | 180 | 50,377 |
| Schuyler.-.-. | 94 |  | 96 |  | 96 | 3,120 | 96 | 13,859 |
| Scott. | 51 |  | 51 |  | 51 | 2,542 | 53 | 5,430 |
| Shelby | 171 | 1 | 171 |  | 172 | 7,953 | 169 | 25,387 |
| Stark.-- | 73 | 1 | 72 | 1 | 74 | 2,810 | 74 | 10,814 |
| Stephenson | 139 | 2 | 144 | 3 | 149 | 9,400 | 134 | 34,822 |
| Tazewell | 141 |  | 157 | 1 | 158 | 10,088 | 154 | 31,915 |
| Union-- | 79 |  | 96 |  | 96 | 5,838 | 72 | 12,216 |
| Vermilion | 211 | 5 | 241 | 1 | 247 | 22,381 | 205 | 58,113 |
| Wabash. | 40 | 2 | 45 |  | 47 | 3,694 | 41 | 7,376 |
| Warren.. | 128 | , | 133 |  | 135 | 5,738 | 131 | 23,053 |
| Washington.- | 83 | 1 | 88 |  | 89 | 3,718 | 77 | 1,077 |
| Wayne | 157 |  | 159 |  | 159 | 6,199 | 130 | 6,959 |
| White- | 112 | 3 | 110 | 6 | 119 | 6,068 | 82 | 8,474 |
| Whiteside. | 147 |  | 151 |  | 151 | 9,550 | 145 | 30,525 |
| Will.- | 182 | 6 | 199 | 2 | 207 | 17,934 | 158 | 38,342 |
| Williamson | 117 |  | 144 | 2 | 146 | 17,327 | 120 | 20,759 |
| Winnebago | 110 |  | 133 | 1 | 134 | 21,204 | 109 | 35,743 |
| Woodford | 120 |  | 116 | 4 | 120 | 5,077 | 118 | 36,344 |

TABLE 14-VALUE OF SCHOOL PROPERTY, TAX LEVIES AND BONDED DEBT—1929.

| Counties. | $\begin{aligned} & \text { Value } \\ & \text { of } \\ & \text { school } \\ & \text { sites and } \\ & \text { buildings } \\ & \text { (dollars } \\ & \text { only). } \end{aligned}$ | Value of equip- ment (furniture, library, apparatus, etc.) (dollars only). | Total value of school property (dollars only). | Amount of taxes levied August, 1928, (dollars only). | Total amount, teachers' orders outstanding June 30, 1929, (dollars only). | Amount <br> of antici- <br> pation <br> warrants <br> issued <br> during <br> year <br> (dollars <br> only). | Amount of school bonds outstanding June 30, 1929, (dollars only). |
| :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: |
| 1 | 2 | 3 | 4 | 5 | 6 | 7 | 8 |
| Illinois | \$392,084, 353 | §30,506,027 | \$422,590,380 | \$142,088, 248 | §3,758,196 | \$69,447,201 | \$69,562,040 |
| Adams | \$ 5,355,784 | 233,792 | \$ 5,589,576 | 870,996 |  | 3,500 | 398,200 |
| Alexand | 894,520 | 152,585 | 1,047,105 | 334,755 | \$ 196,620 | 312,644 | 300,200 |
| Bond | 375,600 | 45,900 | 421,500 | 188,200 | 12,234 |  | 86,650 |
| Boone | 576,590 | 45,634 | 622,224 | 234,345 |  | 225 | 84,500 |
| Brown | 243,900 | 38,085 | 281,985 | 104,334 | 3,241 |  | 11,000 |
| Bureau. | 2,200,805 | 288,700 | 2,489,505 | 817,390 | 18,761 | 47,165 | 601,000 |
| Calhoun | 112,250 | 20,795 | 133,045 | 45,031 |  |  | 5,080 |
| Carroll | 976,967 | 114,695 | 1,091,662 | 358,190 |  | 15,000 | 345,950 |
| Cass. | 978,800 | 73,025 | 1,051,825 | 280,010 |  |  | 217,150 |
| Champaign | 4,074,246 | 461,830 | 4,536,076 | 1,318,299 | 426 | 325,000 | 847,900 |
| Christia | 2,027,400 | 266,970 | 2,294,370 | 745,650 | 13,675 | 19,855 | 417,980 |
| Clark | 882,525 | 101,700 | 984,225 | 347,347 | 6,300 | 55,571 | 130,900 |
| Clay | 476,900 | 64,725 | 541,625 | 190,682 | 32,270 | 3,897 | 59,260 |
| Clinton | 366,100 | 47,760 | 413,860 | 151,861 | 2,384 |  | 47,500 |
| Coles. | 1,535,880 | 131,260 | 1,667,140 | 513,562 | 13,235 | 74,612 | 603,300 |
| Cook- |  |  |  |  |  |  |  |
| Outside Chicago_ | 47,851,064 | 3,749,480 | 51,600,544 | 15,736,375 | 1,570,204 | 5,697,388 | 20,530,400 |
| Chicago | 169,940,672 | 8,648,260 | 178,588,932 | 64,606,654 |  | $53,800,000$ | 35,000 |
| Crawford | 971,690 | 126,833 | 1,098,523 | 390,001 | 974 | 1,212 | 51,600 |
| Cumberlan | 298,640 | 61,250 | 359,890 | 149,548 | 31,257 | 9,000 | 72,900 |
| DeKalb. | 2,219,437 | 243,495 | 2,462,932 | 821,200 | 11,209 | 170,551 | 626,200 |
| DeWitt | 938,550 | 83,345 | 1,021,895 | 378,940 |  |  | 244,000 |
| Douglas | 1,290,440 | 145,560 | 1,436,000 | 435,309 | 14,900 |  | 375,000 |
| DuPag | 4,871,300 | 367, 100 | 5,238,400 | 2,496,143 | 106,879 | 960,427 | 4,251,500 |
| Edgar | 1,433,972 | 158,635 | 1,592,607 | 431,428 |  | 1,050 | 295,400 |
| Edwar | 291,800 | 29,500 | 321,300 | 105,105 |  | 3,500 | 67,200 |
| Effingham | 473,750 | 71,870 | 545,620 | 216,105 |  | 2,960 | 185,400 |
| Fayett | 651,020 | 70,051 | 721,071 | 249,633 | 2,002 | 14,500 | 145,900 |
| Ford | 931,230 | 98,690 | 1,029,920 | 338,295 |  | 3,720 | 301,500 |
| Franklin | 2,063,270 | 248,295 | 2,311,565 | 1,306,950 | 30,000 |  | 1,174,122 |
| Fulton. | 1,492,361 | 145,550 | 1,637,911 | 683,990 | 7,689 | 115,800 | 466,600 |
| Gallatin. | 317,150 | 53,360 | 370,510 | 135,399 | 14,182 | 27,210 | 62,400 |
| Greene | 441,200 | 57,870 | 499,070 | 327,144 |  |  | 241,442 |
| Grundy | 977,800 | 99,600 | 1,077,400 | 327,835 |  | 10,220 | 251,050 |
| Hamilton | 312,774 | 22,145 | 334,919 | 122,783 |  |  | 60,800 |
| Hancock. | 1,349,970 | 145,927 | 1,495,897 | 487,182 | 28,496 | 19,334 | 369,750 |
| Hardin | 178,500 | 6,600 | 185,100 | 221,801 |  |  | 23,000 |
| Henderson | 426,530 | 50,851 | 477,381 | 174,904 | 200 | 6,187 | 146,025 |
| Henry | 2,236, 290 | 278,642 | 2,514,932 | 736,835 |  | 7,600 | 500,350 |
| Iroquois | 1,709,702 | 247,394 | 1,957,096 | 656,840 | 345 | 29,730 | 249,300 |
| Jackson. | 1,815,612 | 204,088 | 2,019,700 | 657,073 | 170,459 | 108,613 | 484,170 |
| Jasper | 398,880 | 88,850 | 487,730 | 181,850 |  |  | 67,400 |
| Jefferson | 830,400 | 97,500 | 927,900 | 423,316 | 17,347 | 43,276 | 163,900 |
| Jersey | 235,400 | 44,670 | 280,070 | 152,778 | 90 | 252 | 30,540 |
| JoDaviess | 796,775 | 69,203 | 865,978 | 282,444 | 210 |  | 142,600 |
| Johnson. | 332,375 | 70,090 | 402,465 | 138,142 | 9,012 | 2,445 | 74,350 |
| Kane | 6,996,800 | 624,262 | 7,621,062 | 2,325,521 | 166,364 | 479,970 | 2,258,031 |
| Kankakee | 2,020,805 | 160,035 | 2,180,840 | 624,743 | 605 | 83,948 | 454,650 |
| Kendall | 702,050 | 86,900 | 788,950 | 215,483 |  | 1,465 | 165,000 |
| Knox | 2,136,415 | 175,176 | 2,311,591 | 819,540 |  | 7,800 | 131,463 |
| Lake. | 7,149,030 | 1,001,022 | 8,150,052 | 2,791,898 | 181,174 | 1,018,150 | 3,153,650 |

TABLE 14-Concluded.

| Counties. | Value of school sites and buildings (dollars only). | Value of equipment (furniture, library, apparatus, etc.) (dollars only). | Total value of school property (dollars only). | Amount levied August, 1928, (dollars only). | Total amount, teachers' orders outstanding June 30, 1929, (dollars only). | Amount of anticipation warrants issued during year dollars only). | Amount of school bonds outstanding June 30, 1929. (dollars only). |
| :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: |
| 1 | 2 | 3 | 4 | 5 | 6 | 7 | 8 |
| LaSalle.- | \$4,843,214 | \$ 616,417 | \$5,459,631 | \$1,658,175 | \$ 5,741 | 95,874 | 994,500 |
| Lawrence | 1,152,200 | 135,320 | 1,287,520 | 333,360 | 1,752 |  | 190,000 |
| Lee. | 1,009,834 | 116,790 | 1,126,624 | 511,777 |  | 16,000 | 561,250 |
| Livingsto | 2,371,577 | 223,310 | 2,594,887 | 742,482 | 130 | 11,013 | 380,550 |
| Logan... | 1,643,922 | 183,623 | 1,827,545 | 532,800 | 190 | 136,877 | 366,800 |
| McDonough | 1,258,133 | 115,805 | 1,373,938 | 461,252 | 5,622 | 7,627 | 196,625 |
| McHenry. | 2,261,500 | 161,385 | 2,422,885 | 810,582 | 38,734 | 77,424 | 907,476 |
| McLean | 4,613,929 | 288,270 | 4,902,199 | 1,269,668 | 2,137 | 39,499 | 910,000 |
| Macon | 3,210,787 | 892,382 | 4,103,169 | 1,258,222 | 11,730 | 606,757 | 1,528,786 |
| Macoupin | 2,327,175 | 255,036 | 2,582,211 | 511,285 | 46,192 | 56,238 | 822,000 |
| Madison | 7,204,163 | 592,238 | 7,796,401 | 1,847,239 | 133,601 | 578,398 | 2,509,600 |
| Marion | 1,001,040 | 108,695 | 1,109,735 | 465,469 | 23,570 |  | 537,410 |
| Marshall | 760,907 | 80,407 | 841,314 | 271,035 | 507 | 2,100 | 176,000 |
| Mason. | 932,825 | 97,096 | 1,029,921 | 377,543 |  | 26,000 | 175,875 |
| Massa | 562,350 | 74,635 | 636,985 | 211,805 | 26,662 | 20,875 | 221,100 |
| Menard | 456,315 | 58,393 | 514,708 | 151,200 | 1,100 | 703 | 106,900 |
| Mercer | 804,825 | 103,830 | 908,655 | 335,860 | 3,862 | 1,300 | 191,400 |
| Monroe. | 245,800 | 35,600 | 281,400 | 150,085 |  |  | 20,200 |
| Montgomery | 1,700,041 | 166,756 | 1,866,797 | 551,445 | 9,611 | 47,685 | 512,750 |
| Morgan | 1,544,997 | 191,799 | 1,736,796 | 448,625 | 200 | 27,574 | 393,500 |
| Moultrie | 480,800 | 77,410 | 558,210 | 241,748 | 8,598 |  | 73,000 |
| Ogle | 1,097,150 | 118,751 | 1,215,901 | 506,005 | 14,305 | 3,000 | 402,500 |
| Peoria | 6,100,049 | 486,479 | 6,586,528 | 1,720,850 | 16,676 | 366,605 | 815,300 |
| Perry | 427,960 | 73,860 | 501,820 | 266,020 |  | 15,110 | 141,000 |
| Piatt | 1,253,000 | 85,500 | 1,338,500 | 438,125 |  |  | 289,760 |
| Pike | 976,237 | 118,782 | 1,095,019 | 450,743 | 5,129 | 21,520 | 298,792 |
| Pope | 168,975 | 29,520 | 198,495 | 76,543 | 9,250 | 1,725 | 26,700 |
| Pulaski | 516,845 | 56,583 | 573,428 | 181,239 | 41,157 | 7,554 | 149,840 |
| Putnam | 395,200 | 39,300 | 434,500 | 133,340 |  | 9,050 | 71,600 |
| Randolph | 777,977 | 70,649 | 848,626 | 337,935 | 9,500 | 24,527 | 141,950 |
| Richland | 376,700 | 62,007 | 438,707 | 171,935 | 917 | 900 | 93,600 |
| Rock Island | 3,538,218 | 369,806 | 3,908,024 | 1,481,755 | 295 | 264,391 | 790,945 |
| St. Clair | 7,494,564 | 556,174 | 8,050,738 | 2,359,331 | 81,847 | 965,881 | 1,624,700 |
| Saline. | 1,497,633 | 132,495 | 1,630,128 | 523,024 | 4,005 | 68,600 | 315,940 |
| Sangamon | 5,535,784 | 408,713 | 5,944,497 | 1,813,208 | 185,897 | 186,051 | 796,009 |
| Schuyler | 465,875 | 62,980 | 528,855 | 195,718 |  |  | 81,400 |
| Scott | 436, 040 | 43,471 | 480,411 | 155,203 |  | 20,215 | 148,750 |
| Shelby | 745,745 | 113,225 | 858,970 | 403,630 |  | 49,670 | 186,200 |
| Stark | 500,800 | 70,950 | 571,750 | 207,300 | 110 |  | 254,600 |
| Stephenson | 1,820,550 | 240,350 | 2,060,900 | 576,725 |  | 137,881 | 501,680 |
| Tazewell | 2,629,030 | 287,818 | 2,916,848 | 888,638 | 942 | 51,309 | 1,448,900 |
| Union | 552,625 | 87,080 | 639,705 | 248,387 | 4,832 |  | 166,900 |
| Vermilio | 5,167,295 | 467,071 | 5,634,366 | 1,554,984 | 435 | 94,000 | 1,228,412 |
| Wabash | 441,740 | 61,740 | 503,480 | 212,316 | 520 | 3,595 | 71,480 |
| Warren | 1,070,650 | 111,900 | 1,182,550 | 396,902 |  | 86,176 | 155,500 |
| Washington | 281,625 | 38,860 | 320,485 | 157,300 | 80 |  | 43,200 |
| Wayne. | 414,050 | 64,235 | 479,185 | 189,945 | 33,635 | 676 | 77,150 |
| White | 457,299 | 48,110 | 505,409 | 241,748 | 2,996 |  | 43,250 |
| Whitcside | 1,730,581 | 174,525 | 1,905,106 | 678,276 |  | 2,856 | 627,500 |
| Will. | 6,581,418 | 932,403 | 7,513,821 | 2,096,681 | 978 | 513,000 | 2,203,200 |
| Williamson | 2,605,870 | 272,902 | 2,878,772 | 987,626 | 361,207 | 131,000 | 579,087 |
| Winnebago | 6,229,413 | 118,421 | 6,347,834 | 2,229,155 |  | 1,185,743 | 1,648,310 |
| Woodford. | 1,247,400 | 206,615 | 1,454,015 | 436,165 |  |  | 353,000 |

TABLE 15-PRIVATE SCHOOLS, TEACHERS AND ENROLLMENT-1929.


TABLE 15 -Concluded.


TABLE 16—DISTRICT

| Counties. | Total. | From what sources received. |  |  |  |  |
| :---: | :---: | :---: | :---: | :---: | :---: | :---: |
|  |  | Balance <br> on hand <br> July 1, 1928. | Distribution of trustees. | District taxes. | Tuition fees paid by pupils. | Sale or rent of school property. |
| 1 | 2 | 3 | 4 | 5 | 6 | 7 |
| Illinois | \$198,945,758 71 | §45,870,662 63 | \$4,867,445 65 | \$77,911,146 35 | \$710,957 52 | \$786,593 34 |
| Adams | \$ 1,781,273 66 \$ | \$ 468,371 71 | § 45,34407 | \$ 875,144 98 | \$ 19,564 34 | \$ 15,090 42 |
| Alexander | 355,748 28 | 71,690 00 | 32,49321 | 238,366 97 | 39477 | 2,339 93 |
| Bond. | 446,060 83 | 203,519 01 | 24,673 01 | 169,513 02 | 82225 | 1,468 17 |
| Boone. | 453,786 97 | 189,453 45 | 12,322 40 | 229,870 86 | 49173 | 29500 |
| Brown | 227,408 20 | 90,629 21 | 12,957 93 | 102,172 56 | 24800 | 400 |
| Bureau | 1,098,136 21 | 367,035 69 | 46,057 06 | 631,911 59 | 4,655 63 | 12,283 18 |
| Calhoun | 96,186 31 | 27,933 38 | 5,313 75 | 56,356 21 | 46286 | 1900 |
| Carroll | 904,717 04 | 396,735 23 | 23,859 23 | 385,886 26 | 1,143 50 | 10,139 32 |
| Cass... | 483,816 58 | 167,941 72 | 20,347 93 | 263,631 78 | 34083 | 8,877 49 |
| Champaign | 1,897,377 54 | 323,235 96 | 67,675 15 | 1,330,854 62 | 6,526 34 | 2,387 92 |
| Christia | 1,078,745 08 | 339,588 74 | 48,010 18 | 649,601 37 | 4,024 64 | 8,508 09 |
| Clark. | 566,816 11 | 236,537 85 | 31,543 68 | 274,72115 | 78178 | 26127 |
| Clay | 342,636 57 | 104,971 63 | 25,189 83 | 177,15930 | 87294 | 72788 |
| Clinton | 283,229 80 | 92,539 38 | 9,338 80 | 146,738 26 | 66152 | 18270 |
| Coles. | 956,413 36 | 270,678 57 | 45,52127 | 479,964 67 | 83225 | 2,613 78 |
| Cook- |  |  |  |  |  |  |
| Outside Chicago | 21,546, 29852 | 10,790,900 05 | 14,254 61 | 4,270,436 33 | 46,209 25 | 155,896 49 |
| Chicago | 72,932,869 45 | 3,985,606 55 | 852,552 40 | 15,947,042 32 | 269,353 39 | 102,859 65 |
| Crawford | 683,64189 | 246,813 48 | 27,536 98 | 367,831 93 | 95130 | 7184 |
| Cumberla | 342,057 89 | 123,681 95 | 24,067 30 | 146,892 76 | 89354 | 6,173 55 |
| DeKalb | 1,423,285 08 | 334,955 38 | 34,756 95 | 825,462 85 | 2,001 80 | 17,394 63 |
| DeWitt | 553,033 10 | 232,173 26 | 22,431 69 | 277,708 13 | 38798 | 36758 |
| Douglas | 677,917 87 | 201,716 69 | 21,997 59 | 398,093 86 | 14,703 25 | 3,214 40 |
| DuPage | 5,076,197 23 | 1,616,824 57 | 103,633 93 | 2,323, 23971 | 7,575 30 | 12,892 10 |
| Edgar | 833,391 65 | 284,421 34 | 28,256 08 | 466,31667 | 2,474 38 | 43706 |
| Edwards | 183,279 55 | 56,498 04 | 7,849 69 | 110,863 45 | 1,460 15 | 2,937 93 |
| Effingham | 562,51624 | 190,098 65 | 23,155 44 | 215,381 85 | 13150 | 3,845 13 |
| Fayet | 554,418 97 | 236,706 85 | 36,709 30 | 235,074 19 | 40263 | 49578 |
| Ford | 727,720 72 | 323,153 89 | 27,531 95 | 345,221 01 | 9,609 35 | 3,904 91 |
| Franklin | 1,395,644 80 | 237,770 68 | 114,530 98 | 889,399 26 | 1,572 09 | 4,01215 |
| Fult | 1,053,151 41 | 252,789 10 | 61,551 32 | 656,832 02 | 1,627 43 | 7,629 24 |
| Gallatin. | 217,612 57 | 63,766 94 | 16,189 65 | 113,935 63 | 72650 | 1,902 26 |
| Greene. | 505,360 28 | 135,512 27 | 29,722 90 | 294,766 80 | 1,111 94 | 4,201 42 |
| Grundy | 546,540 71 | 147,326 48 | 20,309 17 | 329,24300 | 43200 | 70582 |
| Hamilton | 331,885 79 | 141,384 46 | 25,854 30 | 126,955 98 | 18,842 44 | 2,297 04 |
| Hancock | 891,871 96 | 382,782 84 | 34,018 05 | 376,868 30 | 1,996 30 | 3,277 38 |
| Hardin. | 114,985 36 | 36,546 92 | 10,424 99 | 57,003 51 | 1000 |  |
| Hender | 378,035 21 | 221,996 18 | 8,323 32 | 124,083 51 | 1,042 30 | 40050 |
| Henry | 1,409,422 36 | 570,866 31 | 48,532 12 | 690.57832 | 13,132 98 | 3,505 81 |
| Iroquois | 1,383,690 44 | 605,236 87 | 40,767 94 | 657,175 10 | 3,349 12 | 14,808 52 |
| Jackson | 792,738 31 | 177,884 19 | 42,934 87 | 434,032 33 | 3,547 52 | 3,929 95 |
| Jasper | 320,489 30 | 108,389 02 | 31,330 53 | 158,886 02 | 18129 | 1,485 95 |
| Jefferso | 649,357 69 | 184,219 14 | 59,801 49 | 341,218 93 | 39078 | 1,460 68 |
| Jersey | 323,588 76 | 128,632 00 | 8,799 25 | 156,690 71 | 79363 | 15457 |
| JoDaviess | 641,303 27 | 224,216 92 | 20,571 54 | 255,037 86 | 2,249 00 | 1,848 80 |
| Johnson. | 287,769 62 | 84,718 34 | 15,466 38 | 124,140 32 | 48825 | 13616 |
| Kane | 3,645,673 30 | 957,099 21 | 87,745 02 | 2,166,786 23 | 9,386 64 | 19,113 66 |
| Kankake | 1,299,963 45 | 549,929 55 | 42,053 30 | 636,19120 | 16,214 69 | 5,868 35 |
| Kendall | 425,036 88 | 147,206 35 | 9,856 60 | 211,526 68 | 78400 | 61380 |
| Knox | 1,300,776 30 | 301,145 52 | 57,840 16 | 820,541 17 | 13,438 92 | 3,979 51 |
| Lake. | 4,209,345 48 | 1,379,485 36 | 59,458 39 | 2,435,458 33 | 8,228 50 | 12,337 69 |

FUND-RECEIPTS-1929.

From what sources received.


TABLE 16-

| Counties. | Total. | From what sources received. |  |  |  |  |
| :---: | :---: | :---: | :---: | :---: | :---: | :---: |
|  |  | Balance on hand July 1, 1928. | Distribution of trustees. | District taxes. | Tuition fees paid by pupils. | Sale or rent of school property. |
| 1 | 2 | 3 | 4 | 5 | 6 | 7 |
| LaSalle | \$2,776,925 96 | \$ 641,080 45 | \$ 94,189 51 | \$1,901,847 72 | § 7,101 38 | \$10,001 14 |
| Lawrenc | 569,385 39 | 144,883 61 | 29,981 84 | 337,029 43 | 7,944 50 | 3952 |
| Lee | 1,436,003 82 | 670,293 79 | 30,218 70 | 495,178 41 | 96600 | 3,785 29 |
| Livingston | 1,270,804 86 | 457,385 65 | 50,984 30 | 688,615 03 | 1,776 36 | 23,950 69 |
| Logan. | 928,975 99. | 255,178 37 | 25,045 58 | 586,357 41 | 60800 | 4,252 92 |
| Mc Donough | 891,409 60 | 330,72544 | 39,245 63 | 456,534 60 | 6,079 58 | 1,193 93 |
| McHenry | 1,354,343 08 | 451,009 49 | 31,482 82 | 675,968 07 | 1,389 00 | 26,013 80 |
| McLean | 2,047,165 85 | 445,710 62 | 78,941 59 | $1,237,35117$ | 4,070 75 | 19,556 97 |
| Macon | 2,548,163 65 | 407,883 87 | 86,200 41 | 1,170,435 11 | 4,634 72 | 4,283 51 |
| Macoupin | 1,620,911 98 | 616,810 38 | 101,528 24 | 696,788 81 | 2,059 51 | 29,310 28 |
| Madison | 3,651,818 16 | 1,299,297 87 | 125,998 84 | 1,881,670 56 | 5,585 30 | 3,915 53 |
| Marion | 823,565 31 | 267,464 48 | 61,062 78 | 427,620 78 | 8,409 26 | 2,834 80 |
| Marshall | 362,476 54 | 90,153 08 | 14,141 14 | 235,272 58 | 78100 | 5,864 90 |
| Mason. | 631,315 41 | 205,754 00 | 19,261 13 | 373,091 17 | 1,004 34 | 1,970 58 |
| Massac | 287,651 36 | 69,337 72 | 19,828 57 | 157,809 84 | 1,486 21 | 4,89198 |
| Menard | 360,701 85 | 78,536 08 | 10,330 92 | 238,645 56 | 42930 | 60994 |
| Mercer | 700,74715 | 243,743 93 | 22,283 55 | 356,229 32 | 2,411 28 | 12,422 44 |
| Monroe | 246,215 46 | 103,044 63 | 9,29902 | 124,033 77 | 49825 | 7630 |
| Montgome | 820,216 46 | 200,239 78 | 45,704 11 | 527,449 55 | 73037 | 1,239 89 |
| Morgan | 990,248 22 | 451,380 11 | 27,868 18 | 434,97329 | 1,933 40 | 5,173 75 |
| Moultr | 439,284 09 | 174,783 56 | 15,871 46 | 236,344 58 | 1,118 25 | 16350 |
| Ogle | 956,274 40 | 305,839 03 | 32,339 41 | 546,947 17 | 1,415 06 | 9,207 04 |
| Peoria | 2,360,012 34 | 374,173 69 | 97,874 86 | 1,722,511 68 | 3,255 26 | 15,256 83 |
| Perry | 551,185 34 | 240,142 89 | 29,124 29 | 238,773 46 | 1,330 50 | 1,054 52 |
| Piat | 894,712 87 | 313,505 85 | 19,394 65 | 434,300 23 | 79518 | 10,826 31 |
| Pike | 878,108 02 | 224,844 73 | 42,951 75 | 479,982 24 | 1,675 44 | 2,351 56 |
| Pope | 156,377 45 | 57,716 68 | 22,327 99 | 68,360 49 |  | 2,560 96 |
| Pulas | 333,452 50 | 77,630 92 | 22,938 69 | 180,575 67 |  | 3,059 20 |
| Putnam | 260,745 30 | 90,587 27 | 8,296 02 | 129,040 58 | 1,926 41 | 3,650 21 |
| Randolp | 483,555 84 | 122,066 80 | 33,570 98 | 281,116 58 | 1,518 25 | 22405 |
| Richland. | 380,59722 | 79,357 63 | 28,656 18 | 163,688 71 | 57578 | 32000 |
| Rock Isla | 2,131,217 91 | 572,458 00 | 83,262 52 | 1,372,596 21 | 31,451 68 | 17,859 82 |
| St. Clair | 3,658, 22454 | 1,026,789 80 | 128,228 28 | 2, 203, 17367 | 2,106 59 | 8,331 36 |
| Saline | 655,644 26 | 102,162 67 | 63,664 02 | -444,474 25 | 1,829 27 | 3000 |
| Sangamon. | 2,524,771 89 | 573,530 07 | 102,241 05 | 1,722,724 63 | 1,809 73 | 4,785 05 |
| Schuyler | 402,440 51 | 132,454 60 | 20,308 84 | 182,640 47 | 1,111 04 | 32002 |
| Scott | 287,988 55 | 135,369 49 | 8,383 61 | 126,353 49 | 6300 | 3,765 24 |
| Shelb | 750,26035 | 230,853 30 | 28,016 28 | 400,732 91 | 81798 | 6,132 64 |
| Stark | 543,610 02 | 200,515 26 | 10,063 43 | 207,560 01 | 1,297 00 | 6,668 35 |
| Stephenson | 1,004,260 01 | 331,903 96 | 43,591 22 | 560,348 82 | 4,077 17 | 6,928 80 |
| Tazewe | 2,056,718 34 | 694,020 10 | 45,71814 | 940,524 06 | 1,500 33 | 10,217 14 |
| Union | 450,198 15 | 146,291 15 | 27,801 97 | 239,604 41 | 58560 | 1,545 68 |
| Vermilion | 2,491,348 85 | 582,296 25 | 103,30152 | 1,555,355 21 | 5,998 08 | 5,923 07 |
| Wabash | 343,810 60 | 85,75536 | 18,645 68 | 207,109 68 | 23002 | 307 |
| Warren | 763,041 34 | 290,642 45 | 23,813 28 | 374,838 56 | 1,067 64 | 1,108 43 |
| Washingto | 276,799 27 | 88,539 21 | 23,394 39 | 135,588 08 | 25275 | 3871 |
| Wayne | 365,042 88 | 136,509 29 | 2,037 46 | 210,080 48 | 55734 | 66381 |
| White | 513,039 66 | 213,750 82 | 29,172 65 | 230,03152 | 83435 | 1,565 89 |
| Whitesid | 1,294,538 67 | 448,693 52 | 47,387 39 | 740,296 12 | 2,777 45 | 3,663 08 |
| Will. | 2,617,192 90 | 389,765 48 | 87,765 98 | 1,761,394 58 | 66,271 29 | 9,161 00 |
| Williamson | 1,275, 24869 | 214,669 99 | 52, 07868 | 731,393 96 | 1,864 83 | 1,875 19 |
| Winriebago | 2,640,535 05 | 595,702 15 | 100,644 50 | 1,615,811 12 | 4,815 47 | 10,530 66 |
| Woodford | 693,250 85 | 174,110 43 | 19,517 94 | 465,160 67 | 8,606 75 | 6,024 57 |

Concluded.

From what sources received.

| Sale of bonds. | Insurance adjustments. | Other sources. | Reimbursements by State Board for Vocational Education. | Net receipts (columns 3 to 11). | Duplications. |  |
| :---: | :---: | :---: | :---: | :---: | :---: | :---: |
|  |  |  |  |  | Other treasurers. | Transfer of pupils. |
| 8 | 9 | 10 | 11 | 12 | 13 | 14 |
|  | $\left.\begin{array}{r} \$ 1,105 \\ 596 \\ 596 \\ 6,088 \\ 341 \\ 36 \\ 989 \\ 98 \end{array} \right\rvert\,$ | $\left.\begin{array}{r} 24,687 \\ 56 \\ 5,829 \\ 139 \\ 1,385 \\ 3,329 \\ 1,165 \\ 1,96 \end{array} \right\rvert\,$ |  | $\begin{array}{r} \$ 2,684,455 \\ 531,193 \\ 96 \end{array}$ | \& 17,609 92 | \$74,860 72 |
|  |  |  |  |  | 3,056 47 | 35,134 96 |
| 10,844 94 |  |  |  | 1,235, 09758 | 139,142 91 | 61,763 33 |
| --711--2- |  |  |  | 1,232,331 47 | 24209 | 30,458 00 |
|  | 98948 |  | 4,266 95 | 898,275 90 |  |  |
|  | 27647 | 6,288 58 | 3,879 57 | S44,223 80 | 6,292 49 | 40,893 31 |
| 37,580 49 | 7309 | 30,564 22 | 5,190 42 | 1,309,271 40 | 43,996 46 | 1,075 22 |
| 102,455 57 | 1,873 70 | 38,398 69 | 9,504 69 | 1,937,863 75 | 57,090 12 | 52,21198 |
| 89,609 00 | 139 800 60 | 829,64612 8,982 | 2,259 34 | $2,505,48298$ $1,549,54755$ | 2,255 52,346 98 | 40,425 19,017 |
| 121,357 32 | 47104 | 147,108 39 | 8,480 02 | 3,593,884 87 | 31874 | 57,614 55 |
|  | 7562 | 5,994 56 | 3,444 53 | 776,906 81 | 2,882 50 | 43,776 00 |
|  | 77270 | 7,000 77 | 1,081 20 | 355,067 37 | 5,613 15 | 1,796 02 |
| 5,145 00 | 1,994 26 | 17,291 43 |  | 625,511 91 | 4,370 87 | 1,432 63 |
| 6,000 00 | 7050 | 12,242 22 | 2,403 15 | 274,070 19 | 8400 | 13,497 17 |
| 2,000 00 | 6,161-76 | $\begin{array}{r}3,372 \\ 16,912 \\ \hline 263 \\ \hline 28 \\ \hline 18\end{array}$ | 3,358 <br> 1,160 <br> 60 | 337,282 70 | 88224675 | 22,536 87 |
|  |  |  |  |  |  | 39,175 14 |
|  |  | 3,963 17 | $\stackrel{2}{2}, 76250$ | 782,093 37 |  | 21,750 81 |
| 12,00000 | $\begin{array}{r}200 \\ 18 \\ \hline 27\end{array}$ | $\begin{array}{ll}3,965 & 17 \\ 1,931 & 12\end{array}$ |  | 938,732 58 | 2,19781 | 49,317 83 |
|  | 2,722 00 | 1,031 187 | 1,150 00 | 423,340 71 | 28165 | 6,6617329,27064 |
| 5,300 00 | 1,623 <br> 1,61 <br> 662 <br> 15 | 18736 14,087 38 | 1,684 90 | 918,443$2,281,617$29 | $\begin{array}{r}8,560 \\ 59,908 \\ \hline 10\end{array}$ |  |
| 33,664 18 |  | 24,547 46 |  |  |  | 18,486 95 |
|  | 16,010 23 | 1,4697652612 | 2,0534,970 | -529,958 98 | 3,494 16 | 17,7322025,25620 |
| 79,29512 | 4,622 99 |  |  | 868,237 28 | 1,219 39 |  |
|  | 9890 |  | $3,21302$ |  | $\begin{array}{r} 54,269 \\ 68 \\ 64 \end{array}$ | 65,03715 |
| $\begin{array}{rr} 800 & 00 \\ 30,187 & 34 \end{array}$ |  | $\begin{aligned} & 3,683 \\ & 1,191 \\ & 1,190 \\ & 3,355 \\ & \hline 28 \end{aligned}$ |  | $152,95742$ |  | $\begin{array}{r} 3,351 \\ 15,305 \\ 40 \end{array}$ |
|  | 40000 |  |  |  |  |  |
|  | 15,960 00 | $\begin{array}{r}10,11893 \\ 938 \\ \hline\end{array}$ | $\begin{array}{r} 81250 \\ 1,996 \end{array}$ | $\begin{aligned} & 260,39192 \\ & 442,357 \\ & 91 \end{aligned}$ | $\begin{array}{rrr} 353 & 38 \\ 2,016 & 28 \end{array} \text { - }$ | 39,182 35 |
|  | 92516 |  |  |  |  |  |
| $\begin{array}{r}77,700 \\ 4,000 \\ \hline 100\end{array}$ | 13082 | 2,648 08 | 1,260 00 | $\begin{array}{r} 354,337 \\ 2,119,008 \\ 06 \end{array}$ | 35653 | $\begin{array}{ll} 25,903 & 49 \\ 11,137 & 16 \end{array}$ |
|  | $\begin{array}{rr} 138 & 97 \\ 14,024 & 13 \end{array}$ | 37,173 36 | 1,267 50 |  | $\begin{array}{rr} 172 & 69 \\ 4,627 & 13 \end{array}$ |  |
| 190,730 48 |  | 20,8831,8401,8915 | $\begin{aligned} & 3,73845 \\ & 2,930 \\ & 02 \end{aligned}$ | $\begin{aligned} & 2,119,008 \\ & 3,598,006 \end{aligned}$ |  | $\begin{aligned} & 11,13716 \\ & 55,591 \end{aligned}$ |
| 1,600 00 |  |  |  | 626,896 83 | 1,022 70 | 27,724 7364,909 |
| $33,518 \quad 60$ |  | 15,089 53 | 1,345 83 | 2,456,042 68 | 3,819 <br> 5,782 <br> 18 |  |
| $16,05333$ | 2,812 50 |  |  | 355,700 80 |  | 40,9572112,45321 |
|  | 470 | 30879 | 1,284 38 | 275,532 70 | 264 |  |
|  | 5849 | 6,967 23 | 2,290 15 | 675,868 98 | 12,347 77 | 62,043 60 |
| 95,78000 | $\begin{array}{r}243 \\ 1,845 \\ \hline 09\end{array}$ | $\begin{array}{rr} 3,549 & 51 \\ 11,058 & 62 \end{array}$ | $\begin{aligned} & 1,296 \\ & 1,29 \\ & 1,093 \\ & \hline \end{aligned}$ | $\begin{array}{lll} 526,973 & 44 \\ 960,846 & 99 \end{array}$ | $\begin{array}{rr} 6,437 & 80 \\ 13,634 & 66 \end{array}$ | $\begin{aligned} & 10,19878 \\ & 29,77836 \end{aligned}$ |
|  |  |  |  |  |  |  |
| $\begin{array}{r} 185,500 \\ 2,500 \\ 254,578 \\ 154 \end{array}$ | $\left.\begin{array}{r} 3,099 \\ 8,80 \\ 8,87 \\ 29,174 \\ 173 \\ 196 \\ 153 \\ 15 \end{array} \right\rvert\,$ | $\begin{array}{rr} 81,801 & 23 \\ 630 & 50 \end{array}$ | $\left.\begin{array}{rr} 74,090 & 81 \\ 2,979 & 00 \end{array} \right\rvert\,$ | $\begin{array}{rr} 2,036,471 & 31 \\ 430,295 & 48 \end{array}$ | 12,972 71 | $\begin{array}{r} 7,27432 \\ 17,78678 \end{array}$ |
|  |  |  |  |  | 2,115 89 |  |
|  |  | 3,298 88 | 11,270 14 | $2,451,19633$312,00194 | $\begin{array}{r}30647 \\ 22200 \\ \hline\end{array}$ | 39,8460531,58666 |
|  |  |  |  |  |  |  |
| 22,26193 |  | 39517 | 1,479 12 | 715,621 60 | 6,240 25 | 41,179 49 |
|  | 1,0703253535 | 4,428 91 | 1,1861,2501,250 | 254,498 82 | 32344 | 21,9772,22501 |
| 2,300 00 |  | 23637 |  | 353,687 95 | 9,129 92 |  |
|  | 5,931123,0845 | 342335,51916 | 361,21291 | 481,66474$1,254,73450$ | $\begin{array}{r}39018 \\ 3,48729 \\ \hline\end{array}$ | 30,9847436,31688 |
| 2,100 00 |  |  |  |  |  |  |
| 227,056 14 | 21,637 29 | 1,319 82 | 33,189 94 | 2,597,561 52 | 10,980 57 | 8,650 81 |
| 81,155 00 | $\begin{array}{r} 9,905 \\ 1,56 \\ 1,580 \\ 753 \\ 781 \end{array}$ | $\begin{array}{r} 138,56136 \\ 87,88952 \\ 85005 \end{array}$ | $\begin{array}{r} 15,545 \\ 81 \\ 8,512 \\ 92 \\ 8,354 \\ \hline 2 \end{array}$ | $\begin{array}{r} 1,247,04998 \\ 2,448,39169 \\ 682,63294 \end{array}$ | $\begin{array}{rr} 9,361 & 4.3 \\ 99,328 & 41 \\ 3,323 & 91 \end{array}$ | $\begin{array}{r} 18,83728 \\ 92,81495 \\ 7,29400 \end{array}$ |
| 22,900 00 |  |  |  |  |  |  |
|  |  |  |  |  |  |  |

TABLE 17—DISTRICT FUND EXPENDITURES

| Counties. | Total. | General control. | Instruction. | Operating school plant. | Maintenance of plant. | Auxiliary agencies. |
| :---: | :---: | :---: | :---: | :---: | :---: | :---: |
| 1 | 2 | 3 | 4 | 5 | 6 | 7 |
| Illinois_ | \$198,945,758 71 | \$4,516,417 16 | \$81,744,703 24 | \$16,700,049 67 | \$7,796,798 17 | \$4,860,677 99 |
| Adams | \$1,781,273 66 | \$ 18,24768 | 563,760 20 | \$ 80,846 15 | \$ 56,93794 | 17,108 54 |
| Alexand | 355,748 28 | 10,538 45 | 163,301 28 | 36,536 82 | 19,316 55 | 12,308 24 |
| Bond | 446,060 83 | 2,453 62 | 138,785 25 | 18,594 00 | 11,008 01 | 1,040 03 |
| Boone | 453,786 97 | 6,149 06 | 161,701 24 | 30,012 09 | 17,024 53 | 89771 |
| Brown | 227,408 20 | 88641 | 85,292 91 | 9,859 15 | 7,397 36 | 95516 |
| Bureau | 1,098,136 21 | 22,243 08 | 491,791 92 | 97,791 97 | 52,288 74 | 27,024 22 |
| Calhoun | 96,186 31 | 92610 | 43,695 46 | 5,456 51 | 4,674 79 | 37977 |
| Carroll | 904,717 04 | 7,441 33 | 254,176 29 | 41,995 63 | 18,984 28 | 15,818 24 |
| Cass. | 483,816 58 | 6,387 96 | 188,058 28 | 38,822 11 | 26,510 61 | 12,918 87 |
| Champaign-.-- | 1,897,377 54 | 27,917 80 | 790,470 17 | 161,001 14 | 88,257 95 | 21,974 92 |
| Christia | 1,078,745 08 | 17.429 57 | 465,938 88 | 76,045 91 | 43,367 01 | 61,390 90 |
| Clark | 566,816 11 | 5,463 30 | 218,011 04 | 35,378 85 | 18,569 94 | 1,325 74 |
| Clay | 342,636 57 | 3,409 93 | 129,060 03 | 19,463 21 | 15,079 36 | 3,500 04 |
| Clinto | 283,229 80 | 1,507 91 | 122,762 32 | 14,679 77 | 11,531 23 | 5,688 68 |
| Coles | 956,413 36 | 16,085 89 | 341,654 36 | 54,339 66 | 25,025 07 | 14,680 25 |
| Cook- |  |  |  |  |  |  |
| Outside Chicago $\qquad$ | 21,546,298 52 | 491,407 88 | 5,749,414 35 | 1,562,534 49 | 620,198 03 | 334,457 23 |
| Chicago | 72,932,869 45 | 2,368,919 74 | 37,529,476 36 | 8,363,150 39 | 3,278,157 06 | 2,127,255 24 |
| Crawford | 683,641 89 | 11,210 42 | 264,828 21 | 40,399 29 | 25,110 11 | 6,622 73 |
| Cumberlan | 342,057 89 | 1,227 96 | 117,620 05 | 14,675 31 | 15,082 64 | 50,898 61 |
| DeKalb | 1,423,285 08 | 26,609 06 | 512,068 33 | 99,416 93 | 150,002 33 | 47,618 62 |
| DeWitt | 553,03310 | 3,568 08 | 253,404 93 | 39,917 59 | 29,634 89 | 3,870 60 |
| Douglas | 677,917 87 | 6,219 07 | 286,668 52 | 46,873 48 | 24,662 88 | 3,363 41 |
| DuPage | 5,076,197 23 | 105,417 09 | 1,058,563 74 | 325,647 56 | 109,715 30 | 107,402 98 |
| Edgar | 833,391 65 | 11,260 94 | 309,385 85 | 48,893 19 | 33,270 85 | 17,468 12 |
| Edwards. | 183,279 55 | 1,093 01 | 82,603 01 | 11,056 41 | 6,449 19 | 3,234 40 |
| Effingha | 562,516 24 | 4,752 37 | 150,346 43 | 20,619 23 | 17,435 20 | 4,986 80 |
| Fayette | 554,418 97 | 1,624 59 | 198,081 24 | 22,747 48 | 16,899 46 | 2,503 35 |
| Ford | 727,720 72 | 7,169 44 | 239,052 01 | 39,866 09 | 19,325 88 | 9,808 23 |
| Frankli | 1,395,644 80 | 10,880 49 | 605,256 83. | 87,433 68 | 62,551 57 | 12,825 58 |
| Fulton | 1,053,151 41 | 11,181 83 | 467,693 04 | 81,444 11 | 38,575 41 | 15,022 03 |
| Gallatin | 217,612 57 | 1,864 41 | 95,613 56 | 12,589 44 | 8,509 35 | 7,372 00 |
| Greene. | 505,360 28 | 1,887 90 | 216,121 31 | 33,757 40 | 16,459 57 | 8,738 74 |
| Grundy | 546,540 71 | 7,225 62 | 219,471 42 | 39,900 11 | 16,925 21 | 29,867 88 |
| Hamilton | 331,885 79 | 1,488 43 | 85,672 23 | 11,682 92 | 8,061 24 | 2,942 43 |
| Hancock | 891,871 96 | 2,682 10 | 343,514 55 | 60,335 66 | 23,824 77 | 7,665 85 |
| Hardin | 114,985 36 | 73837 | 44,36158 | 4,696 85 | 3,274 92 | 4,605 89 |
| Hender | 378,035 21 | 2,250 87 | 123,302 20 | 16,379 19 | 11,254 58 | 4,422 25 |
| Henry | 1,409,422 36 | 24,295 76 | 494,814 61 | 90,194 70 | 53,080 38 | 24,754 64 |
| Iroquois | 1,383,690 44 | 15,994 91 | 479,639 11 | 83,053 80 | 40,349 17 | 29,116 56 |
| Jackson | 792,738 31 | 14,888 29 | 315,301 50 | 52,104 48 | 28,251 10 | 66,389 33 |
| Jasper | 320,489 30 | 1,89152 | 128,373 63 | 17,749 23 | 19,119 03 | 2,627 16 |
| Jefferso | 649,35769 | 11,816 00 | 272,565 94 | 31,551 98 | 21,507 34 | 7,645 23 |
| Jersey | 323,588 76 | 2,027 61 | 110,495 75 | 13,161 24 | 11,769 29 | 1,017 48 |
| JoDaviess | 641,303 27 | 5,570 77 | 220,74782 | 25,444 12 | 17,858 71 | 6,590 61 |
| Johnson.- | 287,769 62 | 58997 | 87,234 83 | 12,632 11 | 10,465 32 | 7,880 36 |
| Kane | 3,645,673 30 | 83,763 16 | 1,319,063 06 | 245,522 51 | 121,013 35 | 39,781 18 |
| Kankak | 1,299,963 45 | 5,868 83 | 440,710 57 | 81,903 12 | 29,045 64 | 38,300 23 |
| Kendall | 425,036 88 | 2,614 13 | 131,933 08 | 19,409 01 | 11,186 15 | 8,538 12 |
| Knox | 1,300,776 30 | 11,524 64 | 512,191 69 | 80,498 24 | 65,564 75 | 18,463 14 |
| Lake | 4,209,345 48 | 97,902 74 | 1,393,195 56 | 348,782 57 | 206,255 51 | 93,385 98 |

BY SUBDIVISIONS—1929.

| Total current expenses (columns 3 to 7 ). | Capital outlay. | Net expenditures (columns 8 to 10 ). | Bonded debt. | Other treasurers. | Tuition of transferred pupils. | Balance on hand June 30, 1929. |
| :---: | :---: | :---: | :---: | :---: | :---: | :---: |
| 8 | 9 | 10 | 11 | 12 | 13 | 14 |
| \$115,618,646 23 | \$34,892,696 53 | \$150,511,342 76 | \$7,201,655 74 | \$1,429,178 53 | \$3,768,097 65 | \$36,035,484 03 |
| \$ 736,900 51 | \& 211,21945 | 948,119 96 | \$ 36,809 23 | \$ 12,744 94 | \$ 35,805 37 | 747,794 16 |
| 242,001 34 | 14,244 56 | 256,245 90 | 39,853 05 |  | 4,708 53 | 54,940 80 |
| 171,880 91 | 21,921 65 | 193,802 56 | 11,109 36 | 9,594 69 | 54,736 22 | 176,818 00 |
| 215,784 63 | 9,294 00 | 225,078 63 | 15,929 94 | 10,912 03 | 26,954 48 | 174,911 89 |
| 104,390 99 | 2,931 57 | 107,322 56 | 2,990 00 | 3,633 81 | 20,000 42 | 93,461 41 |
| 691,139 93 | 24,401 31 | 715,541 24 | 55,750 75 | 5,884 49 | 39,635 04 | 281,324 69 |
| 55,132 63 | 51573 | 55,648 36 | 2,385 85 |  |  | 38,152 10 |
| 338,415 77 | 172,370 53 | 510,786 30 | 36,934 26 | 29,063 54 | 6,424 93 | 321,508 01 |
| 272,697 83 | 23,073 90 | 295,771 73 | 35,608 46 | 6,564 53 | 12,039 81 | 133,832 05 |
| 1,089,621 98 | 108,756 10 | 1,198,378 08 | 124,885 26 | 10,650 58 | 221,590 92 | 341,872 70 |
| 664,172 27 | 46,883 76 | 711,056 03 | 56,122 61 | 2,359 55 | 8,945 82 | 300,261 07 |
| 278,748 87 | 69,789 26 | 348,538 13 | 13,629 58 |  | 3,234 87 | 201,413 53 |
| 170,512 57 | 11,578 30 | 182,090 87 | 8,629 30 |  | 29,634 20 | 122,282 20 |
| 156,169 91 | 1,836 97 | 158,006 88 | 5,975 00 | 59736 | 39,278 40 | 79,372 16 |
| 451,785 23 | 163,768 06 | 615,553 29 | 43,202 98 |  | 55,677 78 | 241,979 31 |
| 758,011 98 | 8,302,040 55 | 17,060,052 53 | 1,386,567 15 | 1,993 56 | 162,435 28 | 2,935,250 00 |
| 53,666,958 79 | 5,118,323 55 | 68,785,282 34 | 8,071 38 |  |  | 4,139,515 73 |
| 348,170 76 | 6,260 65 | 354,431 41 | 30,459 00 | 1,938 17 | 19,822 23 | 276,991 08 |
| 199,504 57 | 2,271 90 | 201,776 47 | 13,847 76 | 10,881 60 | 13,163 43 | 102,388 63 |
| 835,715 27 | 72,580 21 | 908,295 48 | 80,150 65 | 12,768 28 | 47,051 55 | 375,019 12 |
| 330,396 09 | 4,043 41 | 334,439 50 | 43,171 68 | 1,528 42 | 18,237 28 | 155,656 22 |
| 367,787 36 | 7,031 10 | 374,818 46 | 56,427 38 | 28165 | 25,431 76 | 220,958 62 |
| 1,706,746 67 | 1,533,540 03 | 3,240,286 70 | 238,675 08 | 435,667 25 | 40,550 46 | 1,121,017 74 |
| 420,278 95 | 65,006 64 | 485,285 59 | 34,454 60 |  | 46,651 29 | 267,000 17 |
| 104,436 02 | 24483 | 104,680 85 | 10,982 32 | 10463 | 3,056 88 | 64,454 87 |
| 198,140 03 | 145,198 40 | 343,338 43 | 17,440 69 | 20948 | 31,984 71 | 169,542 93 |
| 241,856 12 | 100,074 58 | 341,930 70 | 21,100 07 | 1320 | 44,465 35 | 146,909 65 |
| 315,221 65 | 66,949 92 | 382,171 57 | 38,591 30 | 3666 | 25,105 96 | 281,815 23 |
| 778,948 15 | 160,553 39 | 939,501 54 | 113,808 09 |  | 58,247 43 | 284,087 74 |
| 613,916 42 | 30,869 16 | 644,785 58 | 78,740 04 | 8,833 01 | 50,474 61 | 270,318 17 |
| 125,948 76 | 15,450 47 | 141,399 23 | 9,534 25 | 26138 | 11,203 52 | 55,214 19 |
| 276,964 92 | 3,948 37 | 280,913 29 | 27,439 81 | 4824 | 43,78455 | 153,174 39 |
| 313,390 24 | 11,885 97 | 325,276 21 | 28,115 75 | 55674 | 26,964 47 | 165,627 54 |
| 109,847 25 | 65,063 22 | 174,910 47 | 4,249 52 | 12,726 97 | 35,405 72 | 104,593 11 |
| 438,022 93 | 83,985 21 | 522,008 14 | 38,672 51 | 6,848 74 | 79,626 79 | 244,715 78 |
| 57,677 61 | 2,697 70 | 60,375 31 | 4,570 15 |  | 8,060 00 | 41,979 90 |
| 157,609 09 | 25,887 06 | 183,496 15 | 17,969 00 | 4,845 27 | 22,508 44 | 149,216 35 |
| 687,140 09 | 21,570 37 | 708,710 46 | 81,013 46 | 10,727 55 | 53,200 47 | 555,770 42 |
| 648,153 55 | 23,091 91 | 671,245 46 | 37,264 60 | 2,521 40 | 63,560 98 | 609,098 00 |
| 476,934 70 | 56,837 39 | 533,772 09 | 57,634 88 | 20,637 45 | 20,832 71 | 159,861 18 |
| 169,760 57 | 1,790 27 | 171,550 84 | 19,026 55 | 13150 | 26,231 50 | 103,548 91 |
| 345,086 49 | 28,699 72 | 373,78621 | 31,444 45 | 7,983 62 | 47,410 60 | 188,732 81 |
| 138,471 37 | 33,632 16 | 172,103 53 | 5,126 85 | 6,905 97 | 25,686 33 | 113,766 08 |
| 276,212 03 | 10,525 83 | 286,737 86 | 17,482 46 | 10,056 80 | 30,595 26 | 296,430 89 |
| 118,802 59 | 49,408 81 | 168,211 40 | 7,756 88 | 10421 | 34,663 24 | 77,033 89 |
| 1,809,143 26 | 975,254 60 | 2,784,397 86 | 218,477 24 | 38,325 43 | 61,16760 | 543,305 17 |
| 595,828 39 | 71,855 45 | 667,683 84 | 52,553 80 | 2,393 16 | 40,833 86 | 536,498 79 |
| 173,680 49 | 22,077 86 | 195,758 35 | 12,820 64 | 11,905 22 | 38,669 65 | 165,883 02 |
| 688,242 46 | 153,389 67 | 841,632 13 | 25,651 95 | 49,172 38 | 53,089 48 | 331,23036 |
| 2,139,522 36 | 881,558 55 | 3,021,080 91 | 363,394 34 | 22,122 01 | 42,403 34 | 760,344 88 |

TABLE 17-

| Counties. | Total. | General control. | Instruction. | Operating school plant. | Maintenance of plant. | Auxiliary agencies. |
| :---: | :---: | :---: | :---: | :---: | :---: | :---: |
| 1 | 2 | 3 | 4 | 5 | 6 | 7 |
| LaSalle. | \$2,776,925 96 | \$79,523 87 | \$1,068,868 51 | \$203,738 10 | \$123,656 17 | \$ 39,237 66 |
| Lawrence | 569,385 39 | 15,924 88 | 222,144 55 | 33,951 38 | 19,991 81 | 3,477 02 |
| Lee | 1,436,003 82 | 11,390 21 | 350,427 72 | 46,772 16 | 24,474 04 | 25,108 00 |
| Livingsto | 1,270,804 86 | 16,836 40 | 529,880 83 | 76,216 95 | 56,765 68 | 33,512 64 |
| Logan.... | 928,975 99 | 11,582 30 | 345,026 81 | 62,909 65 | 32,372 40 | 16,253 49 |
| McDonough | 891,409 60 | 7,710 39 | 323,040 52 | 49,365 80 | 32,601 31 | 7,424 90 |
| McHenry | 1,354,343 08 | 21,420 03 | 472,459 10 | 89,328 60 | 63,026 90 | 55,660 09 |
| McLean | 2,047,165 85 | 28,898 54 | 833,889 71 | 148,654 54 | 92,283 94 | 22,694 90 |
| Macon | 2,548,163 65 | 30,774 43 | 815,193 03 | 147,129 62 | 70,601 76 | 350,380 66 |
| Macoupin | 1,620,911 98 | 14,922 65 | 542,544 76 | 93,085 34 | 42,772 72 | 54,669 59 |
| Madison | 3,651,818 16 | 86,841 87 | 1,201,437 55 | 236,342 30 | 124,922 67 | 24,435 80 |
| Marion | 823,565 31 | 21,702 87 | 329,870 96 | 45,819 79 | 46,198 32 | 4,504 90 |
| Marshall | 362,476 54 | 1,769 33 | 173,622 99 | 22,950 03 | 14,326 13 | 9,185 73 |
| Mason | 631,315 41 | 12,786 92 | 223,378 52 | 36,225 57 | 16,391 36 | 36,225 91 |
| Massac | 287,651 36 | 6,590 76 | 120,763 65 | 20,487 84 | 18,824 85 | 6,357 89 |
| Menard | 360,701 85 | 1,714 83 | 134,106 19 | 19,464 83 | 15,114 72 | 2,611 95 |
| Mercer | 700,747 15 | 7,645 69 | 234,987 74 | 40,117 00 | 21,463 26 | 22,677 56 |
| Monroe. | 246,215 46 | 1,189 78 | 101,574 13 | 8,271 05 | 7,105 19 | 32290 |
| Montgomery | 820,216 46 | 19,945 66 | 364,278 75 | 56,920 89 | 33,235 61 | 7,348 30 |
| Morgan.-- | 990,248 22 | 10,557 62 | 312,535 50 | 43,786 84 | 24,247 16 | 9,942 51 |
| Moultrie | 439,284 09 | 3,900 86 | 170,908 40 | 23,264 42 | 17,945 04 | 2,097 84 |
| Ogle | 956,274 40 | 10,967 89 | 372,874 04 | 57,006 96 | 24,012 33 | 15,886 82 |
| Peoria | 2,360,012 34 | 37,307 68 | 1,124,462 30 | 173,094 26 | 126,438 10 | 40,410 49 |
| Perry | 551,185 34 | 5,889 18 | 180,681 39 | 23,428 36 | 25,002 35 | 12,781 39 |
| Piatt | 894,712 87 | 3,062 41 | 285,135 81 | 44,603 52 | 25,837 73 | 13,018 75 |
| Pike | 878,108 02 | 8,294 92 | 308,226 10 | 43,538 93 | 30,165 81 | 31,868 11 |
| Pope | 156,377 45 | 1,274 08 | 51,818 72 | 6,762 49 | 5,077 71 | 8,875 63 |
| Pulaski | 333,452 50 | 4,125 26 | 106,324 14 | 18,911 72 | 25,572 05 | 8,658 40 |
| Putnam | 260,745 30 | 78291 | 87,171 29 | 31,657 18 | 10,076 17 | 6,293 60 |
| Randolph | 483,555 84 | 9,056 52 | 210,105 76 | 30,433 04 | 18,929 31 | 11,129 27 |
| Richland. | 380,597 22 | 3,377 43 | 124,568 67 | 15,452 76 | 8,909 39 | 1,137 80 |
| Rock Island | 2,131,217 91 | 47,751 39 | 935,832 18 | 170,849 78 | 81,679 26 | 23,012 94 |
| St. Clair | 3,658,224 54 | 96,151 29 | 1,412,831 85 | 250,521 70 | 161,172 51 | 53,487 53 |
| Saline. | 655,644 26 | 15,001 21 | 328,155 95 | 46,660 03 | 28,585 91 | 9,46533 |
| Sangamon. | 2,524,771 89 | 44,447 06 | 1,170,719 17 | 168,374 03 | 90,253 43 | 50,474 26 |
| Schuyler | 402,440 51 | 1,435 04 | 131,476 16 | 18,061 52 | 9,483 97 | 93185 |
| Scott. | 287,988 55 | 1,054 30 | 103,424 17 | 15,109 41 | 9,349 18 | 4,056 25 |
| Shelby | 750,260 35 | 8,270 32 | 297,977 10 | 38,381 88 | 19,349 83 | 15,048 63 |
| Stark | 543,610 02 | 4,979 75 | 143,139 07 | 22,183 63 | 11,724 38 | 12,620 20 |
| Stephenson | 1,004,260 01 | 14,868 00 | 399,513 23 | 70,807 84 | 35,146 18 | 23,726 88 |
| Tazewell. | 2,056,718 34 | 15,157 88 | 522,490 86 | 88,085 36 | 44,391 63 | 11,828 95 |
| Union | 450,198 15 | 5,967 55 | 160,495 20 | 21,156 97 | 24,263 58 | 12,555 55 |
| Vermilion | 2,491,348 85 | 40,820 94 | 999,487 71 | 190,267 71 | 121,878 08 | 44,160 66 |
| Wabash | 343,810 60 | 5,542 42 | 122,158 02 | 18,396 13 | 10,302 76 | 5,947 88 |
| Warr | 763,041 34 | 8,411 67 | 284,994 37 | 39,952 67 | 32,087 27 | 1,801 39 |
| Washington | 276,799 27 | 3,467 82 | 117,779 09 | 12,254 76 | 8,406 76 | 55758 |
| Wayne | 365,042 88 | 5,131 11 | 161,386 91 | 21,072 15 | 15,319 23 | 2,115 45 |
| White | 513,039 66 | 4,972 17 | 181,308 44 | 18,907 11 | 18,341 78 | 3,431 06 |
| Whitesid | 1,294,538 67 | 23,629 18 | 450,760 56 | 68,032 17 | 45,779 57 | 10,499 86 |
| Will | 2,617,192 90 | 71,513 32 | 1,094,508 15 | 253,874 57 | 97,408 01 | 92,131 71 |
| William | 1,275,248 69 | 23,246 86 | 545,452 67 | 68,73354 | 49,178 19 | 156,903 83 |
| Winnebag | 2,640,535 05 | 63,778 26 | 1,157,837 04 | 288,875 65 | 59,756 26 | 50,404 96 |
| Woodfo | 693,250 85 | 6,535 36 | 283,420 67 | 52,952 26 | 37,778 86 | 36,870 44 |

Concluded.

| Total current expenses (columns 3 to 7 ). | Capital outlay. | Net expenditures (columns 8 to 10). | Bonded debt. | Other treasurers. | Tuition of transferred pupils. | Balance on hand June 30, 1929 |
| :---: | :---: | :---: | :---: | :---: | :---: | :---: |
| 8 | 9 | 10 | 11 | 12 | 13 | 14 |
| \$1,515,024 31 | \$ 79,649 85 | \$1,594,674 16 | \$158,253 18 | \$ 3,193 85 | \$85,610 76 | 5,194 01 |
| 295,489 64 | 14,470 22 | 309,959 86 | 27,223 60 |  | 55,087 36 | 177,114 57 |
| 458,172 13 | 343,677 78 | 801,849 91 | 49,365 00 | 134,391 23 | 87,996 44 | 362,401 24 |
| 713,212 50 | 103,161 93 | 816,374 43 | 47,846 57 | 2,671 40 | 48,690 77 | 355,221 69 |
| 468,144 65 | 66,021 36 | 534,166 01 | 74,195 85 | 24209 | 25,190 29 | 295,181 75 |
| 420,142 92 | 14,658 54 | 434,801 46 | 40,520 44 | 4,709 54 | 45,218 61 | 366,159 55 |
| 701,894 72 | 53,149 92 | 755,044 64 | 102,391 05 | 37,946 40 | 8,068 85 | 450,892 14 |
| 1,126,421 63 | 273,881 36 | 1,400,302 99 | 124,589 87 | 63,690 85 | 55,025 32 | 403,556 82 |
| 1,414,079 50 | 458,880 47 | 1,872,959 97 | 278,359 76 | 10000 | 45,750 06 | 350,993 86 |
| 747,995 06 | 264,793 40 | 1,012,788 46 | 103,954 64 | 32,30753 | 18,838 95 | 453,022 40 |
| 1,673,980 19 | 777,326 84 | 2,451,307 03 | 225,334 01 | 1,161 44 | 55,089 32 | 918,926 36 |
| 448,096 84 | 86,289 54 | 534,386 38 | 44,606 53 | 5,142 32 | 12000 | 239,310 08 |
| 221,854 21 | 7,552 62 | 229,406 83 | 15,472 88 | 13,131 40 | 4,326 37 | 100,139 06 |
| 325,008 28 | 23,048 17 | 348,056 45 | 52,729 29 | 10548 | 3,701 08 | 226,723 11 |
| 173,024 99 | 30,112 53 | 203,13752 | 25,133 16 |  | 11,972 17 | 47,408 51 |
| 173,012 52 | 9,863 35 | 182,875 87 | 19,404 76 |  | 24,717 40 | 133,703 82 |
| 326,891 25 | 61,326 71 | 388,217 96 | 25,697 06 | 4,214 61 | 47517 | 282,142 35 |
| 118,463 05 | 1,631 40 | 120,094 45 | 5,705 00 |  | 7,706 70 | 112,709 31 |
| 481,729 21 | 11,816 24 | 493,545 45 | 67,085 39 | 17,756 08 | 35,009 03 | 206,820 51 |
| 401,069 63 | 142,072 58 | 543,142 21 | 50,945 10 | 1,327 11 | 49,615 53 | 345,218 27 |
| 218,116 56 | 11,988 40 | 230,104 96 | 4,393 75 | 4,612 36 | 13,767 23 | 186,405 79 |
| 480,748 04 | 34,958 49 | 515,706 53 | 51,973 70 | 24,788 83 | 28,140 79 | 335,664 55 |
| 1,501,712 83 | 150,689 35 | 1,652,402 18 | 121,676 22 | 13,643 99 | 68,002 05 | 504,287 90 |
| 247,782 67 | 6,648 55 | 254,431 22 | 23,055 54 | 7,056 29 | 19,181 46 | 247,460 83 |
| 371,658 22 | 93,651 72 | 465,309 94 | 63,613 88 | 43701 | 16,772 45 | 348,579 59 |
| 422,09387 | 8,373 95 | 430,467 82 | 49,714 75 | 47,832 28 | 62,916 08 | 287,177 09 |
| 73,808 63 | 1000 | 73,818 63 | 4,043 45 | -68 76 | 8,770 70 | 69,675 91 |
| 163,591 57 | 74,932 74 | 238,524 31 | 13,988 83 |  | 20,217 75 | 60,721 61 |
| 135,981 15 | 17,846 47 | 153,827 62 | 10,618 06 | 14801 |  | 96,151 61 |
| 279,653 90 | 2,524 32 | 282,178 22 | 11,933 50 | 15210 | 45,463 77 | 143,828 25 |
| 153,446 05 | 97,911 39 | 251,357 44 | 12,235 50 |  | 25,916 13 | 91,088 15 |
| 1,259,125 55 | 268,268 42 | 1,527,393 97 | 170,320 87 | 11052 | 41,395 57 | 391,996 98 |
| 1,974,164 88 | 426,702 82 | 2,400,867 70 | 166,318 39 | 5,036 63 | 46,671 35 | 1,039,330 47 |
| 427,868 43 | 46,341 26 | 474,209 69 | 53,588 68 | 3,067 14 | 29,886 25 | 94,892 50 |
| 1,524,267 95 | 190,482 19 | 1,714,750 14 | 133,705 72 | 5,984 07 | 99,270 62 | 571,061 34 |
| 161,388 54 | 24,137 33 | 185,52587 | 9,273 50 | 5,504 41 | 56,470 64 | 145,666 09 |
| 132,993 31 | 2,104 75 | 135,098 06 | 26,567 75 | 264 | 14,413 90 | 111,906 20 |
| 379,027 76 | 18,588 80 | 397,616 56 | 21,426 17 | 12,291 77 | 58,990 57 | 259, 73528 |
| 194,647 03 | 57,915 78 | 252,562 81 | 18,574 55 | 12,625 82 | 12,859 51 | 246,987 33 |
| 544,062 13 | 43,097 54 | 587,159 67 | 25,837 16 | 12,739 83 | 44,583 68 | 333,939 67 |
| 681,954 68 | 291,189 50 | 973,144 18 | 135,213 72 | 71,897 79 | 15,459 12 | 861,003 53 |
| 224,428 85 | 48,179 19 | 272,618 04 | 10,132 59 | 2,115 89 | 20,785 66 | 144,545 97 |
| 1,396,615 10 | 241,601 70 | 1,638,216 80 | 153,124 44 | 23491 | 38,568 52 | 661,204 18 |
| 162,347 21 | 9,213 57 | 171,560 78 | 14,095 70 |  | 34,037 92 | 124,116 20 |
| 367,247 37 | 43,295 77 | 410,543 14 | 19,636 80 | 4,950 23 | 41,985 42 | 285,925 75 |
| 142,466 01 | 2,131 45 | 144,597 46 | 8,103 64 | 9483 | 20,797 62 | 103,205 72 |
| 205,024 85 | 17,197 27 | 222,222 12 | 11,946 37 | 8,679 94 | 3,499 54 | 118,694 91 |
| 226,960 56 | 9,098 69 | 236,059 25 | 7,817 64 |  | 28,658 22 | 240,504 55 |
| 598,701 34 | 93,579 42 | 692,280 76 | 54,597 65 | 1,471 44 | 33,082 30 | 513,106 52 |
| 1,609,435 76 | 438,648 19 | 2,048,083 95 | 186,029 73 | 8,362 19 | 103,699 15 | 271,017 88 |
| 843,51509 | 38,260 43 | 881,775 52 | 84,994 41 | 2,302 19 | 34,245 44 | 271,931 13 |
| 1,620,652 17 | 213,620 56 | 1,834,272 73 | 217,764 24 | 72,391 12 | 87,464 37 | 428,642 59 |
| 417.55759 | -9.937 65 | 427,495 24 | 44,023 79 | 3,948 74 | 12,670 17 | 205,112 91 |

TABLE 18-DISTRICT FUND EXPENDITURES


SUBDIVISIONS ITEMIZED-1929.

| Instruction itemized. |  |  | Total paid for instruction. | Operating expenses. |  |  | Total operating school plants. |
| :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: |
| Teachers' pension fund. | Textbooks, stationery supplies, etc. | Interest on teachers' orders. |  | $\begin{gathered} \text { Interest } \\ \text { on } \\ \text { anticipa- } \\ \text { tion } \\ \text { warrants. } \end{gathered}$ | Janitors, engineers, etc. | Fuel, water, light, power, janitors' supplies, ctc. |  |
| 8 | 9 | 10 | 11 | 12 | 13 | 14 | 15 |
| \$1,006,504 77 | §3,854,114 61 | \$282,758 83 | \$81,744,703 24 | \$1,520,407 48 | 89,559,17376 | \$5,620,468 43 | \$16,700,049 67 |
| \$ 3,903 65 | § 26,438 26 | 50688 | \$ 563,760 20 | - 26562 | \$ 40,540 64 | § 40,039 89 | \$ 80,846 15 |
| 60815 | 8,395 13 | 8,704 58 | 163,301 28 | 2,100 48 | 23,444 78 | 10,991 56 | 36,536 82 |
| 97890 | 4,865 91 | 1,269 84 | 138,785 25 | 86920 | 8,392 59 | 9,332 21 | 18,594 00 |
| 82666 | 5,618 18 | 700 | 161,701 24 | 628 | 12,797 95 | 17,207 86 | 30,012 09 |
| 64799 | 4,291 23 | 47631 | 85,292 91 |  | 3,880 02 | 5,979 13 | 9,859 15 |
| 2,730 58 | 24,481 29 | 1,096 37 | 491,79192 | 2,969 16 | 41,786 50 | 53,036 31 | 97,791 97 |
| 16500 | 61688 | 18686 | 43,695 46 |  | 1,794 85 | 3,661 66 | 5,456 51 |
| 1,091 32 | 17,300 05 | 21143 | 254,176 29 | 20234 | 15,156 93 | 26,636 36 | 41,995 63 |
| 1,819 17 | 6,970 55 | 4231 | 188,058 28 | 5,609 86 | 14,107 23 | 19,105 02 | 38,822 11 |
| 5,118 29 | 48,908 33 | 1,802 45 | 790,470 17 | 15,46156 | 74,323 96 | 71,215 62 | 161,001 14 |
| 2,165 25 | 23,432 68 | 2,521 08 | 465,938 88 | 3,016 86 | 35,077 64 | 37,951 41 | 76,045 91 |
| 1,459 40 | 8,643 94 | 95127 | 218,011 04 | 1,555 48 | 13,815 37 | 20,008 00 | 35,378 85 |
| 1,034 00 | 5,671 26 | 2,24716 | 129,060 03 | 42755 | 7,742 94 | 11,292 72 | 19,463 21 |
| 1,216 14 | 3,023 65 | 69693 | 122,762 32 | 7733 | 6,375 70 | 3,226 74 | 14,679 77 |
| 2,020 50 | 11,14254 | 57684 | 341,654 36 | 6,042 05 | 18,934 41 | 29,363 20 | 54,339 66 |
| 25,063 10 | '281,812 98 | 52,356 53 | 5,749, 41435 | 63,452 92 | 818,342 31 | 680,739 26 | 1,562,534 49 |
| 776,475 97 | 1,699,879 81 |  | 37,529,476 36 | 1,056,738 24 | 5,609,733 95 | 1,696,678 20 | 8,363,150 39 |
| 1,53500 | 10,555 75 | 2507 | 264,828 21 | 94568 | 15,386 40 | 24,067 21 | 40,399 29 |
| 74060 | 4,240 36 | 1,772 22 | 117,620 05 | 1,455 63 | 4,011 68 | 9,207 95 | 14,675 31 |
| 1,645 59 | 40,931 49 | 2,664 84 | 512,068 33 | 4,550 02 | 49,560 28 | 45,306 63 | 99,416 93 |
| 1,051 50 | 19,447 28 | 25981 | 253,404 93 |  | 17,431 93 | 22,485 66 | 39,917 59 |
| 1,180 10 | 19,308 10 | 49541 | 286,668 52 | 5202 | 21,501 25 | 25,320 21 | 46,873 48 |
| 4,224 83 | 61,674 98 | 1,055 10 | 1,058,563 74 | 49,527 99 | 136,430 19 | 139,689 38 | 325,64756 |
| 1,553 00 | 17,614 00 | 15357 | 309,385 85 | 6,633 73 | 18,623 16 | 23,636 30 | 48,893 91 |
| 50875 | 3,264 84 | 88500 | 82,603 01 | 7045 | 4,767 55 | 6,218 41 | 11,056 41 |
| 93305 | 5,696 85 | 1,375 22 | 150,346 43 | 19631 | 8,776 37 | 11,646 55 | 20,619 23 |
| 1,461 00 | 8,628 48 | 1,330 82 | 198,081 24 | 24466 | 6,694 42 | 15,808 40 | 22,747 48 |
| 1,724 00 | 11,29786 | 62355 | 239,052 01 | 2,850 80 | 14,808 62 | 22,206 67 | 39,866 09 |
| 2,009 95 | 23,538 53 | 34,470 10 | 605,256 83 | 9,771 97 | 31,633 71 | 46,028 00 | 87,433 68 |
| 3,259 63 | 23,966 07 | 3,497 15 | 467,603 04 | 14,950 47 | 27,478 52 | 39,015 12 | 81,444 11 |
| 41700 | 4,537 70 | 1,337 03 | 95,613 56 | 71880 | 4,423 38 | 7,447 26 | 12,589 44 |
| 1,173 00 | 8,637 96 | 2,023 74 | 216,121 31 | 34195 | 9,829 27 | 23,586 18 | 33,757 40 |
| 88040 | 13,310 58 | 6196 | 219,471 42 | 3,387 47 | 18,194 34 | 18,318 30 | 39,900 11 |
| 59700 | 3,995 42 | 60193 | 85,672 23 | -8431 | 3,636 53 | 7,962 08 | 11,682 92 |
| 2,205 45 | 21,353 70 | 1,600 36 | 343,514 55 | 10,351 91 | 21,700 74 | 28,283 01 | 60,335 66 |
| 40000 | 2,517 07 | 29342 | 44,361 58 | 514 | 1,90145 | 2,790 26 | 4,696 85 |
| 52330 | 4,345 36 | 24381 | 123,302 20 | 4271 | 6,551 55 | 9,784 93 | 16,379 19 |
| 3,300 25 | 21,472 24 | 3,596 89 | 494,814 61 | 53682 | 35,768 00 | 53,889 88 | 90,194 70 |
| 2,491 20 | 26,113 31 | 5106 | 479,639 11 | 1,020 63 | 30,528 48 | 51,504 69 | 83,053 80 |
| 2,183 50 | 15,098 69 | 11,778 36 | 315,30150 | 7,699 45 | 24,678 24 | 19,726 79 | 52,104 48 |
| 82875 | 4,272 58 | 3,119 88 | 128,373 63 | 39814 | 3,857 21 | 13,493 88 | 17,749 23 |
| 2,060 42 | 8,695 38 | 4,314 79 | 272,565 94 | 69967 | 13,001 05 | 17,851 26 | 31,551 98 |
| , 82900 | 4,989 11 | - 2728 | 110,495 75 |  | 4,948 19 | 8,213 05 | 13,161 24 |
| 1,026 00 | 8,663 54 | 89797 | 220,747 82 | 26675 | 10,096 68 | 15,080 69 | 25,444 12 |
| 69405 | 3,445 05 | 1,004 21 | 87,234 83 | 11430 | 3,977 05 | 8,540 76 | 12,632 11 |
| 4,824 92 | 69,638 89 | 10,382 28 | 1,319,063 06 | 14,201 67 | 137,540 38 | 93,780 46 | 245,522 51 |
| 2,642 36 | 9,363 60 | 1,362 17 | 440,710 57 | 2,810 96 | 37,698 71 | 41,393 45 | 81,993 12 |
| 52200 | 5,070 91 | 36070 | 131,9.3.3 08 | 1215 | 8,485 28 | 10,911 58 | 19,409 01 |
| -3,289 09 | 13,351 75 | 11103 | 512,191 69 | 38858 | 39,308 84 | 40,800 82 | 80,498 24 |
| 5,836 10 | 70,234 83 | 4,033 63 | 1,393,195 56 | 26,014 36 | 109,408 89 | 163,359 32 | 348,782 57 |

TABLE 18-

| Counties. | General control itemized. |  |  | Total paid for general control. | Instruction itemized. |  |
| :---: | :---: | :---: | :---: | :---: | :---: | :---: |
|  | School board and business offices. | Compulsory attendance. | Superintendents who do no teaching. |  | Superintendents and principals who teach less than half time. | Teachers and principals who teach half time or more. |
| 1 | 2 | 3 | 4 | 5 | 6 | 7 |
| LaSalle | \$29,017 19 | \$4,129 08 | \$46,377 60 | \$79,523 87 | \$8,790 42 | \$ 966,368 71 |
| Lawrence | 2,966 57 | 2,498 29 | 10,460 02 | 15,924 88 |  | 208,200 14 |
| Lee. | 11,023 71 | 36650 |  | 11,390-21 | 6,261 38 | 315,504 71 |
| Livingston | 9,569 30 | 7200 | 7,195 10 | 16,836 40 | 9,941 59 | 485,465 14 |
| Logan. | 4,322 30 |  | 7,260 00 | 11,582 30 | 1,500 00 | 322,352 13 |
| McDonough. | 3,816 39 | 59400 | 3,300 00 | 7,710 39 | 5,400 00 | 299,623 39 |
| McHenry -- | 8,872 02 | 16700 | 12,381 01 | 21,420 03 | 4,090 03 | 436,849 63 |
| McLean. | 13,543 54 | 1,212 50 | 14,142 50 | 28,898 54 | 16,157 44 | 763,109 23 |
| Macon. | 22,266 09 | 1,550 00 | 6,958 34 | 30,774 43 | 63,202 24 | 718,171 71 |
| Macoupin | 5,679 23 | 1,160 50 | 8,082 92 | 14,922 65 | 1,558 00 | 507,781 92 |
| Madison. | 40,711 57 | 8,12441 | 38,005 89 | 86,841 87 | 47,341 02 | 1,044,545 22 |
| Marion | 9,146 43 | 1,343 10 | 11,213 34 | 21,702 87 |  | 315,837 33 |
| Marshall | 1,769 <br> $\mathbf{5}, 571$ <br> 1 | 22500 | 6,989 99 | 1,76933 12,78692 | 2,350 00 | 165,908 <br> 201 <br> 205 <br> 1023 |
| Massac. | 2,243 26 | 1,507 50 | 2,840 00 | 6,590 76 | 2,525 00 | 109,923 95 |
| Menard | 1,530 33 | 18450 |  | 1,714 83 |  | 125,737 86 |
| Mercer | 3,145 68 |  | 4,500 01 | 7,645 69 | 31500 | 211,630 17 |
| Monroe. | 1,189 78 |  |  | 1,189 78 | 2,989 97 | 92,199 89 |
| Montgomery | 7,374 74 | 86100 | 11,709 92 | 19,945 66 | 11,087 46 | 336,433 33 |
| Morgan .-. | 5,377 62 | 48000 | 4,700 00 | 10,557 62 | 11,800 00 | 283,942 33 |
| Moultrie | 3,790 86 | 11000 |  | 3,900 86 | 4,603 36 | 156,849 21 |
| Ogle | 4,737 89 | 4000 | 6,190 00 | 10,967 89 | 2,336 43 | 349,865 23 |
| Peoria | 26,507 68 | 2,300 00 | 8,500 00 | 37,30768 | 62,857 50 | 1,017,249 18 |
| Perry | 2,370 14 | 4900 | 3,470 04 | 5,889 18 | 10,684 43 | 160,883 75 |
| Pratt. | 3,062 41 |  |  | 3,062 41 |  | 268,380 75 |
| Pike. | 7,118 26 | 1000 | 1,166 66 | 8,294 92 |  | 290,696 43 |
| Pope. | 1,194 08 | 8000 |  | 1,274 08 | 1,795 00 | 47,590 95 |
| Pulaski | 1,489 74 | 18000 | 2,455 52 | 4,125 26 |  | 96,130 56 |
| Putnam | 78291 3,13652 | 17000 | 5,750 00 | 9,056 91 | 2,510 97 | 81,25174 192,669 |
| Richland | 86765 | 54000 | 1,969 78 | 3,377 43 | 2,999 97 | 114,722 65 |
| Rock Island | 25,270 95 | 2,368 14 | 20,112 30 | 47,751 39 | 27,096 75 | 845,376 25 |
| St. Clair. | 45,119 55 | 9,018 45 | 42,013 29 | 96,151 29 | 59,361 01 | 1,255,797 25 |
| Saline | 3,082 76 | 99145 | 10,927 00 | 15,001 21 | 4,579 00 | 311,172 56 |
| Sangamon | 31,323 93 | 4,133 13 | 5,990 00 | 44,447 06 | 53,741 50 | 1,054,655 56 |
| Schuyler. | 1,435 04 |  |  | 1,435 04 | 4,643 17 | 118,989 04 |
| Scott | 1,054 30 |  |  | 1,054 30 | 5,245 00 | 91,456 02 |
| Shelby | 3,989 69 | 71500 | 3,565 63 | 8,270 32 | 2,590 00 | 280,774 51 |
| Stark | 4,979 75 |  |  | 4,979 75 | 1832 | 135,216 63 |
| Stephenson. | 5,449 61 | 75000 | 8,668 39 | 14,868 00 | 5,970 00 | 366,581 24 |
| Tazewell | 10,565 72 | 1,955 19 | 2,636 97 | 15,157 88 | 1,230 97 | 486,150 64 |
| Union | 3,030 22 | 7300 | 2,864 33 | 5,967 55 |  | 152,184 71 |
| Vermilion. | 17,370 01 | 1,665 00 | 21,785 93 | 40,820 94 | 35,529 35 | 915,025 76 |
| Wabash. | 1,772 44 |  | 3,769 98 | 5,542 42 | 2,700 00 | 110,917 30 |
| Warren-- | 4,533 41 | 40000 | 3,478 26 | 8,411 67 | 10,572 25 | 258,676 82 |
| Washington | 92282 | 4500 | 2,500 00 | 3,467 82 | 2,970 00 | 109,458 95 |
| Wayne.- | 2,021 61 | 13950 | 2,970 00 | 5,131 11 | 2,970 00 | 148,397 87 |
| White | 3.10009 | 37200 | 1,500 08 | 4,972 17 | 2,669 94 | 171,652 55 |
| Whiteside. | 9,127 42 | 19850 | 14,303 26 | 23,629 18 | 12,048 15 | 415,886 80 |
| Will--.- | 38,911 17 | 6,900 67 | 25,701 48 | 71,513 32 | 54,285 36 | 985,316 14 |
| Williamson. | 5,718 64 | 1,785 86 | 15,742 36 | 23,246 86 | 3,829 45 | 504,508 93 |
| Winnebago | 41,189 68 | 7,781 18 | 14, 80740 | $63,778 \quad 26$ | 75,258 05 | 1,032,386 70 |
| Woodford.- | 4,013 19 | 15750 | 2,364 67 | 6,535 36 | 5,251 89 | 262,798 86 |

Concluded.

| Instruction itemized. |  |  | Total paid for instruction. | Operating experses. |  |  | Total operating school plants. |
| :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: |
| Teachers' pension fund. | Textbooks, stationery supplies, etc. | Interest on teachers' orders. |  | Interest on anticipation warrants. | Janitors, engineers, etc. | Fuel, water, light, power, janitors' supplies, etc. |  |
| 8 | 9 | 10 | 11 | 12 | 13 | 14 | 15 |
| \$6,175 00 | \$56,568 29 | \$ 96609 | \$1,068,868 51 | \$ 2,501 55 | \$105,683 73 | \$95,552 82 | \&203,738 10 |
| 1,285 46 | 10,353 82 | 2,305 13 | 222,144 55 | 29757 | 12,515 43 | 21,138 38 | 33,951 38 |
| 1,760 00 | 22,629 39 | 4,272 24 | 350,427 72 | 1,496 25 | 19,671 10 | 25,604 81 | 46,772 16 |
| 3,158 63 | 30,383 67 | 93180 | 529,880 83 | 32053 | 31,322 30 | 44,574 12 | 76,216 95 |
| 1,997 42 | 19,069 96 | 10730 | 345,026 81 | 5,233 72 | 27,027 41 | 30,648 52 | 62,909 65 |
| 1,145 20 | 16,473 88 | 39805 | 323,040 52 | 36732 | 20,854 78 | 28,143 70 | 49,365 80 |
| 1,817 00 | 27,358 01 | 2,344 43 | 472,459 10 | 2,090 76 | 40,391 73 | 46,846 11 | 89,328 60 |
| 4,819 05 | 49,664 51 | 13948 | 833,889 71 | 10,311 36 | 57,413 94 | 80,929 24 | 148,654 54 |
| 4,505 01 | 28,637 01 | 67706 | 815,193 03 | 11,978 77 | 80,249 70 | 54,901 15 | 147,129 62 |
| 3,278 50 | 25,067 12 | 4,859 22 | 542,544 76 | 3,493 46 | 47,458 36 | 42,133 52 | 93,085 34 |
| 5,844 50 | 92,336 04 | 11,370 77 | 1,201,437 55 | 18,443 70 | 118,000 03 | 99,898 57 | 236,342 30 |
| 2,022 20 | 10,140 87 | 1,870 56 | 329,870 96 | 36979 | 23,087 96 | 22,362 04 | 45,819 79 |
| 67610 | 6,697 33 | 34155 | 173,622 99 | 6022 | 9,019 25 | 13,870 56 | 22,950 03 |
| 1,533 44 | 13,303 21 | 95831 | 223,378 52 | 6088 | 15,579 47 | 20,585 22 | 36,225 57 |
| 98200 | 5,685 70 | 1,647 00 | 120,763 65 | 78406 | 6,027 95 | 13,675 83 | 20,487 84 |
| 53507 | 7,799 44 | 3382 | 134,106 19 | 3438 | 8,805 81 | 10,624 64 | 19,464 83 |
| 89645 | 12,010 74 | 10,105 38 | 234,987 74 | 1,349 62 | 12,612 93 | 26,154 45 | 40,117 00 |
| 79720 | 5,347 49 | 23958 | 101,574 13 | 1430 | 3,819 28 | 4,437 47 | 8,271 05 |
| 2,892 10 | 10,587 10 | 3,278 76 | 364,278 75 | 1,156 74 | 28,027 98 | 27,736 17 | 56,920 89 |
| 1,830 19 | 13,880 26 | 1,082 72 | 312,535 50 | 46265 | 19,278 74 | 24,045.45 | 43,786 84 |
| 86467 | 7,361 34 | 1,229 82 | 170,908 40 |  | 8,363 70 | 14,900 72 | 23,264 42 |
| 2,016 10 | 17,005 41 | 1,650 87 | 372,874 04 | 6659 | 22,18320 | 34,757 17 | 57,006 96 |
| 2,153 75 | 41,714 89 | 48698 | 1,124,462 30 | 6,946 67 | 91,552 80 | 74,594 79 | 173,094 26 |
| 1,054 00 | 7,102 76 | 95645 | 180,681 39 | 52231 | 12,470 71 | 10,435 34 | 23,428 36 |
| 1,080 55 | 15,492 18 | 18233 | 285,135 81 | 1,254 63 | 17,483 58 | 25,865 31 | 44,603 52 |
| 1,471 40 | 15,436 27 | 62200 | 308,226 10 | 69766 | 17,116 60 | 25,724 67 | 43,538 93 |
| 43411 | 1,666 48 | 32618 | 51,818 72 | 16417 | 1,817 37 | 4,780 95 | 6,762 49 |
| 50700 | 7,057 83 | 2,628 75 | 106,324 14 | 94014 | 7,340 74 | 10,630 84 | 18,911 72 |
| 35810 | 5,516 28 | 4517 | 87,171 29 | 14,113 68 | 8,019 52 | 9,523 98 | 31,657 18 |
| 1,507 40 | 12,376 64 | 1,041 48 | 210,105 76 | 1,372 45 | 15,590 67 | 13,469 92 | 30,433 04 |
| 87522 | 4,299 58 | 1,671 25 | 124,568 67 | 17500 | 5,734 72 | 9,543 04 | 15,452 76 |
| 6,182 60 | 57,169 78 | 680 | 935, 83218 | 4,99938 | 94,061 63 | 71,788 77 | 170,849 78 |
| 9,052 00 | 84,116 84 | 4,504 75 | 1,412,831 85 | 3,133 01 | 153,141 57 | 94,247 12 | 250,521 70 |
| 1,404 19 | 6,999 73 | 4,000 47 | 328,155 95 | 2,699 03 | 20,409 00 | 23,552 00 | 46,060 03 |
| 7,150 80 | 41,958 84 | 13,212 47 | 1,170,719 17 | 1,769 38 | 104,136 66 | 62,467 99 | 168,374 03 |
| 1,155 00 | 5,109 10 | 1,579 85 | 131,476 16 | 2,169 50 | 5,157 74 | 10,734 28 | 18,061 52 |
| 49710 | 6,201 80 | 2425 | 103,424 17 | 48205 | 5,863 81 | 8,763 55 | 15,109 41 |
| 1,343 00 | 11,956 77 | 1,312 82 | 297,977 10 | 3,026 46 | 12,852 16 | 23,503 26 | 38,381 88 |
| 71399 | 7,176 42 | 1371 | 143,139 07 | 9458 | 8,781 57 | 13,307 48 | 22,183 63 |
| 3,752 81 | 21,062 47 | 2,146 61 | 399,513 23 | 2,248 97 | 27,855 09 | 40,703 78 | 70,807 84 |
| 4,009 87 | 29,225 50 | 1,873 88 | 522,490 86 | 3,506 52 | 42,279 55 | 42,299 29 | 88,085 36 |
| 81800 | 6,559 30 | 93319 | 160,495 20 | 52611 | 7,972 14 | 12,658 72 | 21,156 97 |
| 4,519 55 | 41,269 07 | 3,143 98 | 999,487 71 | 7,668 44 | 98,274 10 | 84,325 17 | 190,267 71 |
| 74700 | 6,992 61 | 80111 | 122,158 02 | 26767 | 9,060 11 | 9,068 35 | 18,396 13 |
| 2,094 71 | 13,060 03 | 59056 | 284,994 37 | 39712 | 16,136 07 | 23,419 48 | 39,952 67 |
| 92360 | 3,434 75 | 99179 | 117,779 09 | 14467 | 5,172 14 | 6,937 95 | 12,254 76 |
| 1,345 00 | 7,856 60 | 81744 | 161,386 91 | 1406 | 5,110 22 | 15,947 87 | 21,072 15 |
| 1,085 27 | 5,001 85 | 89883 | 181,308 44 | 8592 | 7,839 38 | 10,981 81 | 18,907 11 |
| 2,420 00 | 20,160 06 | 24555 | 450,760 56 | 98641 | 27,659 11 | 39,386 65 | 68,032 17 |
| 1,416 00 | 53,435 09 | 5556 | 1,094,508 15 | 15,349 99 | 142,864 75 | 95,659 83 | 253,874 57 |
| 2,747 72 | 17,510 45 | 16,856 12 | 545,452 67 | 6,230 49 | 33,895 77 | 28,607 28 | 68,733 54 |
| 5,616 33 | 44,566 18 | 978 | 1,157,837 04 | 53,019 81 | 137,652 62 | 98,203 22 | 288,875 65 |
| 1,362 50 | 13,502 84 | 50458 | 283,420 67 | 5,368 50 | 19,590 97 | 27,994 79 | 52,952 26 |

TABLE 19-DISTRICT FUND EXPENDITURES


SUBDIVISIONS ITEMIZED-1929.

| Total paid for auxiliary agencies. | Capital outlay itemized. |  | Total paid for capital outlay. | Bonded debt itemized. |  | Total paid for bonded debt. |
| :---: | :---: | :---: | :---: | :---: | :---: | :---: |
|  | New grounds buildings and alterations (not repairs). | New equipment (not replacements). |  | Bonds cancelled. | Interest on bonds. |  |
| 8 | 9 | 10 | 11 | 12 | 13 | 14 |
| \$4,860,677 99 | \$32,941, 36444 | \$1,951,332 09 | \$34,892,696 53 | \$3, 921,122 39 | \$3,280,533 35 | \$7,201,655 74 |
| ¢ 17,108 54 | \$ 192,446 71 | \& 18,772 74 | \$ 211,219 45 | \$ 23,300 00 | \$ 13,509 23 | § 36,809 23 |
| 12,308 24 | 9,616 66 | 4,627 90 | 14,244 56 | 23,350 00 | 16,503 05 | 39,853 05 |
| 1,040 03 | 20,131 57 | 1,790 08 | 21,921 65 | 6,660 00 | 4,44936 | 11,109 36 |
| 89771 | 6,620 01 | 2,673 99 | 9,294 00 | 11,000 00 | 4,629 94 | 15,929 94 |
| 95516 |  | 2,93157 | 2,931 57 | 2,500 00 | 49000 | 2,990 00 |
| 27,024 22 | 9,150 01 | 15,251 30 | 24,401 31 | 28,900 00 | 26,850 75 | 55,750 75 |
| , 37977 | 20734 | 30839 | 51573 | 2,005 00 | 38085 | 2,385 85 |
| 15,818 24 | 164,11787 | 8,252 66 | 172,370 53 | 21,100 00 | 15,834 26 | 36,934 26 |
| 12,918 87 | 9,942 55 | 13,131 35 | 23,073 90 | 22,800 00 | 12,808 46 | 35,608 46 |
| 21,974 92 | 61,312 76 | 47,443 34 | 10875610 | 81,150 00 | 43,735 26 | 124,885 26 |
| 61,390 90 | 36,217 53 | 10,666 23 | 46,883 76 | 32,870 00 | 23,252 61 | 56,122 61 |
| 1,325 74 | 67,404 63 | 2,384 63 | 69,789 26 | 6,700 00 | 6,929 58 | 13,629 58 |
| 3,500 00 | 9,021 71 | 2,556 59 | 11,578 30 | 5,920 00 | 2,709 30 | 8,629 30 |
| 5,688 68 |  | 1,836 97 | 1,836 97 | 3,600 00 | 2,375 00 | 5,975 00 |
| 14,680 25 | 153,744 04 | 10,024 02 | 163,768 06 | 17,100 00 | 26,102 98 | 43,20298 |
| 334,457 23 | 7,809,519 93 | 492,520 62 | 8,302,040 55 | 546,925 00 | 839,612 15 | 1,386,567 15 |
| 127,255 24 | 15,118,323 55 |  | 15,118,323 55 | 5,500 00 | 2,571 38 | 8,071 38 |
| 6,622 73 | 2,379 20 | 3,881 45 | 6,260 65 | 26,200 00 | 4,259 00 | 30,459 00 |
| 50,898 61 | 1,386 23 | 88567 | 2,271 90 | 10,100 00 | 3,747 76 | 13,847 76 |
| 47,618 62 | 56,454 94 | 16,125 27 | 72,580 21 | 47,600 00 | 32,550 65 | 80,150 65 |
| 3,970 60 | 32375 | 3,719 66 | 4,043 41 | 23,500 00 | 14,671 68 | 43,17168 |
| 3,363 41 | 1,00752 | 6,023 58 | 7,031 10 | 34,500 00 | 21,927 38 | 56,427 38 |
| 107,402 98 | 1,429,113 88 | 104,426 15 | 1,533,540 03 | 67,700 00 | 170.97508 | 238,675 08 |
| 17,468 12 | 43,154 78 | 21,851 86 | 65,00664 | 18,850 00 | 15,604 60 | 34,454 60 |
| 3,234 40 | 5058 | 19425 | 24483 | 7,000 00 | 3,982 32 | 10,982 32 |
| 4,986 80 | 132,816 50 | 12,381 90 | 145,198 40 | 8,800 00 | 8,640 69 | 17,440 69 |
| 2,503 35 | 80.34111 | 19,730 47 | 100,074 58 | 14,000 00 | 7,100 07 | 21,100 07 |
| 9,808 23 | 60,319 38 | 6,630 54 | 66,949 92 | 21,600 00 | 16,991 30 | 38,591 30 |
| 12,825 58 | 140,419 85 | 20,133 54 | 160,553 39 | 50,041 72 | 63,766 37 | 113,808 09 |
| 15,022 03 | 22,483 93 | 8,385 23 | 30,869 16 | 51,970 00 | 26.77004 | 7874004 |
| 7,372 00 | 10,167 73 | 528274 | 1545047 | 6,500 00 | 3,034 25 | 9,534 25 |
| 8,738 74 | 1,644 76 | 2,303 61 | 3,948 37 | 14,450 00 | 12,989 81 | 27,439 81 |
| 29,867 88 | 6,74186 | 5,144 11 | 11,885 97 | 14,500 00 | 13,615 75 | 2811575 |
| 2,942 $\leq 3$ | 63,736 55 | 1,326 67 | 65,063 22 | 2,500 00 | 1,74¢ 52 | 4,249 52 |
| 7,665 85 | 70,713 95 | 13,271 26 | 83,985 21 | 19,200 00 | 19,472 51 | 38,672 51 |
| 4,60589 | 1,087 ¢0 | 1,609 80 | 2,697 70 | 3,000 00 | 1,570 15 | 4,57015 |
| 4,422 25 | 21,386 12 | 4,500 94 | 25,837 06 | 10,000 00 | 7,969 00 | 17,969 00 |
| 24,754 64 | 6,871 96 | 14,698 41 | 21,570 37 | 51,750 00 | 29,263 46 | 81,013 46 |
| 29,116 56 | 2,949 09 | 20,142 82 | 23,091 91 | 23,750 00 | 13,514 60 | 37,264 60 |
| 66,389 33 | 48,655 11 | 8,182 28 | 56,837 39 | 32,690 00 | 24,944 88 | 57,634 88 |
| 2,627 16 | 4850 | 1,74177 | 1,790 27 | 13,400 00 | 5,626 55 | 19,026 55 |
| 7,645 23 | 17,681 38 | 11,018 34 | 29,699 72 | 22,450 00 | 8,994 45 | 31,444 45 |
| 1,017 48 | 30,063 08 | 3,569 08 | 33,632 16 | 3,270 00 | 1,856 85 | 5,126 85 |
| 6,590 61 | n,128 77 | 1,39706 | 10,525 83 | 13,600 00 | 3,882 46 | 17,482 46 |
| 7,880 36 | 42,472 14 | 6,936 67 | 49,408 81 | 4,900 00 | 2,856 88 | 7,756 88 |
| 39,781 18 | 941,704 58 | 33,550 02 | 975,254 60 | 117,100 00 | 101,377 24 | 218,477 24 |
| 38,300 23 | $63,944 \quad 32$ | 7,911 13 | 71,855 45 | 29,200 00 | 23,353 80 | 52,553 80 |
| 8,538 12 | 16,020 63 | 6,057 23 | 22,077 86 | 3,520 00 | 9,300 64 | 12,820 64 |
| 18,463 14 | 120,479 13 | 32,910 54 | 153,389 67 | 17,600 00 | 8,051 95 | 25,651 95 |
| 93,385 98 | 778,404 04 | 103,154 51 | 881,553 55 | 201,800 00 | 161,594 34 | 363,394 34 |

TABLE 19-


Concluded.


TABLE 20-TOWNSHIP DISTRIBUTIVE FUND-RECEIPTS—1929.

| Counties. | Total receipts. | From what sources received. |  |  |  |  |
| :---: | :---: | :---: | :---: | :---: | :---: | :---: |
|  |  | Balance <br> on hand July 1, 1928. | Income of township fund. | County distributive fund. | Amount still apportioned but withheld from district fund June 30, 1928 | Other sources. |
| 1 | 2 | 3 | 4 | 5 | 6 | 7 |
| Illinois | 85,783,795 58 | ¢520,978 42 | \$1,212,287 82 | \$3,949, 26624 | \$64,861 $\overline{15}$ | §36,401 35 |
| Adams | 57,7944641,3204417,6654716,6729213,11794 | $\begin{array}{r} 4,54534 \\ 7,39247 \\ 70955 \\ 80731 \\ 21588 \end{array}$ | $\begin{array}{r} 3,43187 \\ 47603 \\ 1,44298 \\ 55908 \\ 75136 \end{array}$ | $\begin{array}{r} 47,65758 \\ 30,26399 \\ 15,51394 \\ 15,19031 \\ 11,84088 \end{array}$ | $\begin{array}{r} \$ 2,15967 \\ 3,138 \end{array}$ | §------4 4 |
| Alexander |  |  |  |  |  |  |
| Bond. |  |  |  |  |  |  |
| Boone. |  |  |  |  | 11624 |  |
| Brown. |  |  |  |  | $309 \$ 2$ |  |
| Bureau- | 57,062 10 | 3,033 50 | 3,042341,57851 | $\begin{array}{r}48,521 \\ 5,742 \\ \hline 87\end{array}$ | $\begin{aligned} & 2,357 \\ & 3,567 \\ & 3,81 \end{aligned}$ | 107696382 |
| Calhoun | 14,258 76 | 3,309 08 |  |  |  |  |
| Carroll | 31,640 99 | 2,909 42 | 5,37448 <br> 3,026 | 23,357 <br> 18,877 <br> 68,114 <br> 67 | -----1,750-77 |  |
| Cass | 23,582 57 | 1,678 70 |  |  |  | 2496 |
| Champaign | 84,452 99 | 5,208 29 | 9,352 50 |  |  |  |
| Christian. | $\begin{aligned} & 52,146 \\ & 30.266 \\ & 34,085 \\ & 34 \\ & 17,148 \\ & 52,347 \\ & 52 \\ & \hline 2 \pi \end{aligned}$ | $\begin{array}{r} 4,12484 \\ 27293 \\ 1,13119 \\ 10,48111 \\ 93993 \end{array}$ | $\begin{array}{r} 3,17026 \\ 1,08514 \\ 1,76792 \\ 96634 \\ 1,98036 \end{array}$ | $\begin{array}{r} 44,67699 \\ 28,21641 \\ 30,444 \quad 75 \\ 5,25548 \\ 49,22391 \end{array}$ | 6294467668 | 1'75 25 <br> 624 <br> 6485 43509 <br> 337 |
| Clark |  |  |  |  |  |  |
| Clay |  |  |  |  |  |  |
| Clinton |  |  |  |  |  |  |
| Coles |  |  |  |  | 20000 |  |
| Cook* <br> Outside Chicago....... |  |  |  |  | 1,682 25 | 15,066 05 |
| Crawford | $\begin{array}{r} 103,06713 \\ 940,79981 \\ 32,99450 \\ 22,66087 \\ 39,83757 \end{array}$ | 36,953 101,012 159 | $\begin{array}{r}49,365 \\ 843,887 \\ \hline 18\end{array}$ |  | 1,943 37 |  |
| Cumberland |  | $\begin{array}{r} 1,06381 \\ 18425 \end{array}$ | $\begin{aligned} & 1,18658 \\ & 1,02461 \end{aligned}$ | $\begin{aligned} & 28,80074 \\ & 21,35201 \end{aligned}$ |  |  |
| DeKalb. |  | 1,113 50 | 3,298 7 | 35,415 32 |  | 1000 |
| DeWitt | 25,649 17 | $\begin{array}{r} 1,48286 \\ 2,49838 \\ 43,94485 \\ 32032 \\ 45257 \end{array}$ | $\begin{aligned} & 1,326 \quad 09 \\ & 3,505 \\ & 1,133 \\ & 2,770 \\ & 1,770 \\ & 1,04156 \end{aligned}$ | $\begin{aligned} & 22,840 \quad 22 \\ & 28,430 \\ & 72,468 \\ & 26,975 \\ & 260 \\ & 10,627 \\ & 05 \end{aligned}$ | $65376$ | $\begin{array}{r} 2 \quad 25 \\ 1,38482 \\ 1526 \\ 200 \end{array}$ |
| Douglas | $\begin{array}{r} 34,43645 \\ 119,58612 \\ 30,08384 \\ 12,12323 \end{array}$ |  |  |  |  |  |
| DuPage |  |  |  |  |  |  |
| Edgar |  |  |  |  |  |  |
| Edwards |  |  |  |  |  |  |
| Effingham | $\begin{array}{r} 22,36391 \\ 36,20392 \\ 33,019 \\ 131,432 \\ 132 \\ 67,647 \\ 53 \end{array}$ | $\begin{array}{r} 11003 \\ 47716 \\ 3,61924 \\ 13,83014 \\ 70442 \end{array}$ | $\begin{array}{r} 71832 \\ 1,94901 \\ 11,05926 \\ 27219 \\ 2,34339 \end{array}$ | $\begin{array}{r} 21,53556 \\ 33,66401 \\ 18,18187 \\ 116,65023 \\ 61,08037 \end{array}$ | - 15760 | $\begin{array}{r} 11374 \\ 180 \\ 67996 \\ 1,92155 \end{array}$ |
| Fayet |  |  |  |  |  |  |
| Ford |  |  |  |  |  |  |
| Franklin |  |  |  |  |  |  |
| Fulton. |  |  |  |  | 1,597 80 |  |
| Gallatin. | 16,6237234,4897224,0496029,4469339,92094 | $\begin{array}{r} 1,17773 \\ 4,49422 \\ 92967 \\ 74326 \\ 3,22386 \end{array}$ | $\begin{aligned} & 1,98359 \\ & 1,68580 \\ & 3,045 \\ & 1,332 \\ & 1,308 \\ & 5,008 \\ & 91 \end{aligned}$ | $\begin{aligned} & 13,46240 \\ & 26,33100 \\ & 20,07418 \\ & 27,3143 \\ & 31,43417 \end{aligned}$ | 84083 | 1,137 87 |
| Greene |  |  |  |  |  |  |
| Hamilton |  |  |  |  | 10 |  |
| Hancock. |  |  |  |  |  | 25400 |
| Hardin. | $\begin{aligned} & 10,61644 \\ & 14,68391 \\ & 67,03086 \\ & 55,59312 \\ & 46,10020 \end{aligned}$ | $\begin{array}{r} 28690 \\ 3,13185 \\ 7,55089 \\ 5,02155 \\ 2,24524 \end{array}$ | $\begin{array}{r} 55165 \\ 1,32159 \\ 5,40317 \\ 8,18306 \\ 65694 \end{array}$ | $\begin{array}{r} 9,72789 \\ 9,74419 \\ 49,70275 \\ 41,38393 \\ 43,11052 \end{array}$ | $\begin{array}{r} 42253 \\ 4,22822 \\ 98026 \end{array}$ | $\begin{aligned} & 5000 \\ & 9375 \\ & 9083 \\ & 1432 \\ & 8750 \end{aligned}$ |
| Henderson |  |  |  |  |  |  |
| Henry |  |  |  |  |  |  |
| Iroquois |  |  |  |  |  |  |
| Jackson. |  |  |  |  |  |  |
| Jasper | $\begin{aligned} & 37,98993 \\ & 65,01970 \\ & 21,06573 \\ & 28,5663 \\ & 17,05686 \end{aligned}$ | 4852,6471,8511,8513,038155155 | $\begin{array}{r} 1,95496 \\ 1,99246 \\ 2,17841 \\ 3,43795 \\ 63845 \end{array}$ | $\begin{aligned} & 35,35711 \\ & 59,11726 \\ & 16,56518 \\ & 21,96189 \\ & 15,66221 \end{aligned}$ |  | 19250 |
| Jefferson |  |  |  |  |  |  |
| Jersey -- |  |  |  |  |  |  |
| JoDaviess |  |  |  |  |  |  |
| Johnson- |  |  |  |  |  | 100 |
| Kane.. | 90,9049745,5658213,3703469,80294,07996 | $\begin{aligned} & 5,02957 \\ & 1,87342 \\ & 39082 \\ & 3,79860 \\ & 3,90608 \end{aligned}$ | $\begin{aligned} & 2,99483 \\ & 4,46684 \\ & 1,160^{*} 42 \\ & 1,851^{9} 92 \\ & 6,403,90 \end{aligned}$ | 91,880 57 <br> 38,960 37 <br> 11,819 10 <br> 60,274 43 <br> 71,335 44 | 4175 | 22344 |
| Kankakee |  |  |  |  |  |  |
| Kendall |  |  |  |  | $\begin{array}{r} 3, \\ 12,20784 \end{array}$ |  |
| Knox |  |  |  |  |  | $\begin{aligned} & 17574 \\ & 22620 \end{aligned}$ |
| Lake. |  |  |  |  |  |  |

[^29]TABLE 20-Concluded.

| Counties. | Total receipts. | From what sources received. |  |  |  |  |
| :---: | :---: | :---: | :---: | :---: | :---: | :---: |
|  |  | Balance on hand July 1, 1928. | Income of township fund. | County distributive fund | Amount still apportioned but withheld from district $f$ ind June 30, 1928. | Other sources. |
| 1 | 2 | 3 | 4 | 5 | 6 | 7 |
| LaSalle | \$104,655 10 | § 5,466 49 | \$10,869 25 | \$88,319 36 |  |  |
| Lawrence | 30,924 48 | 52735 | 91102 | 29,229 41 | \$ 15841 | \$ 9829 |
| Lee. | 34,665 67 | 1,192 04 | 3,964 04 | 29,507 39 |  | 220 |
| Livingston | 64,964 66 | 3,290 61 | 14,853 18 | 45,169 83 | 1,646 28 | 476 |
| McDonough | 44,270 81 | 1,305 12 | 1,71775 | 40.83124 | 40261 | 1409 |
| McHenry | 35,640 92 | 6,514 82 | 4,116 56 | 24,741 54 | 26800 |  |
| McLean. | 93,178 11 | 11,574 57 | 15,676 70 | 65,459 88 | 4840 | $1185 \overline{5}$ |
| Macon. | 103,525 59 | 4,195 69 | 11,441 67 | 87,697 47 | 10076 | 9000 |
| Macoupin | 111,131 77 | 4,936 73 | 4,833 18 | 99,792 15 | 1,569 71 |  |
| Madison | 151,724 37 | 10,619 39 | 3,559 53 | 134,409 47 |  | 3,135 98 |
| Marion | 65,138 83 | 1,129 43 | 1,016 64 | 62,806 84 |  | 18592 |
| Marshall | 17,979 97 | 1,716 86 | 2,601 14 | 13,586 41 |  | 7556 |
| Mason- | 23,769 67 | 1,179 20 | 2,568 55 | 19,148 20 | 21532 | 65840 |
| Massac | 26,140 86 | 1,028 78 | 95285 | 24,159 23 |  |  |
| Menard | 13,349 54 | 52033 | 72426 | 11,786 94 | 31801 |  |
| Mercer | 29,311 92 | 4,654 20 | 3,568 41 | 20,989 31 |  | 10000 |
| Monroe | 12,858 33 | 55944 | 1,132 93 | 10,599 68 | 56628 |  |
| Montgomery | 63,401 78 | 1,930 17 | 4,61940 | 56,852 21 |  |  |
| Morgan. | 33,208 48 | 1,797 13 | 2,934 22 | 28,477 13 |  |  |
| Moultrie | 15,453 43 | 77127 | 79380 | 13,888 36 |  |  |
| Ogle | 40,441 07 | 4,864 02 | 3,633 19 | 29,585 05 | 46701 | 1,89180 |
| Peoria | 109,367 72 | 4,854 95 | 10,083 34 | 94,429 43 |  |  |
| Perry | 32,613 39 | 46647 | 92477 | 31,222 15 |  |  |
| Piatt | 19,385 38 | 1,226 55 | 2,266 99 | 15,891 84 |  |  |
| Pike | 50,891 37 | 4,965 34 | 3,482 33 | 41,137 66 | 56868 | 73736 |
| ${ }^{\text {Pope }}$ | 24,089 83 | 1,443 49 | 1,012 90 | 21,593 44 |  | 4000 |
| Pulaski <br> Putnam | 27,29041 10,77467 | 3,343 1,664 19 | ${ }^{435} 41$ | 16,159 98 | 7,330 44 | 2124 |
| Randolph | 41,530 48 | 3,763 07 | 1,01585 | 36,744 66 |  | 690 |
| Richland | 27,927 04 | 29879 | 89665 | 26,199 34 | 53226 |  |
| Rock Island | 145,397 56 | 66,050 09 | 2,483 73 | 76,321 10 |  | 54264 |
| St. Clair | 150,559 17 | 8,669 19 | 7,860 63 | 134,029 35 |  |  |
| Saline. | 66,983 91 | 1,309 33 | 49723 | 65,177 35 |  |  |
| Sangamon | 111,383 58 | 4,004 86 | 4,748 75 | 101,749 59 |  | 88038 |
| Schuyler | 23,715 06 | 35160 | 1,773 01 | 21,134 18 | 45627 |  |
| Scott.- | 11,831 10 | 1,024 09 | 81357 | 9,647 60 | 25584 | 9000 |
| Shelby | 37,651 63 | 35781 | 1,743 55 | 34,477 04 | 84579 | 22744 |
| Stark | 12,915 52 | 1,112 08 | 1,420 72 | 9,976 87 | 40585 |  |
| Stephenson | 49,484 27 | 5,196 31 | 6,802 55 | 36,959 72 | 52269 | 300 |
| Tazewell | 68,459 81 | 13,012 57 | 6,011 98 | 48,440 67 | 78465 | 20994 |
| Union- | 29,844 71 | 39699 | 63007 | 28,792 65 |  | 2500 |
| Vermilion | 109,811 11 | 3,734 16 | 6,806 28 | 97,535 14 | 50443 | 1,301 10 |
| Wabash | 19,041 54 | 18570 | 72759 | 18,128 25 |  |  |
| Warren | 27,303 63 | 1,108 96 | 1,132 89 | 24,737 96 |  | 32382 |
| Washington | 20,686 75 | 66411 | 1,412 35 | 18,609 79 |  |  |
| Wayne. | 8,254 89 | 72953 | 2,006 60 | 4,377 44 | 92132 | 22000 |
| White. | 31,306 90 | 1,445 28 | 1,301 63 | 28,559 99 |  |  |
| Whiteside | 55,06386 | 3,421 72 | 11,078 07 | 40,546 07 |  | 1800 |
| Will. | 96,397 61 | 2,271 80 | 6,556 16 | 87,503 29 | 6636 |  |
| Williamson | 56,213 04 | 60290 | 64579 | 52,292 14 | 8062 | 2,591 59 |
| Winnebago | 105,348 11 | 2,854 89 | 2,953 63 | 99,539 59 |  |  |
| Woodford | 25,463 13 | 1,683 45 | 3,270 29 | 20,509 39 |  |  |

TABLE 21-TOWNSHIP DISTRIBUTIVE


FUND EXPENDITURES-1929.

For what purpose expended.


TABLE 21-


Concluded.

For what purpose expended.

| Publishing annual statement. | Compensation of treasurers. | Added to principal of township fund. | $\begin{aligned} & \text { Distributed } \\ & \text { to } \\ & \text { districts. } \end{aligned}$ | Amount still apportioned but withheld from district fund. | $\begin{aligned} & \text { Balance on } \\ & \text { hand } \\ & \text { June } 30,1929 \text {. } \end{aligned}$ |
| :---: | :---: | :---: | :---: | :---: | :---: |
| 4 | 5 | 6 | 7 | 8 | 9 |
| $\begin{array}{r}\text { \$ } \\ 491 \\ 83 \\ 360 \\ 40 \\ 3640 \\ 54017 \\ 247 \\ \hline\end{array}$ | $\$ 5,193$ 1,25 3,525 3 | $\$ 28952$ $-\cdots----149$ 32600 | 94,18951 28,48217 29,38885 53,79778 25,18160 | $\begin{gathered} 32875 \\ \hdashline 1,86713 \end{gathered}$ | $\begin{array}{r} \$ 2,91319 \\ 51553 \\ 1,17476 \\ 4,29772 \\ 1,34876 \end{array}$ |
| 14210 | 1,849 15 |  | 39,245 63 | 88062 | 2,077 63 |
| 27440 | 2,260 00 |  | 31,12536 | 70306 | 1,040 93 |
| 32308 | 3,595 00 |  | 76,478 43 | 4840 | 6,783 98 |
| 12275 | -2,477 21 |  | 92,887 01 | 10076 | 7,015 49 |
| 36560 | 3,549 25 | 11121 | 101,528 24 | 66440 | 3,313 10 |
| 23212 | 11,302 67 | 10000 | 126,246 38 |  | 11,940 58 |
| 63440 | 1,755 00 |  | 61,062 78 | 14785 | -678 21 |
| 11975 | 1,385 00 |  | 14,141 14 |  | 1,593 27 |
|  | 2,952 968 |  | 18,832 99 |  | 81072 |
| 12220 | 85800 | 8000 | 21,562 89 | 93062 | 2,513 97 |
| 15090 | 1,665 00 |  | 10,527 56 | 31801 | 62044 |
| 18230 | 1,724 69 |  | 22,283 55 |  | 4,89192 |
| 15520 | 1,291 25 |  | 9,95753 | 68308 | ${ }^{656} 47$ |
| 25955 | 3,169 00 | 208 71 | 57,262 35 | 42610 | 1,806 98 |
|  | 2,260 00 |  | 28,096 29 |  | 2,302 59 |
| 11960 | 87500 |  | 13,382 85 |  | 1,046 96 |
| 10570 1.01144 | 2,875 4,340 40 |  | 31,302 22 | 46701 | 5,377 06 |
| 1,011 824 | 4,34050 2,670 2 | 4775 | 97,874 29,124 29 |  | 5,92643 675 53 |
| 24340 | 2,070 50 |  | 15,527 44 |  | 1,443 02 |
| 20575 | 3,001 90 |  | 42,951 75 | 4568 | 4,569 89 |
| 8820 | 84250 | 11644 | 21,322 26 |  | 1,583 00 |
| 4440 6840 | 1,100 81500 00 | ---------- | $\begin{array}{r}21,886 \\ 7,986 \\ \hline 15\end{array}$ | $\begin{array}{r}3,79900 \\ 838 \\ \hline\end{array}$ | 33267 81695 |
| 21860 | 2,806 30 |  | 34,754 51 |  | 3,569 47 |
| 7710 | 82400 |  | 26,090 79 | 53226 | 36552 |
| 29760 | 4,134 50 | -- | 81,819 96 |  | 58,367 77 |
| 335 62 15 00 | $\begin{array}{r}10,49878 \\ 2957 \\ \hline 10\end{array}$ |  | 127,47918 62,51390 | --------------- | 8,890 ${ }^{66}$ |
| 17486 | 3,970 00 | 4189 | 62,578 99 |  | 6,731 12 |
| 8750 | 1,300 00 | 12500 | 21,126 80 | 45784 | 56663 |
| 9065 | 1,127 50 |  | 9,261 56 |  | 1,300 39 |
| 26795 | 2,325 83 |  | 33,121 98 |  | 98534 |
| 20700 | 1,51875 | 11312 400 00 | 10,063 43 | 523 04 | ${ }_{3} 48268$ |
| 19360 | 2,165 00 | 40000 | 41,487 71 | 1,617 97 | 3,456 15 |
| 50940 | 5,555 84 | 10000 | 48,536 59 |  | 13,379 25 |
| 6983 | 1,59700 | 2500 | 27,801 97 |  | 41164 |
| $\begin{array}{r}533 \\ 98 \\ 98 \\ \hline\end{array}$ | 4,18200 867 50 | 950 | 98,339 <br> 17,856 <br> 1 | 1804 | $\begin{array}{r}4,57757 \\ 157 \\ \hline 100\end{array}$ |
| 51680 | 1,800 00 |  | 23,813 28 |  | 1,148 02 |
| 9910 | 1,487 50 | 10000 | 18,162 18 |  | 69727 |
| 6675 | 1,62102 |  | 5,453 47 | 2292 | 1,006 43 |
| 21660 | 2,685 73 | 28900 | 25,029 88 |  | 2,977 66 |
| 17840 233 | 3,63400 4,95392 | 20130 | 48,00554 87,76598 | 6636 | 1,978 <br> 2 <br> 317 <br> 12 |
|  |  |  |  |  |  |
| 47010 | 93280 |  | 52,078 68 | 8062 | 1,613 70 |
| $\begin{aligned} & 38555 \\ & 32095 \end{aligned}$ | $\begin{array}{r}1,621 \\ 2,294 \\ \hline\end{array}$ |  | $\begin{array}{r}100,644 \\ 20,695 \\ \hline\end{array}$ |  | 2,54813 2,09487 |
| 32095 | 2,294 50 |  | 20,695 32 |  | 2,094 87 |

TABLE 22-TOWNSHIP LOANABLE


FUND-RECEIPTS—1929.

From what source received.

\begin{tabular}{|c|c|c|c|c|c|}
\hline $$
\begin{gathered}
\text { Real estate } \\
\text { notes } \\
\text { on hand July } \\
1,1928 \text {. }
\end{gathered}
$$ \& Bonds on hand July 1, 1928. \& $$
\begin{aligned}
& \text { Value of real } \\
& \text { estate } \\
& \text { on hand July } \\
& 1,1928 .
\end{aligned}
$$ \& $$
\begin{aligned}
& \text { Additions } \\
& \text { from } \\
& \text { distributive } \\
& \text { fund. }
\end{aligned}
$$ \& Other sources. \& Increases in value of real estate or investments. <br>
\hline 4 \& 5 \& 6 \& 7 \& 8 \& 9 <br>
\hline \$4,884,652 57 \& \$1,442,684 65 \& \$39,556,621 78 \& \$6,787 91 \& \$6,326 98 \& \$570 49 <br>
\hline $\$ 21,985$
9,187

175 \& \$ 7,300 00 \& \$ 1,000 00 \& \$ 20774 \& \$ 100 \& <br>
\hline 17,854 00 \& 3,944 55 \& \& 11837 \& \& <br>
\hline 7,390 00 \& 4,900 00 \& \& 10000 \& \& <br>
\hline 8,917 00 \& 4,200 00 \& \& \& \& <br>
\hline 30,250 00 \& 19,500 00 \& \& \& 147 \& <br>
\hline 16,331 21 \& 3,753 40 \& 10,750 00 \& \& \& <br>
\hline 85,87500 \& 7,750 00 \& \& \& \& <br>
\hline 46,10500
135,031

95 \& $$
\begin{aligned}
& 7,76100 \\
& 8,550 \\
& 00
\end{aligned}
$$ \& 18,434 31 \& 30000 \& \& <br>

\hline 35,625 00 \& 19,476 17 \& \& \& 609 \& <br>
\hline 15,746 92 \& 2,485 80 \& 30000 \& \& \& <br>
\hline 25,674 89
15,769 \& 3,300
5,050
00 \& 66500 \& 22521 \& \& <br>
\hline 28,631 83 \& 3,585 06 \& \& \& \& <br>
\hline 496,875 00 \& 43,472 05 \& 503,683 88 \& \& \& <br>
\hline 650,000 00 \& 609,350 00 \& 38,057,946 76 \& \& \& <br>
\hline 13,096 03 \& 1,580 54 \& \& 1700 \& \& <br>
\hline 18,409 99 \& -68 29 \& , 500 \& \& \& <br>
\hline 45,867 08 \& 8,787 99 \& 3,500 00 \& \& 1,000 00 \& \$3600 <br>
\hline 18,845 80 \& 5,150 00 \& \& 3500 \& \& <br>
\hline $\begin{array}{r}50,803 \\ 4,550 \\ \hline\end{array}$ \& $\begin{array}{r}950 \\ 10 \\ 150 \\ \hline\end{array}$ \& \& \& \& <br>
\hline 40,605 39 \& 1,1,971 32 \& \& \& 830 \& <br>
\hline 10,120 08 \& 5,794 53 \& 29000 \& 816 \& \& <br>
\hline 7,625 00 \& 1,657 00 \& 1,745 00 \& \& \& <br>
\hline 23,415 73 \& 1,256
10
10
300 \& \& \& \& <br>
\hline 131,42795
6,533
10 \& 10,300 00 \& 125,000 00 \& \& \& <br>
\hline 24,099 80 \& 11,366 89 \& \& 26672 \& 30000 \& <br>
\hline 13,693 65 \& 15000 \& 20,970 43 \& \& \& <br>
\hline 26,497 85 \& 5,300 00 \& 1,919 63 \& 1,300 00 \& \& <br>
\hline 38,018 96 \& 10,300 00 \& \& 2500 \& \& <br>
\hline 20,69789
70,663

62 \& | 1,57037 |
| :--- |
| 3,470 |
| 00 | \& \[

$$
\begin{array}{r}
1,68446 \\
10000
\end{array}
$$
\] \& 1065

1648 \& \& <br>
\hline \& \& \& \& \& <br>
\hline 6,447 75 \& 5000 \& \& \& 3500 \& <br>
\hline 9,400
92,057

00 \& | 5,210 |
| :--- |
| 7,500 |
| 17 | \& \& 20290 \& 2655

100 \& <br>
\hline 133,745 14 \& 17,555 60 \& 8,60000 \& \& 7960 \& <br>
\hline 6,754 73 \& 2,484 01 \& 31500 \& 333 \& \& <br>
\hline 30,772 29 \& \& 78671 \& 5000 \& \& 5255 <br>
\hline 36,65008 \& 90000 \& 6000 \& 7770 \& \& <br>

\hline $$
\begin{aligned}
& 27,53675 \\
& 57,36150
\end{aligned}
$$ \& \[

$$
\begin{array}{r}
13,42492 \\
3,30000
\end{array}
$$
\] \& 64000 \& 150

300
00 \& ------- \& <br>
\hline -8,241 88 \& \& \& \& \& <br>
\hline 20,885 88 \& 23,706 28 \& \& 20000 \& 1500 \& <br>
\hline 36,041 45 \& 16,585 90 \& 45,589 70 \& \& \& <br>
\hline 19,950
18,064

98 \& | 2,300 |
| :--- |
| 8,500 |
| 00 | \& \& \& \& <br>

\hline 25,638 00 \& 27,596 00 \& \& 14000 \& 10000 \& <br>
\hline
\end{tabular}

TABLE 22-

| Counties. |  | Total receipts. | From what source received. |
| :---: | :---: | :---: | :---: |
|  |  | Balance on hand July 1, 1928. |
|  | 1 |  | 2 | 3 |
| LaSalle. - |  | 218,089 30 | 18,781 22 |
| Lawrence |  | 18,488 28 | 5,267 64 |
| Livingston. |  | 356,584 01 | 19,35350 12,81630 |
| Logan..- |  | 52,935 94 | 9,783 30 |
| McDonough |  | 31,217 29 | 6,093 29 |
| McHenry |  | 80,767 85 | 8,286 16 |
| McLean. |  | 447,052 17 | 11,052 36 |
| Macon |  | 211,526 57 | 31,469 31 |
| Macoupin |  | 108,810 67 | 3,653 37 |
| Madison |  | 67,008 70 | 6,074 48 |
| Marion |  | 19,690 73 | 1,70195 |
| Marshall |  | 39,164 50 | 4,339 50 |
| $\begin{aligned} & \text { Mason_- } \\ & \text { Massac. } \end{aligned}$ |  | 45,87485 18,76483 | 1,058 82 |
| Menard. |  | 14,915 76 | 2,988 34 |
| Mercer |  | 37,833 93 | 9,654 21 |
| Monroe..- |  | 26,114 84 | 2,277 35 |
| Montgomery |  | 88,891 55 | 6,916 04 |
| Morgan. |  | 49,564 00 | 12,091 36 |
| Moultrie |  | 14,430 35 | 2,862 85 |
| Ogle |  | 72,436 99 | 15,670 13 |
| Perry. |  | 20,4881 13 | 31,929 4,235 92 |
| Piatt.- |  | 52,251 48 | 11,885 67 |
| Pike |  | 63,352 14 | 6,283 85 |
|  |  | 12,590 01 | 2,391 71 |
| Pulaski |  | 12,074 01 | 4,661 59 |
| Putnam |  | 24,250 65 | 2,140 65 |
| Randolph |  | 25,571 68 | 4,471 67 |
| Richland |  | 17,697 72 | 3,263 13 |
| Rock Island. |  | 39,717 45 | 15,610 36 |
| St. Clair. |  | 67,362 26 | 5,584 26 |
| Saline... |  | 12,289 42 | 1,087 15 |
| Sangamon. |  | 64,650 44 | 17,081 05 |
| Schuyler |  | 33,300 21 | 3,800 21 |
| Scott.-- |  | 13,923 35 | 2,956 28 |
| Shelby |  | 37,327 36 | 6,006 63 |
| Stark |  | 29,213 89 | 11,575 77 |
| Stephenson. |  | 145,100 00 | 13,500 00 |
| Tazewell |  | 85,19419 | 3,713 56 |
| Union-- |  | 12,143 63 | 3,910 60 |
| Vermilion |  | 162,331 16 | 13,396 86 |
| Wabash |  | 11,535 06 | 58479 |
| Warren. |  | 24,826 08 | 5,778 46 |
| Washington. |  | 25,791 49 | 7,360 97 |
| Wayne.-- |  | 31,082 54 | 2,113 90 |
| White---- |  | 27,406 96 | 3,098 25 |
| Whiteside |  | 208,432 95 | 33,434 41 |
| Will...- |  | 125,654 75 | 9,063 25 |
| Williamson. |  | 11,254 24 | 3,486 04 |
| Winnebago. |  | 51,650 67 | 4,966 00 |
| Woodford |  | 65,432 06 | 4,469 70 |

Concluded.

From what source received.

| $\begin{gathered} \text { Real estate } \\ \text { notes } \\ \text { on hand July } \\ 1,1928 \text {. } \end{gathered}$ | Bonds on hand July 1, 1928. | Value of real estate on hand July 1, 1928. | Additions from distributive fund. | Other sources. | Increases in value of real estate or investments |
| :---: | :---: | :---: | :---: | :---: | :---: |
| 4 | 5 | 6 | 7 | 8 | 9 |
| $\$ 115,714$ 13,220 184 | \$28,100 00 | \$ 54,866 10 | \$289 52 | \$ 33821 |  |
| $\begin{array}{r}137,220 \\ 47 \\ \hline\end{array}$ | 7,450 00 |  |  | 5154 |  |
| 238,91850 | 7,000 00 | 97,500 00 | 34921 |  |  |
| 32,455 34 | 10.27500 |  |  | 9630 |  |
| 22,824 00 | 2,300 00 |  |  |  |  |
| 111,495 00 | 35,274 26 | 289,150 00 |  | 4800 | \$ 3255 |
| 91,672 76 | 24,21810 | 64,000 00 |  | 13000 | 3640 |
| 30,282 69 | 14,609 65 | 60,01125 | 11121 |  | 14250 |
| 27,000 00 | 33,834 22 |  | 10000 |  |  |
| 15,485 <br> 34,825 <br> 00 | 2,450 00 |  |  | 5313 |  |
| 24,546 03 | 9,87939 | 10,13500 |  | 1000 | 24561 |
| 7,826 74 | 2,650 00 | 7,500 00 | 8000 |  |  |
| 7,700 00 | 4,227 42 |  |  |  |  |
| 25,663 19,099 89 | 4,73760 | 2,516 00 |  |  |  |
| 69,307 73 | 11,592 78 | 90000 |  | 17500 |  |
| 27,160 00 | 10,103 93 |  | 20871 |  |  |
| 11,050 00 | 51750 |  |  |  |  |
| 48,78186 57,05760 | 7,385 <br> 7,300 <br> 1 | 600 111,150 |  |  |  |
| 57,057 7,881 78 | 7,300 5,124 43 | 111,150 00 | 4775 | 400 |  |
| 28,765 81 | 10,800 00 | 80000 |  |  |  |
| 44,112 21 | 12,932 75 |  |  | 2333 |  |
| 9,40683 7,012 42 | 675 400 00 |  | 11644 |  | 03 |
| 21,810 00 | 30000 |  |  |  |  |
| 15,600 01 | 5,500 00 |  |  |  |  |
| 12,434 59 | 1,500 00 | 50000 |  |  |  |
| 20,294 <br> 12,385 <br> 120 | 3,678 49,393 4 |  |  | 12488 | 902 |
| 11,202 27 |  |  |  |  |  |
| 35,353 50 | 7,334 00 | 1,840 00 | 4189 | 3,000 00 |  |
| 26,225 00 | 3,150 00 |  | 12500 |  |  |
| $\begin{array}{r}5,017 \\ 31,2207 \\ \hline 18\end{array}$ | 5,950 100 100 |  |  |  |  |
| 16,525 00 | 1,000 00 |  | 11312 |  |  |
| 65,100 00 | 66,100 00 |  | 40000 |  |  |
| 70,314 38 | 11,066 25 |  | 10000 |  |  |
| $\begin{array}{r}7,12900 \\ 96,040 \\ \hline 50\end{array}$ | 1,069 ${ }^{1,893} 9$ | 1000 49,00000 | 2500 |  |  |
| 9,840 | 1,100 00 |  | 950 |  |  |
| 17,547 62 | 1,500 00 |  |  |  |  |
| 13,51787 | 4,812 65 |  | 10000 |  |  |
| 26,953 64 | 2,015 00 |  |  |  |  |
| 21,159 31 | 1,450 00 | 1,410 40 | 28900 |  |  |
| 166,247 64 | 8,150 00 | 60090 |  |  |  |
| 94,840 20 | 21,050 00 |  | 20130 | 50000 | ----- |
| 7,517 26 | 5546 |  |  | 17965 | 1583 |
| 36,917 <br> 60,462 <br>  | $\begin{array}{r}9,750 \\ 500 \\ \hline 00\end{array}$ |  |  | 1694 |  |
| 60,462 36 | 50000 |  |  |  |  |

TABLE 23-TOWNSHIP LOANABLE FUND-EXPENDITURES-1929.

| Counties. | Total expenditures. | For what purpose expended. |  |  |  |  |  |
| :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: |
|  |  | Losses of cash or investments. | Depreciation of real estate. | Cash on hand June 30, 1929. | Real estate notes on hand June 30, 1929. | Bonds on hand June 30, 1929. | Value of real estate on hand June 30, 1929. |
| 1 | 2 | 3 | 4 | 5 | 6 | 7 | 8 |
| Illinois | \$46,673,882 73 | \$2,410 41 | \$10,975 64 | \$778,987 60 | \$4,923,565 55 | \$1,401,137 31 | \$39,556,806 22 |
| Adams | \$ 44,654 05 |  |  | \$10,919 05 | \$ 32,035 00 | \$ 1,700 00 |  |
| Alexander | 11,893 94 | \$425 00 |  | 1,864 05 | 9,187 25 | 26639 | \$ 15125 |
| Bond. | 25,826 83 |  |  | 5,028 28 | 16,854 00 | 3,944 55 |  |
| Boone. | 14,531 59 |  |  | 3,325 23 | 7,390 00 | 3,800 00 | 1636 |
| Brown-------- | 14,386 96 |  |  | 5,329 96 | 8,057 00 | 1,000 00 |  |
| Bureau.------- | 61,042 90 |  |  | 9,642 90 | 30,500 00 | 20,900 00 |  |
| Calhoun------- | 35,675 34 |  | \$10,750 00 | 8,897 13 | 16,028 21 |  |  |
| Carroll---.---- | 100,329 55 |  |  | 15,604 55 | 74,075 00 | 10,650 00 |  |
| Cass..- | 59,253 33 |  |  | 5, 28733 | 46,10500 | 7,861 00 |  |
| Champaign---- | 203,839 12 |  |  | 37,422 82 | 138,181 99 | 9,800 00 | 18,434 31 |
| Christian. | 61,772 00 |  |  | 8,140 83 | 24,457 00 | 29,174 17 |  |
| Clark | 21,367 38 |  |  | 1,920 46 | 16,296 92 | 2,850 00 | 30000 |
| Clay | 32,569 26 |  |  | 4,114 37 | 25,154 89 | 3,300 00 | 65 |
| Clinton | 29,260 80 |  |  | 6,915 87 | 29,338 36 | 1,200 00 |  |
| CookOutside Chicago. ----- | $\begin{array}{r}  \\ 1,063,02880 \\ 39,317,35795 \\ 21,48801 \\ 19,46768 \\ 66,63180 \end{array}$ |  |  | 7,150 22 |  |  |  |
|  |  |  |  | 13,581 94 | 497,050 00 | 48,712 98 | 503,683 88 |
|  |  |  |  | 6119 | 650,000 00 | 609,350 00 | 38,057,946 76 |
| Crawford |  |  |  | 6,648 10 | 13,004 37 | 1,835 54 |  |
| Cumberland |  |  |  | 1,185 40 | 17,546 18 | 6829 | 66781 |
| DeKalb----- |  |  |  | 10,016 73 | 47,227 08 | 9,387 99 |  |
| DeWitt | 25,653 27 |  | 3412 | 4,688 35 | 16,330 80 | 4,600 00 |  |
| Douglas | 65,152 86 |  |  | 8,299 83 | 55,903 03 | 95000 |  |
| DuPage | 18,298 87 |  |  | 1,538 43 | 5,610 44 | 11,150 00 |  |
| Edgar | 53,202 75 |  |  | 3,816 24 | 40,665 39 | 8,721 12 |  |
| Edwards | 19,201 10 | 14511 |  | 1,727 45 | 11,620 08 | 5,418 46 | 29000 |
| Effingham | 12,445 61 |  |  | 83361 | 8,210 00 | 1,657 00 | 1,745 00 |
| Fayette. | 32,952 52 |  |  | 6,020 79 | 23,175 73 | 3,356 00 | 40000 |
| Ford | 270,128 46 |  |  | 94177 | 132,386 69 | 11,800 00 | 125,000 00 |
| Franklin | 7,609 75 | 3000 |  | 1,114 62 | 6,465 13 |  |  |
| Fulton-------- | 50,310 00 |  |  | 16,265 90 | 24,949 24 | 9,094 86 |  |
| Gallatin | 35,394 02 | 3590 |  | 66835 | 13,569 34 | 15000 | 20,970 43 |
| Greene.---.--- | 39,904 44 | 24216 |  | 7,482 38 | 26,879 90 | 4,200 00 | 1,100 00 |
| Grundy --.-.--- | 56,210 44 |  |  | 4,891 48 | 43,318 96 | 8,000 00 |  |
| Hamilton-.--- | 27,853 60 |  | 10000 | 3,839 24 | 20,709 53 | 1,801 04 | 1,403 79 |
| Hancock------ | 86,916 33 |  |  | 18,302 71 | 66,863 62 | 1,650 00 | 10000 |
| Hardin | 6,781 96 | 5000 |  | 49742 | 6,184 54 | 5000 |  |
| Henderson | 25,065 42 |  |  | 7,005 42 | 14,800 00 | 3,260 00 |  |
| Henry | 108,441 18 |  |  | 14,979 28 | 86,259 00 | 4,000 00 | 3,202 90 |
| Iroquois. | 177,674 49 | 1263 |  | 31,881 52 | 128,024 74 | 9,155 60 | 8,600 00 |
| Jackson--.---- | 11,535 57 |  |  | 2,278 50 | 6,454 73 | 2,375 34 | 42700 |
| Jasper-- | 37,568 25 |  |  | 5,229 36 | 30,409 95 |  | 1,928 94 |
| Jefferson | 40,497 05 |  |  | 2,837 27 | 34,125 08 | 60000 | 2,934 70 |
| Jersey ---- | 45,503 47 |  |  | 6,945 55 | 28,963 00 | 9,154 92 | 44000 |
| JoDaviess | 70,594 49 | 5000 |  | 12,182 99 | 55,611 50 | 2,750 00 |  |
| Johnson. | 10,565 76 |  |  | 1,045 34 | 9,520 42 |  |  |
| Kane | 45,328 76 | 8439 |  | 2,144 55 | 21,985 88 | 21,113 94 |  |
| Kankakee | 118,543 22 | 20000 |  | 11,793 91 | 43,206 46 | 17,753 15 | 45,589 70 |
| Kendall | 22,856 30 |  |  | 65630 | 19,400 00 | 2,800 00 |  |
| Knox. | 40,197 51 |  |  | 12,632 53 | 19,064 98 | 8,500 00 |  |
| Lake... | 56,941 95 |  |  | 9,115 95 | 23,588 00 | 24,238 00 |  |

TABLE 23-Concluded.

| Counties. | Total expenditures. | For what purpose expended. |  |  |  |  |  |
| :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: |
|  |  | Losses of cash or investments. | Depreciation oî real estate. | Cash on hand June 30, 1929. | Real estate notes on hand June 30, 1929. | Bonds on hand June 30, 1929. | Value of real estate on hand June 30, 1929. |
| 1 | 2 | 3 | 4 | 5 | 6 | 7 | 8 |
| LaSalle. | \$218,089 30 |  |  | \$16,758 95 | \$119,764 25 | \$26,700 00 | \$ 54,866 10 |
| Lawrence. | 18,488 28 |  |  | 4,977 91 | 13,510 37 |  |  |
| Lee... | 74,186 00 | \$ 4148 |  | 21,188 56 | 46,555 96 | 6,400 00 |  |
| Livingston. | 356,584 01 |  |  | 11,865 51 | 237,718 50 | 9,500 00 | 97,500 00 |
| Logan.---- | 52,935 94 |  |  | 9.35359 | 31,832 35 | 11,750 00 |  |
| McDonough | 31,217 29 |  |  | 8,248 29 | 21,669 00 | 1,300 00 |  |
| McHenry | 80,767 85 |  |  | 9,516 03 | 64,656 02 | 6,595 80 |  |
| McLean. | 447,052 17 |  |  | 6,330 36 | 109,315 00 | 43,406 81 | 288,000 00 |
| Macon- | 211,526 57 |  |  | 18,949 31 | 108,122 76 | 20,454 50 | 64,000 00 |
| Macoupin | 108,810 67 | 7635 | \$1125 | 8,747 28 | 26,023 64 | 13,952 15 | 60,000 00 |
| Madison | 67,008 70 |  |  | 9,008 18 | 30,766 30 | 27,184 22 | 5000 |
| Marion | 19,690 73 |  |  | 4,61873 | 14,28287 | 78913 |  |
| Marshall | 39,164 50 |  |  | 6,339 50 | 32,825 00 |  |  |
| Mason- | 45,874 85 | 39343 |  | 2,275 39 | 23,396 03 | $\bigcirc, 67500$ | 10,135 00 |
| Massac. | 18,764 83 |  |  | 1,188 09 | 7,976 74 | 2,100 00 | 7,500 00 |
| Menard. | 14,915 76 | 232 | 8027 | 3,308 07 | 6,800 00 | $4,725 \quad 10$ |  |
| Mercer | 37,833 93 |  |  | 9,10421 | 26,213 72 | 1,500 00 | 1,016 00 |
| Monroe....-. | 26,114 84 |  |  | 3,467 50 | 17,801 74 | 4,845 60 |  |
| Montgomery | 88,891 55 |  |  | 8,638 08 | 68,060 69 | 11,292 78 | 90000 |
| Morgan.-- | 49,564 00 |  |  | 9,506 87 | 29,560 00 | 10,497 13 |  |
| Moultrie | 14,430 35 |  |  | 2,930 35 | 11,000 00 | 50000 |  |
| Ogle- | 72,436 99 |  |  | 13,32013 | 48,481 86 | 10,035 00 | 60000 |
| Peoria | 207,488 37 |  |  | 7,921 39 | 81,916 98 | 6,500 00 | 111,150 00 |
| Perry | 17,242 13 |  |  | 5,070 92 | 8,296 78 | 3,874 43 |  |
| Piatt | 52,251 48 |  |  | 18,485 67 | 32,965 81 |  | 80000 |
| Pike | 63,35214 | 1540 |  | 8,393 45 | 44,310 54 | 10,632 75 |  |
| Pope- | 12,590 01 |  |  | 2,067 00 | 9,848 01 | 67500 |  |
| Pulaski.- | 12,074 01 |  |  | 3,481 59 | 8,592 42 |  |  |
| Putnam- | 24,25065 | 50000 |  | 2,340 65 | 15,810 00 | 20000 | 5,400 00 |
| Randolph | 25,571 68 |  |  | 3,890 22 | 16,783 01 | 4,898 45 |  |
| Richland | 17,697 72 |  |  | 2,513 13 | 12,684 59 | 1,000 00 | 50000 |
| Rock Island. | 35,717 45 |  |  | 18,635 24 | 17,994 25 | 3,087 96 |  |
| St. Clair | 67,362 26 |  |  | 7,902 26 | 18,467 00 | 40,993 00 |  |
| Saline... | 12,289 42 |  |  | 2,106 11 | 10,183 31 |  |  |
| Sangamon | 64,650 44 |  |  | 19,596 44 | 34,22000 | 7,494 00 | 3,340 00 |
| Schuyler | 33,300 21 |  |  | 3,425 21 | 26,725 00 | 3,150 00 |  |
| Scott | 13,92335 |  |  | 1,356 28 | 5,017 07 | 7,550 00 |  |
| Shelby | 37,327 36 |  |  | 6,433 41 | 29,795 24 | 10000 | 99871 |
| Stark. | 29,213 89 |  |  | 11,688 89 | 17,525 00 |  |  |
| Stephenson. | 145,100 00 |  |  | 11,102 00 | 70,350 00 | 63,648 00 |  |
| Tazewell | 85,194 19 | 10624 |  | 2,714 32 | 70,057 38 | 12,316 25 |  |
| Union- | 12,143 63 |  |  | 3,473 24 | 6,999 00 | 1,661 39 | 1000 |
| Vermilion. | 162,331 16 |  |  | 11,628 18 | 94,033 95 | 4,327 35 | 52,341 68 |
| Wabash. | 11,535 06 |  |  | 18650 | 6,716 49 | 4,632 07 |  |
| Warren.- | 24,826 08 |  |  | 5,878 46 | 15,347 62 | 3,600 00 |  |
| Washington - | 25,791 49 |  |  | 8,480 97 | 12,017 87 | 4,192 65 | 1,100 00 |
| Wayne--- | 31,082 54 |  |  | 2,309 55 | 28,322 99 | 45000 |  |
| White | 27,406 96 |  |  | 2,637 65 | 23,319 31 | 1,450 00 |  |
| Whiteside | 208,432 95 |  |  | 29,454 41 | 172,427 64 | 5,950 00 | 60090 |
| Will--- | 125,654 75 |  |  | 7,159 55 | 94,995 20 | 23,500 00 |  |
| Williamson | 11,254 24 |  |  | 3,527 38 | 7,708 26 | 1860 |  |
| Winnebago. | 51,650 67 |  |  | 3,786 09 | 37,182 73 | 10,681 35 |  |
| Woodford | 65,432 06 |  |  | 5,987 10 | 59,344 96 | 10000 |  |

TABLE 24-INCOME OF TOWNSHIP FUND AND AMOUNT OF LAND BELONGING TO TOWNSHIP.


TABLE 24-Concluded.

| Counties. | Total income. | From what source. |  |  |  | Number of acres belonging to township fund. | Number of city lots belonging to township fund. |
| :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: |
|  |  | Interest on bank deposits. | Interest on loans. | Interest on bonds. | Rents. |  |  |
| 1 | 2 | 3 | 4 | 5 | 6 | 7 | 8 |
| LaSalle.- | \$10,869 25 | \$ 47103 | \$ 5,842 46 | \$2,188 65 | \$2,367 11 | 538 |  |
| Lawrence. | 91102 | 16151 | -749 51 |  |  |  |  |
| Lee ------ | 3,964 04 | 95633 | 2,543 36 | 46435 32212 |  | 66 |  |
| Livingston | $\begin{array}{r}14,853 \\ 2,570 \\ \hline 63\end{array}$ | 40740 40983 | 11,047 1,753 071 | 32214 | 3,076 59 | 66 |  |
| McDonough | 1,717 73 | 48924 | 1,207 26 | 2125 |  |  |  |
| McHenry | 4,116 56 | 45083 | 3,188 20 | 47753 |  |  |  |
| McLean-- | 15,676 70 | 2,012 24 | 5,896 77 | 1,870 30 | 5,8978 39 | 960 |  |
| Macon--- | 11,441 67 | 35403 | 4,906 58 | 83297 | 5,348 09 | 640 |  |
| Macoupin | 4,833 18 | 8960 | 1,559 72 | 65196 | 2,531 90 | 507 |  |
| Madison | 3,559 53 | 42300 | 1,768 50 | 1,368 03 |  |  |  |
| Marion | 1,016 64 | 4556 | 94345 | 2763 |  |  |  |
| Marshall | 2,601 14 | 2 50 | 2,598 94 |  |  |  |  |
| Mason-.Massac | 2,56855 95285 | 507 3562 | 1,402 341 | 53172 17383 | 12750 200 | 120 |  |
| Menard | 72426 | 10365 | 33350 | 28711 |  |  |  |
| Mercer | 3,568 41 | 96457 | 1,243 84 |  | 1,360 00 | 541 |  |
| Monroe | 1,132 93 | 4065 | 84271 | 22406 | 2551 |  |  |
| Montgomery | 4,619 40 | 42184 | 3,608 69 | 56887 | 2000 |  |  |
| Morgan.--- | 2,934 22 | 99806 | 1,470 39 | 46577 |  |  |  |
| Moultrie | 79380 | 78130 | 1250 |  |  |  |  |
| Ogle | 3,63319 10,083 34 | 50911 | 2,655 83 | 46825 |  |  |  |
| Peoria | 10,083 34 | 26507 | 3,945 93 | 41434 | 5,458 00 | 186 |  |
| Piatt | 2,266 99 |  | 2,011 16 | 25500 |  |  |  |
| Pike | 3,482 33 | 53141 | 2,372 20 | 57872 |  |  |  |
| Pope.- | 1,012 90 | 36701 | 61089 380 | 3500 |  |  |  |
| Pulaski | 43541 | 5508 | 38033 |  |  |  |  |
| Putnam | 1,243 10 | 28000 | 90660 | 1250 | 4400 | 115 |  |
| Randolph | 1,015 85 | 1725 | 77970 | 21890 |  |  |  |
| Richland. | 89665 | 7612 | 74988 | 7065 |  |  |  |
| Rock Island | 2,483 73 | 1,349 64 | 98631 | 14778 |  |  |  |
| St. Clair | 7,860 63 | 4,880 60 | 62944 | 2,350 59 |  |  |  |
| Saline --- | 49723 | 4968 | 44755 |  |  |  |  |
| Sangamon. | 4,748 75 | 1,467 34 | 2.09718 | 47183 | 71240 | 40 |  |
| Schuyler | 1,773 01 | 7800 | 1,474 05 | 22096 |  |  |  |
| Scott | 81357 | 3900 | 26615 | 50842 |  |  |  |
| Shelby | 1,743 55 | 13344 | 1,605 86 | 425 |  |  |  |
| Stark | 1,420 72 | 43088 | 93484 | 5500 |  |  |  |
| Stephenson. | 6,802 55 | 19300 | 3,564 40 | 3,045 15 |  |  |  |
| Tazewell | 6,01198 | 1,749 02 | 3,077 84 | 1,185 12 |  |  |  |
| Union- | 63007 | 18096 | 40289 | 4622 |  |  |  |
| Vermilion | 6,806 28 | 3000 | 4,846 97 | 17975 | 1,749 56 | 260 |  |
| Wabash | 72759 | 659 | 40500 | 31600 |  |  |  |
| Warren | 1,132 89 | 23282 | 73783 | 16224 |  |  |  |
| Washington | 1,412 35 | 10297 | 76303 | 54635 |  |  |  |
| Wayne. | 2,006 60 | 8440 | 1,897 75 | 2445 |  |  |  |
| White | 1,301 63 | 565 | 1,265 13 | 3085 |  |  |  |
| Whiteside | 11,078 07 | 1,841 44 | 7,958 72 | 1,077 91 | 20000 |  |  |
| Will.-. | 6,556 16 | 60183 | 4,440 39 | 1,513 94 |  |  |  |
| Williamson. | 64578 | 2835 | 61744 |  |  |  |  |
| Winnebago | 2,953 63 | 56387 | 2,019 34 | 37042 |  |  |  |
| Woodford | 3,270 29 | 23499 | 3,009 17 | 2613 |  |  |  |

TABLE 25-COUNTY DISTRIBUTIVE FUND-RECEIPTS-1929.


TABLE 25-Concluded.


TABLE 26-COUNTY DISTRIBUTIVE FUND-EXPENDITURES-1929.

| Counties. | Total expenditures. | For what purpose expended. |  |  |  |
| :---: | :---: | :---: | :---: | :---: | :---: |
|  |  | Released to districts since June 30, 1928. | Distributed to township treasurers. | Other items. | Balance on hand June 30, 1929. held for distribution. |
| 1 | 2 | 3 | 4 | 5 | 6 |
| Illinois | \$4,132,997 46 | \$20,779 26 | \$3,928,486 98 | §569 00 | \$183,162 22 |
| Adams | $\$ 47,696 \quad 02$29,1599225,23215,33212,63211 |  | $\$ 47,65758$29,1598125,2143713,3996012,63262 | ------------- | § 3844 |
| Alexander |  |  |  |  | 11 |
| Bond. |  |  |  |  | 1783 |
| Boone Brown |  | \$1,790 71 |  |  | 14180 |
| Bureau. | $48,254 \quad 05$6,7659321,8401719,3025766,03904 | 73599 | $\begin{array}{r} 48,21119 \\ 5,00688 \end{array}$ | ----------------------- | $\begin{array}{r} 4286 \\ 1,02306 \end{array}$ |
| Calhoun |  |  |  |  |  |
| Carse... |  |  | $21,84017$ |  | $\begin{array}{r} 4752 \\ 1,53185 \end{array}$ |
| Champaign. |  |  | 64,507 19 |  |  |
| Christian. | $\begin{aligned} & 47,47934 \\ & 32,4194 \\ & 30,41663 \\ & 17,40117 \\ & 45,81384 \end{aligned}$ |  | $\begin{aligned} & 47,47917 \\ & 32,38487 \\ & 30,416 \quad 63 \end{aligned}$ | ------------------------ | $\begin{array}{r} 17 \\ 9707 \end{array}$ |
| Clark. |  |  |  |  |  |
| Clay |  |  |  |  | 17,401 17 |
| Coles. |  |  | 45,813 84 |  |  |
| Cook | $\begin{array}{r} 29494 \\ 28,99971 \\ 24,07881 \\ 37,54352 \\ 22,70547 \end{array}$ |  |  |  | 2949443482 |
| Crawford. |  |  |  |  |  |  |
| Cumberland |  |  | 24,077 33 |  | 1482,12820 |
| DeKalb... |  | 82634 | 34,5889822,70547 |  |  |
| DeWitt. |  |  |  |  |  |
| Douglas. | 23,4047582,3970528,5357,7323,68874 |  |  |  | $\begin{array}{r} 1547 \\ 9,92815 \end{array}$ |
| DuPage.- |  | 94637 | $\begin{aligned} & 71,52253 \\ & 28,555 \\ & \hline \end{aligned}$ |  |  |
| Fdgar |  |  |  |  |  |  |
| Edwards |  |  | 7,77023,61692 | \$71 82 | 190 |
| Effingham |  |  |  |  |  |
| Fayette | 37,0505117,46780199,9126062,6982717,05058 |  | 36,983 62 |  | 668951 |
| Ford -- |  |  | 117,293 35 |  |  |
| Franklin |  | 4757 |  |  | 82,61925 1,61790 |
| Gallatin. |  | 2556 | 17,020 53 |  | - 449 |
| Greene. |  |  | 26,21618 |  |  |
| Grundy. | 20,074 18 |  | 20,0741826,22131 |  |  |
| Hamilton | 26,221 31 |  |  |  |  |
| Hancock | 31,434 17 |  | 31,434 17 |  |  |
| Hardin. | 10,527 94 |  | 10,527 94 |  |  |
| Henderson. | $\begin{array}{r} 9,72419 \\ 50,25601 \\ 39,55198 \\ 71,96242 \\ 39,99813 \end{array}$ |  | $\begin{array}{r} 9,72419 \\ 48,75863 \\ 39,17321 \\ 44,40616 \\ 29,33809 \end{array}$ | ----------------- |  |
| Henry |  | 11971 |  |  |  |
| Iroquois. |  |  |  |  |  |
| Jackson. |  |  |  |  |  |
| Jasper |  | 1,717 20 |  | 4000 |  |
| Jefferson. | $\begin{aligned} & 59,11726 \\ & 16,75348 \\ & 20,01033 \\ & 15,66221 \\ & 93,26460 \end{aligned}$ |  | $\begin{aligned} & 59,11726 \\ & 16,680 \\ & 10 \\ & 10,925 \\ & 15,62 \\ & 90,46616 \\ & 90 \end{aligned}$ |  | 7348 |
| sersey --- |  |  |  |  |  |
| JoDaviess |  | 8481 |  |  |  |
| Johnson. |  |  |  |  |  |
| Kane. |  | 1,414 41 |  | 8218 | 1,301 85 |
| Kankakee | $\begin{aligned} & 41,53447 \\ & 11,81910 \\ & 60,28103 \\ & 70,97798 \\ & 88,60644 \end{aligned}$ |  | 41,53124 <br> 11,81910 <br> 56,614 <br> 702 <br> 70,977 <br> 88,319 |  | 323 |
| Kendall |  |  |  |  |  |
| Knox. |  | 3,660 41 |  |  | 660 |
| LaSalle |  |  |  |  | 28708 |

TABLE 26-Concluded.


TABLE 27-COUNTY INSTITUTE FUND-RECEIPTS—1929.


TABLE 27-Concluder.

| Counties. | Total receipts. | From what source recerved. |  |  |  |
| :---: | :---: | :---: | :---: | :---: | :---: |
|  |  | Balance on hand July 1 , | $\begin{gathered} \text { Examination } \\ \text { and } \\ \text { renewal } \\ \text { fees. } \end{gathered}$ | State certificate registration fees. | Other sources. |
| 1 | 2 | 3 | 4 | 5 | 6 |
| Lawrence. | \$ 550 74 | § 23574 | \$ 31300 | § 200 |  |
| Lee.- | 59939 | 7739 | 51900 | 300 |  |
| Livingston | 1,822 89 | 1,077 89 | 72300 | 900 | \& 1300 |
| Logan. | 65798 | 18898 | 45300 | 1600 |  |
| McDonough | 1,247 15 | 73415 | 50800 | 500 |  |
| McHenry | 1,071 64 | 64064 | 42900 | 200 |  |
| McLean. | 1,352 86 | 24986 | 1,089 00 | 1400 |  |
| Macon. | 2,459 80 | 98080 | 86300 | 700 | 60900 |
| Macoupin | 2,299 81 | 1,342 81 | 91100 | 700 |  |
| Madison. | 1,586 29 | -279 29 | 1,302 00 | 500 |  |
| Marion | 1,154 06 | 66706 | 48500 | 200 |  |
| Marshall | 79375 | 46404 | 26400 | 100 | 6171 |
| Mason- | ${ }_{282}^{681} 62$ | 20815 6462 | 28800 214 00 | 300 400 | 18200 |
| Menard. | 46644 | 14244 | 20000 | 200 | 12200 |
| Mercer | 42485 | 9585 | 32900 |  |  |
| Monroe. | 55266 | 18766 | 17700 |  | 18800 |
| Montgomery | 1,020 24 | 54524 | 47100 | 400 |  |
| Morgan | 1,557 25 | 99225 | 56400 | 100 |  |
| Moultrie | 33104 | 9604 | 23400 | 100 |  |
| Ogle- | 68607 | 25707 | 42900 |  |  |
| Peoria | 1,18500 |  | 1,169 00 | 1600 |  |
| Perry | 51395 | 1895 | 28500 | 200 | 20800 |
| Piatt. | 37019 | 3419 | 33300 | 300 |  |
| Pıke. | 66922 | 18222 | 48500 | 200 |  |
| Pope | 26161 | 6161 | 19900 | 100 |  |
| Pulaski | 32430 | 1030 | 18600 |  | 12800 |
| Putnam | 23629 | 11750 | 11500 | 100 | 279 |
| Randolph | 1,170 87 | 46187 | 41300 | 100 | 29500 |
| Richland | 92159 | 48859 | 42900 | 400 |  |
| Rock Island | 1,538 59 | 65059 | 88400 | 400 |  |
| St. Clair | 3,598 51 | 2,196 51 | 1,365 00 | 1900 | 1800 |
| Saline-.- | 93700 | 53000 | 40400 | 300 |  |
| Sangamon | 2,755 41 | 1,459 91 | 1,273 00 | 1200 | 1050 |
| Schuyler | 65900 | 34100 | 31800 |  |  |
| Scott. | 39033 | 12933 |  |  | 9800 |
| Shelby | 49679 | 2379 | 46800 | 500 |  |
| Stark | 25702 | 5702 | 19900 | 100 |  |
| Stephenson | 1,336 57 | 49157 | 47700 | 700 | 36100 |
| Tazewell. | 1,014 40 | 11140 | 60100 | 200 | 30000 |
| Union- | 56355 | 8769 | 26900 | 600 | 20086 |
| Vermilion. | 1,572 07 | 21407 | 1,351 00 | 700 |  |
| Wabash | 92344 | 60744 | 21600 |  | 10000 |
| Warren. | 72421 | 29121 | 43100 | 100 | 100 |
| Washington_ | 44400 | 12200 | 19600 | 100 | 12500 |
| Wayne | 73956 | 26761 | 46100 | 100 | 995 |
| White-- | 84233 | 51233 | 33000 |  |  |
| Whiteside | 1,013 55 | 47255 | 53500 | 300 | 300 |
| Will. | 2,761 24 | 1,725 62 | 1,008 00 | 800 | 1962 |
| Williamson | 81779 | 14879 | 66700 | 200 |  |
| Winnebago | 1,234 66 | 23466 | 99100 | 300 | 600 |
| Woodford. | 47131 | 5931 | 35800 | 500 | 4900 |

TABLE 28-COUNTY INSTITUTE FUND-EXPENDITURES-1929.


TABLE 28-Concluded.

| Counties. | Total expenditures. | For what purpose expended. |  |  |  |  |  |
| :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: |
|  |  | Institute instructors. | Incidental expenses of institutes. | County teachers' association lectures. | Incidental expenses of county teachers' association. | Commissions retained by county treasurer. | Balance on hand June 30. 1929. |
| 1 | 2 | 3 | 4 | 5 | 6 | 7 | 8 |
| Lawrence. | \$ 55074 | - 20000 | \$ 9613 |  | \$ 798 |  | § 24663 |
| Lee. | 59939 | 46200 | 8776 |  |  |  | 4963 |
| Livingston. | 1,822 89 | 682 <br> 54 <br> 555 | 8360 |  |  |  | 1,056 95 |
| $\begin{aligned} & \text { Logan....-.--- } \\ & \text { McDonough } \end{aligned}$ | 65798 1,24715 | 555 526 529 | 9 9500 |  |  | \$ 469 | $\begin{array}{r}89 \\ 6250 \\ \hline 81\end{array}$ |
| McHenry | 1,071 64 | 31000 | 20773 |  |  |  | 55391 |
| McLean. | 1,352 86 | 30000 | 40083 |  |  |  | 65203 |
| Macon-- | 2,459 80 | 1,315 75 | 15950 |  |  |  | 98455 |
| Macoupin | 2,299 81 | 69000 | 56437 |  |  |  | 1,045 44 |
| Madison.- | 1,586 29 | 51400 | 11250 | \$295 00 | 5475 |  | 61004 |
| Marion | 1,154 06 | 66725 | 14994 |  |  |  | 33687 |
| Marshall | 793 <br> 685 <br> 15 | 28250 | 1750 |  |  |  | 49375 |
| Mason.. | 68115 | 35800 | 5036 |  | 1500 | 603 | 25176 |
| Massac. Menard. | 28262 46644 | 19750 <br> 280 <br> 66 | 1000 |  | 7500 | 1051 | 17512 <br> 1 |
| Mercer | 42485 | 25000 | 7036 |  | 1200 |  | 9249 |
| Monroe.-- | 55266 | 29500 | 13423 | 11500 |  |  | 843 |
| Montgomery | 1,020 24 | 46500 | 6250 |  |  | 1003 | 48271 |
| Morgan -- | 1,557 25 | 1,170 00 | 9106 |  |  |  | 29619 |
| Moultrie | 33104 | 27500 |  |  |  | 654 | 4950 |
| Ogle | 68607 | 59142 | 2900 |  |  |  | 6565 |
| Peoria | 1,18500 | 99750 | 7107 | 3500 | 2950 |  | 5193 |
| Perry | 51395 | 41500 | 435 | 25 00 | 500 |  | 6460 |
| Pike. | 66922 | 45000 | 33 - |  |  |  | 18592 |
| Pope | 26161 |  |  | 5100 | 500 |  | 20561 |
| Pulaski.- | 32430 | 26493 | 2435 |  | --....-.-.-. |  | 3502 |
| Putnam | 23629 | 10564 | 1230 |  |  | 235 | 11600 |
| Randolph | 1,170 87 | 46500 | 3765 |  |  | 1210 | 65612 |
| Richland. | 92159 | 28000 | 2475 |  |  |  | 61684 |
| Rock Island. | 1,538 59 | 69891 | 15300 |  |  | 1787 | 66881 |
| St. Clair.-.- | 3,598 51 | 1,495 00 | 13061 |  |  |  | 1,972 90 |
| Saline.-- | 93700 | 35000 | 10000 |  |  |  | 48700 |
| Sangamon | 2,755 41 | 1,082 70 | 15100 |  |  | 2192 | 1,499 79 |
| Schuyler. | 65900 | 34100 |  |  |  |  | 31800 |
| Scott. | 39033 | 18900 |  |  |  | 561 | 19572 |
| Shelby | 49679 | 23500 | 4650 | 13500 | 4825 |  | 3204 |
| Stark-...-- | -257 02 | 25095 |  |  |  |  | 607 680 |
| Stephenson.- | 1,336 1,014 57 | 622 <br> 788 <br> 80 | 25 7 00 |  |  | 3079 | 689 187 51 |
| Union | 56355 | 38980 | 2000 | 2500 | 750 |  |  |
| Vermilion | 1,572 07 | 75000 | 41360 |  |  |  | 40847 |
| Wabash. | 92344 | 29500 | 1400 |  | 5500 |  | 55944 |
| Warren. | 72421 | 43066 | 14141 |  |  |  | 15214 |
| Washington.- | 44400 | 27640 |  |  |  |  | 16760 |
| Wayne | 73956 | 37500 | 4000 |  |  |  |  |
| White- | 84233 | 35500 | 1083 |  |  | 716 | 46934 |
| Whiteside | 1,01355 | 49618 | 3340 |  |  |  | 48397. |
| Will | 2,761 24 | 28000 | 7340 |  | 3000 | 382 | 2,374 02 |
| Williamson | 817 79 | 68600 | 4300 |  |  | 1423 | 7456 |
| Winnebago | 1,234 66 | 95500 | 15900 |  |  | 2105 | 9961 |
| Woodford.- | 47131 | 38700 | 2400 |  |  | 719 | 5312 |

TABLE 29-COUNTY SUPERINTENDENTS' SALARIES AND EXPENSES—1029.

| Counties. | Salary received from- |  |  | Expended for- |  |  | Total salary and expenses. |
| :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: |
|  | State Auditor. | County Board. | Total. | Office and incidentals | Compensation of assistants. | Total. |  |
| 1 | 2 | 3 | 4 | 5 | 6 | 7 | 8 |
| Illinois. . <br> Adams $\qquad$ <br> Alexander <br> Bond $\qquad$ <br> Boone $\qquad$ <br> Brown $\qquad$ | \$327,900 00 | \$12,839 20 | \$340,739 20 | \$47,089 52 | \$146,166 80 | \$193,556 32 | \$534,295 52 |
|  | $\begin{array}{\|r\|} \hline \$ 3,600 \\ 3, \\ 3,000 \\ 2,700 \\ 200 \\ 2,700 \\ 2,500 \\ 2,500 \end{array}$ | ------------ |  | ----------- |  |  | \$ 3,600 00 |
|  |  | ------------------ | $\begin{array}{r} \S 3,600 \\ 3,000 \\ 2,700 \\ 2,700 \\ 2,700 \\ 200 \\ 2,500 \end{array} 00$ |  | ------------------- |  | $\begin{array}{r}3,000 \\ 3,000 \\ 3,600 \\ \hline\end{array}$ |
|  |  | ---------------- |  |  | \$ 90000 | \$ 90000 |  |
|  |  |  |  | \$ 24000 |  | 24000 | ${ }_{2}^{2,940} 00$ |
|  |  |  |  | 8954 | 22500 | 31454 | 2,814 54 |
| Bureau | 3,400 00 |  | $\begin{aligned} & 3,400 \\ & 2,500 \\ & 2,500 \end{aligned}$ | 1,080 28 | 2,610 00 | 3,690 28 | 7,0902,50000 |
| Calhoun | 2,500 00 |  |  |  |  |  |  |
| Carroll | 2,700 00 |  | $\begin{aligned} & 2,700 \\ & 3,500 \\ & 3,600 \\ & 3,600 \end{aligned}$ |  |  |  | 2,7003,7403 |
| Cass.-.-.-- | 2,700 00 | 80000 |  | 2401,72105 |  | $\begin{array}{r}240 \\ 5,501 \\ \hline\end{array}$ |  |
| Champaign | 3,600 00 |  |  |  | 3,780 00 |  | 9,101 05 |
| Christia | 3,200 00 |  | $\begin{array}{lll} 3,200 & 00 \\ 3,000 & 00 \\ 2,700 & 00 \\ 3,000 & 00 \\ 3,200 & 00 \end{array}$ | $\begin{array}{ll} 349 & 14 \\ 240 & 0 \\ 526 & 00 \\ 400 & 00 \\ 300 & 00 \end{array}$ | 1,500 00 | 1,849 14 | 5,049 <br> 3,240 <br> 14 |
| Clark | 3,000 00 |  |  |  |  | 24000 |  |
| Clay | 2,700 00 |  |  |  |  | 52600 | 3,226 00 |
| Clinton | 3,000 00 |  |  |  |  | 40000 | 3,400 00 |
| Coles | 3,200 00 |  |  |  | 60000 | 90000 | 4,100 00 |
| Cook | 12,000 00 | 60000 | 12,600 00 | $\begin{array}{r}2,500 \\ 2500 \\ \\ \hline 15\end{array}$ | $\begin{array}{r}30,27600 \\ 170 \\ \hline\end{array}$ | 32,7760019500 | 45,3763,1953 |
| Crawford | 3,000 00 |  | 3,000 <br> 2,825 |  |  |  |  |
| Cumberland | 2,7C0 00 | 12500 |  |  |  | ------1 | 2, 82500 |
| DeKalb | 3,200 00 | 10620 | 3,3062,70020 | 1,61235000 | $\begin{array}{rl} 1,200 & 00 \\ 960 & 00 \end{array}$ | $\begin{array}{r} 2,812 \\ 1,310 \end{array}$ |  |
| DeWitt | 2,700 00 |  |  |  |  |  | 6,118 4,010 00 |
| Douglas | $\left.\begin{array}{ll} 2,700 & 00 \\ 3,200 & 00 \\ 3,000 & 00 \\ 2,500 & 00 \\ 3,000 & 00 \end{array}\right]$ | $\begin{array}{r} 1,800 \\ 500 \\ 500 \\ \hline \end{array}$ | $\begin{array}{ll} 2,700 & 00 \\ 5,000 & 00 \\ 3,500 & 00 \\ 2,500 \\ 3,000 & 00 \end{array}$ | $\begin{array}{r} 56000 \\ 800 \\ 1,400 \\ 100 \\ 103 \\ 76 \\ 16245 \end{array}$ | $\begin{array}{r} 720 \\ 2,700 \\ 2,700 \\ 2,400 \end{array}$ | 1,2803,50000 | 3,980 <br> 8,500 <br> 1800 |
| DuPage |  |  |  |  |  |  |  |
| Edgar |  |  |  |  |  | 3,800 00 | 7,300 00 |
| Edwards |  |  |  |  |  | 10376 | 2,603 76 |
| Effingham |  |  |  |  | 1,000 | 1,162 45 | 4,162 45 |
| Fayett | $\begin{aligned} & 3,200 \\ & 2,00 \\ & 2,700 \\ & 3,000 \\ & 3,400 \\ & 3,400 \\ & 2,700 \end{aligned} 00$ | 85000 | $\begin{array}{ll} 3,200 & 00 \\ 3,550 & 00 \\ 3,000 & 00 \\ 3,400 & 00 \\ 2,700 & 00 \end{array}$ | 29314 | $\left.\begin{array}{r} 800 \\ 1,500 \\ 1,500 \\ 1,200 \\ 1,200 \\ 1,200 \end{array} \right\rvert\,$ | 1,093 14 | 4,29314 <br> 5,050 <br> 14 |
| Ford. |  |  |  |  |  | 1,500 00 |  |
| Franklin |  |  |  |  |  | 1,200 00 | 4,200 00 |
| Fulton. |  |  |  | 1,000 00 |  | 2,200 00 | 5,600 00 |
| Gallatin |  |  |  | 12766 |  | 12766 | 2,827 66 |
| Greene | $\begin{array}{ll} 3,000 & 00 \\ 3,000 & 00 \\ 2,700 & 00 \\ 3,200 & 00 \\ 2,500 & 00 \end{array}$ | 1,200 00 | $\begin{aligned} & 3,000 \\ & 4,200 \\ & 2,700 \\ & 00 \\ & 3,200 \\ & 00 \\ & 2,500 \end{aligned} 00$ |  | $\begin{array}{rr} 1,000 & 00 \\ 300 & 00 \end{array}$ | $\begin{array}{rl} 1,000 & 00 \\ 300 & 00 \end{array}$ | 4,000 00 |
| Grundy |  |  |  |  |  |  | 4,500 00 |
| Hamilton |  |  |  |  |  |  | 2,700 00 |
| Hancock |  |  |  | 83032 | 1,020 00 | 1,850 32 | 5,050 32 |
| Hardin |  |  |  | 2300 |  | 2300 | 2,523 00 |
| Henderson | 2,5003,4003 |  | 2,500 00 | $\begin{array}{r}42000 \\ 2,02400 \\ 500 \\ \hline 00\end{array}$ |  | $\begin{array}{r} 620 \\ 30 \\ 3,508 \\ 2,180 \\ 1,800 \\ 1,800 \end{array}$ | $\begin{aligned} & 3,12000 \\ & 6,90800 \\ & 5,38000 \\ & 5,000 \\ & 2,900 \\ & 2,900 \end{aligned}$ |
| Henry |  |  | 3,400 00 |  |  |  |  |
| Iroquois. | 3,200 00 |  | 3,200 00 |  |  |  |  |
| Jackson. | 3,200 00 |  | 3,200 00 |  |  |  |  |
| Jasper. | 2,700 00 | 20000 | 2,900 00 |  |  |  |  |
| Jefferson | $\begin{aligned} & 3,200 \\ & 200 \\ & 2,700 \\ & 3,000 \\ & 3,000 \\ & 2,700 \\ & 5,000 \\ & 5,000 \end{aligned}$ | 20000 | $\begin{array}{ll} 3,400 & 00 \\ 2,700 & 00 \\ 3,000 & 00 \\ 2,700 & 00 \\ 5,000 & 00 \end{array}$ |  |  |  | 3,400 <br> 2,700 |
| Jersey |  |  |  |  |  |  |  |
| JoDaviess |  |  |  | 79756 | 50000 | 1,29756 | 4,297 56 |
| Johnson. |  |  |  |  |  |  | 2,700 00 |
| Kane.- |  |  |  | 84000 | 4,479 82 | 5,319 82 | 10,319 82 |
| Kankake | 3,400 <br> 2,500 <br> 100 | ---- | 3,4002,5003, | $\begin{array}{ll} 600 & 00 \\ 156 & 97 \end{array}$ | 1,700 00 | $\begin{array}{r} 2,300 \\ 156 \\ \hline \end{array}$ | 5,700002,65697 |
| Kendall |  |  |  |  |  |  |  |
| Knox | 3,4003,6003,00 | ----------- | 3,4003,6003,00 | 3,907 <br> 800 <br> 00 | 4,050 00 | $\begin{array}{r}7,957 \\ 800 \\ \hline 80\end{array}$ | $\begin{array}{r} 11,35742 \\ 4,40000 \\ 10,30000 \end{array}$ |
| Lake |  |  |  |  |  |  |  |
| LaSalle | 5,000 00 | 1,000 00 | 6,000 00 | 1,000 00 | 3,300 00 | 4,300 00 |  |

TABLE 29-Concluded.

| Counties. | Salary received irom- |  |  | Expended for- |  |  | $\begin{gathered} \text { Total } \\ \text { salary } \\ \text { and } \\ \text { expenses. } \end{gathered}$ |
| :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: |
|  | State Auditor. | County Board. | Total. | Office and incidentals | Compensation of assistants. | Total. |  |
| 1 | 2 | 3 | 4 | 5 | 6 | 7 | 8 |
| Lawrence. | \$3,000 00 |  | \$3,000 00 |  |  |  | § 3,000 00 |
| Lee. | 3,000 00 |  | 3,000 00 | \$ 57345 | \$1,300 00 | \$1,873 45 | 4,873 45 |
| Livingston | 3,400 00 |  | 3,400 00 | 1,097 25 | 2,800 00 | 3,897 25 | 7,297 25 |
| Logan .-... | 3,20000 |  | 3,200 00 | 40000 | 1,800 00 | 2,200 00 | 5,400 00 |
| McDonough | 3,000 00 |  | 3,000 00 | 23361 | 1,000 00 | 1,233 61 | 4,233 61 |
| McHenry | 3,200 00 |  | 3,200 00 |  | 1,500 00 | 1,500 00 | 4,700 00 |
| McLean | 3,600 00 |  | 3,600 00 | 50000 | 3,600 00 | 4,100 00 | 7,700 00 |
| Macon. | 3,60000 |  | 3,60000 | 1,600 00 | 1,870 00 | 3,470 00 | 7,070 00 |
| Macoupin | 3,600 00 | \$ 38300 | 3,983 00 | 2,333 29 |  | 2,333 29 | 6,316 29 |
| Madison. | 5,000 00 | 50000 | 5,500 00 |  | 5,700 00 | 5,700 00 | 11,200 00 |
| Marion | 3,200 00 |  | 3,200 00 |  |  |  | 3,200 00 |
| Marshall | 2,700 00 |  | 2,700 00 | 45462 | 7500 | 52962 | 3,229 62 |
| Mason-- | 2,700 00 | 40000 | 3,100 00 | 12000 | 1,200 00 | 1,320 00 | 4,420 00 |
| Massac.- | 2,700 2,700 | 15000 | 2,700 2,850 00 | 30000 | 24500 840 | 54500 840 00 | $\begin{aligned} & 3,24500 \\ & 3,690 \\ & 00 \end{aligned}$ |
| Mercer.- | 2,700 00 |  | 2,700 00 |  | 1,200 00 | 1,200 00 | 3,900 00 |
| Monroe.... | 2,700 00 |  | 2,700 00 |  |  |  | 2,700 00 |
| Montgomery | 3,200 00 |  | 3,200 00 | 35000 | 1,500 00 | 1,850 00 | 5,050 00 |
| Morgan... | 3,200 00 |  | 3,200 00 | 54828 | 1,620 00 | 2,168 28 | 5,368 28 |
| Moultrie. | 2,700 00 |  | 2,700 00 | 12500 | 10000 | 22500 | 2,925 00 |
| Ogle | 3,000 00 |  | 3,000 00 | 63615 | 1,500 00 | 2,136 15 | 5,136 15 |
| Peoria | 5,000 00 |  | 5,000 00 | 25392 | 3,360 00 | 3,613 92 | 8,613 92 |
| Perry | 3,000 00 |  | 3,000 00 | 69000 | 67500 | 1,365 00 | 4,365 00 |
| Piatt | 2,700 00 | 1,500 00 | 4,200 00 | 30000 |  | 30000 | 4,500 00 |
| Pike | 3,200 00 |  | 3,200 00 | 486 b7 | 1,020 00 | 1,506 67 | 4,706 67 |
| Pope | 2,500 00 |  | 2,500 00 | 18509 |  | 18509 | 2,685 09 |
| Pulaski | 2,700 00 |  | 2,700 00 | 47290 | 66098 | 1,133 88 | 3,833 88 |
| Putnam | 2,500 00 |  | 2,500 00 |  |  |  | 2,500 00 |
| Randolph | 3,200 00 |  | 3,200 00 |  | 80000 | 80000 | 4,000 00 |
| Richland | 2,700 00 |  | 2,700 00 | 18095 |  | 18095 | 2,880 95 |
| Rock Island | 3,600 00 |  | 3,600 00 | 40000 | 1,800 00 | 2,200 00 | 5,800 00 |
| St. Clair | 5,00000 | 1,000 00 | 6,000 00 | 1,403 03 | 7,080 00 | 8,483 03 | 14,483 03 |
| Saline. | 3,200 00 |  | 3,200 00 | 12000 |  | 12000 | 3,320 00 |
| Sangamon | 5,000 00 |  | 5,000 00 | 40000 | 6,780 00 | 7,180 00 | 12,180 00 |
| Schuyler.. | 2,700 00 |  | 2,700 00 | 14700 |  | 14700 | 2,847 00 |
| Scott | 2,500 00 | 7500 | 2,575 00 |  |  |  | 2,575 00 |
| Shelby | 3,200 00 |  | 3,20000 | 20000 | 1,800 00 | 2,000 00 | 5,200 00 |
| Stark | 2,500 00 | 20000 | 2,700 00 |  |  |  | 2,700 00 |
| Stephenson | 3,400 00 |  | 3,400 00 | 1,088 23 | 1,080 00 | 2,168 23 | 5,568 23 |
| Tazewell. | 3,200 00 |  | 3,20000 | 50000 | 1,200 00 | 1,700 00 | 4,900 00 |
| Union | 3,00000 |  | 3,00000 | 13536 | 90000 | 1,035 36 | 4,03536 |
| Vermilion | 4,000 00 | 50000 | 4,500 00 | 72000 | 3,900 00 | 4,620 00 | 9,120 00 |
| Wabash | 2,700 00 |  | 2,700 00 | 7367 | 31100 | 38467 | 3,084 67 |
| Warren | 3,000 00 |  | 3,00000 | 30000 | 1,500 00 | 1,800 00 | 4,800 00 |
| Washington | 2,700 00 |  | 2,700 00 |  | 30000 | 30000 | 3,000 00 |
| Wayne. | 3,000 00 |  | 3,000 00 |  |  |  | 3,000 00 |
| White | 3,00000 |  | 3,000 00 |  |  |  | 3,000 00 |
| Whitesi | 3,200 00 |  | 3,200 00 | 1,110 23 | 1,200 00 | 2,310 23 | 5,510 23 |
| Will. | 4,00000 |  | 4,00000 | 1,166 11 | 3,600 00 | 4,766 11 | 8,766 11 |
| Williamson | 3,400 00 |  | 3,400 00 | 90000 |  | 90000 | 4,300 00 |
| Winnebago | 3,60000 | 60000 | 4,200 00 |  | 4,195 00 | 4,195 00 | 8,395 00 |
| Woodford | 3,000 00 | 15000 | 3.15000 | 56500 | 1,200 00 | 1.76500 | 4.91500 |

TABLE 30-NEW CERTIFICATES


ISSUED TO TEACHERS.


TABLE 30-

| Counties. | Provisional. |  | Second grade. |  | First grade. |  |
| :---: | :---: | :---: | :---: | :---: | :---: | :---: |
|  | Men. | Women. | Men. | Women. | Men. | Women. |
| 1 | 2 | 3 | 4 | 5 | 6 | 7 |
| Lawrence....-.-. |  |  |  |  |  |  |
| Lee--------- |  |  | 2 | 27 | 1 | 11 |
| Livingston.-. |  |  | 10 | 30 | 2 | 13 |
| Logan - --------- |  |  | $\stackrel{2}{2}$ | 16 | 5 | 13 |
| McDonough.-.-. |  |  | 2 | 20 |  | 26 |
| McHenry -- |  |  | 2 | 13 | 2 | 18 |
| McLean---- |  | 5 | 3 | 46 | 1 | 36 |
| Macon--- |  | 1 | 3 3 3 | 18 | 3 2 | 34 11 |
| Madison----- |  |  | 3 3 | 46 | 1 | 68 |
| Marion |  |  | 7 | 9 | 3 | 18 |
| Marshall |  | 1 | 4 | 10 | 2 |  |
| Mason--- |  | 1 | 1 | 12 | 1 |  |
| Menard.-------------- |  |  | 1 | 7 | 1 |  |
| Mercer --- |  | 1 | 3 | 12 | 1 | 17 |
| Monroe...-- |  | --------- | 1 | 10 |  |  |
| Montgomery . |  |  | 4 | 17 |  |  |
| Morgan---.-. |  |  |  | 14 10 | 1 | 5 |
| Moultrie.... |  |  | 1 | 10 | 1 |  |
| Ogle.- |  | 1 | 3 | 24 | 1 | 19 |
| Peoria. |  |  | 1 | 45 | 1 | 23 |
| Perry .-.--- |  |  | 4 | 18 | 1 | 10 |
| Piatt---- |  |  | 5 | 10 | 2 |  |
| Pike....- |  |  | 9 | 23 | 3 | 17 |
| Pope |  |  | 1 | 2 | 1 |  |
| Pulaski------- |  |  |  | 14 | 1 |  |
| Putnam-- |  | 1 |  | 5 |  |  |
| Randolph.... Riculand |  | 3 | $\stackrel{2}{5}$ | 17 15 | $\stackrel{2}{4}$ | 13 3 |
| Rock Island.- |  |  |  | 26 |  | 38 |
| St. Clair--.-- |  |  | 5 | 30 | 10 | 64 |
| Saline...---- |  |  | 2 | 11 | 3 | 14 |
| Sangamon.-- |  |  | 8 | 31 | 8 | 33 |
| Schuyler..-... |  |  | 9 | 10 | 1 | 6 |
| Scott-- |  |  |  | 9 | 1 |  |
| Shelby ------ |  |  | 8 | 28 | 5 | 6 |
| Stark------ |  |  | 1 | 10 | 2 | ${ }^{6}$ |
| Stephenson. |  | 4 | 5 | 27 | 5 | 22 |
| Tazewell.-- |  |  | 4 | 10 |  | 22 |
| Union- |  |  |  | 9 |  | 11 |
| Vermilion.-- |  |  | 4 | 49 | 3 | 32 |
| Wabash----- |  | 1 | 4 | 5 | 2 | 1 |
| Warren------------ |  |  | ${ }_{6}$ | 12 | $3-$ | 14 |
| Washington------- |  | ------- |  |  |  |  |
| Wayne------- |  |  |  | 8 |  | 2 |
| White <br> Whiteside |  |  | 3 2 2 | 5 | 7 | ${ }_{2}^{4}$ |
| Will |  |  | 1 | 18 | 3 | 49 |
| Williamson. |  | -------- | 6 | 23 | 7 | 22 |
| Winnebaro |  | 4 | 1 | 24 | 3 | 69 |
| Woodford. |  | -..----- |  | 20 | --------- | 5 |

Concluded.


TABLE 31-TEACHERS' CERTIFICATES ISSUED-RENEWED-


REGISTERED AND NUMBER OF FAILURES IN EXAMINATION—1929.

| County certificates renewed. |  | County certificates registered. |  | State certificates registered. |  | Total number of certificates issued, renewed and registered. |  | Certificates to be issued in other counties. |  | Number of failures in examination. |  |
| :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: |
| Men. | Women. | Men. | Women. | Men. | Women. | Men. | Women. | Men. | Women. | Men. | Women. |
| 11 | 12 | 13 | 14 | 15 | 16 | 17 | 18 | 10 | 20 | 21 | 22 |
| 2,811 | 13,689 | 5,025 | 20,802 | 206 | 122 | 9,513 | 40,156 | 11 | 59 | 1,005 | 3,388 |
| 26 | 147 | 74 | 301 | 6 | 6 | 127 | 517 | ----- |  | 8 | 47 |
| 16 | 60 | 27 | 132 |  |  | 53 | 226 |  |  | 3 | 7 |
| 15 | 76 | 38 | 99 |  |  | 61 | 210 |  |  | 15 | 42 |
| 3 | 60 | 7 | 103 | 1 |  | 13 | 185 |  |  | 3 | 8 |
| 9 | 49 | 10 | 82 |  | 2 | 24 | 151 | ----- |  | 4 | 6 |
| 24 | 161 | 53 | 264 | 2 | 1 | 95 | 482 |  |  | 4 | 31 |
| 17 | 11 | 9 | 16 |  |  | 30 | 35 |  |  | 7 | 15 |
| 9 | 86 | 27 | 127 | 1 | 2 | 45 | 250 |  |  | 11 | 20 |
| 9 | 55 | 22 | 126 | 3 | 1 | 35 | 207 |  |  | 7 | 30 |
| 28 | 217 | 71 | 345 | 4 | 1 | 131 | 650 |  |  | 18 | 34 |
| 16 | 114 | 65 | 247 | 3 |  | 101 | 445 |  |  | 34 | 129 |
| 37 | 86 | 54 | 109 | 4 |  | 105 | 213 | -------- | 1 | 6 | 29 |
| 32 | 60 | 73 | 77 |  |  | 112 | 152 |  |  | 10 | 31 |
| 11 | 53 | 23 | 94 | 1 | 1 | 55 | 163 |  |  | 12 | 31 |
| 14 | 107 | 43 | 199 | 1 | 1 | 69 | 370 | 1 | 5 | 10 | 66 |
| 530 | 3,337 |  |  | 4 | 2 | 742 | 4,001 |  |  |  |  |
| 36 | 82 | 53 | 116 | 2 | 1 | 94 | 229 | ---- |  | 11 | 30 |
| 23 | 45 | 41 | 67 | 1 |  | 69 | 135 |  |  | 16 | 28 |
| 19 | 106 | 53 | 227 | 2 | 2 | 93 | 411 |  | 1 | 1 | 7 |
| 11 | 69 | 25 | 145 | 1 | 1 | 44 | 245 |  |  | 6 | 23 |
| 21 | 77 | 25 | 125 | 2 | 1 | 58 | 251 |  |  | 8 | 19 |
| 24 | 149 | 55 | 365 | 3 | ------- | 105 | 648 | ------- | 1 | 2 | 9 |
| 15 | 117 | 34 | 193 | 3 |  | 67 | 358 |  |  | 7 | 32 |
| 19 | 31 | 28 | 47 |  |  | 58 | 188 |  |  | 12 | 25 |
| 19 | 60 | 45 | 96 |  |  | 73 | 176 | 4 | 22 | 20 | 36 |
| 52 | 80 | 62 | 114 |  |  | 127 | 230 | ----- |  | 13 | 26 |
| 7 | 96 | 25 | 146 |  |  | 39 | 271 |  | - 3 | 2 | 21 |
| 68 | 150 | 148 | 273 | 2 |  | 248 | 501 |  |  | 64 | 80 |
| 39 | 184 | 81 | 349 | 1 |  | 137 | 597 |  |  | 8 | 24 |
| 16 | 32 | 33 | 39 |  |  | 55 | 79 |  |  | 9 | 12 |
| 10 | 70 | 37 | 145 |  |  | 55 | 242 |  |  | 18 | 73 |
| 5 | 97 | 13 | 125 | 1 | 1 | 24 | 253 |  |  |  | 29 |
| 56 | 40 | 52 | 47 |  |  | 118 | 100 |  |  | 35 | 28 |
| 33 | 148 | 60 | 269 | 4 | 3 | 110 | 481 |  |  | 7 | 29 |
| 10 | 13 | 28 | 32 |  |  | 39 | 54 | ---- |  | 10 | 22 |
| 6 | 40 | 25 | 95 |  |  | 36 | 157 |  |  | 5 | 12 |
| 15 | 172 | 38 | 280 |  |  | 72 | 527 |  |  | 6 | 29 |
| 23 | 181 | 47 | 262 | 3 | 1 | 93 | 513 | - |  | 9 | 34 |
| 23 | 83 | 91 | 227 | 2 | ---.-.- | 148 | 371 |  |  | 23 | 17 |
| 26 | 39 | 49 | 57 | 2 |  | 91 | 116 | ----- |  | 3 | 5 |
| 48 | 100 | 90 | 171 |  | 1 | 152 | 301 |  |  | 10 | 39 |
| 8 | 29 | 24 | 65 |  |  | 37 | 123 |  |  | 7 | 16 |
| 10 | 72 | 18 | 131 |  |  | 38 | 247 |  |  | 1 | 5 |
| 27 | 39 | 49 | 47 | 1 |  | 86 | 101 |  |  | 25 | 35 |
| 37 | 224 | 75 | 601 | 1 | 1 | 139 | 967 |  |  | 1 | 11 |
| 18 | 174 | 36 | 283 | 7 | 1 | 76 | 534 | -- |  | 23 | 86 |
| 4 | 36 | 12 | 72 | 2 | -- | 20 | 132 | -- | 3 |  | 3 |
| 9 | 115 | 45 | 296 | 1 | 1 | 70 | 503 |  | - | 3 | 29 |
| 42 | 167 | 69 | 418 | 2 | 3 | 131 | 709 |  | ----------- | 1 | 22 |
| 15 | 235 | 82 | 526 | 6 | -------- | 126 | 873 | ------- | -------- | 6 | 75 |

TABLE 31-


Concluded.

| County certificates renewed. |  | County certificates registered. |  | State certificates registered. |  | Total number of certificates issued, renewed and registered. |  | Certificates to be issued in other counties. |  | Number of failures in examination. |  |
| :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: |
| Men. | Women. | Men. | Women. | Men. | Women. | Men. | Women. | Men. | Women. | Men. | Women |
| 11 | 12 | 13 | 14 | 15 | 16 | 17 | 18 | 19 | 20 | 21 | 22 |
| 64 | 72 | 55 | 61 | 2 |  | 129 | 142 |  | 1 | 17 | 26 |
| 12 | 129 | 30 | 257 | 3 |  | 51 | 439 |  |  | 6 | 26 |
| 15 | 198 | 44 | 294 | 6 | 3 | 91 | 555 |  |  | 10 | 76 |
| 14 | 110 | 42 | 214 | 4 | 12 | 76 | 383 |  |  | 1 | 9 |
| 21 | 103 | 56 | 230 | 3 | 2 | 96 | 391 |  |  | 7 | 19 |
| 18 | 112 | 36 | 186 | 1 | 1 | 68 | 351 |  |  |  | 12 |
| 22 | 216 | 81 | 469 | 4 | 10 | 118 | 801 |  | 8 | 25 | 151 |
| 26 | 202 | 71 | 413 | 4 | 3 | 119 | 705 |  |  | $\stackrel{2}{2}$ | 44 |
| 34 | 170 | 91 | 421 | 3 | 4 | 141 | 648 |  |  | 25 | 104 |
| 38 | 258 | 123 | 640 | 3 |  | 192 | 1,048 |  |  | 13 | 54 |
| 30 | 94 | 57 | 184 | 1 | 1 | 100 | 308 | 1 | 1 | 18 | 59 |
| 8 | 71 | 25 | 97 | 1 |  | 43 | 192 |  |  | 1 | 29 |
| 15 | 92 | 26 | 95 | 1 | 2 | 49 | 210 |  |  | 10 | 22 |
| 4 <br> 8 | 42 47 | 30 19 | 87 80 | 4 | 1 | 47 33 | 145 |  |  | 6 1 | 11 |
| 10 | 103 | 27 | 124 |  |  | 47 | 262 |  |  | 1 | 19 |
| 21 | 40 | 22 | 46 |  |  | 46 | 103 | 1 |  | 7 | 20 |
| 21 | 85 | 52 | 178 | 2 | 2 | 87 | 306 |  |  | 17 | 65 |
| 18 | 104 | 55 | 272 | 1 |  | 80 | 414 |  |  | 23 | 48 |
| 8 | 51 | 30 |  |  |  | 45 | 173 |  |  | 1 | 16 |
| 14 | 97 | 44 | 187 |  |  | 71 | 339 |  |  | 1 | 18 |
| 18 | 229 | 66 | 633 | 8 | 8 | 115 | 990 | 1 |  | 8 | 71 |
| 17 | 66 | 29 | 115 | 2 |  | 54 | 215 |  |  | 2 | 16 |
| 16 37 | 68 120 | 42 | 129 | 2 | 1 2 | 71 125 | ${ }_{3}^{227}$ | 1 |  | 11 | 27 |
|  |  |  |  |  |  |  |  |  |  |  |  |
| 16 | 39 | 43 | 75 |  | 1 | 62 | 121 |  |  | 10 | 7 |
| 12 | 30 25 | 26 13 | 74 |  |  | 41 | 138 |  |  | 1 | 6 |
| ${ }_{17}^{2}$ | 25 89 | 13 48 | 152 | 1 |  | 19 | 87 277 |  | 1 | ${ }_{12}^{2}$ | ${ }_{48}^{6}$ |
| 33 | 73 | 54 | 107 | 1 | 3 | 105 | 203 |  |  | 34 | 91 |
| 26 | 191 | 55 | 473 | 2 | 2 | 93 | 766 |  | 2 | 5 | 22 |
| 52 | 277 | 134 | 706 | 17 | 2 | 231 | 1,110 |  | 1 | 10 | 32 |
| 44 | 105 | 73 | 119 | 3 |  | 130 | 256 |  |  | 9 | 12 |
| 14 | 93 | - 27 | 82 |  | 0 | - 52 | 1,002 |  |  | 8 | 65 |
| 7 | 37 | 12 | 73 |  |  | 25 | 125 |  |  |  | 13 |
| 51 | 84 | 60 | 166 | 5 |  | 136 | 294 |  |  | 11 | 32 |
| 4 | 43 | 13 | 84 | 1 |  | 23 | 154 |  |  | 6 | 17 |
| 19 | 115 | 39 | 168 | 3 | 4 | 78 | 360 |  |  | 6 | 40 |
| 22 | 147 | 52 | 255 | 1 | 1 | 99 | 454 |  |  | 10 | 40 |
| 31 | 41 | 54 | 94 | 4 | 2 | 100 | 160 |  |  | 7 | 8 |
| 50 | 333 | 123 | 5.58 | 5 | 2 | 200 | 1,023 |  |  | 14 | 121 |
| 26 | ${ }^{50}$ | 33 | ${ }_{6}^{60}$ |  |  | 70 | 120 |  |  | 13 | 13 |
| 9 | 96 | 34 | 193 |  | 1 | 53 | 351 |  |  | 1 | 27 |
| 14 | 38 | 19 | 62 | 1 |  | 46 | 121 |  |  | 11 | 19 |
| 80 | 86 | 84 | 97 | 1 |  | 179 | 195 |  |  | 32 | 53 |
| 52 | 57 | 79 | 89 |  |  | 142 | 161 |  |  | 9 | 18 |
| 12 | 133 | 33 | 261 | 2 |  | 52 | 451 |  |  | 5 | 30 |
| 37 | 176 | 98 | 555 | 4 |  | 156 | 832 | 1 | 1 | 2 | 24 |
| 57 | 133 | 112 | 244 |  |  | 192 | 437 |  |  | 14 | 26 |
| 18 | 199 89 | 57 28 | 532 143 | $\frac{1}{5}$ |  | 87 43 | 872 272 | 1 |  | ${ }_{9}$ | ${ }_{38}^{29}$ |
|  |  |  |  |  |  |  |  | 1 |  |  |  |

TABLE 32-COUNTY EXAMINATIONS, INSTITUTES AND ASSOCIATIONS-1929.


TABLE 32-Concluded.


TABLE 33-COUNTY SUPERINTENDENTS AND


ASSISTANTS, NEW CONSOLIDATED SCHOOLS—1929.


TABLE 33-


Concluded.


TABLE 34-DISTRICTS, ORGANIZATION, JUNIOR HIGH SCHOOLS, COUNTRY SCHOOLS, DISTRICT TAX LEVIES INCREASED, CONFERENCES OF SCHOOL OFFICERS AND KINDERGARTENS-1929.


TABLE 34-Concluded.


TABLE 35-CONDITION OF BUILDINGS, ENROLLMENT IN SMALL SCHOOLS, BEGIN


[^30]NING TEACHERS AND THEIR QUALIFICATIONS AND DISTRICT ENDOWMENTS—1929



Concluded.


TABLE 36-SPECIAL TEACHERS-1929.


TABLE 36-Concluded.


TABLE 37-PROMOTION OF HEALTH


AND ATTENDANCE-ILLITERACY-1929.


TABLE 37-


Concluded.


TABLE 38－NEW SCHOOL HOUSES BUILT－1929．

| Counties． | $\begin{aligned} & \text { ష̇ } \\ & \text { O} \\ & \text { む } \\ & \text { む } \end{aligned}$ |  |  |  | 完 |  | $\begin{aligned} & \dot{\text { o }} \\ & \text { g } \\ & \text { o } \\ & \text { d } \\ & \stackrel{0}{0} \\ & \text { U } \end{aligned}$ |  |  |  | ®in ¢1 |
| :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: |
| 1 | 2 | 3 | 4 | 5 | 6 | 7 | 8 | 9 | 10 | 11 | 12 |
| Illinois． | 47 | 20 | 3 | 10 | 2 | 10 | 2 | 7 | 20 | 11 | 132 |
| Adams． |  |  |  |  |  |  |  |  |  |  |  |
| Alexander | 1 | －－－－ |  |  |  |  |  |  |  |  | 1 |
| Boone．－．－－ |  |  |  |  |  |  |  |  |  |  |  |
| Brown－－－－－－－－ |  |  |  |  |  |  |  |  |  |  |  |
| Bureau． |  |  |  |  |  |  |  |  |  |  |  |
| Calhoun． |  |  |  |  |  |  |  |  |  |  |  |
| Carroll |  |  |  |  |  |  |  |  | 1 |  | 1 |
| Cass． Champaign |  | 1 |  |  |  |  |  |  |  |  | 1 |
| Christian | 1 |  | 1 |  |  |  |  |  |  |  |  |
| Clark．．． |  |  |  |  |  |  |  |  | 1 | $1-$ | 2 |
| Clay．－． | 1 |  | －－－ | 1 | －－－－ | －－－ |  |  |  |  | 2 |
| Coles． |  |  |  |  |  |  |  |  |  | 1 |  |
| Cook $\qquad$ Crawford | 2 | 3 |  | 3 | 1 |  |  | 1 | 1 |  | 11 |
| Cumberland |  |  |  |  |  |  |  |  |  |  |  |
| DeKalb．－ |  |  |  | $1^{-}$ |  |  |  |  |  |  | i |
| DeWitt－－－ |  |  |  |  |  |  |  |  |  |  |  |
| Douglas． |  |  |  |  |  |  |  |  |  |  |  |
| DuPage． Edgar． | 2 |  | －－．－－ | － |  | 4 |  | －－ | 4 | 1 | 11 |
| Edwards． |  |  |  |  |  |  |  |  |  |  |  |
| Effingham | 1 | $i^{-}$ | －－ |  |  |  |  |  |  |  | $\overline{2}$ |
| Fayette |  |  |  |  |  |  |  |  |  |  |  |
| Ford－－－ |  |  |  |  |  |  |  |  |  |  |  |
| Franklin | 1 |  |  |  |  |  |  |  |  |  | 1 |
| Fulton． Gallatin |  | 2 |  |  |  | －－－ |  |  |  |  |  |
| Greene |  |  |  |  |  |  |  |  |  |  |  |
| Grundy | 2 |  |  |  |  |  |  |  |  | 1 |  |
| Hamilton Hancoct | 1 |  |  |  |  |  |  |  |  | 1 | ${ }_{1}^{2}$ |
| Hardin．－－ |  |  |  |  |  |  |  |  |  |  |  |
| Henderson． |  | 1 |  |  |  |  |  |  |  |  | 1 |
| Henry－－．．． |  |  |  |  |  |  |  |  |  |  |  |
| Iroquois．－ |  |  |  |  |  |  |  |  |  |  |  |
| Jackson．－ |  |  |  |  |  |  |  |  |  |  |  |
| Jasper－－－－－－－－－ |  |  |  |  |  |  |  |  |  |  |  |
| Jefferson． | 1 |  |  |  |  |  |  |  |  |  | 1 |
| Jersey |  |  |  |  |  |  |  |  |  |  |  |
| JoDaviess |  |  |  |  |  |  |  |  |  |  |  |
| Johnson－－ |  |  |  |  |  |  |  |  |  |  |  |
| Kane．－ | 1 |  |  |  |  |  |  |  | 3 |  | 4 |
| Kankakee | 3 | 1 |  |  |  |  |  |  |  |  | 4 |
| Kendall． |  | 1 |  |  |  |  |  |  |  |  | 1 |
| Knox． | 1 |  |  |  |  |  |  |  | 1 |  | 2 |
| Lake | 1 | 1 |  |  |  |  |  |  |  |  | 2 |
| LaSalle．．．－ |  |  |  |  |  |  |  |  |  |  |  |

TABLE 38-Concluded.

| Counties. | $\begin{aligned} & \text { घं } \\ & \text { ó } \\ & \text { o } \\ & \text { ó } \end{aligned}$ | $\begin{aligned} & \text { mi } \\ & \text { did } \\ & \text { o } \\ & \text { o } \\ & \text { B } \end{aligned}$ |  | $\begin{aligned} & \text { 兑 } \\ & \text { o } \\ & \text { H } \\ & \text { B } \\ & \text { Hu } \end{aligned}$ |  | $\begin{aligned} & \text { ö } \\ & \text { dig } \\ & \text { ou } \\ & \text { an } \\ & \text { in } \end{aligned}$ |  |  |  |  | +ix |
| :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: |
| 1 | 2 | 3 | 4 | 5 | 6 | 7 | 8 | 9 | 10 | 11 | 12 |
| Lawrence. | 1 | 1 |  |  |  |  |  |  |  |  |  |
| Lee-..---- |  |  |  |  |  |  |  |  |  |  |  |
| Livingston | 1 | ---- |  |  |  |  |  |  |  | 1 |  |
| McDonough |  |  |  |  |  |  |  |  |  |  |  |
| McHenry |  |  |  |  |  |  |  |  |  |  |  |
| McLean.. |  |  |  |  |  |  |  |  |  | 2 | 2 |
| Macon <br> Macoupin |  | 1 |  |  |  | 1 |  |  | 2 |  | $\frac{1}{3}$ |
| Madison.- |  |  |  | 2 |  |  |  |  |  |  |  |
| Marion |  |  |  |  |  |  |  |  |  |  |  |
| Marshall |  |  |  |  |  |  |  |  |  |  |  |
| Mason. | 1 |  |  |  |  |  |  |  |  |  |  |
| Massac | 1 |  |  |  |  |  |  |  | 1 | 1 | 3 |
| Menard. | 1 |  |  |  |  |  |  |  |  |  |  |
| Mercer. |  |  |  |  |  |  |  | 1 |  |  |  |
| Monroe.- |  |  |  |  |  |  |  |  |  |  |  |
| Montgomery |  |  |  |  |  |  |  |  |  |  |  |
| Morgan-.- |  |  | 1 |  |  |  |  |  | 1 |  | 2 |
| Moultrie |  |  |  |  |  |  |  |  |  |  |  |
| Ogle | 1 |  |  |  |  |  |  |  |  |  |  |
| Peoria. |  |  |  |  |  | 2 |  |  |  |  |  |
| Perry | 1 |  |  |  |  |  |  |  |  |  |  |
| Piatt. |  |  |  |  |  | 1 |  |  |  |  |  |
| Pike.- |  |  |  |  |  |  |  |  |  |  |  |
| Pope |  |  |  |  |  |  |  |  |  |  |  |
| Pulaski. | 1 | 1 |  |  |  |  |  |  | 1 |  | 3 |
| Putnam |  |  |  | 1 |  |  |  |  |  |  |  |
| Randolph |  |  |  |  |  |  |  |  |  |  |  |
| Richland. | 1 |  |  |  | 1 |  |  | 1 |  |  | 3 |
| Rock Island . | 1 |  |  |  |  |  |  |  |  |  |  |
| St. Clair-.--- |  | 2 |  |  |  |  |  | 2 | $1-$ |  |  |
| Saline-.- | 1 |  |  |  |  |  | 1 |  |  |  | 2 |
| Sangamon | 1 | $i^{-1}$ |  |  |  |  |  |  |  |  |  |
| Schuyler. |  | $1$ |  |  |  |  |  |  |  |  |  |
| Scott. |  |  |  |  |  |  |  |  |  |  |  |
| Shelby-. |  |  |  |  |  |  |  |  |  |  |  |
| Stark |  |  |  |  |  |  |  | 1 |  |  | 1 |
| Stephenson. |  |  |  |  |  |  |  |  |  |  |  |
| Tazewell | 4 | 1 |  |  |  |  |  |  | 1 |  |  |
| Union | 1 |  |  | 1 | - | 1 |  |  |  |  | 3 |
| Vermilion.- | 1 |  |  |  |  |  |  | 1 |  |  |  |
| Wabash.---- |  |  |  |  |  |  |  |  |  |  |  |
| Warren- | 1 |  |  |  |  |  |  |  |  | 2 | $\overline{3}$ |
| Washington |  |  |  |  |  |  |  |  |  |  |  |
| Wayne. | 2 |  |  |  |  |  |  |  |  |  |  |
| White-- | 1 |  |  |  |  |  |  |  |  |  |  |
| Whiteside | 1 |  |  |  |  |  |  |  |  |  | 1 |
| Williamso | 1 |  |  |  |  |  | 1 |  | 1 |  | 4 |
| Winnebago | 2 | 1 |  |  |  |  |  |  |  |  | 3 |
| Woodford |  |  |  |  |  |  |  |  |  |  |  |
|  |  |  |  |  |  |  |  |  |  |  |  |

TABLE 39-NON-HIGH SCHOOL


DISTRICT STATISTICS—1929.


TABLE 39-


Concluded.


TABLE 40-CONSOLIDATED


SCHOOLS-1929.


TABLE 40-


Continued.


TABLE 40-

| Name of counties and schools. | $\begin{gathered} \text { Num- } \\ \text { ber } \\ \text { of } \\ \text { consoli- } \\ \text { dated } \\ \text { dis- } \\ \text { tricts. } \end{gathered}$ | $\begin{aligned} & \text { Num- } \\ & \text { ber } \\ & \text { of } \\ & \text { dis- } \\ & \text { tricts } \\ & \text { consoli- } \\ & \text { dated. } \end{aligned}$ | School buildings. |  |  | Area of district in square miles. | Number of teachers. |  |
| :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: |
|  |  |  | (a) <br> Are pupils assembled in one building. |  | (b) If not, how many buildings in use. |  |  |  |
|  |  |  | Yes. | No. |  |  | Ele-mentary. | $\underset{\text { school. }}{\text { High }}$ |
| 1 | 2 | 3 | 4 | 5 | 6 | 7 | 8 | 9 |
| Vermilion- |  |  |  |  |  |  |  |  |
| Harrison... <br> Georgetown |  | 4 | x |  |  | 10 | 27 | . |
| Westville..- |  | 2 |  |  | 5 | 30 | 34 | --.-...-. |
| Pleasant Grove. |  | 4 |  |  | 4 | 12 | 4 | --...... |
| Danville...--.- |  | 5 |  |  | 18 | 19 | 180 | 68 |
| Wabash- |  |  |  |  |  |  |  |  |
| Allendale-- |  | 4 | $x$ x |  | --.--- | ${ }_{14}^{21}$ | 7 | 4 |
| Will- |  |  |  |  |  |  |  |  |
| Plainfield. |  | 6 |  |  | 2 | 33 | 9 | 8 |
|  |  | 4 | x |  |  | 14 | 2 | 1 |
| Winnebago- |  |  |  |  |  |  |  |  |
| Seward.- |  | 4 | - |  | 3 | 18 | 17 | 7 |
| New Milford |  | 3 | x |  |  | 11 | 3 | 2 |
|  |  | 3 | 8 |  |  | 4 | 5 | 4 |
| Winnebago |  | 2 |  |  | 2 | 4 | 23 |  |
| Dist. No. 126 |  | 2 | x |  |  | 8 | 1 |  |
|  |  | 3 | $\pm$ |  |  | 12 | 2 |  |
| ${ }_{\text {Argyle }}$ Dist. ${ }^{\text {Do.---128 }}$ |  | 2 | 8 |  |  | 7 | 1 |  |
| Woodford- |  | 4 | x |  |  | 13 | 3 | 2 |
| Woodiord- Congerville |  |  | $\pm$ |  |  | 14 | 4 | 1 |

## Concluded.



## HIGH SCHOOL STATISTICS－

TABLE 41－ENROLLMENT IN EACH YEAR，GRADUATES，TUITION PUPILS，

| Counties and districts． | Enrollment． |  |  |  |  |  |  |  |  |  |  |  | Graduates． |  |  |
| :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: |
|  |  | 1st year． |  | 2d year． |  | 3d year． |  | 4 th year． |  | Post grad－ uates and special． |  | $\begin{aligned} & \text { तुं } \\ & \text { जí } \end{aligned}$ | $\begin{aligned} & \dot{\infty} \\ & \stackrel{\rightharpoonup}{0 .} \\ & \dot{\infty} \end{aligned}$ | $\frac{\dot{\theta}}{\dot{H}}$ |  |
|  |  | $\begin{aligned} & \dot{\text { in }} \\ & \text { ì } \\ & \text { n } \end{aligned}$ |  | $\begin{aligned} & \dot{0} \\ & \text { 仓̀ } \\ & \text { مि } \end{aligned}$ |  | $\begin{aligned} & \dot{\sim} \\ & \stackrel{\rightharpoonup}{0} \\ & \end{aligned}$ | 号 | ¢ | \％ | $\begin{aligned} & \dot{\infty} \\ & \stackrel{0}{0} \\ & \end{aligned}$ |  |  |  |  |  |
| 1 | 2 | 3 | 4 | 5 | 6 | 7 | 8 | 9 | 10 | 11 | 12 | 13 | 14 | 15 | 16 |
| Illinois | －－ | 68，443 | 65，374 | 31，346 | 29，138 | 24，072 | 24，097 | 17，330 | 18，555 | 4，921 | 3，359 | 286，635 | 16，220 | 18，212 | 28，951 |
| Adams－ |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |
| Camp Point Com． | 4 | 17 | 15 | 8 | 10 | 11 | 15 | 10 | 13 |  |  | 99 | 8 | 11 | 17 |
| Clayton－－－－－－－－－－ |  |  | 16 | 17 | 16 | 4 |  |  | 12 |  |  | 87 | 4 | 12 | 50 |
| Coatsburg－－－－－－－－－－－ | 3 | 3 | 3 | 5 | 5 | 5 | 3 |  |  |  |  | 24 | 3 | 1 | 15 |
| Golden Com．．．．－ | 4 | 3 | 6 | 2 | 5 | ） | 5 |  |  |  |  | 32 | 1 | 6 | 2 |
| LaPrairie Com．－－ |  | 5 | 8 | 1 | 5 | 3 | 5 | 2 |  |  |  | 32 | 2 | 3 | 3 |
| Liberty | 3 | 16 | 9 | 7 | 10 | 10 | 5 |  |  |  |  | 57 | 10 | 5 | 57 |
| Lima－－－－－－－－－－－－ | 3 | 9 | 5 | 4 | 5 | 5 | 4 |  |  |  |  | 32 | 5 | 4 | 32 |
| Loraine．－．－．－－－－－ | 3 | 9 | 11 | 10 | 5 | 兂 | 7 |  |  |  |  | 45 | ${ }_{15}^{2}$ | ${ }^{6}$ | 45 |
| Mendon Twp．－．－－ | 4 | 8 | 10 | 12 | 14 | 10 | 12 | 16 | 19 |  |  | 101 | 15 | 17 | 39 |
| Payson Com－－－－ | 4 | 14 | 12 | 8 | 10 | 10 | 9 | 9 | 7 |  |  | 79 | 6 | 7 | 23 |
| Plainville－－－－－－－－ | 2 | 5 | 6 | 3 |  |  |  |  |  |  |  | 15 | 2 | 101 | 15 |
| Quincy | 4 | 188 | 197 4 | 144 1 | 165 8 | 153 | 150 | 129 | 139 |  |  | 1,265 25 | 88 2 | 101 3 | 158 25 |
| Alexander－ Cairo and Sum－ ner | 4 | 96 | 110 | 56 | 71 | 47 | 57 | 35 | 56 |  |  | 528 | 32 | 55 | 19 |
| McClure Com－－－－ | 4 | 13 | 14 | 2 | 6 | 6 | 4 | 2 | 3 |  |  | 50 |  |  |  |
| Olive Branch Com |  |  | 10 | 5 |  | 8 | 8 | 5 |  |  |  | 57 | 4 | 4 | 20 |
| Tamms | 4 | 28 | 44 | 14 | 17 | 16 | 21 | 9 | 12 |  |  | 161 | 9 | 11 | 91 |
| Thebes Twp．．．－－ | ， | 13 | 10 | 7 | 7 |  |  |  | －－－－－－ |  |  | 70 | 7 | 8 | 3 |
| Bond－ |  |  |  |  |  |  |  |  |  |  |  |  | 24 |  |  |
| Mulberry Grove－ | 4 | 5 | 15 | 7 | 5 | 6 | 8 | ${ }_{7}$ | 5 |  |  | 58 | 7 | 5 | 46 |
| Panama－．－－－－－－ | 3 | 10 | 11 | 6 | 6 | 3 |  |  |  |  |  | 40 | 1 | 3 | 40 |
| Pocahontas．－．－．－ | 4 | 9 | 14 | 10 | 7 | 6 | 8 | 1 | 6 |  |  | 61 | 1 |  | 23 |
| Reno－－．－－－－－－－－－ |  | 5 |  | 4 | 3 | 2 | 4 | －－－－－－ | －－－－－－ |  |  | 18 | $\stackrel{2}{1}$ | 3 4 | 18 |
| Smithboro－．－－－－－ | ${ }_{3}^{2}$ | $\stackrel{2}{5}$ | 5 | 1 | ${ }_{12}^{4}$ | 11 | 11 |  | －－－－－－ |  |  | 12 | 1 | $\stackrel{4}{4}$ | 12 |
| Boone－－－－－－－－－ |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |
| Belvidere－－－－－－－ | 4 | 77 | 71 | 53 | 77 | 36 | 50 | 46 | 31 |  |  | 441 | 42 | 30 | 121 |
| Boone－McHenry |  | 17 | 20 | 11 | 13 | 8 | 10 | 12 | 5 |  |  | 96 | 12 |  | 12 |
| Caledonia Cons－－ | 3 | 1 |  | 2 | 1 | 2 |  |  |  |  |  | 22 | 2 |  | 22 |
| Poplar Grove．－．－－ | 3 | 5 | ， | 5 | 3 |  | 5 |  |  |  |  | 26 | 3 | 5 | 26 |
| Brown－ |  |  |  |  |  | 1 |  |  |  |  |  | 29 | 5 | 3 | 18 |
| Mt．Sterling．－．．．－－ | 4 | 20 | 26 | 20 | 17 | 11 | 21 | 19 | 20 |  |  | 154 | 19 | 19 | 78 |
| Timewell．．．－．．．－－ |  | 2 | 6 | 2 | 1 | 2 | 5 |  |  |  |  | 18 | 1 | 5 | 18 |
| Versailles－－－－－－－－ |  | 9 | 6 | 5 | 5 | 7 | 16 |  | 4 |  |  | 58 | 6 | 4 | 28 |
| Bureau－ |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |
| Arispie－Indian－ town Twp．－－－ | 4 | 15 | 22 | 9 | 21 | 9 | 17 | 11 | 8 |  |  | 112 | 11 | 8 | 17 |
| Buda Twp－．－．－．－ |  | 14 | 17 | 11 | 10 | 6 | 7 | 9 | 10 |  |  | 84 | 9 | 9 | 3 |
| Bureau Twp．．－－－ |  | 4 | － 3 | 5 | 3 | 5 | 4 |  |  |  |  | 33 | 3 | －${ }^{6}$ | ${ }_{4}{ }^{1}$ |
| Cherry－－－－－－－－－－ |  | 9 | 7 | 4 | 8 | 11 | 6 |  |  |  | －－－－－ | － 104 | ${ }_{11}^{6}$ | 5 <br> 7 | 4 |
| Depue－．．．．．－－－－－ |  | 14 | 16 | 14 | 15 | 16 |  | 12 |  |  |  | 104 | 11 | 7 | 14 |
| Hac．．．．．．．．．．．． |  | 62 | 47 | 46 | 38 | 37 | 24 | 26 | 26 |  |  | 306 | 21 | 26 |  |
| LaMoille Com．．．－ |  | 14 | 18 | 12 | 16 | 8 |  |  |  |  |  | 91 | 5 | 7 | 20 |

GENERAL-1929.
ATTENDANCE COURSES, NUMBER AND PREPARATION OF TEACHERS.


TABLE 41-


Continued.


TABLE 41-



TABLE 41-


Continued.


TABLE 41-

| Counties and districts. |  | Enrollment. |  |  |  |  |  |  |  |  |  |  | Graduates. |  |  |
| :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: |
|  |  | 1st year. |  | 2d year. |  | 3d year. |  | 4th year. |  | Post graduates and special. |  | $\begin{aligned} & \text { जूँ } \\ & \text { B } \end{aligned}$ | $\begin{gathered} \dot{\circ} \\ \stackrel{\circ}{\circ} \\ \end{gathered}$ | $\frac{\dot{\theta}}{\underset{B}{E}}$ |  |
|  |  | $\begin{gathered} \dot{\sim} \\ \stackrel{\rightharpoonup}{\overparen{A}} \\ \dot{\sim} \end{gathered}$ | $\stackrel{\text { ai }}{\stackrel{i}{2}}$ | $\begin{gathered} \dot{\sim} \\ \stackrel{\rightharpoonup}{c} \\ \stackrel{\oplus}{n} \end{gathered}$ | $\begin{aligned} & \dot{\sim} \dot{2} \\ & \dot{B N} \end{aligned}$ | $\stackrel{\infty}{\infty}$ |  | $\stackrel{\dot{n}}{\stackrel{\rightharpoonup}{2}}$ | $\frac{\dot{m}}{\Sigma}$ |  | $\begin{aligned} & \dot{\sim} \dot{i} \\ & \text { in } \end{aligned}$ |  |  |  |  |
| 1 | 2 | 3 | 4 | 5 | 6 | 7 | 8 | 9 | 10 | 11 | 12 | 13 | 14 | 15 | 16 |
| Crawford-Concl'd. Laudes |  | 7 |  | 4 | 3 | 7 | 2 |  |  |  |  | 30 | 5 | 2 | 30 |
| [ Oblong Twp...- | 4 | 56 | 55 | 19 | 30 | 47 | 30 | 22 | 21 |  |  | 280 | 20 | 17 | 1 |
| P Palestine Twp..- | 4 | 43 | 47 | 35 | 13 | 35 | 26 | 17 | 28 |  |  | 244 | 17 | 26 | 24 |
| Robinson | 4 | 93 | 79 | 48 | 38 | 68 | 58 | 47 | 48 |  |  | 479 | 39 | 42 | 90 |
| CumberlandGreenup | 4 | 22 | 20 | 12 | 10 | 14 | 19 | 8 | 8 |  |  | 113 | 8 | 8 | 61 |
| Jewitt--.---.------- | 3 | 5 | 8 | 3 | 2 | 4 | 3 |  |  |  |  | 25 | 3 | 3 | 25 |
| Neoga Twp | 4 | 34 | 36 | 10 | 24 | 18 | 20 | 9 | 7 |  |  | 177 | 17 | 7 | 67 |
| Toledo.... | 4 | 13 | 18 | 10 | 20 | 13 | 9 | 8 | 10 |  |  | 101 | 8 | 10 | 62 |
| DeKalb- | $\stackrel{1}{2}$ |  |  |  |  |  |  |  |  |  |  |  |  |  |  |
| Cortland <br> DeKalb Com | $\stackrel{2}{4}$ | 142 | $10{ }^{2}$ | 91 | 86 | 66 | 77 | 44 | $6 \overline{5}$ |  | 4 | 680 | 43 | 63 | 94 |
| Fairdale Com...- | 4 | 6 | 8 | 2 | 1 | 4 | 4 | 2 | 6 |  |  | 33 | 2 | 4 |  |
| Genoa Twp--.-- | 4 | 13 | 9 | 6 | 4 | 13 | 11 | 6 | 6 |  |  | 68 | 6 | 6 | 1 |
| Hinckley Com..- | 4 | 10 | 14 | 11 | $\stackrel{8}{8}$ | 11 | 9 | 5 | 13 |  |  | 81 | 5 | 13 | 21 |
| Kingston Com---- | 4 | 10 | 11 | 4 | 8 | 3 | 11 | ${ }^{6}$ | 2 |  |  | 55 | 6 | 1 |  |
| Kirkland Com---- <br> Malta | 4 3 | 14 0 | 8 | [ ${ }^{5}$ | 10 | 4 | 4 | 2 | 2 |  |  | 45 44 | $\stackrel{2}{4}$ | $\stackrel{2}{4}$ | 4 |
| Paw Paw Twp--- | 4 | 8 | 2 | 3 | 7 | 2 | 6 | 2 | 1 |  |  | 31 | 2 | 1 |  |
| Sandwich Com.-- | 4 | 21 | 22 | 21 | 30 | 15 | 24 | 16 | 19 |  |  | 168 | 16 | 19 | 13 |
| Shabbona Com--- | 4 | 15 | 16 | 6 | 12 | 9 | 13 | 13 | 7 |  |  | 91 | 13 | 7 | 11 |
| Somanauk Com-- | 4 | 6 | 6 | 5 | 10 | 1 | 6 | $2{ }^{2}$ | 6 |  |  | 42 | 2 | 6 |  |
| Sycamore Cons -- | 4 | 54 | 59 | 26 | 52 | 30 | 40 | 21 | 39 |  |  | 321 | 19 | 37 | 38 |
| Watertown Com.- | 4 | 11 | 12 | 16 | 12 | 13 | 10 | 7 | 11 |  |  | 92 | 5 | 12 | 8 |
| DeWittClinton Com | 4 | 114 | 110 | 48 | 53. | 33 | 54 | 24 | 44 |  | 2 |  |  |  |  |
| FarmerCity Twp | 4 | 42 | 26 | 16 | 19 | 25 | 32 | - 7 | 22 |  | 2 | 189 | 24 | 20 | 34 |
| Kenney Com.- | 4 | 12 | 15 | 5 | 13 | 10 | 7 | - | 5 |  |  | 69 | 2 | 5 |  |
| Wapella Com..... | 4 | 9 | 8 | 6 | 10 | 5 | 11 | 3 | 10 |  |  | 62 | 3 | 10 | 5 |
| Waynesville Twp. | 4 | 9 | 9 | 7 | 7 | 8 | 8 | 3 | 9 |  |  | 60 | 3 | 9 | 15 |
| Weldon Twp.-..- | 4 | 8 | 21 | 10 | 6 | 12 | 14 | 3 | 4 |  |  | 78 | 3 | 4 | 15 |
| Douglas- <br> Arcola Twp $\qquad$ | 4 | 34 | 25 | 27 | 24 | 21 | 21 | 13 | 14 |  |  | 179 | 12 | 12 | 13 |
| Arthur Twp.------- | 4 | 20 | 24 | 14 | 28 | 14 | 24 | 14 | 13 |  |  | 151 | 13 | 10 | 14 |
| Camargo Com. Cons | 3 | 6 | 6 | 4 |  | 5 |  |  |  |  |  | 25 | 4 |  | 25 |
| Hindsboro Com.- | 4 | 19 | 5 | 11 | 6 | 5 | 13 | 5 | 9 |  |  | 73 | 5 | 8 |  |
| Newman Twp.--- | 4 | 25 | 18 | 20 | 11 | 11 | 15 | 11 | 12 |  |  | 123 |  |  |  |
| Tuscola Com....- | 4 | 36 | 48 | 27 | 37 | 18 | 35 | 30 | 26 |  |  | 257 | 26 | 27 | 50 |
| Villa Grove Twp | 4 | 26 | 33 | 20 | 31 | 13 | 23 | 15 | 19 |  |  | 180 | 13 | 19 | 2 |
| DuPage- <br> Bensonville Com | 4 | 21 | 24 | 22 | 15 | 17 | 4 | 7 | 10 |  |  | 120 | 7 | 10 | 25 |
| Downers Grove Com. | 4 | 76 | 73 | 60 | 50 | 41 | 34 | 33 | 23 |  |  | 390 | 60 | 48 | 52 |
| Glen Ellyn Twp- | 4 | 114 | 111 | 82 | 86 | 61 | 49 | 42 | 51 |  |  | 596 | 42 | 51 | 36 |
| Hinsdale Twp..-- | 4 | 88 | 90 | 64 | 54 | 32 | 37 | 29 | 28 |  |  | 422 | 27 | 25 | 30 |
| Naperville---.-- | 4 | 42 | 44 | 52 | 49 | 35 | 37 | 23 | 33 |  |  | 315 | 20 | 30 | 78 |
| West Chicago Twp. | 4 | 40 | 36 | 30 | 28 | 18 | 27 | 13 | 21 |  |  | 213 | 13 | 21 |  |
| Wheaton Com. | 4 | 65 | 81 | 61 | 63 | 46 | 49 | 46 | 35 |  |  | 446 | 42 | 34 | 6 |
| York Com... | 4 | 141 | 136 | 91 | 85 | 81 | 94 | 46 | 56 |  |  | 730 | 42 | 46 | 20 |
| Edgar- |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |
| ${ }_{\text {Brocton Com-.- }}$ | 4 | 188888 | 11 20 | 10 10 | 8 | 10 12 | 10 | $1 \frac{1}{1}$ | 18 |  |  | 117 |  | 14 | 23 |
| Grandview-.-. | 2 | 6 | 2 | 5 | 1 |  |  |  |  |  |  | 14 | 1 | 1 | 14 |
| Hume Twp. | 4 | 7 | 7 | 8 |  | 8 | 8 |  | 8 |  |  | 68 | 12 | 8 | 6 |

Continued.


TABLE 41－

| Counties and districts． |  | Enrollment． |  |  |  |  |  |  |  |  |  |  | Graduates． |  |  |
| :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: |
|  |  | 1st year． |  | 2d year． |  | 3d year． |  | 4 th year． |  | Post grad－ uates and special． |  | $\begin{aligned} & \text { ゙ٓ } \\ & \stackrel{0}{0} \end{aligned}$ | $\begin{gathered} \dot{\sim} \\ \stackrel{\circ}{\circ} \\ \end{gathered}$ |  |  |
|  |  | $\begin{aligned} & \dot{\sim} \\ & \stackrel{\rightharpoonup}{\hat{\sim}} \\ & \text { in } \end{aligned}$ | $\stackrel{\dot{\theta}}{\underset{i j}{2}}$ |  | $\begin{aligned} & \text { 立 } \\ & \text { in } \end{aligned}$ | $\stackrel{\dot{\sim}}{\hat{\circ}}$ | $\underset{\sim}{\dot{\Xi}}$ | 家 | 容 | $\begin{aligned} & \dot{\sim} \\ & \stackrel{0}{\circ} \\ & \end{aligned}$ | $\stackrel{\dot{3}}{\dot{Z}}$ |  |  |  |  |
| 1 | 2 | 3 | 4 | 5 | 6 | 7 | 8 | 9 | 10 | 11 | 12 | 13 | 14 | 15 | 16 |
| Edgar－Concl＇d． |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |
| Kansas．．．．－－－－ | 4 | 25 | 16 | 5 | ${ }_{3}^{3}$ | 12 | 16 | 5 | 5 |  |  | 87 | 5 | 5 | 44 |
| Paris | 4 | 85 | 115 | 77 | 82 | 73 | 92 | 37 | 55 |  |  | 616 | 36 | 51 | 251 |
| Redman Com－ | 4 | 7 | 11 | 3 | 4 | 6 | 7 | 5 | 7 |  |  | 50 | 5 | 7 | 9 |
| Scotland Cons．．－－ | 3 | 8 | 13 | 5 | 2 | 2 | 8 |  |  |  |  | 38 | 2 | 8 | 38 |
| Vermilion．．．．．－－－－ | 2 | 7 | 12 | 1 | 1 |  |  |  |  |  |  | 21 | 1 | 1 | 19 |
| Edwards－ | 4 | 36 | 36 | 19 | 17 | 34 | 28 | 27 |  |  |  | 213 | 21 | 16 | 28 |
| Bone Gap Com－－－ | 4 | 5 | 13 | 13 | 4 | 8 | 6 | 8 |  |  |  | 61 | 8 | 4 | 4 |
| Browns Com | 4 | 10 | 4 | 8 | 4 | 5 | 5 |  | 4 |  |  | 40 |  | 4 |  |
| West Salem Com－ | 4 | 21 | 24 | 4 | 10 | 14 | 14 | 17 |  |  |  | 108 | 16 | 2 | 22 |
| Effingham－ | 4 | 18 | 33 | 16 | 15 | 14 | 9 | 14 | 12 |  |  | 131 | 13 | 11 | 2 |
| Beecher City．． | 3 | 6 | 11 | 8 | 5 | 9 | 7 |  |  |  |  | 46 | 7 | 6 | 46 |
| Dietrich－－．－．－－ | 3 | 3 | 12 | 5 | 5 | 6 | 7 | － | －－－－－－－ |  |  | 38 | 6 | 7 | 38 |
| Edgewood． | 3 | 9 | 6 | 4 | 4 | 7 | 8 |  |  |  |  | 38 | 6 | 8 | 38 |
| Effingham | 4 | 41 | 30 | 28 | 17 | 28 | 23 | 35 | 29 |  |  | 231 | 35 | 29 | 67 |
| Mason．－ | 3 | 6 | 11 | 1 | 1 | 9 | 5 |  |  |  |  | 33 | 7 | 5 | 33 |
| Moccasin＿ | ${ }_{3}^{2}$ | 4 | 4 | 3 | ${ }_{2}$ |  |  |  |  |  |  | 13 | 5 | $\stackrel{2}{5}$ | 13 |
| Montrose．－－－－－－－－ | 3 3 | ${ }_{7}^{6}$ |  | 3 <br> 4 | 6 3 | 5 | 5 |  |  |  |  | 31 34 | 5 <br> 5 | 5 5 | 31 34 |
| Shumway－．－－－．－－ | 4 | 10 | 10 8 | 4 | 3 | 5 | 5 | 3 | 8 |  |  | 34 49 | 5 | 8 | 34 8 8 |
| Watson．－．－．－－－－－ | 3 | 12 | 8 | 4 | 6 | 5 | 7 |  |  |  |  | 42 | 3 | 7 | 2 |
| Fayette－ |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |
| Bingham．．．．．－－－－ | 3 | ${ }_{9}^{6}$ |  | 2 9 |  | 2 | 7 |  |  |  |  | 18 | $\stackrel{2}{4}$ | 7 | 18 |
| Brownstown．－．．－－ | 4 | 12 | 12 12 | 9 | 12 8 | 9 | ${ }_{1}^{6}$ | 8 | 6 |  |  | 68 74 | 7 | 6 | 36 35 |
| LaClede． | 2 | 3 | 5 | 2 | 2 |  |  |  |  |  |  | 12 | 1 | 2 | 12 |
| Ramsey | 4 | 18 | 18 | 18 | 22 | 10 | 9 | 8 | 12 |  |  | 115 | 7 | 12 | 54 |
| St．Elmo | 4 | 17 | 22 | 23 | 16 | 13 | 15 | 15 | 9 |  |  | 130 | 14 | 9 | 47 |
| St．James | 3 | 6 | 5 | $\stackrel{2}{2}$ | 4 | 2 | 4 |  |  |  |  | 23 | 2 | 4 | 23 |
| Shobonier | 3 | 4 | 6 | 3 | 2 | 5 | 9 |  |  |  |  | 29 | 5 | 9 | 29 |
| Vandalia－．－－－．－．－ | 4 | 30 | 41 | 30 | 29 | 27 | 34 | 19 | 30 |  |  | 250 | 18 | 23 | 81 |
| Ford－ Cabery Twp | 4 | 5 | 9 | 6 | 3 | 4 | 6 | 6 | 7 |  |  | 46 | 6 | 7 | 11 |
| Drummer Twp． （Gibson City P．O．） | 4 | 44 |  | 27 | 29 | 20 | 23 | 19 | 20 |  |  | 210 | 19 | 20 |  |
| Kempton Cons－－ | 3 | 18 | 7 | 6 | 10 | 4 | 10 |  |  |  |  | 55 | 18 | 10 | 55 |
| Melvin Com．－．－－ | 4 | 10 | 14 | 8 | 12 | 11 | 8 | 10 | 16 |  |  | 89 | 10 | 15 | 15 |
| Paxton Com．．．－－ | 4 | 41 | 47 | 34 | 37 | 37 | 26 | 20 | 23 |  |  | 265 | 18 | 21 | 62 |
| Piper City Com．－ | 4 | 15 | 15 | 11 | 9 | 11 | 18 | 7 | 8 |  |  | 94 | 7 | 8 | 10 |
| Roberts Twp．－－－－ | 4 | 12 | 14 | 7 | 8 | 3 | 11 | 9 |  |  |  | 70 | 9 | 6 | 1 |
| $\underset{\text { Sibley Com．－－－－－}}{\text { Sranklin－}}$ | 4 | 4 | 4 | 9 | 9 | 4 | 7 | 7 | 4 |  |  | 48 | 7 | 4 | 1 |
| Franklin－ <br> Benton Twp | 4 | 157 | 145 | 96 | 100 | 91 | 99 | 72 | 58 |  |  | 818 | 57 | 63 | 255 |
| Buckner－．．－．－．－－ | 2 | 9 | 14 | 8 | 10 |  |  |  |  |  |  | 41 |  |  | 41 |
| Christopher Com－ | 4 | 91 | 77 | 52 | 38 | 37 | 39 | 15 | 24 |  |  | 373 | 15 | 23 | 49 |
| Ewing．．．．－－－－－－ | 4 | 18 | 13 | 16 | 115 | 16 | 12 | 11 | 5 |  |  | 102 | 11 | 5 |  |
| Frankfort Com－－－ | 4 | 163 | 184 | 110 | 145 | 73 | 112 | 49 | 73 |  |  | 909 | 41 | 62 | 18 |
| Macedonia－－－－－－ | 3 | 27 | 15 | ${ }_{8}^{8}$ |  | 1 |  |  |  |  |  | 51 |  |  | 51 |
| Royalton．．． | 3 | 19 | ${ }_{31}^{17}$ | 18 | ${ }^{7}$ | ${ }_{11}^{4}$ | ${ }^{7}$ |  |  |  |  | 72 | ${ }_{11}^{4}$ | 7 | 72 |
| Sesser Twp－－．．．－ | ${ }_{3}^{4}$ | 41 | 31 20 | 28 14 | 20 16 | 11 | 21 | 12 | 12 |  |  | 176 | 11 | 12 | 115 |
| Thompsonville．． | 3 4 | 35 <br> 21 | 20 15 | 14 | 16 7 | 10 | 20 | 2 | 10 |  |  | 17 |  |  | 115 |
| Z eigler Com． | 4 | 37 | 32 | 17 | 31 | 15 | 10 | 9 | 15 |  |  | 166 | 9 | 14 | 2 |

Continued.


TABLE 41－

| Counties and districts． | $\begin{gathered} c_{0}^{0} \\ 0 \\ 0 \\ 0 \\ 0 \\ 0 \\ 0 \\ 0 \\ 0 \\ 0 \\ 0 \end{gathered}$ | Enrollment． |  |  |  |  |  |  |  |  |  |  | Graduates． |  | Number of tuition pupils. |
| :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: |
|  |  | 1st year． |  | 2d year． |  | 3d year． |  | 4th year． |  | Post grad－ uates and special． |  | $\begin{aligned} & \text { 侶 } \\ & \text { E. } \end{aligned}$ | － | $\frac{\stackrel{y}{2}}{\substack{2 \\ 3}}$ |  |
|  |  | $\begin{gathered} \dot{\sigma i} \\ \stackrel{i}{\circ} \\ \stackrel{\sim}{\infty} \end{gathered}$ | $\dot{: 3}$ | $\begin{aligned} & \dot{v i} \\ & \stackrel{\rightharpoonup}{\circ} \\ & \stackrel{n}{0} \end{aligned}$ | $\begin{aligned} & \text { oi } \\ & \dot{E} \end{aligned}$ | － |  | $\begin{gathered} \dot{n} \\ \stackrel{n}{0} \\ \stackrel{\sim}{0} \end{gathered}$ | $\sum_{i}^{\dot{2}}$ | $\begin{gathered} \dot{n} \\ \stackrel{\rightharpoonup}{0} \\ \stackrel{⿴ 囗}{*} \end{gathered}$ | $\stackrel{\text { 曷 }}{\text { E }}$ |  |  |  |  |
| 1 | 2 | 3 | 4 | 5 | 6 | 7 | 8 | 9 | 10 | 11 | 12 | 13 | 14 | 15 | 16 |
| Fulton－ |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |
| Astoria | 4 | 26 | 21 | 24 | 16 | 25 | 19 | 13 | 11 |  |  | 155 | 13 | 11 | 85 |
| A von Com | 4 | 22 | 11 | 17 | 12 | 14 | 16 | 7 | 11 |  |  | 110 | 6 | 11 | 25 |
| Bryant | $\stackrel{2}{2}$ | $14^{4}$ | 5 | 7 | 4 |  |  |  |  |  |  | 20 | 6 | 4 | 20 |
| Canton－．．． | 4 | 114 | 133 | 106 | 114 | 74 | 101 | 55 | 62 |  |  | 759 | $\grave{5}^{2}$ | 60 | 175 |
| Cuba Com．．．． Ellisville Com | 4 | 24 | 14 6 | 16 3 | 19 | 10 4 | 13 | 15 3 | 21 |  |  | 132 30 | 14 3 | 20 4 | 8 |
| Fairview Com－－－－ | 4 | 17 | 24 | 16 | 15 | 10 | 16 | 6 | 9 |  |  | 113 | 6 | 8 | 6 |
| Farmington Com． | 4 | 47 | 52 | 30 | 31 | 19 | 24 | 22 | 21 |  |  | 246 | 20 | 21 | 35 |
| Ipava Com．－－．．．－ | 4 | 10 | 17 | 7 | 6 | 11 | 11 | 6 | 15 |  |  | 83 | 7 | 13 | 3 |
| Lewistown－．．－－－－ | 4 | 45 | 57 | 30 | 27 | 14 | 23 | 17 | 28 |  |  | 241 | 17 | 25 | 107 |
| London Mills |  |  | 11 |  |  |  |  |  | 7 |  |  |  | 6 |  |  |
| Smithfield．－－ | 3 | 5 | 6 | 8 | 3 | 5 |  |  | 1 |  |  | 30 | ${ }_{3}^{6}$ | 2 | 30 |
| Table Grore Com． | 4 | 14 | 19 | 9 | 10 | 11 | 11 | 8 | $\delta$ |  |  | 90 | 8 | 8 | 3 |
| Vermont Com．－．－ | 4 | 10 | 18 | 15 | 7 | 9 | 17 | 6 | 9 |  |  | 91 | 5 | 7 | 24 |
| Gallatin－ |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |
| Equality Twp．－．－ | 4 | 19 | 12 | 26 5 | 10 | 9 | 14 | 13 | 14 |  |  | 127 48 | $\begin{array}{r}13 \\ 8 \\ \hline\end{array}$ | 13 9 | 41 |
| Ridgway Com－－－－ | 4 | 16 | 11 | 14 | 8 | 13 | 19 | 8 | 16 |  |  | 105 | 8 | 16 | 15 |
| Shawneetown．－．－ | 4 | 11 | 18 | 12 | 16 | 9 | 10 | 6 | 6 |  |  | 88 | 6 | 6 | 10 |
| ${ }_{\text {Greene－}}^{\text {Carrollton }}$ |  |  | 2 |  |  |  |  |  |  |  |  |  |  |  |  |
| Carrollton－－－－－－ | 4 | 23 | 23 | 25 | 17 | 16 | 16 | 22 | 19 |  |  | 161 | 16 | 17 | 66 31 |
| Eldred－－－－－－－ | 3 | 288 | 11 21 | ${ }_{19}^{3}$ | 11 | 14 | 18 | 10 | 15 |  |  | 136 | 10 | 15 | 31 |
| Hillview．－－－－－－－－ | 3 | 9 | 7 | 5 | 6 | 5 | 3 |  |  |  |  | 35 |  | 3 | 35 |
| Kane－－－－－－－－－－－－－－－－ | 3 | 8 | 6 | 7 | 6 | 6 | 9 |  |  |  |  | 42 | 6 | 9 | 42 |
| Patterson－－－－－－－－ | 3 | 8 | 10 | 5 | 9 | 5 |  |  |  |  |  | 42 | 4 | 5 | 42 |
| Rockridge Com－－ | 4 | ${ }_{6}^{6}$ | ${ }_{8}^{8}$ | 1 | 4 | 7 | 2 | 2 | 11 |  |  | 32 | 2 | 2 | 1 |
| Roodhouse Com ． | 4 | 38 | 35 | 33 | 19 | 13 | 16 | 7 | 11 |  |  | 172 | 7 | 12 | 5 |
| Whitehall－－－－－－－－ | 4 | 39 | 45 | 17 | 29 | 28 | 36 | 29 | 16 |  |  | 239 | 22 | 14 | 74 |
| Grundy－ |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |
| Coal City Twp－－ | 4 | 17 | 26 | 16 | 15 | 8 | 18 | 10 | 14 |  |  | 124 | 7 | 12 | 7 |
| mington Twp－－ | 4 | 24 | 22 | 25 | 29 | 13 | 14 | 10 | 20 |  |  | 157 | 10 | 20 | 25 |
| Kinsman－－－－－－－－ | 3 | 8 | 6 | 7 | 4 | 4 | 6 |  |  |  |  | 35 | 4 | 6 | 35 |
| Mazon Twp－．－－－－ | 4 |  | 10 | 11 | 10 | 9 | 10 | 8 | 6 |  |  | 72 | 8 | 5 | 20 |
| Minooka－ |  | 5 | 6 | 7 |  | 4 |  |  |  |  |  | 30 | 4 | 3 | 30 |
| Morris－．．－－ |  | 49 | 44 | 39 | 51 | 30 | 37 | 20 | 41 |  |  | 311 | 20 | 41 | 92 |
| Hamilton－ Broughton | 3 |  | $\varepsilon$ | 7 | 5 | 6 | 6 |  |  |  |  | 39 | 5 | 5 | 39 |
| Dahlgren－ |  | 21 | 17 | 11 | 9 | 15 | 7 |  |  |  |  | 80 | 13 | 6 | 74 |
| Delafield | ， | 9 | 5 | 5 | 2 |  |  |  |  |  |  | 21 |  |  | 21 |
| McLeansboro | 4 | 32 | 43 | 36 | 43 | 21 | 27 | 22 | 22 |  |  | 252 | 39 | 32 | 110 |
| Macedonia | ， | 10 | 11 | 10 | 10 |  | 1 |  |  |  |  | 42 |  |  | 42 |
| Walpole－．－－－．－－－ | 3 | 14 | 12 | 8 | 8 | 5 |  |  |  |  |  | 54 |  |  | 54 |
| Hancock－ <br> Augusta Com | 4 | 20 | 17 | 9 | 20 |  | 17 | 8 | 10 |  |  |  | 7 | 8 | 20 |
| Basco－－－－－－－－－－－－ | 3 | 11 | 4 | 5 | 5 | 9 | 1 |  |  |  |  | 35 | 8 |  | 35 |
| Burnside－－－－－．．．－ | 3 | 6 | 6 | 3 | 5 | 4 | 2 |  |  |  |  | 26 |  |  | 26 |
| Bowen Com．－．－－－ | ， | 24 | 12 | 15 | 22 | 11 | 12 | 14 | 14 |  |  | 124 | 13 | 14 | 32 |
| Carthage．．－－ | 4 | 41 | 33 | 21 | 20 | 13 | 22 | 17 | 24 |  |  | 191 | 17 | 19 | 79 |
| Colusa－－．－－－．．．－ | 4 | 7 | 11 | 8 | 11 | 11 | 4 | 2 | 5 |  |  | 59 | $\stackrel{2}{8}$ | 5 | 46 |
| Dallas City Com． | 4 | 20 | 26 | 4 | 17 | 10 | 10 | 8 | 14 |  |  | 109 | 8 | 13 | 18 |
| Elvaston Com－－－－ | 4 | ${ }_{4}^{2}$ | 10 | ${ }_{4}^{6}$ | 4 | 8 | 5 |  | 5 |  |  | 45 | 5 | 5 | 17 |
| Fountain Green－ | 3 | 3 | 3 | ${ }_{6}^{4}$ | 4 | 4 3 | 8 |  |  |  |  | 27 | 2 | 7 | 27 |

Continued


TABLE 41-


Continued.



Continued.



Continued.



Continued.



Continued.


TABLE 41-


Continued.



Continued.



Continued.


TABLE 41－

| Counties and districte． | Enrollment． |  |  |  |  |  |  |  |  |  |  |  | Graduates． |  |  |
| :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: |
|  |  | 1st year． |  | 2d year． |  | 3d year． |  | 4 th year． |  | Post <br> grad－ uates and special． |  | $\begin{aligned} & \text { ज゙ } \\ & \stackrel{5}{0} \\ & \text { 10 } \end{aligned}$ | $\begin{gathered} \dot{\hat{\circ}} \\ \stackrel{\oplus}{\oplus} \end{gathered}$ | $\stackrel{\dot{x}}{i}$ |  |
|  |  | $\stackrel{\dot{n}}{\stackrel{n}{\circ}}$ | $\begin{aligned} & \text { 离 } \\ & \text { in } \end{aligned}$ |  | $\dot{\tilde{\theta}}$ |  | $\begin{aligned} & \dot{9} \\ & \stackrel{y}{2} \end{aligned}$ | $\begin{gathered} \dot{\sim} \\ \stackrel{\rightharpoonup}{\circ} \\ \dot{\sim} \end{gathered}$ | $\stackrel{\text { 囟 }}{\stackrel{y}{0}}$ | 管 | $\underset{i}{i n}$ |  |  |  |  |
| 1 |  | 3 | 4 | 5 | 6 | 7 | 8 | 9 | 10 | 11 | 12 | 13 | 14 | 15 | 16 |
| Peoria－Concl＇d． Peoria－Peoria M． Tr． | 4 | 580 | 557 | 431 | 477 | 323 | 360 | 259 | 300 |  |  | 3，287 | 217 | 279 | 347 |
| Princeville．．－．－－－ | 4 | 17 | 23 | 10 | 16 | 16 | 17 | 11 | 7 |  |  | 117 | 11 | 6 | 60 |
| Perry－ | 3 | 6 |  | ${ }_{6}$ | 5 | 4 | 8 |  | 5 |  |  | 44 | 3 | 8 |  |
| DuQuoin Twp． | 4 | 97 | 75 | 50 | 49 | 37 | 39 | 30 | 27 |  |  | 404 | 29 | 28 | 55 |
| Pinckneyville | 4 | 38 | 52 | 28 | 23 | 26 | 26 |  |  |  |  | 229 | 14 | 24 | 16 |
| Tamaroa Com．－－－ |  | 14 | 13 | 10 | 8 | 3 | 9 |  |  |  |  | 67 |  |  | 67 |
| Willisville．．．－－－－－－ | 3 | 6 | 6 | 4 | 10 | 8 | 1 |  |  |  |  | 35 | 5 | 1 | 35 |
| Piatt－ <br> Atwood Twp | 4 |  |  |  | 15 |  |  |  |  |  |  |  |  |  |  |
| Atwood Twp．－－－－ <br> Bement Twp | 4 | 25 30 | 19 35 | 12 | 15 14 | 24 | 14 <br> 31 | 10 16 | 12 |  |  | 125 173 | 10 16 | 12 12 | 21 10 |
| Cerro Gordo． | 4 | 30 | 26 | 12 | 8 | 22 | 23 | 8 | 8 |  |  | 137 | 5 | 7 | 18 |
| Cisco－．－ | 3 | 7 | 9 | 2 | 5 | 6 | 5 |  |  |  |  | 34 | 4 | 5 | 34 |
| DeLand Twp． | 4 | 17 | 22 | 6 | 8 | 9 | 9 | 3 | 6 |  |  | 80 | 3 | 5 | 4 |
| Hammond．．．．．－－ | 4 | 13 | 12 | 4 | 4 | 8 | 10 | 5 | 3 |  |  | 59 | 5 | 3 | 6 |
| LaPlace | 3 | 10 | 13 | 4 | $\stackrel{2}{8}$ | 4 | 4 |  |  |  |  | 37 | $\underline{2}$ | 1 | 37 |
| Mansfield Com．－－ | 4 | 12 | 23 | 8 | 8 | 11 | 21 | 7 | 5 |  |  | 95 | 7 | 5 | 3 |
| Monticello Twp－－ | 4 | 44 | 41 | 20 | 25 | 33 | 39 | 22 | 16 |  |  | 245 | 16 | 12 | 13 |
| Pike－ | 2 | 6 |  | 2 | 3 |  |  |  |  |  |  | 18 | 2 | 3 | 18 |
| Barry | 4 | 28 | 27 | 14 | 15 | 13 | 14 | 15 | 18 |  |  | 146 | 14 | 15 | 82 |
| Baylis Cons－．．－－－－ | 3 | 6 | 8 | 7 | 7 | 10 | 7 |  |  |  |  | 45 | 10 | 5 | 45 |
| Chambersburg <br> Com | 4 |  | 8 | 5 | 5 | 5 | 13 | 1 |  |  |  | 41 | 1 |  |  |
| Griggsville－－－－－－－－－－ | 4 | 23 | 16 | 15 | 13 | 15 | 16 | 14 | 19 |  |  | 131 | 14 | 15 | 6 |
| Hull－－－．－－－－－－－ | 4 | 8 | 9 | 8 | 10 | 9 | 8 | 5 | 9 |  |  | 66 | 5 | 9 | 34 |
|  |  | 7 | 5 | 4 |  | $\stackrel{2}{-}$ | 4 |  |  |  |  | 25 | $?$ | 4 | 25 |
| Milton Com．－．－．－ | 4 | 9 | ${ }^{7}$ | 8 | ${ }_{2}^{4}$ | 7 | 8 | $\stackrel{2}{2}$ | 3 |  |  | 48 | $\stackrel{2}{2}$ | 3 | ${ }^{6}$ |
| Nebo－．．．－．－－－－－－ | 4 | 26 | 14 | 9 | 2 | 4 | 10 | 7 | 1 |  |  | 73 | 7 | 1 | 31 |
| New Canton Com． | 4 | 9 | 9 | 8 | 8 | 11 | 9 | 5 | 6 |  |  | 65 | 5 | 6 | 11 |
| New Salem Com． | 4 | 3 | 7 | 5 | 1 | 5 | 2 | 4 | 2 |  |  | 29 | 4 | 2 |  |
| Pearl－．－．－－－－－－－－ | 3 | 4 | 14 | 8 | 8 | 12 | 5 |  |  |  |  | 51 | 10 | 3 | 51 |
| Perry Cons－－．－－－－ | 4 | 12 | 11 | 12 | 11 | 3 | ${ }^{5}$ | ${ }_{6}^{6}$ | 7 |  |  | 67 | ${ }^{6}$ | ${ }_{1}^{7}$ | ${ }_{17}^{7}$ |
| Pittsfield <br> Pleasant Hill |  | 46 | 72 | 40 | 35 | 36 | 35 | 26 | 25 |  |  | 315 | 23 | 21 | 172 |
| Pleasant Hill | 4 | 6 | 18 | 22 | 24 | 10 | 21 | 9 | 11 |  |  | 121 | 9 | 11 | 28 |
| Rockport Cons．．－ | 3 | 8 | 12 | 3 | 2 | 3 |  |  |  |  |  | 31 | 3 | 3 | 31 |
| Pope－ Golconda | 4 | 34 | 35 | 15 | 20 | 17 | 22 | 10 | 16 |  |  | 169 | 10 | 16 | 47 |
| Pulaski－ |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |
| Grand Chain－－－－－ | 4 | 13 | 14 | 2 | 7 | 10 | ${ }_{13}^{4}$ | 5 | 5 |  |  | 56 | 5 | 1 | 12 |
| Karnak Com－－．．－－ | 4 | 21 | 12 | $\stackrel{2}{16}$ | 88 | 5 19 | 13 18 | $\stackrel{4}{11}$ | 11 |  |  | 70 136 | ${ }_{11}^{4}$ | ${ }_{11}^{2}$ | 6 |
| Mound City Com． | 4 | 46 | 24 47 | 16 22 | ${ }_{25}^{11}$ | 19 29 | 18 30 | 11 8 | 14 |  |  | ${ }_{221}^{136}$ | 11 | 16 |  |
| Ullin．－－－－－－－－－－－－－－ |  | 15 | 17 | 1 | 12 | 14 | 8 |  |  |  |  | 67 | 12 | 8 | 67 |
| Putnam－ |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |
| Hennepin Twp．－－ | 4 | 3 | 3 | $\stackrel{3}{18}$ | 5 |  | ${ }_{14}^{2}$ | $\frac{1}{7}$ | ${ }_{20}^{2}$ |  |  | 14 |  | ${ }_{16}^{2}$ |  |
| Hopkins Twp－．－－ <br> Jno．Swaney |  | 26 | 25 | 18 | 18 | 17 | 14 | 7 | 20 |  |  | 145 | $\checkmark$ | 16 |  |
| Twp－－－－．－－－－ | 4 | 1 | 6 | 4 | 5 | 12 | 3 | 6 | 2 |  |  | 39 | 6 | 12 | 17 |
| McNabb Twp－－－ |  | 3 | 4 | 1 | ${ }_{4}^{6}$ | 4 | 4 | 4 |  |  |  | 14 | $\stackrel{1}{3}$ | ${ }_{2}$ | 14 |
| Senachwine Twp． | － | 3 | ${ }_{5}$ | 3 | ${ }_{6}$ | 4 | 5 | ${ }_{2}$ |  |  |  | 30 | 2 | 2 |  |

Continued.


TABLE 41－

| Counties and districts． |  | Enrollment． |  |  |  |  |  |  |  |  |  |  | Graduates． |  |  |
| :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: |
|  |  | 1st year． |  | 2d year． |  | 3d year． |  | 4th year． |  | Post grad－ uates and special． |  | $\begin{aligned} & \text { ज़゙ } \\ & \text { H. } \end{aligned}$ | $\begin{gathered} \dot{\infty} \\ \stackrel{\rightharpoonup}{0} \\ \stackrel{0}{\circ} \end{gathered}$ | $\dot{M}$ |  |
|  |  | $\stackrel{\dot{\infty}}{\stackrel{\rightharpoonup}{\circ}}$ | $\stackrel{\dot{\omega}}{\dot{L}}$ |  | 定 | ¢ | 安 | $\begin{aligned} & \text { in } \\ & \text { ì } \\ & \text { in } \end{aligned}$ | 㐫 | $\begin{aligned} & \dot{a i} \\ & \stackrel{i}{0} \\ & \stackrel{0}{0} \end{aligned}$ | $\underset{i j}{\dot{L}}$ |  |  |  |  |
| 1 | 2 | 3 | 4 | 5 | 6 | 7 | 8 | 9 | 10 | 11 | 12 | 13 | 14 | 15 | 16 |
| Randolph－ |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |
|  | 3 | 5 | 3 | 4 | 4 | 5 | 3 |  |  |  |  | 24 | 5 | 3 | 24 |
| Chester． | 4 | 36 | 27 | 18 | 19 | 15 | 23 | 8 | 18 |  |  | 164 | 8 | 15 | 34 |
| Coulterville | 4 | 20 | 25 | 9 | 8 | 7 | 16 | 8 | 1 |  |  | 105 | 6 | 11 | 29 |
| Evansville | 3 | 6 | 6 | 5 | 3 | 6 | 1 |  |  |  |  | 27 | 7 |  | 27 |
| LaFayette | 2 | 1 | 2 | 7 | 5 |  |  |  |  |  |  | 15 | 6 | 3 | 15 |
| Percy | 3 | 8 | 8 | 6 | 7 | 5 | 2 |  |  |  |  | 36 | 1 | 1 | 36 |
| Prairie Du Rocher | 2 | 6 | 9 | 4 | 1 |  |  |  |  |  |  | 20 | 4 | 1 | 20 |
| Red Bud． | 4 | 13 | 13 | 12 | 8 | 12 | 10 | 6 |  |  |  | 79 | 6 | 5 | 26 |
| Sparta Twp | 4 | 45 | 56 | 26 | 31 | 23 | 35 | 35 | 2 |  | 4 | 279 | 34 | 24 | 37 |
| Steeleville－－－－－－－－ <br> Tilden | 3 | 8 | 10 | 6 | 4 | 2 | 6 |  |  |  |  | 36 | 2 | 6 | 36 |
| Richland－－ |  |  |  | 1 | 5 |  |  |  |  |  |  | 22 | 1 | 5 | 2 |
| Calhoun． | 3 | 10 | 11 | 3 | 1 | 6 | 5 |  |  |  |  | 36 | 6 | 5 | 36 |
| Claremont | 2 | 5 | 4 | 3 | 9 |  |  |  |  |  |  | 21 | 2 | 8 | 21 |
| Dundas． | 2 | 12 | 8 | 5 | 7 |  |  |  |  |  |  | 32 | 4 | 7 | 32 |
| Noble． | 4 | 16 | 20 | 5 | 11 | 7 | 16 | 7 |  |  |  | 87 | 6 | 5 | 52 |
| Olney Twp．－－－－－－ | 4 | 58 | 63 | 37 | 59 | 39 | 57 | 37 | 5 |  |  | 401 | 34 | 48 | 107 |
| Parkersburg－－－－－－ | 2 | 6 | ， | 3 | 5 |  |  |  |  |  |  | 23 | 3 | 5 | 23 |
| Rock Island－ Coal Valley Com |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |
| Coal Valley Com－ <br> Cordova Com | 4 | ${ }_{6}^{6}$ | ${ }_{6}^{2}$ | $\stackrel{2}{5}$ | 2 | 3 4 | 3 | 6 |  |  |  | 39 | ${ }_{3}^{6}$ | $\frac{2}{7}$ | 7 |
| Hillsdale Com．．．－ | 4 | 14 | 14 | 8 | 3 | 6 | 9 | 4 |  |  |  | 63 | 4 | 5 | 3 |
| Moline．－－－－－－－－－－－ | 4 | 369 | 296 | 130 | 141 | 142 | 131 | 80 | 11 |  |  | 1，414 | 81 | 106 | 76 |
| Port Byron Com－ | 4 | 6 | 15 | 8 | 9 | 7 | 14 |  |  |  |  | 72 | 6 | 7 |  |
| Reynolds Com．－－－ | 3 | 9 | 4 | ${ }^{3}$ | 238 | 127 | 4 119 | 90 |  |  |  | 38 1,332 | 90 | 81 | 38 60 |
| Rock Island－－－－－－ <br> United Twp． | 4 | 229 | 217 | 236 | 233 | 127 | 119 |  |  |  |  | 1，332 | 90 |  |  |
| （E．Moline）．．－．－ | 4 | 96 | 90 | 66 | 65 | 45 | 58 | 34 | 2 |  |  | 481 | 29 | 26 | 171 |
| St．Clair－ | 4 | 191 | 184 | 125 | 140 | 108 | 79 | 89 | 6 |  |  | 985 | 36 | 38 | 115 |
| Dupo Com－－．－－－ | 4 | 31 | 29 | 20 | 17 | 6 | 9 | 9 | 1 |  |  | 133 | 9 | 12 |  |
| East St．Louis－－－－ | 4 | 409 | 406 | 317 | 304 | 202 | 200 | 116 | 13 |  |  | 2，089 | 107 | 146 | 162 |
| Freeburg Com．．－ | 4 | 20 | 20 | 18 | 9 | 16 | 8 | 7 |  |  |  | 105 | 7 | 7 | 12 |
| Lebanon Com．－－－ | 4 | 24 | 29 | 13 | 26 | 13 | 18 | 14 | 1 |  |  | 149 | 14 | 12 | 9 |
| Lenzburg．－－－－－．－ | 2 | 2 | 5 | 9 | 7 |  |  |  |  |  |  | 23 | 7 | 7 | 23 |
| Marissa Twp．－．．－ | 4 | 28 | 13 | 14 | 18 | 22 | 18 | 19 | 1 |  |  | 142 | 18 | 8 | 31 |
| Mascoutah Com．－ | 4 | 19 | 16 | 15 | 17 | 16 | 12 | 9 | 1 |  |  | 114 | 9 | 10 | 3 |
| Millstadt．－－－－－－－ | 2 | 7 | 12 | 5 | 6 |  |  |  |  |  |  | 30 | 5 | 5 | 30 |
| New Athens Com． | 4 | 20 | 12 | 14 | 13 | 11 | 8 | 7 |  |  |  | 90 | $\begin{array}{r}7 \\ \hline\end{array}$ | 5 14 | －883 |
| O＇Fallon Twp．．－－ <br> Saline－ | 4 | 26 | 44 | 24 | 34 | 11 | 14 | 13 | 1 |  |  | 180 | 11 | 14 | 43 |
| Carrier Mills |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |
| Com．－－－－－－－－－ | 4 | 35 | 35 | 22 | 20 | 10 | 14 | 13 | 1 |  |  | 161 | 12 | 10 | 61 |
| 「 Eldorado Twp．．－ | 4 | 121 | 138 | 55 | 46 | 44 | 41 | 33 | 3 |  |  | 509 | 26 | 28 | 69 |
| Galatia－－－－－－－－－ | 3 | 34 | 21 | 20 | 23 | 17 | 10 |  |  |  |  | 125 | 16 | 7 | 125 |
| Harrisburg Twp－－ | 4 | 163 | 159 | 97 | 104 | 104 | 92 | 43 | 6 |  |  | 825 | 43 | 63 | 127 |
| Sangamon－ Auburn | 4 | 32 | 32 | 23 | 29 | 25 | 13 | 15 | 1 |  |  | 179 | 14 | 9 | 44 |
| Ball Twp． |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |
| （Springfield P．O．） Buffalo | 4 | 10 4 | 8 3 | 11 6 | 12 6 | 9 3 | 4 |  |  |  |  | 22 | 4 | 9 | 22 |
| Chatham－－－－－－－－－－－－ | 3 | 6 | 10 | 7 | 7 | 4 | 5 |  |  |  |  | 39 | 4 | 2 | 39 |
| Dawson－－．－．－．－－－ | 3 | 7 | $3{ }_{3}$ | 4 | ${ }^{5}$ | 14 | ${ }^{2}$ |  |  |  |  | 22 | 5 | 8 | 22 |
| Divernon Twp．－－ |  | 21 |  | 20 |  |  | 16 |  |  |  |  | 128 | 5 | 8 | 3 |

Continued.


TABLE 41-


Continued.



Continued.


TABLE 41-


Continued.


| Counties and districts． |  | Enrollment． |  |  |  |  |  |  |  |  |  |  | Graduates． |  |  |
| :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: |
|  |  | 1st year． |  | 2d year． |  | 3d year． |  | 4th year． |  | Post grad－ uates and special． |  | $\begin{aligned} & \text { ज⿹\zh26灬̃ } \\ & \text { से } \end{aligned}$ | \％ion | 药 |  |
|  |  | $\begin{aligned} & \dot{\omega} \\ & 0.0 \\ & 0 \end{aligned}$ |  |  | $\begin{aligned} & \dot{9} \dot{L} \\ & \text { in } \end{aligned}$ | ¢ | 录 |  | $\stackrel{\dot{\theta}}{\dot{Z}}$ | － | $\frac{\dot{g}}{3}$ |  |  |  |  |
| 1 | 2 | 3 | 4 | 5 | 6 | 7 | 8 | 9 | 10 | 11 | 12 | 13 | 14 | 15 | 16 |
| Williamson－Con－ cluded． <br> Johnston City Twp．．．．．．．．． | 4 | 71 | 90 | 50 |  | 36 | 65 | 17 | 25 |  |  | 414 | 14 | 17 | 7 |
| Marion Twp－．－－－－－ | ${ }_{2}^{4}$ | 162 21 18 | $\begin{array}{r}137 \\ 17 \\ \hline\end{array}$ | 83 2 | 98 6 6 | 73 | 84 | 42 | 45 |  |  | 724 46 | 40 | 41 8 7 | 49 46 |
| Stonefort－－－．－－－－－ | 3 | 18 | 8 |  | 6 | 10 | 3 |  |  |  |  | 49 | 7 | 7 | 49 |
| Winnebago－ Cherry Valley | 2 |  |  | 2 | 7 |  |  |  |  |  |  | 10 | 2 | 7 | 10 |
| Durand Com－．－－－ | 4 | 20 | 19 | 14 | 10 | 5 | 11 |  | 11 |  |  | 90 |  | 11 | 1 |
| Harlem Cons－－－－－ |  | 16 | 23 | 10 | 18 | 11 | 11 | 9 | 8 |  |  | 106 | 8 | 8 | 12 |
| Kishwaukee <br> Cons $\qquad$ |  | 6 | 1 | 3 | 3 | 3 | 2 |  |  |  |  | 18 |  |  | 18 |
| New Milford Com． | 2 | 6 |  | 8 |  |  |  |  |  |  |  | 17 |  |  | 17 |
| Pecatonica Com．－ |  | 23 | 8 | 15 | 12 | 11 | 5 |  |  |  |  | 94 | 12 | 7 | 6 |
| Rockford－1．．．－－－ | 6 | 611 | 601 | 463 | 491 | 310 | 406 | 288 |  |  | 29 | 3，560 | 155 | 232 | 564 |
| Rockton（Ho－no－ ne－gah Com．）．－－ |  | 17 | 24 | 16 | 17 | 13 | 20 | 10 | 12 |  |  | 129 | 7 | 11 | 22 |
| Seward Cons．．．．－ | 3 | 4 | 6 | 2 | ${ }^{6}$ | 3 | 4 |  |  |  |  | 25 |  | 4 | 3 |
| South Beloit | 4 | 21 | 20 | ， | 18 | 17 | 12 | 7 |  |  |  | 109 |  | 4 |  |
| Winnebago Com．－ | 4 | 10 | 11 | 5 | 5 | 3 | 3 | 4 |  |  |  | 50 | 3 | 9 | 7 |
| Benson Com．．．．－ | 4 | 9 | 4 | 4 | 10 | 5 | 6 | 4 | 7 |  |  | 49 | 4 | 7 |  |
| Congerville Cons－ | 2 | 1 | 4 | 4 | 4 |  |  |  |  |  |  | 13 | 3 | 4 | 13 |
| El Paso Twp．．－－－ | 4 | 25 | 35 | 18 | ${ }_{2}^{23}$ | 30 | 23 | 15 | 26 |  |  | 195 | 16 | 22 | 46 |
| Eureka Twp．－．－－ | 4 | 24 | 27 | 21 | 25 | 14 | 16 | 14 | 26 |  |  | 167 | 11 | 23 | 7 |
| Goodfield Com－－－ | 4 | 1 | 3 | 3 | $\stackrel{2}{2}$ | 3 | 5 | 3 |  |  |  | 21 | 3 | 3 |  |
| Low Point Twp．－ | 4 | 7 16 | 7 12 |  | $\stackrel{2}{8}$ | 4 4 | 183 | ${ }_{13}^{4}$ | ${ }_{12}^{3}$ |  |  | 30 99 | 12 | $13^{3}$ | 4 |
| Metamora Twp．－． <br> Minonk Com | 4 | 16 10 | 18 | 16 14 | 8 ${ }^{8}$ | －${ }_{10}^{4}$ | 18 19 | 13 13 | 12 |  |  | 99 107 | 12 11 | 10 13 | 3 4 |
| Roanoke Twp－－－－－ | 4 | 17 | 16 | 13 | 9 | 13 | 16 | 16 | 13 |  |  | 113 | 15 | 11 |  |
| Secor－－－．－．．．．－－－ | ， | 5 | 4 | 7 | 1 |  |  |  |  |  |  | 17 |  | 1 | 17 |
| Spring Bay Twp． Washburn Twp．．． | 2 4 | 21 | 15 | 11 | 15 |  | 15 |  | 13 |  |  | 102 |  | 13 |  |
| Washbura Tw．．－ |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |

Concluded.

TABLE 42-CURRENT EXPENSES, COST PER ENROLLMENT, TOTAL EXPENDITURES AND VALUE OF HIGH SCHOOL PROPERTY.

| Counties and districts. | Current expenses. |  |  |  |  |  | $\begin{gathered} \text { Aver- } \\ \text { age } \\ \text { cost } \\ \text { per } \\ \text { en- } \\ \text { roll- } \\ \text { ment. } \end{gathered}$ | Capital outlay. |  | Total expenditures. | Value of high school property. |  |  |
| :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: |
|  | General control. | In-struction. | Operating school plants. | Maintenance repairs, insurance, etc. | Auxiliary, library, rent, etc. | Total current expenses. |  | New grounds and buildings. | New equipment. |  | Sites and buildings. | Equipment. | Total value. |
| 1 | 2 | 3 | 4 | ${ }^{5}$ | 6 | 7 | 8 | 9 | 10 | 11 | 12 | 13 | 14 |
| Illinois | \$1,044,088 | \$26,376,831 | \$4,203,660 | \$2,222,721 | \$1,236,968 | \$35,084,268 | \$122 | \$7,209,658 | \$907,163 | \$43,201,089 | \$119,644,380 | \$13,640,300 | \$133,284,680 |
| Adams- ${ }^{\text {a }}$ |  |  |  |  |  |  |  |  |  |  |  |  |  |
| Camp Point Com | \$ 40 | \$8,372 | \$ 19 |  | \$1,570 | \$10,001 | \$101 |  |  | \$10,001 | \$ 90,000 | \$10,000 | \$100,000 |
| Coatsburg | 5 | 2,887 | 256 | 29 | 5 | 3,182 3 | 132 |  | + $\quad 15$ | ${ }_{3,207}^{9,019}$ | 25,000 6,000 | 3,000 700 | 28,000 |
| Golden Com. |  | 5,606 |  | 45 | 1,130 | 6,781 | 212 |  |  | 6,781 | 45,000 | 1,000 | 46,000 |
| LaPrairie Co | 20 | 5,520 | 975 | 230 |  | 6,745 | 211 |  |  | 6,745 | 65,000 | 5,000 | 70,000 |
| Limarty |  | $\stackrel{5}{5,175}$ | 470 | 100 | 50 100 | 5,795 | 101 |  |  | 5,795 | 3,000 | 300 | 3,300 |
| Lorain. | 25 | 4,553 | 540 |  |  | 5,118 | 113 | \$ 15,000 | 500 | 3,1318 20,618 | 3,000 20,000 | 600 2,000 | 3,600 22,000 |
| Mendon Twp | 48 | 11,278 | 1,619 | $92 \overline{1}$ | 50 | 13,916 | 137 |  |  | 13,916 | 50,000 | 3,500 | 53,500 |
| Payson Com | 39 | 8,566 | 1,057 | 156 | 34 | 9,852 | 124 |  | 144 | 9,996 | 50,000 | 3,000 | 53,000 |
| Plainvill | $55_{5}^{5}$ | 1,550 | ${ }_{7} 150$ | 10 4842 | $\stackrel{48}{8}$ | 1,763 | 117 |  |  | 1,763 | 3,000 | 1,000 | 4,000 |
| Ursa - | 5,025 | 80,912 2,961 | 7,778 | 4,842 | 8,297 | 106,854 | 84 | 152,430 | 1,305 | 260,589 | 749,000 | 20,000 | 769,000 |
| Alexander- |  |  |  | 23 |  | 3,368 | 137 |  | 15 | 3,383 | 2,600 | 1,000 | 3,600 |
| Cairo and Sumner | 1,853 | 42,616 | 4,385 | 1,465 | 309 | 50,628 | 96 | 300 | 1,109 | 52,037 | 465,000 | 5,000 | 470,000 |
| McClure Com --..- |  | 6,006 |  |  | 1,500 | 7,506 | 150 |  | 142 | 7,648 | 35,000 | 1,000 | 36,000 |
| Olive Branch Com | 116 | 2,562 10 | +988 | 112 | 1,094 | $\begin{array}{r}4,821 \\ 18 \\ \hline 189\end{array}$ | 84 | 500 | 420 | 5,741 | 20,000 | 5,000 | 25,000 |
| Thebes Twp | ${ }_{44}$ | 10,695 8,591 | 1,941 | 112 1,174 | 5,115 | 18,399 10,821 | 115 |  | 545 | 18,399 | 44,000 | 8,000 | 52,000 |
| Bond- |  |  |  |  |  |  |  |  |  | 11,300 | 20,000 | 10,000 | 30,000 |
| Greenville | 1,407 | 26,022 | 2,440 | 751 |  | 30,620 | 100 |  |  | 30,620 | 20,000 | 1,500 | 21,500 |
| Mulberry Grove | 25 | 6,603 | 500 | 450 | 50 | 7,628 | 131 | 17,000 | 300 | 24,928 | 17,000 | 1,000 | 18,000 |
| Panama---- | 37 | 4,401 | 359 | 212 | 88 | 5,097 | 127 |  | 90 | 5,187 | 2,000 | 500 | 2,500 |
| Reno. | ${ }_{41} 9$ | 6,120 | 57 | 47 | 260 | 7,459 | 122 |  | 100 | 7,559 | 11,000 | 1,000 | 12,000 |
| Smithboro | 4 | 1,398 | 118 | 115 |  | 1 1,836 | 136 |  | 75 | , 639 | 1,000 | 800 | 3,800 |
| Sorento | 100 | 6,005 | 550 | 375 | 100 | 7,130 | 132 | 250 | -------- | 7,380 | 17,000 | 3,000 | 20,000 |


TABLE 42-Continued.

| Counties and distriets. | Current expenses. |  |  |  |  |  | A verage cost per en-rollment. | Capital outlay. |  | Total expenditures. | Value of high school property. |  |  |
| :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: |
|  | General control. | In-struction. | Operating sehool plants. | Main- tenance repairs, insur- ance, etc. | Auxiliary, library, rent, etc. | Total current penses. |  | New grounds and build- ings. | New equipment. |  | Sites and buildings. | Equipment. | Total value. |
| 1 | 2 | 3 | 4 | 5 | 6 | 7 | 8 | 9 | 10 | 11 | 12 | 13 | 14 |
| Champaign- |  |  |  |  |  |  |  |  |  |  |  |  |  |
| Broadlands |  | \$ 1,600 | \$ 250 | \$ 400 | \$ 200 | \$ 2,450 | \$128 |  |  | \$ 2,450 | \$ 2,000 | - 800 | \$ 2,800 |
| Fisher Com | \$4,611 | 13,691 | 17.00 | 1,440 | +875 | 18,026 | 134 | \$1,398 | \$5,147 | 110,300 | 600,000 | 66,00 | 666,000 |
| Foosland. | 10 | 3,300 | 340 | 398 | 222 | 4,270 | 266 |  | 233 | 4,503 | 10,000 | 1,000 | 11,000 |
| Gifford | 27 | 1,386 | 180 | 125 |  | 1,718 | 172 |  |  | 1,718 | 2,500 | 750 | 3,250 |
| Homer Com | 678 | 14,307 | 2,197 | 487 | 180 | 17,849 | 145 | 34,977 | 7,513 | 60,339 | 100,000 | 10,000 | 110,000 |
| Longview Twp | 171 | 11,123 | 4,220 | 355 | 513 | 16,382 | 224 |  |  | 16,382 | 26,000 | 6,500 | 32,500 |
| Ludiow-- ${ }^{\text {Com }}$ | 107 | $\begin{array}{r}14,585 \\ \hline 1\end{array}$ | 2,555 | 1,926 | 459 | - 19,632 | 265 | 128 | 456 | 3,598 20,216 | 6,000 112,500 | 25,000 | 137,500 |
| Ogden Com. | 50 | 10,027 | 1,901 | 513 | 75 | 12,566 | 209 |  |  | 12,566 | 75,000 | 10,000 | 85,000 |
| Penfield, Com |  | 4,007 | 350 | 400 | 605 | 5,362 | 233 |  | 200 | 5,562 | 5,000 | 3,000 | 8,000 |
| Pesotum Com | 300 | 4,292 | 525 | 160 | 550 | 5,827 | 182 |  | 50 | 5,877 | 20,000 | 3,500 | 23,500 |
| Philo | 8 | 3,210 | 555 | 486 | 65 | 4,324 | 111 |  | 175 | 4,499 | 20,000 | 1,500 | 21,500 |
| Rantoul Twp | 358 | 27,414 | 3,937 | 3,508 | 621 | 35,838 | 171 | 800 | 1,000 | 37,638 | 125,000 | 25,000 | 150,000 |
| Sadorus | 382 | 6,595 | 1,650 | 2,133 | 350 | 11,110 | 162 |  |  | 11,110 | 30,000 | 4,000 | 34,000 |
| Sidney | 91 | 5,034 | 1,098 |  | 282 | 6,505 | 135 | 320 | 1,880 | 8,705 | 42,000 | 3,000 | 45,000 |
| St. Joseph Com | 398 | 13,674 | 2,730 | 9,970 | 521 | 27,293 | 237 | 450 | 1,825 | 29,568 | 115,000 | 10,000 | 125,000 |
| Thomasboro |  | 1,650 | 270 | 170 |  | 2,090 | 190 |  |  | 2,090 | 5,000 | 500 | 5,500 |
| Tolono Com | 422 | 11,200 | 3,716 | 2,465 | 40 | 17,843 | 241 |  | 197 | 18,040 | 75,000 | 5,000 | 80,000 |
| Urbana-- | 4,500 | 48,986 | 10,000 | 3,000 | 110 | 66,596 | 76 | 600 | 500 | 67,696 | 200,000 | 30,000 | 230,000 |
| Christian - <br> Assumption Twp | 179 | 20,325 | 3,905 | 1,234 | 43 | 25,686 | 138 | 877 | 1,068 | 27,631 | 90,000 | 10,000 | 100,000 |
| Edinburg Twp.- | 84 | 9,853 |  |  | 1,214 | 11,151 | 110 |  | 144 | 11,295 |  | 1,500 | 1,500 |
| Harvel Com. | 77 | 5,201 | 1,137 | 9 | 185 | 6,609 | 153 |  | 12 | 6,621 |  | 3,000 | 3,000 |
| Kincaid | 379 | 35,703 | 7,170 | 1,743 | 1,080 | 46,075 | 461 |  | 182 | 46,257 |  | 1,000 | 1,000 |
| Morrisonville Com | 140 | 12,425 | 245 | 172 | 4,000 | 16,982 | 226 |  | 280 | 17,262 |  | 6,500 | 6,500 |
| Mt. Auburn Com. | 401 | 9,309 | 1,524 | 159 | 86 | 11,479 | 194 |  | 564 | 12,043 | 40,000 | 6,000 | 46,000 |
| Owaneco | 15 | 3,506 | 1,068 | 204 | 22 | 4,815 | 96 | 514 | 425 | 5,754 | 10,500 | 1,200 | 11,700 |
| Palmer | 28 | 5,612 | 1,009 | 125 |  | 6,774 | 233 |  |  | 6,774 | 1,800 | 1,200 | 3,000 |
| ${ }^{\text {E P Pana Twp }}$ | 3,075 | 31,840 | 6,311 | 2,937 |  | 44,763 | 113 |  | 506 | 45,269 | 250,000 | 42,000 | 292,000 |
| Rosemond | 299 | 8,988 | 1,995 | 1,142 |  | 12, 124 | 355 | 20 | 1,601 | 14,045 |  | 2,000 | 2,000 |
| Stonington Com | 290 | 15,067 | 3,252 | 370 | 115 | 19,094 | 140 |  | 280 | 19,374 | 90,000 | 25,000 | 115,000 |
| Taylorville Twp. | 1,979 | 59,402 | 6,525 | 2,098 | 8,764 | 78,768 | 138 | 17,424 | 1,468 | 97,660 | 200,000 | 50,000 | 250,000 |


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|  |  |  |  |  |  |  |  |  |

TABLE 42-Continued.

| Counties and districts. | Current expenses. |  |  |  |  |  | $\begin{gathered} \text { Aver- } \\ \text { age } \\ \text { eost } \\ \text { per } \\ \text { en- } \\ \text { roll- } \\ \text { ment. } \end{gathered}$ | Capital outlay. |  | $\begin{gathered} \text { Total } \\ \text { expendi- } \\ \text { tures. } \end{gathered}$ | Value of high sehool property. |  |  |
| :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: |
|  | General control. | $\begin{aligned} & \text { In- } \\ & \text { struc- } \\ & \text { tion. } \end{aligned}$ | Operating sehool plants. | Maintenance repairs, insurance, ete. | Avixiliary, <br> library, rent, ete. | Total current ex- <br> penses. |  | $\begin{aligned} & \text { New } \\ & \text { grounds } \\ & \text { and } \\ & \text { build- } \\ & \text { ings. } \end{aligned}$ | New equipment. |  | Sites and buildings. | Equipment. | Total value. |
| 1 | 2 | 3 | 4 | 5 | 6 | 7 | 8 | 9 | 10 | 11 | 12 | 13 | 14 |
| Cook-Concluded. |  |  |  |  |  |  |  |  |  |  |  |  |  |
| Riverside-Brookfield | §8,900 | \$83,043 | \$ 20,820 |  | - 1,660 | \$ 114,423 | $\$ 217$ | 5,000 | \$7,000 | \$ 126,423 | \$ 400,000 | \$ 55,000 | \$ 455,000 |
| Thornton Frac- | 16,905 | 174,429 37 | 30,019 | , 1305 | 15,842 | 248,426 | 201 | 9,730 | 9,980 | 268,136 | 825,000 | 70,000 | 895,000 |
| Chicago- |  |  |  |  |  |  |  |  |  |  |  |  |  |
| Austin. |  | 580,684 | 55,629 | 13,779 | 914 | 651,006 | 163 | 1,292,503 | 3,287 | 1,946,796 | 2,075,000 | 135,000 | 2,210,000 |
| Bowen. |  | 323,763 | 40,505 | 24,375 | 285 | 388,928 | 192 | 225 | 928 | 390,081 | 611,300 | 104,000 | 715,300 |
| Calumet |  | 326, 110 | 60,731 | 23,401 | 1,961 | 422,203 | 165 | 1,283 | 4,545 | 428,031 | 2,737,000 | 95,000 | 2,833,000 |
| Crane Tech |  | 944,775 | 89,852 | 43,102 | 435 | 1,078,164 | 287 | 8,505 | 4,095 | 1,090,764 | 3,231,000 | 543,000 | $3,774,000$ |
| Englewood |  | 427,531 | 75,263 | 98,424 | 338 | 601,556 | 218 | 895 | 78 | -602,529 | 1,702,000 | 108,500 | 1,810,500 |
| Fenger |  | 245,654 | 59,426 | 28,617 | 467 | 334,164 | 226 | 4,532 | 3,690 | 342,386 | 2,717,500 | 81,000 | 2,788,500 |
| Flower Tech |  | 117,945 | 46,518 | 7,692 | 74 | 172,229 | 348 | 31,528 | 5,302 | 209,059 | 1,548,600 | 66,600 | 1,605,200 |
| Harrison Te |  | 657,559 | 76,102 | 32,123 | 1,619 | 767,403 | 234 | 1,357 | 9,836 | 778,596 | 1,330,000 | 175,000 | 1,205,000 |
| Hyde Park |  | 474,091 | 55,788 | 13,736 | 694 | 544,309 | 143 | 1,379 | 1,479 | 547,167 | 881,400 | 91,000 | 972,400 |
| Lake View |  | 419,365 | 61,236 | 15,971 | 451 | 497,023 | 163 | 17,903 | 1,811 | 516,737 | 755,000 | 92,700 | 847,700 |
| Lane Teeh |  | 709,384 | 81,268 | 27,318 | 1,529 | 819,499 | 252 | 3,336 | 7,594 | 830,429 | 1,175,200 | 248,800 | 1,424,000 |
| Lindblom |  | 585,278 | 57,774 | 93,066 | 1,243 | 737,361 | 202 | 855 | 1,141 | 739,357 | 1,359,000 | 98,000 | 1,457,000 |
| Marshall |  | 473,284 | 39,724 | 8,333 | 873 | 522,241 | 150 | 121,250 | 230 | 643,721 | -860,300 | 74,700 | -945, 000 |
| MeKinley |  | 217,114 | ${ }^{27,887}$ | 11,412 |  | 256,413 | 254 | 2,653 | 2,545 | 261,611 | 451,000 | 34,000 | 485,000 |
| Medill |  | 115,771 | 24,879 | 10,258 | 361 | 151,269 | 365 |  | 379 | 151,648 | 447,000 | 57,000 | 504,000 |
| Morgan Park |  | 159,874 | 39,198 | 23,021 | 285 | 222,378 | 179 | 724 | 1,400 | 224,502 | 1,125,400 | 87,400 | 1,212,800 |
| Parker |  | 115,710 | 20,885 | 13,443 | 181 | 150,219 | 215 | 1,339 | 413 | 151,971 | 374,500 | 45,000 | 419,500 |
| Phillips |  | 192,146 | 29,688 | 10,632 | 286 | 232,752 | 195 | 380 | 1,192 | 234,324 | 448,000 | 49,000 | 49,700 |
| Roosevelt |  | 443,270 | 63,790 | 11,839 | 2,658 | 521,557 | 136 | 2,338 | 2,002 | 525,897 | 2,706,000 | 83,000 | 2,789,000 |
| Schurz |  | 912,255 | 98,072 | 22,320 | 908 | 1,033,555 | 159 | 5,173 | 463 | 1,039,191 | 2,748,000 | 281,000 | 3,029,000 |
| Senn. |  | 471,354 | 55,712 | 45,842 | 741 | 573,649 | 147 | 205 | 55 | 573,909 | 874,500 | 139,000 | 1,013,500 |
| Tilden |  | 571,217 | 66,985 | 64,152 | 120 | 702,474 | 244 | 11,955 | 3,960 | 718,389 | 2,612,000 | 568,000 | $3,180,000$ |
| Tuley |  | 286,340 | 47,427 | 31,789 | 580 | 366,136 | 207 | 395 | 1,128 | 367,659 | 1,054,000 | 60,500 | 1,114,500 |
| Waller------- |  | 231,171 | 21,963 | 6,823 | 283 | 260,240 | 184 | 1,815 | 597 | 262,652 | 377,300 | 37,400 | 414,700 |
| Normal College. |  |  |  |  |  |  |  |  |  |  |  |  |  |
| Business--.- |  |  |  |  |  |  |  |  |  |  |  |  |  |
| Junior College Continuation. |  |  |  |  |  |  |  |  |  |  |  |  |  |
|  |  |  |  |  |  |  |  |  |  |  |  |  |  |


TABLE 42-Continued.


ILLINOIS SOHOOL STATISTICS-1929.

TABLE 42-Continued.

| Counties and districts. | Current expenses. |  |  |  |  |  | $\begin{aligned} & \text { A ver- } \\ & \text { age } \\ & \text { cost } \\ & \text { per } \\ & \text { en- } \\ & \text { roll- } \\ & \text { ment. } \end{aligned}$ | Capital outlay. |  | $\begin{aligned} & \text { Total } \\ & \text { expendi- } \\ & \text { tures. } \end{aligned}$ | Value of high school property. |  |  |
| :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: |
|  | General control. | $\begin{aligned} & \text { In- } \\ & \text { struc- } \\ & \text { tion. } \end{aligned}$ | Operating school plants. | Maintenance repairs, insurance, etc. | Auxiliary, library, rent, etc. | Total current expenses. |  | New grounds and build- ings. | New equipment. |  | Sites buildings. | Equipment. | Total value. |
| 1 | 2 | 3 | 4 | 5 | 6 | 7 | 8 | 9 | 10 | 11 | 12 | 13 | 14 |
| Gallatin- |  |  |  |  |  |  |  |  |  |  |  |  |  |
| Equality Twp |  | \$12,048 | \$1,119 | \$ 630 | \$ 270 | \$14,215 | 8111 |  | \$ 277 | \$14,492 | \$50,000 | \$5,000 | \$ 55,000 |
| Ridgway Com | 15 | 10,865 | 135 |  | 2,064 | 13,076 | 124 |  | 750 | 13,826 | 12,800 | 7,000 | 19,800 |
| Shawneetown. | 60 | 8,544 | 566 | 2,258 | 360 | 11,788 | 133 |  |  | 11,788 | 35,000 | 10,000 | 45,000 |
|  |  |  |  |  |  |  |  |  |  |  |  |  |  |
| Carrollton | 60 10 | 15,905 4,139 | 1,800 330 | 750 33 | 2,000 | 20,515 4,586 | 127 |  | 250 | 20,765 4,586 | 25,000 9,000 | 3,000 1,000 | 28,000 10,000 |
| Greenfield Com | 9 | 15,907 | 3,462 | 574 | 3,334 | 23,286 | 171 |  | 123 | 23,409 | 48,000 | 4,000 | 52,000 |
| Hillview | 14 | 4,548 | 560 | 40 | 150 | 5,312 | 151 |  |  | 5,312 | 1,200 | 1,000 | 2,200 |
| Kane.-- | 7 | 3,500 | 460 | 120 | 60 | 4,147 | 98 |  |  | 4,147 | 13,000 | 1,200 | 14,200 |
| Patterson | 17 | 4,036 | 608 | 96 | 70 | 4,827 | 114 |  |  | 4,827 | 3,000 | 500 | 3,500 |
| Rockridge Com | 50 | 4,730 | 781 | 516 | 300 | 6,377 | 199 |  | 310 | 6,687 | 23,000 | 2,500 | 25,500 |
| Roodhouse Com | 60 | 11,456 | 98 | 309 | 3,940 | 15,863 | 92 |  |  | 15,863 | 20,000 | 2,000 | 22,000 |
|  |  |  |  |  |  |  |  |  |  |  |  |  |  |
|  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |
| Gardner-So. Wilmingto | 220 | 13,115 | 2,978 | 173 | 2,962 | 19,448 | 123 |  | 200 | 19,648 | 160,000 | 9,500 | 169,500 |
| Kinsman. | 11 | 3,397 | 508 | 256 | 117 | 4,289 | 122 |  | 116 | 4,405 | 8,000 | 1,500 | 9,500 |
| Mazon Twp | 25 | 8,238 | 2,861 | 1,846 |  | 12,970 | 180 |  | 113 | 13,083 | 44,000 | 8,000 | 52,000 |
| Minooka | 100 | 3,501 | 619 |  | 793 | 5,016 | 163 |  | 318 | 5,334 | 22,000 | 3,000 | 25,000 |
| Morris.- | 326 | 28,058 | 4,003 | 1,019 | 502 | 33,908 | 109 | 2,780 | 165 | 36,853 | 120,000 | 26,000 | 146,000 |
|  |  |  |  |  |  |  |  |  |  |  |  |  |  |
| Broughton | 10 | 4,361 | 409 | 453 | 186 | 5,419 | 67 |  |  | 5,419 | 8,000 | 1,000 | 9,000 |
| Delafield. |  | 1,818 | 93 | 90 |  | 2,001 | 95 |  |  | 2,001 |  | 500 | 500 |
| McLeansboro | 1,556 | 15,719 |  |  | 4,070 | 21,345 | 84 |  |  | 21,345 | 75,000 | 12,000 | 87,000 |
| Macedonia | 10 | 3,788 | 412 | 24 | 915 | 5,149 | 122 |  |  | 5,149 |  | 500 | 500 |
|  |  |  |  |  |  |  |  |  |  |  |  |  |  |
|  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |
| Basco. | 8 | 3,690 | 379 | 120 | 33 | 4,230 | 121 |  |  | 4,230 | 10,000 | 500 | 10,500 |
| Burnside. | 50 | 2,992 | 320 | 121 |  | 3,483 | 134 | 550 | 244 | 4,277 | 9,000 | 2,000 | 11,000 |
| Bowen Com | 90 | 11,207 | 1,635 | 871 |  | 13,803 | 111 |  | 1,200 | 15,003 | 80,000 | 15,000 | 95,000 |
| Carthage. - | 195 | 23,135 | 2,458 | 963 |  | 26,751 | 140 |  | 172 | 26,923 | 50,000 | 5,000 | 55,000 |

ILLINOIS SCHOOL STATISTICS-1929.

TABLE 42-Continued.

| Counties and districts. | Current expenses. |  |  |  |  |  | Average cost per en-rollment. | Capital outlay. |  | Total expenditures. | Value of high school property. |  |  |
| :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: |
|  | General control. | In-struction. | Operating school plants. | Maintenance repairs, insurance, etc. | Auxiliary, library, rent, etc. | Total current expenses. |  | New grounds and build- ings. | New equipment. |  | Sites and buildings. | Equipment. | Total value. |
| 1 | 2 | 3 | 4 | 5 | 6 | 7 | 8 | 9 | 10 | 11 | 12 | 13 | 14 |
| Iroquois-Concluded. Milford Twp |  | \$14,380 |  |  |  |  |  |  |  |  |  |  |  |
| Onarga Twp | \$3,678 | 15,990 | 2,626 | 1,431 | 140 | 23,865 | 186 | 500 | ${ }_{338}$ | 24,703 | -35,00 | - 0,500 | \$ 41,500 |
| Stockland Twp | 78 | 13,657 | 2,443 | 1,687 | 139 | 18,004 | 134 | 164 | 1,023 | 19,191 | 77,000 | 8,000 | 85,000 |
| Thawville Com | 51 | 9,741 | 1,871 | 673 | 42 | 12,352 | 233 | 148 | 242 | 12,742 | 48,000 | 5,000 | 53,000 |
| Watseka Com | 3,143 | 26,715 | 4,543 | 186 | 6,513 | 41,100 | ${ }_{193}$ | 150 | ${ }^{93}$ | 7,596 |  | 5,000 | 5,000 |
| Wellington Tw | 207 | 10,066 | 1,404 | 1,315 | ${ }^{67}$ | 13,079 | 304 | 7 | 416 | 13,54 | 3,600 | 3,000 | 6,500 |
| Woodland. |  | 2,075 | 345 | 300 | 150 | 2,870 | 359 |  | 100 | 12,970 | 30,00 | 5,000 | 35,000 600 |
| Jackson- |  |  |  |  |  |  |  |  |  |  |  |  |  |
| Ava Com- | 136 | 6,325 | 567 | 5 | 487 | 7,520 | 95 |  |  | 7,520 |  | 4,000 | 4,000 |
| Carbondale Com.-- | 2,738 | 3,354 36,168 | 2, 103 |  |  | $\begin{array}{r}3,504 \\ 55,397 \\ \hline\end{array}$ | 109 |  | 2,264 | 5,768 |  | 3,000 | 3,000 |
| DeSoto. | 2, 15 | 36,680 1,680 | 2,212 | 1,646 | 12,615 50 | 55,397 2,069 | 115 61 |  | 562 | 55,959 2,069 | 175,000 | 30,000 | 205,000 |
| Elkville. | 85 | 20,369 | 1,500 | 210 |  | 22,164 | 126 | 200 |  | 22,364 |  |  |  |
| Gorham Com | 585 | 6,691 | 989 | 359 | 353 | 8,977 | 166 |  |  | 8,977 | 39,000 | 4.500 | 43,500 |
| Grand Tower Com | 53 | 4,920 |  |  | 1,500 | 6,473 | 150 | 3,000 |  | 9,473 | 40,000 | 3,000 | 43,000 |
| Makanda--...--.- | 5 | 1,293 | 112 | 78 |  | 1,488 | 59 |  | 145 | 1,633 |  |  |  |
| Murphysboro Twp | 412 | 19,604 | 4,611 | 6,057 | 469 | 31,153 | 60 | 39 | 717 | 31,909 | 400,000 | 40,000 | 440,000 |
| Vergennes Com | 186 | 5,054 | 1,219 | ${ }_{315}^{109}$ |  | 1,490 | 248 |  |  | 1,490 |  |  |  |
| Jasper- |  |  | 1,219 | 315 | 138 | 6,912 | 121 | 471 |  | 7,383 | 25,000 | 2,000 | 27,000 |
| Newton Com | 1,076 | 23,501 | 3,952 | 3,226 | 100 | 31,855 | 272 | 7,199 | 2,621 | 41,675 | 175,000 | 25,000 | 200,000 |
| Rosehill --...-. |  | 2,495 | 186 | - 508 | 100 | 3,289 | 59 |  |  | 3,289 | 3,000 | 1,000 | 4,000 |
| Willow Hill Twp |  | 1,535 | 86 | 68 |  | 1,687 | 88 |  |  | 1,687 | 3,000 | 500 | 3,500 |
| Wheeler. | 10 | 1,346 | 135 | 202 | 230 | 8,832 | 200 |  |  | 8,832 | 45,000 | 15,000 | 60,000 |
| Yale.- | 10 | 1,333 | 158 |  | 111 | 1,612 | 124 |  |  | 1,923 | 2,000 | 500 | 2,500 |
| Jefferson- |  |  |  |  |  | 1,612 | 124 |  |  | 1,612 | 2,000 | 500 | 2,500 |
| Belle Rive | ${ }^{7}$ | 2,688 | 164 | 47 | 225 | 3,131 | 142 |  |  | 3,131 | 6,400 | 1,400 | 7,800 |
| Bluford | 10 | 2,782 | 92 | 105 | 315 | 3,304 | 73 | 235 |  | 3,539 |  |  |  |
| Dix. | ${ }_{10}^{6}$ | 3,420 3,320 | 193 | 200 |  | 3,730 | 138 |  |  | 3,730 | 2,400 | 2,000 | 4,400 |
| Ina. | 40 | 2,740 | 346 |  |  | 3,146 | 69 |  | 100 |  |  |  |  |
| Mt. Vernon Twp | 5,939 | 36,889 | 6,729 | 41,481 | 2,189 | 75,894 | 112 | 12,032 | 768 | 88,694 | 250,000 | 5,000 | 255,000 |


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| $\begin{aligned} & 880 \\ & \text { RO } \\ & \text { rien } \end{aligned}$ | $\begin{aligned} & 808 \\ & 8080 \\ & -48 \end{aligned}$ |  |  | రిరిరింరిరి <br>  |  |
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TABLE 42－Continued．

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|  |  | $\cong$ | $\begin{aligned} & 8888 \\ & 088 \\ & \text { anonn } \\ & \text { min } \end{aligned}$ | 888888 480880 min m |  <br>  |  |
| $\begin{aligned} & \text { 艹 } \\ & 0 \\ & \ddot{3} \\ & \stackrel{y}{0} \end{aligned}$ |  | $\stackrel{\sim}{\sim}$ |  | 880888 88888 Monginis |  |  |
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TABLE 42-Continued.

| Counties and districts. | Current expenses. |  |  |  |  |  | $\begin{gathered} \text { A ver- } \\ \text { age } \\ \text { cost } \\ \text { per } \\ \text { en- } \\ \text { roll- } \\ \text { ment. } \end{gathered}$ | Capital outlay. |  | $\begin{aligned} & \text { Total } \\ & \text { expendi- } \\ & \text { tures. } \end{aligned}$ | Value of high school property. |  |  |
| :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: |
|  | General control. | $\begin{aligned} & \text { In- } \\ & \text { struc- } \\ & \text { tion. } \end{aligned}$ | Operating school plants. | Maintenance repairs, insurance, etc. | Auxiliary, <br> library, rent, etc. | Total current expenses. |  | New grounds and build- ings. | New equipment. |  | Sites and buildings. | Equipment. | Total value: |
| 1 | 2 | 3 | 4 | 5 | 6 | 7 | 8 | 9 | 10 | 11 | 12 | 13 | 14 |
| Logan- |  |  |  |  |  |  |  |  |  |  |  |  |  |
| Atlanta Com | § 66 | \$13,834 | \$ ${ }^{5}$ | \$ 155 | \$2,580 | 16,640 | \$160 |  | \$1,025 | \$ 17,665 | \$ 30,000 | \$ 8,000 | \$ 38,000 |
| Chestnut Cons | 50 | 3,691 | , 616 | 100 | 171 | 4,628 | 154 |  |  | 4,628 | 22,500 | 2,000 | 24,500 |
| Elkhart Com | 224 | 9,130 | 2,489 | 1,267 |  | 13,110 | 144 | \$ 686 | 1,043 | 14,839 | 97,000 | 9,000 | 104,000 |
| Emden------ | 20 | 3,376 |  |  | 1,280 | 4,676 | 133 |  |  | 4,676 |  | 1,000 | 1,000 |
| Hartsburg Com | 25 | 8,195 | 1,628 | 287 | 12 | 10,147 | 214 |  | 25 | 10,172 | 58,800 | 3,700 | 62,500 |
| Latham Com |  | 6,920 | 2,255 | - 324 | ${ }^{456}$ | 9,955 | 163 |  |  | 9,955 | 80,000 | 10,000 | 90,000 |
| Middletown | 4,761 | $\begin{array}{r}47,919 \\ 3,685 \\ \hline\end{array}$ | 8,269 | 2,118 | $\begin{array}{r}2,382 \\ 50 \\ \hline\end{array}$ | 65,449 4,768 | 105 | 1,072 | 2,865 | 69,386 | 266,000 | 15,000 | 281,000 |
| Mt. Pulaski Tw | 1,008 | 17,787 | 3,342 | 2,340 | 272 | 24,749 | 162 | 49,384 | 2,276 | 77,409 | 100,000 | 7,500 | 107,500 |
| New Holland Com | 27 | 7,763 | 1,158 | 921 | 400 | 10,269 | 177 |  |  | 10,269 | 12,000 | 5,000 | 17,000 |
| McDonough- Adair Com. |  |  |  |  |  |  |  |  |  |  |  |  |  |
| Aardolph Com | 102 | 8,500 | 1,710 | 1,500 | 380 | 12,192 | 164 |  |  | 12,192 | 73,000 | 1,600 | 74,600 |
| Bardondinsville | 204 | 8,485 10,024 | 1,717 | ${ }_{2}^{2,318}$ | 129 | 13,911 | 169 | 180 | 346 | 14,437 | 80,000 | 3,000 | 83,000 |
| Bushnell. | 175 | 19,308 | 4,007 | 1,110 |  | 24,600 | 105 |  |  | 24,600 | 85,000 | 7,000 | 92,000 |
| Colchester Com | 426 | 15,554 | 3,870 | 6,220 | 931 | 27,001 | 142 | 217 |  | 27, 218 | 75,000 | 10,000 | 85,000 |
| Good Hope Com | 317 | 12,192 | 2,132 | 484 | 55 | 15,180 | 122 |  |  | 15,180 | 100,000 | 20,000 | 120,000 |
| Industry Twp | 63 | 10,539 | 2,052 | 510 | 54 | 13,218 | 124 |  |  | 13,218 | 40,000 | 2,000 | 42,000 |
| Macomb--. | 2,450 | 32,832 | 5,188 | 3,035 | 500 | 44,005 | 109 |  |  | 44,005 | 80,000 | 6,000 | 86,000 |
| McHenry-- | 15 | 6,140 |  | 26 | 1,560 | 7,741 | 169 |  |  | 7,741 |  | 2,000 | 2,000 |
| Alden Com. |  | 5,970 |  |  | 1,150 | 7,120 | 285 |  |  | 7,200 |  |  |  |
| Crystal Lake Com | 3,091 | 30,682 | 6,439 | 592 | 5,863 | 46,667 | 150 | 18,069 | 1,591 | 66,327 | 190,000 | 10,000 | 200,000 |
| Howard Com. | 2,465 | 52,205 | 8,262 | 5,365 | 1,319 | 69,616 | 287 |  | 1,977 | 71,593 | 240,000 | 10,000 | 250,000 |
| Hebron-- | 1,806 | 9,461 | 2,981 | 1,112 |  | 15,360 | 192 |  | 788 | 16,148 | 80,000 | 2,000 | 82,000 |
| Huntley Cons | 308 | 11,475 | 2,390 | 115 | 1,828 | 16,116 | 173 |  |  | 16,121 | 90,000 | 1,000 | 100,000 |
| McHenry Com | 137 | 14,508 | 4,804 | 4,595 |  | 24,044 | 140 | 223 | 1,073 | 25,340 | 150,000 | 5,000 | 155,000 |
| Marengo Com- | 1,500 | 25,850 | 5,287 | 3,042 | 608 | 36,287 | 172 | 4,900 | 3,366 | 44,553 | 155,000 | 19,500 | 174,500 |
| Richmond Com Woodstock Com |  | 9,484 | ${ }_{7} 416$ |  | 6,618 | 16,603 | 319 |  | 380 | 16,983 |  | 3,000 | 3,000 |
| McLean- |  | 35,979 | 7,279 | 2,600 | 9,123 | 56,564 | 184 | 1,245 | 1,181 | 58,990 | 270,000 | 18,500 | 288,500 |
| Anchor Com. | 25 | 4,840 | 992 | 1,390 | 25 | 7,272 | 242 |  |  | 7,272 | 30,000 | 2,000 |  |
| Arrowsmith Com | 15 | 6,106 | 213 | 117 | 1,134 | 7,585 | 144 | 40,593 |  | 48,178 | 53,000 | 2,000 | 55,000 |








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TABLE 42-Continued.

| Counties and districts. | Current expenses. |  |  |  |  |  | $\begin{gathered} \text { Aver- } \\ \text { age } \\ \text { cost } \\ \text { per } \\ \text { en- } \\ \text { roll- } \\ \text { ment. } \end{gathered}$ | Capital outlay. |  | Total expenditures. | Value of high school property. |  |  |
| :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: |
|  | General control. | $\begin{aligned} & \text { In- } \\ & \text { struc- } \\ & \text { tion. } \end{aligned}$ | Operating school plants. | Maintenance repairs, insurance, etc. | Auxiliary, library, rent, etc. | Total current penses |  | New grounds and buildings. | New equipment. |  | Sites and buildings. | Equipment. | Total value. |
| 1 | 2 | 3 | 4 | 5 | 6 | 7 | 8 | 9 | 10 | 11 | 12 | 13 | 14 |
| Maclison- |  |  |  |  |  |  |  |  |  |  |  |  |  |
| Alhambra--..- | \$ $\begin{array}{r}110 \\ 4,422\end{array}$ | $\$ 3,092$ 65,414 | § 14.305 | \$ 1,529 | \$ 13,098 | \$ $\begin{array}{r}4,176 \\ 87,760\end{array}$ | $\$ 119$ 85 | \$30,202 | 61,493 | $\$ 4,176$ 179,455 | \$, 800,000 80 | \$ 76,250 | $\$ 8,750$ 87600 |
| Bethalto Com. Cons |  | 4,475 |  |  | 200 | 5,010 | 152 |  |  | 5,010 | 10,000 | 2,000 | 12,000 |
| Collinsville Com- | 3,474 | 42,948 | 7,771 | 2,404 | 1,569 | 58,166 | 125 | 4,299 | 1,687 | 64,152 | 250,000 | 15,000 | 265,000 |
| E. Alton-Wood River | 3,930 | 32,070 | 9,116 | 510 | 790 | 46,416 | 96 | 18,657 | 6,421 | 71,494 | 385,000 | 30,000 | 415,000 |
| Edwardsville | 2,434 | 33,838 | 5,857 | 6,555 | 1,893 | 50,577 | 106 |  |  | 50,577 | 235,000 | 41,000 | 276,000 |
| Godfrey |  | 1,484 | 193 |  |  | 1,740 | 109 |  |  | 1,740 | 5,000 |  | 5,800 |
| Granite City Com | 11,822 | 94,718 | 20,260 | 15,342 | 8,893 | 151,035 | 166 |  |  | 151,035 | 775,000 | 119,000 | 894,000 |
| Highland.- | 147 | 11,226 | 918 | 1,571 | 14 | 13,876 | 99 |  |  | 13,876 | 38,000 | 7,500 | 45,500 |
| Jarvis Twp. (Troy P | 33 | 8,391 | 1,350 | 68 360 | 304 | 10,146 | 141 |  |  | 10,146 |  | 1,400 | 1,400 |
| Livingston Cor | - 50 | 6,530 16,965 | 1,712 3,400 | 360 1,200 | 109 | - 22,644 | 112 | 35,000 | 700 | - 58,6445 | 50,000 115,000 | 5,000 1,100 | 55,000 116,100 |
| Marison. | 1,200 6 | 16,965 3,095 | 1,400 30 | 1,272 | 100 | - ${ }^{2}, 732$ | 149 | 3,00 |  | 3,732 | 4,000 | ${ }^{1} 800$ | 4,800 |
| New Dougla | 25 | 1,698 | 145 | 150 |  | 2,018 | 112 |  |  | 2,018 | 1,500 | 200 | 1,700 |
| St. Jacob | 43 | 3,081 | 628 | 123 | 275 | 4,150 | 134 |  |  | 4,150 | 5,000 | 800 | 5,800 |
| Venice. | 934 | 10,611 | 3,629 | 2,013 | 156 | 17,343 | 236 | 521 | 743 | 18,607 | 161,500 | 20,000 | 181,500 |
| Worden | 15 | 3,522 | 322 | 141 | 55 | 4,055 | 126 |  |  | 4,055 | 4,000 | 550 | 4,550 |
| Marion- |  |  |  |  |  |  |  |  |  |  |  |  |  |
| Alma- |  | 3,747 | ${ }_{1} 446$ | 233 | 10 | 4,436 | 403 |  |  | 4,436 |  | 300 100,000 | 1,200 600,000 |
| Centralia T | 6,299 | 68,987 | 10,413 925 | 6,470 5,016 | 291 | 92,460 | 169 |  | 246 | 11,150 | 500,000 9,600 | 100,000 2,400 | 600,000 12,000 |
| Kell | 20 | 5,746 | 431 | 39 | 270 | 6,506 | 138 |  | 99 | 6,605 |  | 700 | 700 |
| Kinmundy | 25 | 8,700 | 900 | 500 | 200 | 10,325 | 124 |  |  | 10,325 | 34,500 | 9,500 | 44,000 |
| Odin- | 19 | 5,056 | 1,492 | 1,871 | 49 | 8,487 | 89 | 26,260 | 1,716 | 36,463 | 30,000 | 5,000 | 35.000 |
| Patoka Com |  | 6,553 | 1,708 | 298 |  | 8,559 | 105 |  |  | 9,395 | 20,000 | 1,000 | 21,000 |
| Salem. | 3,990 | 49,911 | 5,165 | 6,602 | 10 | 65,678 | 191 | 521 | 2,601 | 68,800 | 108,000 | 8,000 | 116,000 |
| Sandoval Com | 178 | 11,924 | 44 | 16 | 2,644 | 14,806 | 155 |  | 483 | 15,289 | 1,500 | 800 | 2,300 |
| Vernon. | 10 | 3,476 | 556 | 68 | 50 | 4,160 | 189 |  | 107 | 4,267 | 900 | 600 | 1,500 |
| Marshall- |  |  |  |  |  |  |  |  |  |  |  |  |  |
| Henry Twp. | 91 | 15,305 | 205 | 137 | 2,034 | 14, 928 | 167 |  | 1,170 | 16,092 | 50,000 | 5,000 | 45,000 |
| Lacon Com- | 15 | 12,239 4,380 | 24 | 1,826 | 2,33 | 14,245 | 215 |  | ${ }^{150}$ | 6,395 | 3,000 | 500 | 3,500 |
| Sparland Twp | 111 | 8,046 | 120 |  | 1,200 | 9,477 | 148 |  | 27 | 9,504 | 8,000 | 1,800 | 9,800 |
| Toluca $\mathrm{Com}_{\text {- }}$ | 117 | 11,569 | 2,332 | 938 | 9 | 14,965 | 155 |  | 137 | 15,102 | 100,000 | 10,000 | 110,000 |




| NNMR |  |  | Mex ix | $\begin{aligned} & \text { Nosporion } \\ & \text { Ni } \\ & \text { Nit } \end{aligned}$ | :mo |  |  |  |  | 10 |
| :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: |






TABLE 42-Continued.

| Counties and districts. | Current expenses. |  |  |  |  |  | Average cost per enment. | Capital outlay. |  | $\begin{aligned} & \text { Total } \\ & \text { expendi- } \\ & \text { tures. } \end{aligned}$ | Value of high school property. |  |  |
| :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: |
|  | General control. | $\begin{aligned} & \text { In- } \\ & \text { struc- } \\ & \text { tion. } \end{aligned}$ | Operating school plants. | Maintenance repairs, insurance, etc. | Auxiliary, library, rent, etc. | Total current penses. |  | $\begin{aligned} & \text { New } \\ & \text { grounds } \\ & \text { and } \\ & \text { build- } \\ & \text { ings. } \end{aligned}$ | New equipment. |  | Sites and build- ings. | Equipment. | Total value. |
| 1 | 2 | 3 | 4 | 5 | 6 | 7 | 8 | 9 | 10 | 11 | 12 | 13 | 14 |
| Morgan- |  |  |  |  |  |  |  |  |  |  |  |  |  |
| Alexander | \$ 5 | \$ 3,165 | \$ 598 | \$ 612 |  | \$ 4,380 | \$162 |  |  | \$ 4,380 | \$ 16,000 | \$ 1,500 | \$ 17,500 |
| Clapin Com | 110 | 6,336 | 1,258 | 154 | \$ 76 | 7,934 | 126 |  | \$ 77 | 8,011 | 13,000 | 2,000 | 15,000 |
| Concord--.-- |  | 1,843 9.905 | ${ }_{412}^{201}$ | 216 |  | 2,263 | 20.5 |  |  | 2,2633 | 5,000 | 500 | 5,500 |
| Jacksonville. | 5,770 | 58,273 | 13, 035 | 27.615 | $\stackrel{2,750}{ }$ | 107,443 | 173 |  | 984 | 13,678 | 12,500 | 1,200 | 13,700 |
| Literberry | 7 | 1,692 | 144 | - 31 |  | 1,874 | 144 | 1, 6,000 | 334 | 109,118 | 415,000 6,000 | 48,000 500 | 463,000 6,500 |
| Meredosis Com |  | 6,370 | 75 |  | 1,195 | 7,640 | 186 |  | 275 | 7,915 | 17,000 | 1,500 | 18,500 |
| Murray ville Com | 27 | 6,407 |  | 75 | 2,075 | 8,584 | 130 |  | 75 | 8,659 | 11,000 | 1,500 | 12,500 |
| Waverly Twp | 280 | 19,633 | 2,330 | 858 | 36 | 23, 137 | 147 |  |  | 23,137 | 120,000 | 25,000 | 145,000 |
| Woodson. | 22 | 3,223 | 315 | 145 | 100 | 3,805 | 200 |  |  | 3,805 | 10,000 | 1,200 | 11,200 |
| MoultrieBethany Twp | 50 | 13,589 | 1,743 | 879 | 385 | 16,646 | 183 |  |  | 16,646 | 70,000 | 5,000 | 75,000 |
| Dalton City | 20 | 2,737 | 31.3 | 420 |  | 3,490 | 194 |  |  | 3,490 | 8,000 | 1,200 | 9, 200 |
| Gays | 34 | 3,581 | 709 |  | 600 | 4,924 | 120 |  |  | 4,924 |  | 1,000 | 1,000 |
| Lovington.... | 81 | 19,320 | 4,573 | 1,787 |  | 25,761 | 171 | 300 | 408 | 26,469 | 131,000 | 11,000 | 142,000 |
| Ogle- ${ }_{\text {Sullivan }}$ Twp | 1,002 | 29,224 | 5,262 | 7,528 | 517 | 43,533 | 157 |  | 550 | 44,083 | 150,000 | 25,000 | 175,000 |
| Byron Com. | 32 | 10,597 |  |  | 3,051 | 14,580 | 162 |  |  | 14,580 | 30,000 | 2,000 | 32,000 |
| Creston- | 20 | 3,431 | 305 | 486 |  | 4,242 | 192 |  |  | 4,242 | 7,000 | 1,000 | 8,000 |
| Forreston | 387 | 10,364 | 1,933 | 5,101 |  | 17,785 | 211 |  |  | 17,785 | 33,300 | 6,700 | 40,000 |
| Kings--.--- | 38 | 4,066 | 625 | 1,800 | 316 | 6,845 | 326 |  |  | 6,845 | 15,000 | 2,800 | 17,800 |
| Leaf River Com <br> Monroc Center Cons | 146 25 | 5,986 | 2,536 1,179 | 816 482 | 240 74 | 9,724 | 176 |  | 172 | 9,896 | 90,000 | 5,500 | 95,500 |
| Mt. Morris Com. .-. | 118 | 12,791 | 2,391 | 483 | 150 | 15,983 | 188 | 4,575 | 1,442 | - $\begin{array}{r}\text { 7, } 713 \\ 22 \\ \hline 1800\end{array}$ | 17,500 | 2,500 7,500 | 20,000 |
| Oregon. | 83 | 16,100 | 1,701 | 220 | 10 | 18,104 | 123 | 4,56 | 1,431 | 18,635 | 20,000 | 5,000 | ${ }_{25,000}$ |
| Polo-- | 280 | 16,641 | 5,161 | 7,725 | 1,349 | 31,156 | 142 |  |  | 31,156 | 225,000 | 10,000 | 235,000 |
| Rochelle Twp- | 748 | 29,257 | 5,310 | 653 | 359 | 36,327 | 141 | 999 | 1,627 | 38,953 | 225,000 | 8,000 | 233,000 |
| Peoria- ${ }^{\text {Stilman Valley Com }}$ | 204 | 6,580 | 1,649 | 202 | 1,690 | 10,325 | 178 | 73 | 201 | 10,599 | 40,000 | 3,000 | 43,000 |
| Peoria-ficlel | 26 | 11,269 | 367 | 34 | 787 | 12,483 | 138 |  | 1,041 | 12,524 |  | 2,500 | 500 |
| Chillicothe Twp | 218 | 20,501 | 4,417 | 4,007 | 125 | 29,268 | 158 | 247 | 2,683 | 32,198 | 200,000 | 10,000 | 210,000 |
| Dunlap Twp | 96 | 11,934 | 29 | 9 | 2,232 | 14,300 | 162 | 250 | 277 | 14,827 | 900 | 300 | 1,200 |
| Glasford Twp | 395 55 | 13,732 | 604 1.814 | 15 | 3,003 | 17,749 | 149 | 46 | 331 | 18,126 |  | 6,600 | 6,600 |


TABLE 42－Continued．

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\hline \multirow{6}{*}{Current expenses.} \&  \& － \& \[
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TABLE 42-Continued.

| Counties and districts. | Current expenses. |  |  |  |  |  | $\begin{gathered} \text { Aver- } \\ \text { age } \\ \text { eost } \\ \text { per } \\ \text { en- } \\ \text { roll- } \\ \text { ment. } \end{gathered}$ | Capital outlay. |  | $\begin{aligned} & \text { Total } \\ & \text { expendi- } \\ & \text { tures. } \end{aligned}$ | Value of high sehool property. |  |  |
| :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: |
|  | General control. | In-struction. | Operating school plants. | Maintenance repairs, insurance, etc. | Auxiliary, library, rent. etc. |  |  | $\begin{aligned} & \text { New } \\ & \text { grounds } \\ & \text { and } \\ & \text { build- } \\ & \text { ings. } \end{aligned}$ | Now equipment. |  | Sites and build- ings. | Equipment. | Total value. |
| 1 | 2 | 3 | 4 | 5 | 6 | 7 | 8 | 9 | 10 | 11 | 12 | 13 | 14 |
| Shelby- |  |  | \$ 1,306 |  |  | \$ 10.290 |  |  | \$1,762 | \$ 12,052 | 40,000 |  | 45,000 |
| Findlay Com | - 142 | -6,348 |  | - 231 | \$2,768 | 9,489 | ${ }^{95}$ |  |  | 9,489 | 10,000 | 2,500 | 12,500 |
| Herrick Com | 50 | 4,594 | 440 | 113 | 145 | 5,342 | 116 |  | 79 | 5,421 | 10,000 | 1,000 | 11,000 |
| Lakewood. | 103 | 3,176 | 808 | 37 | 40 | 4,164 | 104 |  |  | 4,164 | 5,000 | 600 | 5,600 |
| Moweaqua | 25 | 14,615 | 1,560 | 500 | 100 | 16,800 | 105 | \$ 2,000 | 400 | 19,200 | 30,000 | 5,000 | 35,000 |
| Oconee | 28 | 2,960 | 400 | 100 | 100 | 3,588 | 132 |  |  | 3,588 | 4,800 | 1,200 | 6,000 |
| Shelbyville | 3,700 | 23,880 | 3,120 | 2,412 | 900 | 34,012 | 138 | 4,465 | 577 | 39,054 | 80,000 | 17,000 | 97,000 |
| Stewardson | 16 | 8,852 | 933 | 458 | 56 | 10,315 | 98 |  |  | 10,315 | 5,500 | 1,000 | 6,500 |
| Strasburg | 8 | 3,549 | 550 | 100 | 25 | 4,232 | 103 | 3,000 |  | 7,232 | 25,000 | 5,000 | 30,000 |
| Tower Hill Com | 228 | 10,143 | 523 | 633 | 2,805 | 14,332 | 149 |  | 167 | 14,499 | 8,000 | 2,000 | 10,000 |
| Westervelt Com. | 15 | 7,116 | 1,196 | ${ }_{6}^{664}$ | 798 | 9,789 | 160 |  |  | 9,789 | 50,000 | 3,000 | 53,000 |
| Windsor Com | 327 | 17,998 | 2,110 | 276 | 988 | 21,699 | 128 |  |  | 21,699 | 20,000 | 4,000 | 24,000 |
| Stark- <br> Bradford Twp | 2,224 | 13,854 | 989 | 105 | 10,181 | 27,353 | 276 | 180 | 106 | 27,639 | 5,000 | 3,000 | 8,000 |
| LaFayette Twp | 52 | 6,759 | 1,358 | 797 | 10, 20 | 8,986 | 187 | 12,146 | 1,529 | 22,661 | 27,500 | 1,600 | 29,100 |
| Toulon Twp.- | 758 | 16,964 | 4,181 | 247 | 150 | 22,300 | 136 |  | 341 | 22,641 | 145,000 | 14,000 | 159,000 |
| Wyoming Com | 247 | 15,117 | 2,780 | 165 | 145 | 18,454 | 130 | 225 | 631 | 19,310 | 75,000 | 10,000 | 85,000 |
| Stephenson- | 25 |  |  | 25 | 50 | 2,190 | 148 |  |  | 2,190 | 2,000 | 300 | 2,300 |
| Dakota Com | 2 | 8,047 | 1,044 | 498 | 873 | 10,462 | 126 |  |  | 10,462 |  | 250 | 250 |
| Davis Com. | 22 | 4,885 | 700 | 146 | 56 | 5,809 | 305 |  | 25 | 5,834 | 14,000 | 1,600 | 15,600 |
| Freeport. | 4,073 | 88,231 | 17,714 | 2,653 | 18,830 | 131,501 | 132 | 4,004 | 6,627 | 142,132 | 636,000 | 104,000 | 740,000 |
| Lena Com | 511 | 11,821 | 2,870 | 3,598 | 1,141 | 19,941 | 143 | 4,626 | 1,138 | 25,705 | 40,000 | 10,000 | 50,000 |
| Orangeville Com | 87 | 8,652 | 885 | 59 | 892 | 10,575 | 111 |  | 538 | 11,113 | 10,000 | 3,000 | 13,000 |
| Pearl City Com |  | 5,439 | 755 | 70 | 1,008 | 7,272 | 173 |  | 120 | 7,392 | 23,000 | 2,000 | 25,000 |
| Winslow- | 50 | 8,825 | 1,048 | 701 | 316 | 10,940 | 128 |  | 241 | 11,181 | 7,000 | 500 | 7,500 |
| Tazewell- | 16 | 10,085 | 2,044 | 37 | 75 | 12,257 | 227 |  | 262 | 12,519 | 40,000 | 3,000 | 43,000 |
| Deer Creek Com | 107 | 4,478 | 1,555 | 445 | 5 | 6,590 | 227 | 350 |  | 6,940 | 65,000 | 6,000 | 71,000 |
| Delavan Com. | 204 | 15.039 | 2,678 | 481 |  | 18,402 | 152 |  | 60 | 18,462 | 150,000 | 10,000 | 160,000 |
| East Peoria | 1,312 | 31,020 | 7,411 | 1,801 | 94 | 41,638 | 203 | 7 | 2,380 | 44,025 | 140,000 | 20,000 | 160,000 |
| Green Valley Com | 110 | 7,161 | 46 | 43 | 2,214 | 9,574 | 191 |  | 28 | 9,602 |  | 2,000 | 2,000 |
| Hopedale Com- | 101 | 11,536 | 2,489 | 661 | 117 | 14,904 | 204 |  | 100 | 15,004 | 114,000 | 16,000 | 130,000 |
| Mackinaw Twp | 241 | 10,372 | 2,065 | 588 | 491 | 13,757 | 156 | ------ | 531 | 14,288 | 30,000 | 5,000 | 35,000 |


TABLE 42-Coneluded.

| Counties and districts. | Current expenses. |  |  |  |  |  | Average cost per en-rollment. | Capital outlay. |  | Total expenditures. | Value of high school property. |  |  |
| :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: |
|  | General control. | In-struction. | Operating sehool plants. | Maintenance repairs, insurance, etc. | Auxiliary, library, rent, etc. | Total current penses. |  | $\begin{aligned} & \text { New } \\ & \text { grounds } \\ & \text { and } \\ & \text { build- } \\ & \text { ings. } \end{aligned}$ | New equipment. |  | Sites and buildings. | Equipment. | Total value. |
| 1 | 2 | 3 | 4 | 5 | 6 | 7 | 8 | 9 | 10 | 11 | 12 | 13 | 14 |
| Washington-Concluded. |  |  |  |  |  | \$ 16,282 | \$101 |  |  | \$ 16,282 | 70,000 | \$ 3,500 | 73,500 |
| Oakdale | 10 | 3,149 | 183 |  | \$ 90 | 3,439 | 122 |  |  | 3,439 | 4,000 | 2,000 | 6,000 |
| Okawville |  | 3,375 | 254 | 1 | 300 | 3,930 | 103 |  |  | 3,930 |  | 750 | 750 |
| Wayne- <br> Cisne | 40 | 2,778 | 290 | 856 | 167 | 4,131 | 84 |  |  | 4,131 | 10,000 | 1,000 | 11,000 |
| Fairfield Com | 457 | 26,702 | 3,800 | 8,122 | 390 | 39,471 | 119 |  |  | 39,471 | 163,000 | 20,000 | 183,000 |
| Geff. |  | 1,770 | 170 | 60 | 30 | 2,030 | 135 |  |  | 2,030 | 780 | 1,000 | 1,780 |
| Mt. Erie | 10 | 3,029 | 233 | 312 |  | 3,584 | 124 |  |  | 3,584 | 2,000 | 1,000 | 3,000 |
| Wayne City | 76 | 4,085 | 544 | 519 |  | 5,224 | 109 |  |  | 5,224 | 10,000 | 1,400 | 11,400 |
| White Carmi Twp | 519 | 23,753 | 2,652 | 1,055 | 306 | 28,285 | 105 |  |  | 28,285 | 62,500 | 2,000 | 64,500 |
| Crossville Com | 45 | 8,650 | 1,385 | 1,464 |  | 11,544 | 115 |  |  | 11,544 | 50,000 | 2,500 | 52,500 |
| Enfield | 96 | 7,315 | 364 | 16 | 458 | 8,249 | 67 |  |  | 8,249 | 5,000 | 1,000 | 6,000 |
| Grayville | 114 | 10,166 | 1,213 | 1,256 | 70 | 12,819 | 97 |  |  | 12,819 | 24,000 | 1,500 | 25,500 |
| Herald. | 22 | 1,280 | 148 |  | 75 | 1,525 | 125 |  |  | 1,525 | 1,500 | 300 | 1,800 |
| Liberty |  | 2,612 | 152 | 182 | 136 | 3,082 | 77 |  |  | 3,082 | 2,500 | 1,000 | 3,500 |
| Mill Shoals |  | 2,660 | 500 | 200 |  | 3,360 | 78 |  |  | 3,360 | 2,000 | 500 | 2,500 |
| Norris City | 60 | 10,726 | 913 | 845 | 860 | 13,404 | 104 |  |  | 13,404 | 12,000 | 5,000 | 17,000 |
| Springerton | 41 | 3,373 | 271 | 701 | 31 | 4,417 | 83 |  |  | 4,417 | 2,000 | 350 | 2,350 |
| Whiteside- |  |  |  |  |  |  |  |  |  |  |  |  |  |
| Eric Com | 21 217 | 3,357 14,165 | 429 1,235 | 208 | - 50 | r $\begin{array}{r}3,872 \\ 16,875\end{array}$ | 121 |  | \$ 275 | r ${ }^{3,872}$ 150 | 5,000 | 1,000 | 5,000 6,000 |
| Fulton. | 300 | 10,268 | 1,400 | 1,350 | 60 | 13,378 | 106 | \$ 140 | 530 | 14,048 | 30,000 | 2,900 | 32,900 |
| Lyndon Com | 133 | 6,347 |  | 47 | 1,601 | 8,128 | 213 |  |  | 8,128 | 12,000 | 2,000 | 14,000 |
| Morrison. | 125 | 23,155 | 5,580 | 3,000 | 500 | 32,360 | 128 |  |  | 32,360 | 100,000 | 5,000 | 105,000 |
| Prophetstown | 210 | 10,424 | 1,877 | 1,848 | 539 | 14,898 | 139 |  |  | 14,898 | 32,000 | 5,300 | 37,300 |
| Rockfalls (C. M. H. Tw | 950 | 21,403 | 5,269 | 1,353 | 335 | 29,310 | 138 |  | 805 | 30,115 | 160,000 | 5,000 | 165,000 |
| Sterling Twp. | 500 | 46,350 | 5,285 | 10,570 | 1,050 | 63,755 | 127 |  |  | 63,755 |  |  |  |
| Tampico Twp. | 312 | 10,967 | 2,349 | 2,869 | 292 | 16,789 | 155 | --------- | 330 | 17,119 |  |  |  |
| Beccher | 11 | 4,311 | 563 | 124 | 40 | 5,049 | 187 |  |  | 5,049 | 5,000 | 600 | 5,600 |
| Channahon |  | 2,245 | 167 |  | 22 | 2,434 | 187 |  |  | 2,434 | 4,250 | 1,000 | 5,250 |
| Elwood Cons | 100 | 2,033 | 200 | 240 | 850 | 3,423 | 214 |  |  | 3,423 | 3,000 | 250 | 3,250 |
| Joliet Twp.--- | 42,617 | 329,025 | 92,297 | 17,934 | 47,361 | 529,234 | 123 |  | 21,110 | 550,344 | 2,635,000 | 448,000 | 3,083,000 |




TABLE 43-CITIES HAVING A POPULATION OF 1,000 OR OVER, SCHOOL CENSUS, ENROLLMENT, VALUE OF SCHOOL PROPERTY, NUMBER AND
(Note.-Data in this table relate to work in Kindergarten and Grades one to eight, inclusive.)

| Cits | County | Popula-tion(Federalcensua1920). | Schoolcensus$6-21$$(1929)$. | Enrollmeni. | Valuc of school property | Teachers and salaries. |  |  |  | Number of nurses and physicians. | Current expenses 1928-29. |
| :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: |
|  |  |  |  |  |  | Men. |  | Women. |  |  |  |
|  |  |  |  |  |  | Number. | Salary. | Number. | Salary. |  |  |
| 1 | 2 | 3 | 4 | 5 | 6 | 7 | 8 | 9 | 10 | 11 | 12 |
| Illinois_- |  | 4,753,493 | 1,552,195 | 792,074 | \$248,994,500 | 1,571 | \$3,737,593 | 19,760 | \$38,056,411 | 178 | \$64,336,892 |
| Abingdon | Knox | 2,721 | 670 | 568 | \$ 84,900 | 1 | \$ 1,500 | 16 | \$ 18,875 |  | \$ 19,321 |
| Albion. | Edwards. | 1,584 | 483 | 362 | 50,000 | 3 |  | 9 | ${ }_{9} 769$ |  | 13,520 |
| Alcdo---- | Effingham | 1,352 | 417 | ${ }^{3} 85$ | 98,000 | 1 | 1, 800 | 7 | 5,445 |  | 13,119 |
| Alton.- | Madion- | 24,682 | 8,245 | 5,352 | 1,449,000 | 8 | 12,400 | 125 | 156,400 | 2 | 264,971 |
| Amboy | Lee. | 1,944 | - 576 | 244 | 41,500 |  | 1,485 | 10 | 10,452 |  | 15,087 |
| Anna. | Un:on. | 3,019 | 779 | 628 | 50,000 | 1 | 8,190 | 17 | 15,500 | 1 | 34,186 |
| Arcola | Douglas | 1,831 | 398 | 277 | 39,500 | $\bigcirc$ | $\begin{array}{r}2,100 \\ 4 \\ \hline\end{array}$ | 11 | 10,440 |  | 17,311 29,539 |
| Arlington Hergh | Cook. | 2,250 | 1,254 | 453 198 | 205,000 19,800 | 2 | 4,250 1,740 | 12 | 15,500 5,625 |  | 29,539 10,683 |
| Ashland.....- | Cass-..-- | 1,122 1,852 | 307 574 3 | 198 267 | 19,800 | $\stackrel{9}{2}$ | 1,740 3,375 | 8 | 5,625 |  | 10,683 14,046 |
| Astoria. | Fulton. | 1,340 | 390 | 194 | 30,000 | 1 | 1,825 | 5 | 4,095 |  | 6,300 |
| Athens.- | Menard | 1,241 | 390 | 295 | 20,000 | 1 | 1,091 | 7 | 5,286 |  | 10,718 |
| Atlanta | Iogan | 1,173 | 333 | 201 | 110,000 | 3 | 2,325 | 9 | 9,310 |  | 16,896 |
| Auburn- | Sangamon | 2,660 | 962 | 508 | 32,000 | 1 | 2,250 | 16 | 17,415 | 1 | 25,741 |
| Augusta | Hancock. | 1,085 | 380 | 177 | 30,000 | 1 | 1,200 | 6 | 5,980 |  | 9,488 |
| $\begin{aligned} & \text { Aurora-. } \\ & \text { East } \end{aligned}$ | Kane. -.do | 36,397 | 7,220 | 3,582 | 1,612,000 | 6 | 25,848 | 94 | 143,588 | 1 | 194,060 |
| West | --do |  | 3,191 | 2,140 | -970,000 | 6 | 8,950 | 66 | 95,366 | 1 | 154,076 |
| Averyville- | Peoria | 3,815 |  |  |  |  |  |  |  |  |  |
| Barrington. | Cook- | 1,730 | ${ }_{363}^{436}$ | ${ }_{291} 9$ | 100,000 44 | 2 | 4,500 | $\begin{array}{r}14 \\ 8 \\ \hline\end{array}$ | $\begin{array}{r} 19,064 \\ 6.300 \end{array}$ |  | 22,047 7 |
| Barry---j- | Pike- | 1,490 1,588 | 363 650 | ${ }_{23}^{23} 4$ | 44.000 110.000 | 1 | 2,025 | 88 | 6,300 9,720 |  | 7,791 19,946 |
| Batavia. | Kane. | 4,395 | 1,299 | 888 | 313,000 | 3 | 8,325 | 31 | 21,050 | 1 | 61,774 |
| Beardstown. | Cass | 7,111 | 1,501 | 1,053 | 305, 000 | 2 | 4,410 | 37 | 39,123 | 1 | 74,806 |
| Beckemeyer | Clinton | 1,153 | ${ }_{7} 362$ | 113 | 97,500 |  |  | 4 <br> 85 | 3,375 |  | 8,084 198 |
| Belleville | St. Clair | 24,823 1,881 | 7,961 1,433 | 2,978 992 | 879,000 330,000 | 13 3 | 12,485 6,400 | 85 24 | 115,456 $30,0.50$ | 1 | 198,670 38,141 |


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Dist．No． 6
Dist．No． 7 Bridgeport Brooklyn． Brookport Buckner－－ Cambridge－ Carbondale Carlyle． Carmier Mills Carrollton－ Carterville Casey Centralia－Gordo Champaign Charleston－－ Chenoa－

Chicago－Heights


Clayton
TABLE 43-Continued.

| City. | County. | Popula-tion (Federal 1920). | $\begin{gathered} \text { School } \\ \text { census } \\ 6-21 \\ (1929) . \end{gathered}$ | Enroll- | Value of schoolproperty. | Teachers and salaries. |  |  |  | Number nurses sicians. | $\begin{gathered} \text { Current } \\ \text { expenses } \\ 1928-29 . \end{gathered}$ |
| :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: |
|  |  |  |  |  |  | Men. |  | Women. |  |  |  |
|  |  |  |  |  |  | Number. | Salary. | Number. | Salary. |  |  |
| 1 | 2 | 3 | 4 | 5 | 6 | 7 | 8 | 9 | 10 | 11 | 12 |
| Coal City | Grundy | 1,744 |  |  |  |  |  |  |  |  |  |
| Dist. No. 80 |  |  | 500 | 201 | \$ 13,000 |  |  | 6 | \$ 6,625 |  | 9,028 |
| Dist. No. 83 | Modonough | 1,387 | ${ }_{369}^{200}$ | ${ }_{212}^{91}$ | 7,000 46,000 | 1 | \$1,350 | 7 | 5,490 |  | ${ }_{8}^{3,902}$ |
| Collinsville | Madison_ | 9,753 | 1,895 | 1,454 | 228,000 | 2 | 4,015 | 41 | 47,885 |  | 69,287 |
| Columbia | Monroe- | 1,592 | 521 | ${ }^{244}$ | 19,000 |  |  |  | 7,640 |  | 8,549 |
| Creal Springs | Williamson. | 1,002 | 247 | 148 | 12,000 | 1 | 1,260 | 4 | 3,165 |  | ${ }_{9}, 767$ |
| Crystal Lake | McHenry -- | 2,249 | 540 | 512 | 100,000 | 3 | 4,363 | 16 | 19,800 | 1 | 35,907 |
| Dallas City | Hancoor | ${ }_{1}^{1,140}$ | ${ }_{315}^{40}$ | 321 | 30,000 |  | 1900 | 8 | 6,552 |  | ${ }_{12}^{12,684}$ |
| Danville. | Vermilion. | 33,776 | 10,773 | 6,579 | 800,000 | 7 | 21,297 | 173 | 207, 119 |  | 329,782 |
| DeKalb- | DeKalb | 7,871 | 2,674 | 1,711 | 190,000 | 8 | 10,250 | 48 | 36,374 |  | 74,203 |
| Decatur- | Macon | 43,818 | 14,000 | 8,979 | 2,735,000 | 40 | 58,500 | 306 | 390,421 | 1 | 601,609 |
| Depavan.-- | Tazewell | 1,1925 | ${ }_{702}^{288}$ | ${ }_{426}^{178}$ | 60,000 |  |  | ${ }_{12}$ | ${ }_{12}{ }^{2} 285$ |  | ${ }_{36,759}$ |
| DesPlaines | Cook | 3,451 | 2,088 | 1,132 | 174,000 | 4 | 9,900 | 30 | 41,050 |  | 67,819 |
| Divernon | Sangamon | $\stackrel{2,382}{ }$ | ${ }_{284}^{484}$ | , 304 | 46,100 | 1 | ${ }^{2,025}$ | 10 | 9,505 |  | 14,324 |
| ${ }_{\text {Dixon- }}$ | Lee-- | 8,191 | 2,492 | 1,603 | 216,000 |  | 2,650 | 45 | 48,595 |  |  |
| Dorrisville | Saline | 1,740 | ${ }_{5}$ | 444 | 25,000 | 2 | 2,170 | 8 | 5,530 |  | 8,799 |
| Downers Gro | DuPage | 3,543 | 1,500 | 1,384 | 212,000 | 3 | 7,250 | 42 | 54,238 | 1 | 96,888 |
| Dundec.- | Kane -- | ${ }^{2}, 8900$ | 1,331 | 490 | 143,000 | 1 | ${ }_{2}^{2,300}$ | ${ }_{10}^{18}$ | 25,950 10 10 |  | ${ }_{22}^{30,677}$ |
| Duquoin | Perry | 7,285 | 2,123 | 1,437 | 230,000 | 2 | 4,535 | 35 | 32,737 |  | 61,472 |
| Dwight- | Livingston | ${ }_{1}^{2,255}$ | ${ }_{287}^{783}$ | 522 <br> 143 | 32,500 | 2 | ${ }_{1}^{2,525}$ | 16 | 20,329 |  | 36,258 12 12063 |
| East Alton. | Madison | ${ }_{1}$,669 | ${ }_{936} 9$ | ${ }_{946}^{193}$ | 165,000 | 3 | 5,850 | 19 | 20,325 |  |  |
| East Dubuqu | JoDaviess | 1,163 | 437 | 139 | 76,700 |  |  | 4 | 3,600 |  | 7,594 |
| East Moline-- | Rock Island | 8,675 | 2,518 | 1,426 | 331,000 | 3 | 5,783 | ${ }^{39}$ | 46,502 |  | 75, 133 |
| East Peoria-- | Tazewel- | 66,767 | 13,951 | 11,862 | 3,605,300 | 23 | 85,887 | 322 | 538,674 |  | 864, 955 |
| Edwardsville.. | Madison. | 5,336 | 2,245 | 1,204 | 162,000 |  | 5,900 | 29 | 32,201 |  |  |
| Effingham----- | Effingham.-. | 4,024 | 1,432 | 499 | 80,000 | 3 | 2,115 | 14 | 12,330 |  | 20,039 |


TABLE 43-Continued.

| Cits. | County. | Population (Federal census1920 ). | School census 6-21 (1929) | Enrol!ment. | Value of school property. | Teachers and salaries. |  |  |  | ```Number of nurses and phy- sicians.``` | Current expenses 1928-29. |
| :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: |
|  |  |  |  |  |  | Men. |  | Women. |  |  |  |
|  |  |  |  |  |  | Number. | Salary. | Number. | Salary. |  |  |
| 1 | 2 | 3 | 4 | 5 | 6 | 7 | 8 | 9 | 10 | 11 | 12 |
| Henry - | Marshall | 1,637 | 355 | 187 | \$ 122,000 | 1 | \$ 2,250 | 6 | \$ 5,930 |  | \$ 11,206 |
| Herrin.- | Williamson. | 10,986 2,903 | 4,029 719 | 2,067 401 | 333,500 64,800 | 10 1 | 15,865 700 | 45 12 | 42,800 15,260 | 2 | 80,236 26,105 |
| Highland Park | Lake---- | 6,167 |  |  |  |  |  |  |  |  |  |
| Dist No. 107 | - do. |  | 1,497 | 923 | 392,000 | 5 | 16,900 | 36 | 69,455 | 1 | 184,318 |
| Dist. No. 108 | --do-. |  | 1,182 | 753 | 615,000 | 3 | 9,900 | 38 | 67,845 | 1 | 119,283 |
| Highwood | Montgomery-- | 1,446 | 1,466 | 926 | 197,000 | 2 | 4,460 | 28 | 26,703 | 1 | 44,828 |
| Hinsdale. | DuPage....-. | 4,042 | 1,800 | 1,237 | 195,000 | 9 | 5,600 | 14 | 59,975 | 2 | 134,926 |
| Homewood | Cook-.-- | 1,389 | 803 | 476 | 165,000 | 1 | 2,700 | 13 | 14,385 |  | 18,364 |
| Hoopeston. | Vermilion. | 5,451 | 1,342 | 1,118 | 125,000 | 1 | 1,620 | 25 | 29,719 |  | 63,307 |
| Hurst.- | Williamson. | 1,222 | 988 | 620 | 85,600 | 3 | 4,640 | 12 | 9,960 |  | 15,155 |
| Jacksonville | Morgan. | 15,713 | 5,282 | 1,896 | 589,000 | 2 | 5,600 | 64 | 75,750 | 1 | 88,074 |
| Jersey ville | Jersey | 3,839 | 1,033 | 549 | 54,500 | 2 | 3,350 | 15 | 15,450 |  | 25,348 |
| Johnston City | Williamson. | 7,137 | 1,994 | 1,573 | 125,000 | 5 | 6,320 | 30 | 21,440 |  | 32,042 |
| Joliet.... | Will-- | 38,442 | 17,845 | 7,740 | 2,475,000 | 18 | 40,600 | 214 | 341,125 | 3 | 537,552 |
| Jonesboro. | Union | 1,090 | 485 | 300 | 28,500 | 2 | 2,280 | 6 | 6,120 |  | 9,665 |
| Kankakee | Kankakee | 16,753 | 8,124 | 2,516 | 692,500 | 4 | 7,100 | 71 | 91,000 | 1 | 132,365 |
| Keithsburg | Mercer | 1,148 | 329 | 216 | 33,000 | 2 | 1,785 | 9 | 7,405 |  | 13,761 |
| Kenilworth | Cook | 1,188 | 583 | 418 | 450,000 | 3 | 13,300 | 17 | 33,450 |  | 64,542 |
| Kewance. | Henry | 16,026 | 4,539 | 2,407 | 587,000 | 3 | 8,700 | 63 | 73,722 |  | 128,355 |
| Kincaid | Christian | 1,453 | 783 | 619 | 131,000 | 3 | 2,035 | 21 | 15,480 |  | 27,033 |
| Knoxville. | Knox--- | 1,708 | 428 | 283 | 29,000 | 1 | 2,355 | 9 | 15,250 |  | 18,633 |
| LaGrange | Cook. | 6,525 | 4,869 | 2,444 | 1,021,000 | 5 | 13,850 | 76 | 116,800 |  | 209,491 |
| LaHarpe | Hancoek | 1,323 | -276 | 162 | 20,000 |  |  | 8 | 7,750 |  | 8, 81344 |
| Lasalle.- | LaSalle | 13,050 1,464 | 4,220 | 1,453 211 | 425,000 105,000 | 1 | 7,400 1,365 | 44 8 | 72,440 7,605 |  | 113,335 13,957 |
| Ladd | Bureau. | 2,040 | 495 | 335 | 18,000 | 2 | 3,017 | 8 | 7,056 |  | 11,393 |
| Lake Forest | Lake | 3,657 | 813 | 635 | 246,000 | 4 | 7,027 | 26 | 44,811 | 2 | 81,492 |
| Lanark. | Carroll | 1,297 | 273 | 193 | 97,000 | 2 | 1,450 | 9 | 8,745 |  | 16,405 |
| Lansing | Cook | 1,409 | 464 | 494 | 107,600 | 2 | 3,750 | 10 | 14,150 |  | 29,840 |
| Lawrenceville | Lawrence | 5,080 | 1,854 | 1,189 | 250,000 | 7 | 10,555 | 24 | 23,857 |  | 47,885 |
| Lebanon. | St. Clair | 1,883 | 415 | - 308 | 70,000 | 1 | 1,500 | 8 | 7,360 |  | 11,754 |
| Lemont. | Cook-- | 2,322 | 1,073 | 213 | 102,500 | 2 | 5,200 | 8 | 12,300 |  | 30,850 |
| Lena... | Stephenson. McLean | 1,149 1,680 | 229 440 | 144 | 83,000 | 1 | 1,028 | 5 | 5,318 |  | 10,438 |
| LeRoy | McLean | 1,680 | 440 | 250 | 65,000 | 2 | 3,328 | 10 | 8,566 |  | 16.972 |

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TABLE 43--Continued.

| City. | County. | Popula-tion(Federalcensus1920 ). | School census $6-21$$(1929)$. | Enrollment. | Value of school property. | Teachers and salaries. |  |  |  | $\begin{aligned} & \text { Number } \\ & \text { of } \\ & \text { nurses } \\ & \text { and phy- } \\ & \text { sicians. } \end{aligned}$ | Current expenses 1928-29. |
| :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: |
|  |  |  |  |  |  | Men. |  | Women. |  |  |  |
|  |  |  |  |  |  | Number. | Salary. | Number. | Salary. |  |  |
| 1 | 2 | 3 | 4 | 5 | 6 | 7 | 8 | 9 | 10 | 11 | 12 |
| Murphysboro | Jackson.- | 10,703 | 2,452 | 1,365 | \$ 560,000 | 8 | \$12,159 | 37 | \$ 35,520 |  | \$ 60,860 |
| Naperville. | Dupage....- | 3,830 | 700 |  | 210,000 | 2 | 1,650 | 15 | 23,900 | 1 | 51,476 |
| Neoga-.-- | Cumberland.- | 1,149 | 277 | 215 | 17,000 | 1 | $93 \bar{\square}$ | 8 | 6,862 6,545 |  | 9,029 10.411 |
| New Athens. | St. Clair.- | 1,406 | 391 | 203 | 41,200 | 2 | 1,900 | 6 | 4,088 |  | 15,106 |
| New Baden. | Clinton- | 1,550 | 494 | 142 | 25,000 | 1 | 990 | 3 | 2,655 |  | 4,376 |
| Newman.- | Douglas... | 1,225 | 274 | 204 | 32,500 | 1 | 1,800 | 8 | 6,705 |  | 8,863 |
| Newton-- | Jasper--- | 2,083 | 565 | 399 | 80,000 | 1 | 945 | 9 | 9,195 |  | 13,803 |
| Niles.-.-- | Cook-------- | 1,258 | 1,025 | 136 | 61,300 |  |  | 4 | 3,207 |  | 8,030 |
| Nokomis_ | Montgomery | 3,465 | 722 | 463 | 77,500 | 2 | 3,627 | 16 | 14,067 | 1 | 24,036 |
| Norma <br> Norris City | McLean. | 5,143 | 900 | 630 | 235,000 | $\stackrel{2}{2}$ | 3,750 | 22 | 28,600 | 1 | 43,087 |
| Norris City <br> North Chicago | White. <br> Lake. | 1,300 5,839 | 280 | 212 | 31,500 | 2 | 1,827 | 4 | 3,017 |  | 6,379 |
| Dist. No. 63 | -- do.- |  | 1,859 | 524 | 146,000 | $\overline{2}$ | $4,0 \overline{0} 0$ | 16 | 20,550 | 1 | 49,895 |
| ${ }^{\text {Dist. No. } 64}$ | -do-- |  | 890 | 764 | 300,000 | 2 | 6,000 | 25 | 40,850 | 3 | 67,701 |
| Oak Park | Cook | 39,858 | 13,391 | 6,948 | 3,885,000 | 18 | 53,100 | 257 | 450,282 |  | 654,798 |
| Oakland. | Coles----- | 1,210 | 290 | 208 | 6,000 | 1 | - 1,500 | 8 | 7,695 |  | 12,678 |
| Oblong- | Crawford | 1,547 | 400 | 335 | 52,500 | 2 | 3,190 | 9 | 7,395 |  | 15,724 |
| Odell | Livingston. | 1,069 | 240 | 69 | 34,000 | 1 | 1,200 | 4 | 5,030 |  | 7,781 |
| Odin | Marion-...- | 1,385 2,379 | 379 786 | ${ }_{367}^{241}$ | 32,000 47 |  |  | 8 | 6,190 |  | 8,499 |
| Oglesby-- | LaSalle. | 4,135 | 1,931 | 367 989 | 47,000 65,000 | $\stackrel{1}{2}$ | 6,000 | 13 <br> 23 | 11,520 30,400 |  | 18,151 |
| Olney.-- | Richland | 4,491 | 2,035 | 1,009 | 115,000 | 3 | 5,285 | 24 | 21,168 | 1 | 36,831 |
| Onargo. | Iroquois.. | 1,302 | 619 | 281 | 45,000 |  |  | 8 | 9,050 |  | 12,629 |
| Oregon- | Ogle | 2,227 | 667 | 447 | 70,000 |  |  | 11 | 21,400 |  | 29,641 |
| Orient-- | Franklin | 1,388 | 385 | 342 | 20,500 | 1 | 1,953 | 7 | 6,822 |  | 11,387 |
| Ottawa. | LaSalle. | 10,816 | 3,878 | 2,029 | 400,000 | 2 | 6,900 | 51 | 70,969 |  | 119,969 |
| Palatine- | Cook---- | 1,210 | 470 | 264 | 110,000 | 1 | 1,800 | 7 | 10,000 |  | 15,783 |
| Pana | Crawford.- | 1,803 | 541 1.859 | 346 950 | 34,000 | 2 | 3,200 | ${ }^{7}$ | 6,842 |  | 13,253 |
| Panama. | Bond. | 1,281 | -457 | 363 | 32,000 |  |  | 10 | 26,244 7,777 |  | 44,727 10,761 |
| Paris --- | Edgar | 7,985 | 2,030 | 1,411 | 329,000 | 1 | 3,600 | 42 | 29,190 | 1 | 68,396 |
| Park Ridge | Cook-...- | 3,383 | 2,137 | 1,176 | 1,349,000 | 2 | 5,950 | 30 | 39,075 |  | 60,480 |
| Pawnee. | Sord | 1,200 3,033 | 382 <br> 644 | ${ }_{394}^{237}$ | 85,000 100 | 1 | 1,750 1,500 | 7 | 6,247 |  | 10,922 |
| Pceatonica-- | Winnebago-- | 1,088 | 289 | 183 | 100,000 55,000 | 1 | 1,500 | 15 7 | 15,600 7,335 |  | 26,052 12,299 |








| $\begin{aligned} & \text { Sos } \\ & \text { Nin } \\ & \infty \sin ^{\circ} \end{aligned}$ |  | $\begin{aligned} & 1108 \\ & 1088 \\ & 100 \\ & 100-1 \end{aligned}$ |  |  | 188888888881010 INNOCNOK M | $\begin{aligned} & \text { ic } \\ & 1 \mathrm{~N} \\ & 100 \\ & 10 \end{aligned}$ | $\begin{aligned} & 18 \\ & 10 \\ & 10 \\ & 10 \\ & 1 \end{aligned}$ |  MN MNMMNORO\＆OMNMNMN <br>  |
| :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: |
| $\psi_{\mathrm{N}}^{\infty}$ |  | $\begin{aligned} & 170 \\ & \vdots \\ & \vdots \end{aligned}$ | $:-N N M$ | $\begin{aligned} & \text { :NC } \\ & : \\ & : \\ & : \\ & : \\ & : \\ & : \end{aligned}$ | :नननN以नNMNM | $19$ | $\begin{aligned} & 100 \\ & 1 \\ & 1 \\ & 1 \\ & \\ & \\ & \end{aligned}$ |  |


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TABLE 43-Concluded.

| City. | County. | $\begin{gathered} \text { Popula- } \\ \text { tion } \\ \text { (Federal } \\ \text { census } \\ 1920 \text { ). } \end{gathered}$ | School census (1929). | Enrollment. | Value of school property. | Teachers and salaries. |  |  |  | Number <br> of nurses and physicians. | $\begin{aligned} & \text { Current } \\ & \text { expenses } \end{aligned}$1928-29. |
| :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: |
|  |  |  |  |  |  | Men. |  | Women. |  |  |  |
|  |  |  |  |  |  | Number. | Salary. | Number. | Salary |  |  |
| 1 | 2 | 3 | 4 | 5 | 6 | 7 | 8 | 9 | 10 | 11 | 12 |
| Sheldon. | Iroquois..-- | 1,182 | 287 | 195 | \$ 38,600 |  |  | 8 | \$ 9,390 |  | \$ 15,443 |
| South Beloit- | Winnebago. | 1,436 | 554 | 428 | 75,000 | 1 | 1,000 | 14 | 16,595 |  | 24,951 |
| South Holland | Cook-..-- | 1,247 | 1,643 | 606 | 61,000 | 1 | 2,120 | 15 | 18,795 |  | 25,113 |
| South Oak Park. | -do. |  | 4,754 | 2,528 | 547,000 | 2 | 6,600 | 55 | 67,150 |  | 81,484 |
| South Wilmingto Dist. No. 74 | Grundy | 1,362 | 360 | 150 | 10,500 |  |  | 7 | 5,611 |  | 8,877 |
| Dist. No. 68 | -do. |  | 90 | 42 | 4,100 |  |  | 2 | 1,620 |  | 2,473 |
| Sparta. | Randolph. | 3,340 | 915 | 874 | 65,000 | 3 | 5,363 | 24 | 23,308 |  | 39,366 |
| Spring Valley | Bureau--- | 6,493 | 1,835 | 774 | 80,000 | 1 | 1,500 | 26 | 23,805 |  | 33,164 |
| Springfield.- | Sangamon | 59,183 | 16,525 | 9,915 | 3,100,000 | 32 | 67,419 | 282 | 418,803 |  | 676,864 |
| Staunton. | Macoupin | 6,027 | 2,049 | 852 | 98,000 | 3 | 5,250 | 26 | 25,937 |  | 39,174 |
| Steger... | Cook--- | 2,304 | 1,007 | 414 | 96,000 | 2 | 3,600 | 9 | 10,700 |  | 25,941 |
| Sterling--No.- 10 | Whiteside | 8,182 | 936 | 580 | 210,000 | 2 | 5,400 | 17 | 25,693 |  | 44,087 |
| Dist. No. 11 | --do. |  | 1,438 | 970 | 252,000 | 3 | 6,000 | 29 | 35,000 |  | 58,987 |
| Stockton.. | JoD:ıviess | 1,449 | 236 | 212 | 40,000 |  |  | 7 | 6,750 |  | 9,226 |
| Stonington. | Christian | 1,466 | 375 | 259 | 28,000 | 2 | 2,725 | 7 | 6,930 |  | 13,457. |
| Streator.- | LaSalle | 14,779 | 4,038 | 2,109 | 445,000 | 4 | 10,870 | 70 | 93,672 |  | 157,893 |
| Sullivan | Moultric. | 2,532 | 689 | 439 | 175,000 | 2 | 2,935 | 16 | 14,940 |  | 22,761 |
| Summit. | Cook | 4,019 | 2,549 | 1,121 | 346,000 | 1 | 3,625 | 32 | 49,332 |  | 63,485 |
| Sumner- | Lawrenee | 1,029 | 281 | 179 | 97,000 | 5 | 6,710 | 5 | 9,990 |  | 16,000 |
| Sycamore. | DeKalb | 2,602 | 1,227 | 638 | 166,000 | 3 | 3,250 | 21 | 26,770 |  | 97,036 |
| Tamaroa_ | Perry | 1,115 | 284 | 208 | 51,000 | 1 | 1,920 | 8 | 5,720 |  | 15,060 |
| Taylor Springs. | Montgomery | 1,526 | 433 | 293 | 47,500 | 2 | 2,935 | 6 | 4,600 |  | 10,393 |
| Taylorville.- | Christian | 5,806 | 2,276 | 1,532 | 290,000 | 3 | 6,650 | 42 | 44,403 |  | 80,822 |
| Thayer. | Sangamon | 1,254 | 341 | ${ }_{250} 5$ | 14,000 | 1 | 1,575 | 8 | 6,300 |  | 12,892 |
| Tilden.. | Randolph. | 1,137 | 320 456 | 276 186 | 27,000 |  |  | 8 | 5,240 5,760 |  | 7,384 |
| Toluca- | Marshall. | 2,503 | 456 <br> 3.54 | 186 204 | 25,500 30,000 | 1 | 2,000 2,000 | 7 9 | 5,760 8,010 |  | 9,951 13,415 |
| Trenton | Clinton. | 1,200 | 279 | 107 | 22,800 |  |  | 4 | 6,590 |  | 7,590 |
| Troy | Madison. | 1,312 | 362 | 211 | 15,000 | 1 | 2,100 | 7 | 6,660 |  | 11,458 |
| Tuse ${ }^{\text {and. }}$ | Douglas. | 2,564 | 642 | 441 | 159,000 | 4 | 4,100 | 16 | 14,616 |  | 26,627 |
| Urbana | Champaign | 10,244 | 3,577 | 2,030 | 620,000 | 3 | 3,550 | 56 | 66,450 |  | 123,189 |
| Vandalia | Fayette-.-- | 3,316 3,895 | 1,216 | 722 388 | 72,000 125,000 | 1 | 1,575 | 21 11 | 16,390 11,520 |  | $\xrightarrow{21,412}$ |


CITY ELEMENTARY SCHOOL STATISTICS-FINANCIAL—1929.
TABIE 44-CITIES HAVING A POPULATION OF 10,000 OR OVER ( 1920 JJ . S. CENSUS)

| Cities. | Popula-tion ( T . s census 1920). | Current expenses. |  |  |  |  |  | A veragecost perpupil pupllenrolled | Capital outlay. |  | $\begin{gathered} \text { Total } \\ \text { expendi- } \\ \text { tures. } \end{gathered}$ |
| :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: |
|  |  | General control. | Instruction. | Operating plant. plant. |  | Auxiliary libraries rent, etc. | $\begin{gathered} \text { Total } \\ \text { current } \\ \text { expenses. } \end{gathered}$ |  | $\begin{gathered} \text { New } \\ \text { grounds } \\ \text { and } \\ \text { buildings. } \end{gathered}$ | $\begin{gathered} \text { New } \\ \text { equip. } \\ \text { ment. } \end{gathered}$ |  |
| 1 | 2 | 3 | 4 | ; | 6 | 7 | 8 | 9 | 10 | 11 | 12 |
| Total | 3,808,158 | \$1,872,703 | \$36,275,227 | \$8,949,601 | \$3,434,768 | \$1,433,231 | \$51,965,532 | \$85 | \$18,380,280 | \$314,815 | \$70,660,62 |
| Alton. | $\begin{aligned} & 24,682 \\ & 36,397 \end{aligned}$ | \$ 11,779 | 193,312 | 41,767 | \$ 14,661 | 3,450 | 264,969 | \$ 49 | 104,223 |  | \$ 369,192 |
| East. |  | 14,705 | -158,979 | $\cdots$ | 4,404 | $1, \overline{8} 37$ | 210, 397 | -797171 | 355,378348,811116,392 | $\begin{aligned} & 1,415 \\ & 4,695 \\ & 2,440 \end{aligned}$ | 567190507,532 |
| Welleville |  | 9,794 23,875 | 108,364 <br> 13753 <br> 1 | 25,182 | $\begin{gathered} 0,776 \\ 6,770 \\ 4.40 \end{gathered}$ | 389 4,639 | 198,670 |  |  |  |  |
| Berwy | 14,150 | + ${ }_{8}^{4,175}$ | $\begin{array}{r}87,876 \\ 154,021 \\ \hline\end{array}$ | 28,72741,039 |  | - 1,582 |  | 66 38 38 |  |  | 317,502128,950213,529 |
| Bloomington | ${ }^{28,725}$ |  |  |  |  |  | ${ }_{213,529}^{128}$ | 59 <br> 33 | 156.527 |  |  |
| Blue Island | 11,424 | $\xrightarrow{1,927}$ | 154,62137,83037 | 15,14318,113 |  | 1,9971,8191,107 | 62,505 <br> 71,045 |  |  |  | 219,032 217 |
| Cairo-- | ${ }^{15}, 203$ |  |  |  | $\begin{array}{r}16,817 \\ 5,862 \\ \hline\end{array}$ |  |  | ${ }_{28} 28$ | 6,150 | 501 |  |
| $\xrightarrow{\text { Canton- }}$ | 10,928 12,491 | 3,520 9,804 | 60, <br> 74,018 <br> 185 | ${ }_{13,481}^{11,034}$ | 2,858 14,324 | 1,107 | - $\begin{array}{r}79,384 \\ 111,627\end{array}$ | 48 | 16,000 49,369 |  |  |
| Champaign | 2,701,705 | 1,368,919 | ${ }_{131} 1332$ | 36,507 | 20,326 | 1,109,969 | 39,660,256 | 96 | 13,547,645 | 11,146 | 53, ${ }_{207}^{222,901}$ |
| Chicago Heights |  |  |  |  | 2,596,689 |  |  |  |  | $\begin{array}{r}2,370 \\ 3,720 \\ \hline\end{array}$ |  |
| Cicero.... | - 44,995 | 3,921 <br> 13,680 | 139,232 182,616 121 | 29,512 103,359 | 66,067 | 1, 2,476 17,268 1 | ${ }_{332,115}^{3829}$ | 52 51 50 | 280,035 166,286 |  | 468,737 <br> 552,996 <br> 343134 |
| Danville | 33,776 <br> 43,818 <br> 66,767 | 11,394 | 226,263 <br> 451,697 | $\begin{array}{r}47,792 \\ 85,667 \\ \hline\end{array}$ | ${ }_{41} \mathbf{4 1}, 679$ | $\begin{array}{r}4,987 \\ 14,597 \\ \hline\end{array}$ |  | 50 | 10,511 | $\begin{array}{r}\text {, } 508 \\ 75 \\ \hline 164 \\ \hline\end{array}$ | $\begin{array}{r} 343,134 \\ 1,012,093 \\ 969,946 \\ 326,956 \end{array}$ |
| Decatur |  |  |  |  | 32,681 |  |  | 67 | 333,312 |  |  |
| East St. Lo |  | 11,987 |  |  |  | $\begin{array}{r} 13,444 \\ 4,961 \end{array}$ | 864,965308,734 | 77 |  |  |  |
| Evanston | 27,45437,234 |  |  |  |  |  |  |  |  |  |  |
| Dist. No. 75 |  |  |  |  | $\begin{array}{r} 27,650 \\ 15,891 \\ 17,756 \\ 11,947 \\ 2,, 268 \\ 25,653 \\ 3,762 \\ 8,188 \\ 22,630 \\ 7 \end{array}$ | $-\cdots, 114$39,1423,05022,5323,7571,9414,0103,1531,95010,6887,909 | $539-448$2189,511183,793162,792160,586291,54780,23598,439533,551141,366 | 1089610960426538516956 | 223,522 <br> 660,005 <br> 107,327 <br> 89,060 <br> 89,132 <br> 140,500 <br> $-\cdots 4,-2 \overline{2}-9$ <br> 120 <br> 19,262 |  |  |
| Dist. No. | $\begin{aligned} & 10,768 \\ & 19,669 \\ & 23,834 \\ & 14,757 \\ & 10,986 \\ & 15,713 \\ & 38.742 \\ & 16,753 \end{aligned}$ |  |  |  |  |  |  |  |  |  |  |
| Freeport |  |  |  |  |  |  |  |  |  |  |  |
| Galesburg |  |  |  |  |  |  |  |  |  |  |  |
| Granite City |  |  |  |  |  |  |  |  |  |  |  |
| Herrin--ilile |  |  |  |  |  |  |  |  |  |  |  |
| Joliet |  |  |  |  |  |  |  |  |  |  |  |
| Kank |  |  |  |  |  |  |  |  |  |  |  |





 $\rightarrow$ vicio 今inigioionioi











TABLE 45-EVENING SCHOOLS AND VACATION SCHOOLS SUPPORTED WHOLLY BY PUBLIC FUNDS. A-ENROLLMENT IN EVENING SCHOOLS-1929.

| City or district. | Elementary schools. |  |  |  | High schools. |  |  |  | Trade schools. |  |  |  | Total. |
| :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: |
|  | Of school age. |  | Adults. |  | Of school age. |  | Adults. |  | Of school age. |  | Adults. |  |  |
|  | Boys. | Girls. | Men. | Women. | Boys. | Girls. | Men. | Women. | Boys. | Girls. | Men. | Women. |  |
| 1 | 2 | 3 | 4 | $j$ | 6 | 7 | 8 | 9 | 10 | 11 | 12 | 13 | 14 |
|  |  |  |  |  |  |  |  |  |  |  |  |  |  |
| ${ }^{\text {Belleville Twp. }}$ |  |  |  |  | -120 | 91 |  |  |  |  |  |  |  |
| Chicago--...... | 2,616 2 | 1,263 | ${ }^{6,542} 4$ | 4,019 20 | 10,558 | 10,105 | 9,926 | 7,008 |  |  |  |  | $\begin{array}{r}52,037 \\ \hline 69\end{array}$ |
| East St. Louis- |  |  |  |  |  | 1,250 | 1,231 |  |  |  |  |  | 2,487 |
| Joliet Twp...---- Peoria. |  |  | 1,183 93 | 1,325 |  |  |  |  |  |  |  |  | 2,508 |
| Rockford---- |  |  | 189 | 27 | 104 | 108 | 144 | 168 |  |  | ${ }_{308}^{131}$ |  | $\begin{array}{r}\text { 1, } \\ 1,045 \\ \hline 185\end{array}$ |
| Rock Island.- |  |  | 18 | 16 |  |  |  |  |  |  |  |  | 1,048 |

B-NUMBER OF TEACHERS AND EXPENDITURES OF EVENING SCHOOLS-1929.

C-VACATION SCHOOLS, SUMMER OF 1929.

| City or district. | Date of- |  | $\begin{gathered} \text { Days } \\ \text { in } \\ \text { session } \end{gathered}$ | Enrollment. |  |  | $\begin{aligned} & \text { Number } \\ & \text { of of } \\ & \text { teachs. } \end{aligned}$ | $\begin{gathered} \text { Amount } \\ \text { paid } \\ \text { taachers. } \end{gathered}$ | Other expenses. | Total expenses. | Number of pupils attending. |  |  |  |  |  |
| :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: |
|  | Opening. | Closing. |  | Воуя. | Girls. | Total. |  |  |  |  | 10 days. | 15 days. | 20 days. | 25 days. | 30 days | More than 30 days. |
| 1 | 2 | 3 | 4 | 5 | 6 | 7 | 8 | 9 | 10 | 11 | 12 | 13 | 14 | 15 | 16 | 17 |
| Chicago | July 1 | Aug. 22 |  | 20,805 | 16,309 | 37,114 | 1,059 | \$512,211 | \$36,798 | \$549,009 |  |  |  |  |  |  |
| Danville | June 10 | July 19 | 30 |  |  | ${ }_{204}^{238}$ |  |  |  | ${ }_{1}^{540}$ | 51 | 10 | ${ }_{2}$ |  | 135 |  |
| Joliet Twp | June 9 | Aug. ${ }^{3}$ | 40 |  |  | 554 | 18 | 9,214 |  | 9,214 | 4 | 5 |  | 15 | 10 | 520 |
| Peoria-... |  | July 26 | 29 | 319 | 214 | 533 | 20 | 3,932 |  | 3,932 |  |  |  |  |  |  |

TABLE 46-PUBLIC SCHOOL KINDERGARTENS—1929.

| Name of city. | Number kindergartens maintained. | Enrollment. |  | $\begin{aligned} & \text { Number } \\ & \text { of } \\ & \text { teachers. } \end{aligned}$ | Teachers' salaries. | Total current expensefor year. |
| :---: | :---: | :---: | :---: | :---: | :---: | :---: |
|  |  | Boys. | Girls. |  |  |  |
| Illinois..... | 533 | 30,727 | 31,197 | 839 | \$1,656,176 | \$1,708,674 |
| Quincy-- | 10 | 173 | 203 | 10 | § 11,575 | \& 17,575 |
| Belvidere | 2 | 53 | 37 | 2 | 1,287 | 1,287 |
| Savanna | 1 | 22 | 21 | 1 | 1,200 | 1,400 |
| Robinson | 1 | 30 | 26 | 1 | 1,035 | 1,158 |
| Oblong | 1 | 18 | 9 | 1 | 935 | 1,185 |
| Sycamore | 1 | 38 | 33 | 1 | 1,000 | 1,200 |
| DeKalb | 2 | 70 | 60 | 2 | 2,400 | 2,650 |
| Sandwich | 1 | 37 | 24 | 1 | 1,350 | 1,450 |
| Roselle--- | 1 | 12 | 5 | 1 | 1,125 | 1,125 |
| West Chicago. | 1 | 25 | 27 | 1 | 1,125 | 1.125 |
| Wheaton. | 3 | 38 | 59 | 2 | 2,470 | 2,550 |
| Hinsdale. | 3 | 82 | 60 | 2 | 3,550 | 3,720 |
| Naperville. | 1 | 34 | 30 | 1 | 1,200 | 1,800 |
| Kewanee. | 3 | 54 | 89 | 4 | 2,375 | 3,726 |
| Geneseo-- | 2 | 21 | 21 | 1 | 1,035 | 1,035 |
| Murphysboro. | 4 | 68 | 53 |  |  |  |
| West Aurora - | 5 | 97 | 117 | 5 | 5,450 | 6,675 |
| East Aurora. | 7 | 150 | 151 | 4 | 4,939 | 5,950 |
| Batavia.- | 1 | 30 | 31 | 1 | 1,600 | 1,600 |
| Geneva-- | 1 | 23 | 25 | 1 | 1,350 | 1,600 |
| St. Charles | 1 | 35 | 32 | 1 | 1,400 | 1,000 |
| Elgin... | 6 | 129 | 126 | 6 | 8,250 | 8,675 |
| Plano.- | 1 | 24 | 27 | 1 | 1,140 | 1,581 |
| Waukegan. | 6 | 260 | 301 | 8 | 12,750 | 15,000 |
| North Chicago | 2 | 48 | 32 | 2 | 1,925 | 2,150 |
| Lake Blufferty | $\stackrel{1}{2}$ | 15 27 | 17 21 | 2 | 1,900 2,000 | 1,975 2,000 |
| Highland Park- |  |  |  | 2 |  | 2,000 |
| Dist. No. 107- | 1 | 53 | 14 | 2 | 3,450 | 3,750 |
| Dist. No. 108 | 2 | 41 | 43 | 4 | 5,100 | 5,300 |
| Deerfield | 1 | 13 | 17 | 1 | 1,125 | 1,125 |
| Highwood | 1 | 31 | 34 | 1 | 1,200 | 1,800 |
| Streator | 4 | 64 | 59 | 2 | 2,150 | 2,225 |
| Peru... | 1 | 38 | 37 | 1 | 1,100 | 1,160 |
| Ottawa | 5 | 90 | 107 | 3 | 4,075 | 4,325 |
| Dixon. | 1 | 64 | 55 | 2 | 1,800 | 2,000 |
| Harvard | , | 10 | 7 | 1 | 1,200 | 1,600 |
| Woodstock | 1 | 59 | 42 | 1 | 1,400 | 1,733 |
| Alton.- | 5 | 151 | 125 | 3 | 3,700 | 4,100 |
| Roxana | 1 | 6 | 16 | 1 | 1,215 | 1,515 |
| Highland | 1 | 29 | 26 | 1 | 1,000 | 1,100 |
| Peoria | 21 | 963 | 971 | 30 | 40,842 | 41,657 |
| Monticello | 1 | 28 | 14 | 2 | 210 | 250 |
| East Moline. | 2 | 55 | 48 | 2 | 2,595 | 6,200 |
| Moline- | 11 | 229 | 208 | 11 | 14,155 | 14,351 |
| Rock Island | 10 | 313 | 261 | 8 | 8,700 | 10,000 |
| Union (St. Clair Coun | 1 | 14 | 14 | 1 | 1,000 | 1,100 |
| Belleville | 8 | 188 | 196 | 7 | 9,560 | 10,350 |
| Springfield | 17 | 418 | 415 | 10 | 11,200 | 11,200 |
| Danville. | 3 | 79 | 87 | 3 | 3,191 | 3,191 |
| Sterling- |  |  |  |  |  |  |
| Dist. No. 10 | 1 | 36 | 58 | 1 | 1,400 | 1,400 |
| Dist. No. 11 | 1 | 66 | 635 | 1 | 1,400 | 1,400 |
| Rock Falls. | 1 | 50 | 40 ! | 1 | 1,250 | 1,250 |
| Rockford. | 20 | 624 | 572 | 17 | 21,426 | 21,529 |
| Chicago.. | 301 | 24,331 | 24,981 | 602 | 1,375,172 | 1,387,341 |
| Barrington | 1 | 26 |  | 1 | 1,100 | 1,300 |
| Glencoe | 3 | 57 | 「49* | 3 | 4,575 | 4,575 |
| Winnetka. | 3 | 88 | [83] | 4 | 6,919 | 7,138 |
| Evanston- |  |  |  |  |  |  |
| Dist. No. 75. | 9 | 239 | 2425 | 8 | 12,855 | 20,341 |
| Dist. No. 76 | 4 | 185 | 170 | 8 | 11,000 | 20,000 |
| River Forest. | 3 | 58 | 60 | 4 | 4,560 | 4,650 |
| Riverside. | 3 | 60 | 63 | 5 | 6,100 | 8,000 |
| Oak Park | 11 | 291 | $295{ }^{\text {r }}$ | 20 | 22,380 | 22,921 |
| North Berwyn... | 3 | $6{ }^{7}$ | 64 | 2 | 2,555 | 2,805 |

TABLE 47-DEAF, DUMB AND BLIND CHILDREN-1929.

| District and county. | Number between ages 3 and 21 districts. reported indistricts. |  | Number being sent to State institutions |  | Number being cducated in special schools or classes in districts. |  | Number teachers cmployed full time. |  | $\begin{gathered} \text { Salaries } \\ \text { paid } \\ \text { taichers. } \end{gathered}$ | $\begin{aligned} & \text { Number } \\ & \text { of } \\ & \text { separate } \\ & \text { schools. } \end{aligned}$ | Value of school buildings, and equipment. | $\begin{gathered} \text { Total } \\ \text { eurrent } \\ \text { expense. } \end{gathered}$ |
| :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: |
|  | Boys. | Girls. | Boys. | Girls. | Boys. | Girls. | Men. | Women. |  |  |  |  |
| District No. 107, DeKalb County | -- |  | 1 |  |  |  |  |  |  |  |  |  |
|  |  | 1 |  |  |  |  |  |  |  |  |  |  |
| District No. 4, Macon County- |  |  |  |  |  |  |  |  |  |  |  |  |
| District No. ${ }^{\text {35, }}$, Macon County- |  |  |  |  |  |  |  |  |  |  |  |  |
| District No. 60, Macon County- |  |  |  | 1 |  |  |  |  |  |  |  |  |
| District No. 27, Macon County- | 3819430 |  |  | 1 |  |  |  |  |  |  |  |  |
| District No. 150, Peoria County--- |  | ${ }_{3}$ |  |  | 8 | ${ }_{3}$ |  | 1 | \% 1,795 |  |  | \$ $\begin{array}{r}1,700 \\ 1,840\end{array}$ |
| District No. 17, Wabash County...- |  |  |  |  |  |  |  |  |  |  |  |  |
| District No. 205, Winncbago County. |  | 310 |  |  | 430 | 310 | 2 | 83 | $\begin{array}{r} 1,700 \\ 183,846 \end{array}$ | 1 29 |  | $\begin{array}{r} 2, \overline{2}, \overline{9} \\ 190,407 \end{array}$ |
|  |  |  |  |  |  |  |  |  |  |  |  |  |

TABLE 48-CRIPPLED CHILDREN-1929.


APPENDIX B.
School Statistics-1929-1930.

1. Summary of Statistics for 1929-1930.
2. Statistics Itemized for 1929-1930.
$=$

# SUMMARY OF STATISTICAL TABLES (1930). <br> General Statistics. 

CENSUS.
Table 1. Population of Illinois (Federal census, 1930)
Population under 21 years of age (school census, 1930)-
$\qquad$
Total
Population between 6 and 21 years of age (school census, 1930) -
Boys
1,048,611
Girls
990,699

## Total

2,039,310
71

## ENROLLMENT IN PUBLIC SCHOOLS.

|  |  | mentar |  |  |  |  |
| :---: | :---: | :---: | :---: | :---: | :---: | :---: |
|  |  | me.tar |  |  | Per cent | Gain per |
|  |  |  |  |  | of grand | cent over |
| Table 2. | Kindergarten | Boys. 32.199 | Girls. | Total. | total. | 1929. |
|  | First year.... | 86,869 | 77,878 | 164,747 | 4.6 11.8 | -1.1 |
|  | Second year | 67,915 | 62,639 | 130,554 | 9.4 | -2.4 |
|  | Third year | 67,296 | 63,046 | 130,342 | 9.3 | -. 8 |
|  | Fourth year | 69,384 | 64,128 | 133,512 | 9.6 | 6.3 |
| Table 3. | Fifth year. | 63,264 | 58,123 | 121,387 | 8.7 | -10.6 |
|  | Sixth year. | 68,622 | 64,033 | 132,655 | 9.5 | 11.1 |
|  | Seventh year. | 52,943 | 49,959 | 102,902 | 7.4 | -17.8 |
|  | Eighth year | 57,292 | 56,882 | 114,174 | 8.2 | 15.8 |
|  | Total. | 565,784 | 529,004 | 1,094,788 | 78.5 | -. 4 |

secondary (high).
Table 4.

| Ninth year* | 69,811 | 66,922 | 136,733 | 9.8 | 2.2 |
| :---: | :---: | :---: | :---: | :---: | :---: |
| Tenth year | 3t,511 | 32,483 | 66,994 | 4.8 | 10.7 |
| Eleventh year | 24,722 | 24,060 | 48,782 | 3.5 | 1.3 |
| Twelfth year. | 19,690 | 20,777 | 40,457 | 2.9 | 1.2 |
| Special. | 5,030 | 3,123 | 8,153 | . 5 | . 0 |
| Total | 153,754 | 147,365 | 301,119 | 21.5 | 5.1 |
| Grand | 719,538 | 676,369 | 1,395,907 | 100.0 | . 7 |

(Variation of enrollment in grades is caused by alteration plan of Course of Study.)
Per cent of school age enrolled in public schools
Per cent of school age enrolled in elementary and secondary private schools.-......-
Total per cent of school age enrolled in all elementary and secondary schools.

14
82

## ATTENDANCE, LENGTH OF TERM AND AVERAGE COST.

Table 5. Number of days attendance
Average daily attendance.

Average per cent of perfect attendance.
A verage number of days schools were in session ..... 189
A verage number of days each pupil attended

Average cost per pupil enrolled for all expense

* Includes large number of pupils in Chicago in contimution and other classes.


## PROMOTIONS, GRADUATES AND TUITION PUPILS.



## TEACHERS' PENSION FUND

Number of contributors

Amount contributed.

## TEACHERS AND THEIR SALARIES.

Table 7. Number of superintendents who do no teaching
Number of superintendents and principals who teach less than half time $\quad 1,258$
Number of teachers and principals who teach half time or more
46,175
Total
47,766
Number of teaching positions filled by-

Women
38,700
Total
Number of vacancies caused by-

Resignations--------------------------------------------------------- 309
Change of terms
Total
A mount earned by teachers-
Women
\$17,763,092 99 62,572,843 65
\$80,335,936 64
A verage annual salaries paid teachers-

Women
1,616 86
All
§1,681 86

## LENGTH OF SERVICE IN SAME DISTRICT.

Table 8. Teachers length of service in same district-

| One year | 10,883 |
| :---: | :---: |
| Two years | 6,716 |
| Three years | 4,287 |
| Four years | 3,384 |
| Five years | 2,486 |
| Six years. | 2,120 |
| Seven years | 1,824 |
| Eight years. | 1,817 |
| Nine years. | 1,601 |
| Ten years | 1,511 |


Thirteen years ..... 657
Fifteen years ..... 508
Sixteen years.-523
Eighteen years ..... 469
391Total47,766

## TOTAL TEACHING EXPERIENCE.

Table 8a. Number of teachers outside Chicago having a total teaching experience of -


## CLASSIFICATION OF ANNUAL SALARIES PAID TEACHERS.

| $\begin{array}{r} \text { Tables } 9, \\ 10,11 \\ \text { and } 12 . \end{array}$ | Receiving under $\$ 200$ | Elen Men. 10 | entary. <br> Women. <br> 20 | Seco Men. 3 | ndary. <br> Women. <br> 5 |  | Per cen of grand total. |
| :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: |
|  | Receiving under ${ }^{\text {R }}$ 200 | 10 21 | $\begin{aligned} & 20 \\ & 20 \end{aligned}$ | 3 3 | 5 10 | $\begin{aligned} & 38 \\ & 54 \end{aligned}$ | . 08 |
|  | 300- 399 | 12 | 34 | 3 | 16 | 65 | . 14 |
|  | 400- 499 | 17 | 74 | 11 | 13 | 115 | . 24 |
|  | 500- 599 | 71 | 290 | 11 | 11 | 383 | . 80 |
|  | $600-699$ | 404 | 1,820 | 3 | 14 | 2,241 | 4.69 |
|  | $700-799$. | 427 | 2,283 | 4 | 22 | 2,736 | 5.73 |
|  | 800- 899 | 664 | 3,697 | 3 | 24 | 4,388 | 9.19 |
|  | $900-999$. | 328 | 2,932 | 10 | 25 | 3,295 | 6.90 |
|  | 1,000-1,099 | 372 | 2,390 | 15 | 69 | 2,846 | 5.96 |
|  | 1,100-1,199 | 171 | 1,668 | 32 | 121 | 1,992 | 4.17 |
|  | 1,200-1,299 | 155 | 1,609 | 68 | 257 | 2,087 | 4.37 |
|  | 1,300-1,399 | 111 | 1,213 | 133 | 667 | 2,124 | 4.45 |
|  | 1,400-1,499 | 88 | 913 | 146 | 670 | 1,817 | 3.80 |
|  | 1,500-1,599 | 92 | 1,555 | 242 | 672 | 2,561 | 5.36 |
|  | 1,600-1,699. | 75 | 987 | 248 | 425 | 1,735 | 3.63 |
|  | 1,700-1,799 | 92 | 694 | 204 | 359 | 1,349 | 2.82 |
|  | 1,800-1,899 | 97 | 840 | 349 | 375 | 1,661 | 3.48 |
|  | 1,900-1,999 | 42 | 257 | 182 | 262 | 743 | 1.56 |
|  | 2,000-2,499 | 283 | 2,392 | 1,088 | 729 | 4,492 | 9.40 |
|  | 2,500-2,999 | 200 | 5,281 | 795 | 759 | 7,035 | 14.73 |
|  | 3,000 and over | 395 | 309 | 1,392 | 1,913 | 4,009 | 8.39 |
|  | Total | 4,127 | 31,278 | 4,939 | 7,422 | 47,766 | 100.00 |
|  | Grand total. |  | 35,405 | ----- | 12,361 | 47,766 |  |

## DISTRICTS, SCHOOL HOUSES AND LIBRARIES.





Total 14,342


$2,590,169$

## VALUE OF SCHOOL PROPERTY

Table 14. School buildings and sites
§409,375,272
Equipment, furniture, apparatus, etc
Total

## PRIVATE SCHOOLS.

Table 15. Number of private schools ..... *527
Number of teachers employed- ..... *1,143
Women ..... *2,644
TotalNumber of pupils enrolled-Elementary-Girls*40,534
Secondary-
Boys ..... *3,380 ..... *4,594Girls
Total ..... *7,974
Total enrollment-
*43,977
*43,977
Girls ..... *45,128
Total

## DISTRICT FUNDS.

RECEIPTS.


Tables 17, General control- EXPENDITURES.


Superintendents who do no teaching
$1,775,675 \quad 15$

## Total

Instruction-
Superintendents and principals who teach less than

Teachers and principals who teach half time or more. -
§ $3,322,15844$

76,608 52774
Text books, stationery, supplies, etc
1,002,951 95
Interest on teachers' orders
4,039,848 02

Total
\$85,2̄11,404 45
Operating school plant-
Interest on anticipation warrants
ร, 163,672 46
Janitors, engineers, etc
9,597,247 19
Fuel, water, power, light, etc 5,593,656 31

## Total

Maintenance of plant (repairs, replacements, insurance, etc.)Promotion of health
Transportation of pupils
Rent.
573,74560
Night schools
Other expenditures
2,0590,615 24
Total
5,421,794 38
Total current expenses
\$123, 282,99620

[^31]| Capital outlay- |  |  |
| :---: | :---: | :---: |
| New grounde and buildings, alterations (not repairs).. | \$24,701,967 40 |  |
| New equipment (not replacements) ------------.-- -- | 1,709,777 60 |  |
| Total. |  | 26,411,745 00 |
| Not expenditures |  | \$149,994,741 20 |
| Bonded debt- |  |  |
| District bonds canecl | $\$ 4,127,302$ $3,475,73192$ |  |
| Total |  | 7,603,034 36 |
| Duplications- |  |  |
| Paid to other township treasurers | \$1,089,105 84 |  |
| Tuition of transferred pupils .-. | 3,962,008 48 |  |
| Total. |  | 5,051,114 32 |
| Balance on hand June 30, 1930 |  | 35,911,369 40 |
| Grand total. |  | \$198,560,259 28 |

## TOWNSHIP DISTRIBUTIVE FUND.

## RECEIPTS

Table 20. Balance July 1, 1929

 51,409 18
Other sources
§ 460,79677

Net receipts
Grand total $\qquad$
EXPENDITUPES

Table 22. Balance on hand July 1, 1929

\$ $4,923,565$
Bonds on hand July 1, 1929
1,401,137 31
Value of real estate on hand July 1, 1929 39,556,806 22
Additions from distributive fund 4,838 93
Other sources
17,419 68
Increase in value of real estatc or investments. 1,294 00

Net receipts
Grand total
\& $\quad 70,36929$ 24,197 87 283,188 35 4,838 93


Net expenditures
Balance on hand June 30, 1930
Grand total
TOWNSHIP FUND INCOME.
Table 24. Interest on bank deposits
Intcrest on loans.
Interest on bonds
Rents.

[^32]
## LANDS BELONGING TO TOWNSHIP FUND



## COUNTY DISTRIBUTIVE FUND.

## RECEIPTS.

Table 25. Balance July 1, 1929, held for distribution
$\$ 3,883,84442$
State school tax
$\$ 3,883,84442$
22,11488
Fines and forfeitures 43447
Other sources

## Net receipts

Grand total

## EXPENDITURES.

Table 26. Distributed to township treasurers
Other items

Total

## COUNTY INSTITUTE FUND.

RECEIPTS.
Table 27. Balance on hand July 1, 1929

Other sources
(183,162 22
\$3,906,393 77
$\$ 4,089,55599$
\$3,729,350 77
2500
360,180 22
$\$ 4,089,55599$
$\$ 41,86002$

64,692 11
\$106,552 13

EXPENDITURES.
Table 28. Institute instructors.
\$46,160 15
Incidental expense of institutes
10,110 60
County teachers' association lectures
3,820 77
Incidental expenses of county teachers' association 1,293 16
Commissions retained by county treasurers
36512

Balance on hand June 30, 1930
Grand total

## COUNTY SUPERINTENDENTS' SALARIES AND EXPENSES

SALARIES.

Paid by county boards
13,041 60
Total
$\$ 340,94160$
EXPENSES.

Total
195,578 82
Grand total
$\$ 536,52042$

TEACHERS' CERTIFICATES ISSUED.
Table 30. Provisional-
Elementary -
Men_-..
310
Women
Total
ILLINOIS SCHOOL STATISTICS-1930.7
TEACHERS' CERTIFICATES ISSUED-Concluded.
Limited-
Elementary-
Women2,526
Total ..... 2,936
Limited-Kindergarten-Men-...--87
Total ..... 87Total elementary5,015
Limited-Special-
Men ..... 91
Women221
Total ..... 312
Limited- High School-
High School-
Men--- ..... 604 ..... 1,320Women
Total ..... 1,924
Limited-Supervisory-90
18
Total108
Total in these grades ..... 2,344
Grand total ..... 7,359
TEACHERS' CERTIFICATES ISSUED, RENEWED, REGISTERED AND FAILURES IN EXAMINATIONS.
Table 31. Examination-
Men.--- ..... 102
Women ..... 325
Total ..... 427
College credentials
1,379
1,379
Men
Men ..... 5,448
Total6,827
Exchange (other states) -
Men. ..... 11
Women ..... 72
Total
Emergency-
13
Men.
Women ..... 9
Total227,359
Old certificates registered or renewed before exchange-
Men ..... 7,38833,381
TotalLimitedCertificates registered-, 259
Women ..... 4,619
Total5,878
State certificates registered- Men. ..... 229
Women ..... 121
Total350
Certificates to be issued in other counties-Men1
Women34
TEACHERS' CERTIFICATES ISSUED, RENEWED, REGISTERED AND FAILURES IN EXAMINATIONS-Concluded.
Number of failures in examination-
Men ..... 490Women1,567
Total ..... 2,057
COUNTY SUPERINTENDENTS' EXAMINATIONS.
Table 32. Number of examinations held-
Teachers
Teachers ..... 277 ..... 277
Finals-. ..... 64
Monthly or bi-monthly ..... 351
COUNTY INSTITUTES
Number of counties holding institutes ..... 94
Number held ..... 148
Length in days ..... 322
Average length of each ..... 37,550
COUNTY TEACHERS' ASSOCIATIONS.
Number of counties having associations ..... 42
Number held
100
100
Average length of each ..... 1.1
Number of counties allowing teachers' salary for attending county institutes and ..... 74
associations
associations
Number of days allowed ..... 216
Number of teachers enrolled ..... 12,517
CENTRAL AND FINAL EXAMINATIONS AND NORMAL SCHOLARSHIPS.
Number of pupils that passed the
Seventh year central ..... 5,532
Eighth year central. ..... 7,924
Total ..... 13,456
Final examinations
29,015
959
29,015
959
Number of normal school scholarships ..... 959
COUNTY SUPERINTENDENTS
Table 33. Number of lectures delivered-
In county ..... 1,459
Outside of county ..... 130
Total ..... 1,589
Number of days given to educational meetings-
In county ..... 791
Outside of county ..... 540
Total
Number of days given to school visitation ..... 7,012
Number of schools visited ..... 11,613
mber of sch
One-room143
Two rooms or more ..... 70
Total213
ASSISTANT COUNTY SUPERINTENDENTS AND OTHER ITEMS.
Number of counties having assistants ..... 61
Number of assistants allowed by county boards ..... 92
Number of days spent in school visitation ..... 2,654Educational meetings.624
Total3,278
Number of consolidated districts organized during year1
A mount contributed to county institute fund-Teachers\$3,368
County boards ..... 420Total\$3,788

## SCHOOL DISTRICTS.

Table 34. Number of districts maintaining-
$\qquad$156
School less than eight months
School eight months or more ..... 11,790
Total
DISTRICT ORGANIZATIONS, CONFERENCES OF SCHOOL OFFICERS AND KINDERGARTENS.
Number of districts governed by a-
Board of directors ..... 10,906
Board of education ..... 1,035
Special charter ..... 27
Total11,968
10,072 Number of one-room country schools .....
296 .....
296 ..... 45
Number of two or more room country schools
Number of two or more room country schools
Number of districts voted to raise the tax levy ..... 18
Number of conferences of school officers held
Number of conferences of school officers held
26
26
Number of school officers in attendance ..... ,186
Average number attending each meeting ..... 122
66
Number of districts maintaining kindergartens40
CONDITIONS OF BUILDINGS AND GROUNDS.
Table 35. Number of state standard schools- One-room .....
786 .....
786
Village. ..... 67
Superior ..... 29
Total

## ENROLLMENT IN SMALL SCHOOLS

Number of schools enrolling fewer than six pupils_ ..... 225
Number of schools enrolling six to ten pupils. ..... 1,271
Number of schools enrolling eleven to fifteen pupils ..... 2,245
QUALIFICATION OF BEGINNING TEACHERS
Number of graduates of a- College or university .
895
Teachers' college (4-year course) ..... 143
State Normal School (2-year course) ..... 545
Total
Number of graduates of a 4-year high school and attended-College three years135
College two years ..... 418
College or normal school one year ..... 1,061
College or normal school less than one year ..... 118
Neither college nor normal school ..... 137
Total1,863
Number who have attended high school only-
Three years ..... 4
Toial4
Grand total ..... 3,456
ENDOWMENT
Number of districts endowed ..... 27
Amount of endowments ..... $\$ 165,425$
SPECIAL TEACHERS
Table 36. Number of special teachers cmployed in teaching- Music. ..... 567
Drawing ..... 238
Domestic Science ..... 538
Manual training ..... 450
Physical training. ..... 305
Commercial training
423
204
423
204
Agriculture...............
Primarylsupervision ..... 26
SPECIAL TEACHERS-Concluded
Number of districts employing special teachers in- Music. ..... 511
Drawing ..... 175
Domestic science
417
417

Manual training

Manual training .....  ..... 311 .....  ..... 311
Physical training ..... 209
Commercial training ..... 317
Agriculture_...---.-- ..... 203
Total2,169
PROMOTION OF HEALTH
Table 37. Number of districts employing nurses or physicians ..... 308
Number employed-Nurses.218
Physicians. ..... 106
Total ..... 324
Amount paid health officers-
Nurses ..... \$237,121
Physicians ..... 55,456
Total\$292,577
Number of pupils examined ..... 558,542
Number of pupils found affected ..... 142,833
Number of homes visited ..... 72,345
PROMOTION OF ATTENDANCE
Number of districts employing truant officers ..... 296
Number employed
Men... ..... 160
Women ..... 179
Total ..... 339
Amount paid truant officers ..... \$113,102
Number not in school between- ..... 366
7 and 14
14 ..... 1,905
Total ..... 2,27
Number of arrests ..... 1,662
Number of convictions
28
28
Number of school age certificates issued ..... 7,578
ILLITERACY
Number between 12 and 21 unable to read and write-
Boys ..... 151
Girls ..... 112Total263

## NEW SCHOOL HOUSES BUILT.

Table 38. Number of new school houses built during the year-

Two rooms
Three rooms
Four rooms
Five rooms
Six rooms.
Seven rooms
More than ei ..... 14
High schools ..... 15Total

## NON-HIGH SCHOOL DISTRICT.

FINANCIAL STATISTICS.
Table 39. Tax levy (October, 1929)
$\$ 3,890,00000$
RECEIPTS.
Taxes, etc.
$\$ 4,929,40689$
EXPENDITURES.

| Board expenses. | \$ 34,900 16 |
| :---: | :---: |
| Other expenses. | 9,476 69 |
| Tuition. | 3,776,559 21 |
| Balance on hand June 30, 1930 | 1,108,470 83 |

$\$ 4,929,40689$

## CONSOLIDATED SCHOOLS.


Number of consolidated schools reported



Number in which grade pupils are not assembled in one building------------ 35







Number of schools teaching agriculture-------------------------------------------13 13
Number of schools teaching sewing-
18



Total current expenses of consolidated schools.

## HIGH SCHOOL STATISTICS.

## For Year Ended June 30, 1930.

NUMBER OF HIGH SCHOOLS, ENROLLMENT AND GRADUATES.
Table 41.

| Ninth year | Boys. $69,790$ | Girls. | $\begin{aligned} & \text { Total. } \\ & 136.588 \end{aligned}$ |
| :---: | :---: | :---: | :---: |
| Tenth year. | 34,482 | 32,450 | 66,932 |
| Eleventh year | 24,741 | 24,101 | 48,842 |
| Twelfth year | 19,619 | 20,704 | 40,323 |
| Post graduates and specials. | 5,091 | 3,189 | 8,280 |
| Total | 153,723 | 147,242 | 300,965 |
| Two year high schools |  | Number of schools. 91 | $\begin{array}{r} \text { Enrolliment. } \\ 1,467 \end{array}$ |
| Three year high schools |  | 181 | 6,240 |
| Four year high schools. |  | 684 | 293,258 |
| Total |  | 956 | 300,965 |
| Graduates- | 13oys. | Girls. | Total. |
| Two year high schools.- | 192 | 222 | 414 |
| Three year high schools | 473 | 569 | 1,042 |
| Four year high schools. | 17,768 | 19,187 | 36,965 |
| Total | 18,433 | 19,978 | 38,421 |

## ATTENDANCE, COURSSES OFFERED, NUMBER OF TEACHERS.

Total days attendance
Average number of days each school was in session ..... 192
Average number of days each pupil attended ..... 169
Average daily attendance ..... 264,885
Per cent of attendance
28,447
Number of tuition pupils
956
English
750
Latin
Latin
338
338
Foreign language
Foreign language
956
956
Mathematics ..... 956
Natural science ..... 791
Natural sci
223
223
Trades, etc
251
251
Domestic science ..... 425
Dome ..... 301
Number of nigh school teachers-
Women ..... 4,644Total

## QUALIFICATIONS OF TEACHERS.

Number of teachers graduates of -
College or university .-......... ..... 6,34
Teachers' college (4-year course) ..... 2,848
State normal schoo! (2-year course) ..... 1,110
Number of graduates of a four year high school and attended-
390
390
College three years
241
241
College or normal school one year ..... 78
College or normal school less than ..... 42
Neither college nor normal school ..... 198
Number who have attended high school only- ..... ${ }_{3}$
Three years
Three years
Two years ..... 350,961,302

Total

## EXPENDITURES.


 $2,711,67700$
$1,240,12600$

Total current expenses
$\$ 36,768,09700$
Capital outlay-

New equipment 690,42700

Total capital outlay
8,779,048 00
Total high school expenditures
$\$ 45,547,15500$
Per capita cost on current expenses
A verage annual salary of high school teachers
2,319 90

## HIGH SCHOOL PROPERTY.

Value of -
Sites and buildıngs
\$126,666,201
$13,735,200$
Total
$\$ 140,401,401$

## CITY ELEMENTARY SCHOOL STATISTICS.

For Year Ended June 30, 1930.
TABLE 43-EENROLLMENT, VALUE OF SCHOOL PROPERTY, PUPILS PER TEACHER, NUMBER AND SALARIES OF TEACHERS, ETC.

| Cities of population of - | Enrollment. | $\begin{gathered} \text { Value } \\ \text { of } \\ \text { school } \\ \text { property. } \end{gathered}$ | $\begin{gathered} \text { Num- } \\ \text { ber } \\ \text { of } \\ \text { pupils } \\ \text { per } \\ \text { teacher. } \end{gathered}$ | Teachers. |  |  |  | Per capita value of school property. | Per capita cost on current expense. |
| :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: |
|  |  |  |  | Men. |  | Women. |  |  |  |
|  |  |  |  | $\begin{gathered} \text { Num- } \\ \text { ber } \end{gathered}$ | Average salary. | $\begin{aligned} & \text { Num- } \\ & \text { ber. } \end{aligned}$ | Average salary. |  |  |
| 1,000-2,499 | 57,328 | \$ 6,115,797 | 29 | 233 | \$1,430 | 1,712 | \$1,094 | \$106 | \$63 73 |
| 2,500-4,999 | 46,954 | 9,943,000 | 30 | 155 | 1,916 | 1,376 | 1,074 | 221 | 6076 |
| 5,000-7,999 | 34,324 | 9,570,403 | 31 | 112 | 1,816 | 994 | 1,227 | 278 | 6546 |
| 8,000-11,999 | 41,010 | 9, 975,500 | 33 | 126 | 1,883 | 1,103 | 1,223 | 243 | 5319 |
| 12,000-19,999 | 39,813 | 11,769,000 | 31 | 103 | 2,331 | 1,173 | 1,341 | 296 | 6581 |
| 20,000 and over | 570,296 | 207,850,000 | 39 | 890 | 2,856 | 13,501 | 2,299 | 364 | 10063 |
| Total and averages. | 789,725 | \$255, 223,700 | 36 | 1,619 | 82,380 | 19,859 | \$1,940 | \$323 | \$89 84 |

TABLE 44-FINANCIAL STATISTICS OF CITIES OF POPULATION OF 10,000 AND OVER. (1930 U. S. CENSUS)-1930.


## GENERAL STATISTICS.

TABLE 1-POPULATION AND SCHOOL CENSUS—1930.

| Counties. | Population (Federal census, 1930). | School census, June 30, 1930. |  |  |  |  |  | $\begin{gathered} \text { Per } \\ \text { cent } \\ \text { of } \\ \text { minors } \\ \text { of } \\ \text { school } \\ \text { age. } \end{gathered}$ |
| :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: |
|  |  | Under 21 years of age. |  |  | Between 6 and 21 years of age. |  |  |  |
|  |  | Boys. | Girls. | Total. | Boys. | Girls. | Total. |  |
| 1 | 2 | 3 | 4 | 5 | 6 | 7 | 8 | 9 |
| Illinois | 7,630,654 | 1,472,305 | 1,392,841 | 2,865,146 | 1,048,611 | 990,699 | 2,039,310 | 71 |
| Adams | 62,784 | 8,399 | 8,442 | 16,841 | 6,755 | 6,711 | 13,466 | 79 |
| Alexander | 22,542 | 4,892 | 4,955 | 9,847 | 3,826 | 3,986 | 7,812 | 79 |
| Bond. | 14,406 | 2,927 | 2,776 | 5,703 | 2,160 | 2,080 | 4,240 | 74 |
| Boone | 15,078 | 3,323 | 2,8¢7 | 6,220 | 2,629 | 2,280 | 4,909 | 78 |
| Brown. | 7,892 | 1,356 | 1,382 | 2,738 | 978 | 902 | 1,880 | 68 |
| Bureau. | 38,845 | 6,805 | 6,608 | 13,413 | 5,036 | 4,548 | 9,584 | 71 |
| Calhoun | 8,034 | 1,529 | 1,442 | 2,971 | 1,140 | 1,004 | 2,144 | 72 |
| Carroll | 18,433 | 3,144 | 2,938 | 6,082 | 2,278 | 2,157 | 4,435 | 72 |
| Cass. | 16,537 | 3,059 | 2,717 | 5,776 | 2,180 | 1,980 | 4,160 | 72 |
| Champaign. | 64,273 | 13,629 | 11,511 | 25,140 | 10,799 | 8,988 | 19,787 | 78 |
| Christian | 37,538 | 7,143 | 7,039 | 14,182 | 5,411 | 5,175 | 10,586 | 74 |
| Clark | 17,872 | 3,370 | 3,164 | 6,534 | 2,620 | 2,448 | 5,068 | 77 |
| Clay.- | 16,155 | 3,375 | 3243 | 6,618 | 2,455 | 2,315 | 4,770 | 72 |
| Clinton | 21,369 | 4,677 | 4,450 | 9,127 | 3,605 | 3,320 | 6,925 | 75 |
| Coles. | 37,315 | 7,197 | 7,211 | 14,408 | 5,226 | 5,206 | 10,432 | 72 |
| Cook- |  |  |  |  |  |  |  |  |
| Outside Chicago | 605,685 | 112,852 | 109,711 | 222,563 | 80,230 | 78,355 | 158,585 | 71 |
| Chicago | 3,376,438 | 697,688 | 650,991 | 1,348,679 | 476,882 | 442,453 | 919,335 | 69 |
| Crawford | 21,085 | 4,415 | 4,029 | 8,444 | 3,439 | 3,065 | 6,504 | 77 |
| Cumberland | 10,419 | 1,966 | 2,039 | 4,005 | 1,561 | 1,592 | 3,153 | 78 |
| DeKalb | 32,644 | 6,008 | 5,954 | 11,962 | 4,497 | 4,412 | 8,909 | 74 |
| DeWitt. | 18,598 | 3,294 | 3,092 | 6,386 | 2,427 | 2,290 | 4,717 | 73 |
| Douglas | 17,914 | 3,490 | 3,347 | 6,837 | 2,677 | 2,483 | 5,160 | 75 |
| DuPage | 91,998 | 16,646 | 15,689 | 32,335 | 11,891 | 11,163 | 23,054 | 71 |
| Edgar | 24,966 | 4,505 | 4,279 | 8,784 | 3,295 | 3,225 | 6,520 | 74 |
| Edwards | 8,303 | 1,278 | 1,232 | 2,510 | 989 | 930 | 1,919 | 76 |
| Effingham | 19,013 | 3,985 | 3,803 | 7,788 | 2,979 | 2,804 | 5,783 | 74 |
| Fayette | 23,487 | 4,676 | 4,402 | 9,078 | 3,502 | 3,200 | 6,702 | 73 |
| Ford | 15,489 | 2,974 | 2,808 | 5,782 | 2,429 | 2,135 | 4,564 | 78 |
| Franklin | 59,442 | 12,346 | 11,674 | 24,020 | 10,129 | 9,724 | 19,853 | 82 |
| Fulton. | 43,983 | 7,707 | 7,183 | 14,890 | 5,889 | 5,509 | 11,398 | 76 |
| Gallatin. | 10,091 | 2,311 | 2,080 | 4,371 | 1,760 | 1,587 | 3,347 | 76 |
| Greene. | 20,417 | 3,864 | 3,642 | 7,506 | 2,692 | 2,646 | 5,338 | 71 |
| Grundy | 18,678 | 3,621 | 3,329 | 6,950 | 2,760 | 2,647 | 5,407 | 77 |
| Hamilton | 12,995 | 2,672 | 2,444 | 5,116 | 1,978 | 1,814 | 3,792 | 74 |
| Hancock | 26,420 | 4,659 | 4,468 | 9,12i | 3,474 | 3,271 | 6,745 | 73 |
| Hardin | 6,955 | 1,591 | 1,548 | 3,139 | 1,242 | 1,196 | 2,438 | 77 |
| Henderso | 8,778 | 1,503 | 1,584 | 3,087 | 1,118 | 1,189 | 2,307 | 74 |
| Henry | 43,951 | 7,928 | 7,526 | 15,454 | 5,927 | 5,682 | 11,609 | 75 |
| Iroquois | 32,913 | 6,419 | 6,093 | 12,512 | 4,835 | 4,601 | 9,436 | 75 |
| Jackson. | 35,680 | 7,570 | 7,654 | 15,224 | 5,828 | 5,910 | 11,738 | 77 |
| Jasper | 12,809 | 2,448 | 2,373 | 4,821 | 1,880 | 1,813 | 3,693 | 76 |
| Jefferson | 31,034 | 6,110 | 5,530 | 11,690 | 4,158 | 4,616 | 8,774 | 75 |
| Jersey | 12,556 | 2,335 | 2,180 | 4,515 | 1,621 | 1,594 | 3,215 | 71 |
| JoDaviess | 20,235 | 3,522 | 3,332 | 6,854 | 2,608 | 2,423 | 5,031 | 73 |
| Johnson.- | 10,203 | 2,186 | 1,930 | 4,116 | 1,670 | 1,462 | 3,132 | 76 |
| Kane | 125,327 | 18,106 | 17,773 | 35,879 | 13,767 | 13,624 | 27,391 | 76 |
| Kankakee | 50,095 | 10,840 | 10,212 | 21,052 | 7,635 | 7,312 | 14,947 | 71 |
| Kendall. | 10,555 | 1,796 | 1,780 | 3,576 | 1,351 | 1,229 | 2,580 | 72 |
| Knox | 51,336 | 7,490 | 7,391 | 14,881 | 5,710 | 5,746 | 11,456 | 76 |
| Lake | 104,387 | 19,797 | 18,534 | 38,331 | 14,827 | 13,860 | 28,687 | 74 |

TABLE 1-Concluded.

| Counties. | Population (Federal census, 1930). | School census, June 30, 1930. |  |  |  |  |  | Per <br> cent <br> of <br> minors <br> of <br> school <br> age. |
| :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: |
|  |  | Under 21 years of age. |  |  | Between 6 and 21 years of age. |  |  |  |
|  |  | Boys. | Girls. | Total. | Boys. | Girls. | Total. |  |
| 1 | 2 | 3 | 4 | 5 | 6 | 7 | 8 | 9 |
| LaSalle | 97,695 | 19,220 | 18,610 | 37,830 | 13,855 | 13,112 | 26,967 | 71 |
| Lawrence | 21,885 | 4,647 | 4,334 | 8,981 | 3,242 | 3, 203 | 6,445 | 71 |
| Lee. | 32,329 | 4,951 | 4,860 | 9,811 | 3,690 | 3,566 | 7,256 | 73 |
| Livingston | 39,092 | 7,060 | 6,510 | 13,570 | 5,157 | 4,731 | 9,888 | 72 |
| Logan.-.-- | 28,863 | 5,628 | 5,323 | 10,951 | 4,312 | 4,117 | 8,429 | 76 |
| McDonough | 27,329 | 4,479 | 4,483 | 8,962 | 3,258 | 3,317 | 6,575 | 73 |
| McHenry. | 35,079 | 6,719 | 5,991 | 12,710 | 4,698 | 4,261 | 8,959 | 70 |
| McLean. | 73,117 | 12,190 | 11,762 | 23,952 | 8,716 | 8,490 | 17,206 | 71 |
| Macon. | 81,731 | 15,936 | 15,875 | 31,811 | 11,131 | 11,734 | 22,865 | 71 |
| Macoupin | 48,703 | 10,570 | 9,927 | 20,497 | 8,183 | 7,568 | 15,751 | 76 |
| Madison | 143,830 | 27,039 | 26,085 | 53,124 | 19,003 | 18,385 | 37,388 | 70 |
| Marion | 35,635 | 6,512 | 6,278 | 12,790 | 4,802 | 4,560 | 9,362 | 73 |
| Marshall | 13,023 | 2,300 | 2,149 | 4,449 | 1,650 | 1,491 | 3,141 | 70 |
| Mason- | 15,115 | 2,595 | 2,358 | 4,953 | 1,959 | 1,747 | 3,706 | 74 |
| Massac. | 14,081 | 2,844 | 2,716 | 5,560 | 2,034 | 2,010 | 4,044 | 70 |
| Menard_ | 10,575 | 1,860 | 1,704 | 3,564 | 1,421 | 1,326 | 2,747 | 77 |
| Mercer | 16,641 | 3,255 | 3,081 | 6,336 | 2,442 | 2,279 | 4,721 | 74 |
| Monroe | 12,369 | 2,340 | 2,274 | 4,614 | 1,712 | 1,708 | 3,420 | 74 |
| Montgomery | 35,278 | 6,889 | 6,407 | 13,296 | 5,211 | 4,942 | 10,153 | 76 |
| Morgan...-- | 34,240 | 6,409 | 6,102 | 12,511 | 4,882 | 4,679 | 9,561 | 76 |
| Moultrie | 13,247 | 2,487 | 2,357 | 4,844 | 1,853 | 1,710 | 3,563 | 73 |
| Ogle | 28,118 | 4,999 | 4,680 | 9,679 | 3,652 | 3,487 | 7,139 | 73 |
| Peoria | 141,344 | 18,339 | 17,469 | 35,808 | 14,378 | 13,982 | 28,360 | 79 |
| Perry | 22,767 | 4,540 | 4,209 | 8,749 | 3,407 | 3,158 | 6,565 | 77 |
| Piatt. | 15,588 | 3,150 | 2,989 | 6,139 | 2,328 | 2,162 | 4,490 | 73 |
| Pike | 24,357 | 4,074 | 3,930 | 8,004 | 3,243 | 3,232 | 6,475 | 80 |
| Pope | 7,996 | 1,776 | 1,573 | 3,349 | 1,300 | 1,129 | 2,429 | 72 |
| Pulaski | 14,834 | 3,128 | 2,978 | 6,106 | 2,285 | 2,156 | 4,441 | 72 |
| Putnam | 5,235 | 1,134 | 1,104 | 2,238 | 883 | 863 | 1,746 | 78 |
| Randolph | 29,313 | 4,870 | 4,702 | 9,572 | 3,627 | 3,399 | 7,026 | 73 |
| Richland. | 14,053 | 2,993 | 2,954 | 5,947 | 2,171 | 2,189 | 4,360 | 73 |
| Rock Island | 98,191 | 14,376 | 14,064 | 28,440 | 10,237 | 10,002 | 20,239 | 71 |
| St. Clair | 157,775 | 24,798 | 24,235 | 49,033 | 18,318 | 17,593 | 35,911 | 73 |
| Saline | 37,100 | 8,085 | 7,824 | 15,909 | 6,027 | 5,677 | 11,704 | 73 |
| Sangamon | 111,733 | 18,398 | 18,073 | 36,471 | 13,507 | 13,347 | 26,854 | 72 |
| Schuyler | 11,676 | 2,355 | 2,177 | 4,532 | 1,715 | 1,628 | 3,343 | 73 |
| Scott. | 8,539 | 1,640 | 1,480 | 3,120 | 1,175 | 1,029 | 2,204 | 70 |
| Shelby | 25,471 | 4,809 | 4,592 | 9,401 | 3,697 | 3,571 | 7,268 | 77 |
| Stark | 9,184 | 1,620 | 1,531 | 3,151 | 1,207 | 1,144 | 2,351 | 72 |
| Stephenson | 40,064 | 5,734 | 5,732 | 11,466 | 4,399 | 4,333 | 8,732 | 76 |
| Tazewell | 46,082 | 8,809 | 8,315 | 17,124 | 6,228 | 5,939 | 12,167 | 71 |
| Union | 19,893 | 3,710 | 3,474 | 7,184 | 2,723 | 2,541 | 5,264 | 73 |
| Vermilion | 89,339 | 16,597 | 16,107 | 32,704 | 12,160 | 11,623 | 23,783 | 72 |
| Wabash. | 13,197 | 2,574 | 2,459 | 5,033 | 1,990 | 1,843 | 3,833 | 75 |
| Warren. | 21,745 | 3,637 | 3,760 | 7,397 | 2,742 | 2,777 | 5,519 | 74 |
| Washington. | 16,286 | 3,306 | 3,310 | 6,616 | 2,498 | 2,571 | 5,069 | 76 |
| Wayne. | 19,130 | 3,795 | 3,564 | 7,359 | 2,879 | 2,668 | 5,547 | 75 |
| White. | 18,149 | 3,798 | 3,581 | 7,379 | 2,830 | 2,822 | 5,652 | 76 |
| Whiteside | 39,019 | 7,391 | 6,804 | 14,195 | 5,448 | 4,868 | 10,316 | 72 |
| Will.. | 110,732 | 20,716 | 18,693 | 39,409 | 15,078 | 13,187 | 28,865 | 73 |
| Williarnson | 53,880 | 12,114 | 11,954 | 24,068 | 9,23i | 9,019 | 18,256 | 75 |
| Winnebago | 117,373 | 20,160 | 19,474 | 39,634 | 14,588 | 13,947 | 23,535 | 71 |
| Woodiord | 18,792 | 3,527 | 3,423 | 6,950 | 2.688 | 2,615 | 5,303 | 76 |

TABLE 2-ENROLLMENT FOR FIRST FOUR YEARS IN ELEMENTARY SCHOOLS—1930.

| Counties. | Kindergarten. |  | First year. |  | Second year. |  | Third year. |  | Fourt. year. |  |
| :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: |
|  | Boys. | Girls. | Boys. | Girls. | Boys. | Girls. | Boys. | Girls. | Boys. | Girls. |
| 1 | 2 | 3 | 4 | 5 | 6 | 7 | 8 | 9 | 10 | 11 |
| Ininois. | 32,199 | 32.316 | 86,869 | 77,878 | 67,915 | 62,639 | 67,296 | 63,046 | 69,384 | 64,128 |
| Adams | 192 | 229 | 607 | 621 | 550 | 504 | 542 | 462 | 462 | 489 |
| Alexande |  |  | 421 | 405 | 326 | 272 | 278 | 298 | 287 | 311 |
| Bond.- |  |  | 234 | 175 | 148 | 165 | 198 | 143 | 181 | 163 |
| Boone | 46 | 46 | 177 | 135 | 146 | 135 | 183 | 156 | 177 | 154 |
| Brown |  |  | 103 | 90 | 89 | 84 | 92 | 73 | 114 | 76 |
| Bureau. |  |  | 430 | 465 | 427 | 390 | 418 | 426 | 422 | 408 |
| Calhoun |  |  | 156 | 123 | ${ }^{96}$ | 88 | 91 | 81 | 101 | 92 |
| Carroll. | 20 | 22 | 226 | 176 | 185 | 174 | 205 | 210 | 175 | 195 |
| Cass |  |  | 277 | 212 | 202 | 191 | 243 | 186 | 204 | 182 |
| Champaign. |  |  | 810 | 813 | 705 | 619 | 681 | 647 | 671 | 621 |
| Christian |  |  | 591 | 525 | 451 | 418 | 479 | 474 | 442 | 406 |
| Clark. |  |  | 256 | 245 | 185 | 182 | 216 | 162 | 272 | 236 |
| Clay |  |  | 300 | 285 | 216 | 222 | 231 | 185 | 256 | 217 |
| Clinton |  |  | 185 | 167 | 165 | 144 | 189 | 142 | 172 | 167 |
| Coles.- |  |  | 523 | 526 | 476 | 419 | 420 | 397 | 444 | 429 |
| Cook- |  |  |  |  |  |  |  |  |  |  |
| Outside Chicago | 1,867 | 1,751 | 5,954 | 5,356 | 5,027 | 4,697 | 5,106 | 4,617 | 4,913 | 4,652 |
| Chicago | 24,704 | 25,123 | 31,745 | 28,598 | 23,032 | 21,561 | 22,067 | 21,411 | 24,451 | 22,082 |
| Crawford. | 58 | 46 | 313 | 295 | 304 | 246 | 264 | 241 | 316 | 288 |
| Cumberland |  |  | 174 | 170 | 151 | 142 | 142 | 137 | 128 | 167 |
| DeKalb. | 125 | 114 | 429 | 409 | 341 | 284 | 326 | 341 | 335 | 309 |
| DeWitt |  |  | 260 | 248 | 265 | 252 | 211 | 239 | 270 | 243 |
| Douglas |  |  | 286 | 233 | 241 | 219 | 236 | 209 | 251 | 258 |
| DuPage | 321 | 314 | 1,218 | 1,002 | 966 | 902 | 906 | 885 | 904 | 816 |
| Edgar |  |  | 398 | 360 | 328 | 328 | 306 | 287 | 300 | 291 |
| Edwards |  |  | 81 | 95 | 76 | 65 | 74 | 71 | 97 | 96 |
| Effingham |  |  | 232 | 257 | 223 | 198 | 198 | 172 | 254 | 214 |
| Fayette |  |  | 453 | 415 | 284 | 277 | 289 | 245 | 331 | 302 |
| Ford |  |  | 196 | 184 | 201 | 176 | 167 | 182 | 190 | 192 |
| Franklin |  |  | 1,280 | 1,199 | 960 | 834 | 966 | 768 | 933 | 914 |
| Fulton. | 8 | 3 | 564 | 543 | 555 | 487 | 572 | 482 | 530 | 539 |
| Gallatin. |  |  | 211 | 189 | 173 | 152 | 163 | 146 | 143 | 138 |
| Greene - |  |  | 345 | 292 | 268 | 223 | 285 | 260 | 240 | 246 |
| Grundy |  |  | 263 | 233 | 218 | 187 | 190 | 193 | 202 | 179 |
| Hamilton |  |  | 297 | 284 | 153 | 102 | 179 | 169 | 189 | 169 |
| Hancock |  |  | 337 | 300 | 259 | 263 | 287 | 258 | 329 | 234 |
| Hardin. |  |  | 219 | 219 | 139 | 138 | 139 | 145 | 123 | 131 |
| Henderson |  |  | 150 | 125 | 120 | 107 | 106 | 112 | 115 | 109 |
| Henry | 98 | 94 | 501 | 483 | 477 | 402 | 465 | 416 | 457 | 439 |
| Iroquois |  |  | 429 | 389 | 395 | 357 | 432 | 397 | 394 | 347 |
| Jackson. |  |  | 615 | 489 | 495 | 448 | 426 | 450 | 458 | 370 |
| Jasper |  |  | 189 | 185 | 154 | 139 | 163 | 151 | 201 | 164 |
| Jefferson |  |  | 567 | 533 | 427 | 410 | 441 | 384 | 517 | 392 |
| Jersey |  |  | 184 | 160 | 143 | 156 | 140 | 133 | 133 | 147 |
| JoDaviess |  |  | 225 | 208 | 207 | 161 | 200 | 166 | 196 | 170 |
| Johnson. |  |  | 230 | 216 | 170 | 143 | 152 | 131 | 177 | 181 |
| Kane | 579 | 542 | 1,144 | 1,025 | 962 | 852 | 1,055 | 929 | 994 | 945 |
| Kankakee |  |  | 528 | 454 | 476 | 430 | 433 | 436 | 418 | 422 |
| Kendall. | 24 | 18 | 120 | 108 | 105 | 96 | 114 | 132 | 118 | 117 |
| Knox. |  |  | 715 | 600 | 551 | 497 | 553 | 505 | 544 | 456 |
| Lake. | 593 | 608 | 1,100 | 978 | 866 | 783 | 916 | 829 | 889 | 824 |

TABLE 2-Concluded.

| Counties. | Kindergarten. |  | First year. |  | Second year. |  | Third year. |  | Fourth year. |  |
| :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: |
|  | Boys. | Girls. | Boys. | Girls. | Boys. | Girls. | Boys. | Girls. | Boys. | Girls. |
| 1 | 2 | 3 | 4 | 5 | 6 | 7 | 8 | 9 | 10 | 11 |
| LaSalle | 193 | 201 | 1,037 | 943 | 887 | 835 | 969 | 829 | 901 | 789 |
| Lawrence |  |  | 348 | 342 | 357 | 305 | 309 | 326 | 356 | 350 |
| Lee. | 38 | 42 | 356 | 320 | 271 | 253 | 308 | 280 | 287 | 308 |
| Livingston |  |  | 480 | 435 | 386 | 383 | 421 | 407 | 510 | 365 |
| Logan. |  |  | 288 | 275 | 263 | 246 | 299 | 290 | 278 | 233 |
| McDonough |  |  | 322 | 313 | 261 | 256 | 279 | 268 | 300 | 290 |
| McHenry .-- | 69 | 93 | 406 | 299 | 361 | 287 | 342 | 306 | 327 | 311 |
| McLean | 13 | 13 | 912 | 870 | 758 | 690 | 781 | 742 | 806 | 686 |
| Macon. |  |  | 1,107 | 991 | 949 | 852 | 906 | 847 | 909 | 962 |
| Macoupin |  |  | 596 | 542 | 577 | 544 | 598 | 526 | 638 | 576 |
| Madison | 193 | 168 | 2,050 | 1,782 | 1,647 | 1,566 | 1,597 | 1,505 | 1,434 | 1,332 |
| Marion |  |  | 529 | 543 | 465 | 434 | 450 | 421 | 511 | 453 |
| Marshal |  |  | 153 | 140 | 143 | 140 | 164 | 123 | 153 | 124 |
| Mason. |  |  | 230 | 187 | 148 | 174 | 188 | 170 | 179 | 160 |
| Massac |  |  | 274 | 262 | 212 | 191 | 154 | 177 | 215 | 231 |
| Menard |  |  | 192 | 142 | 135 | 107 | 148 | 129 | 121 | 116 |
| Mercer. |  |  | 228 | 223 | 187 | 157 | 226 | 227 | 187 | 176 |
| Monroe |  |  | 138 | 118 | 127 | 126 | 78 | 97 | 139 | 149 |
| Montgomery |  |  | 471 | 456 | 401 | 360 | 435 | 386 | 408 | 363 |
| Morgan.... |  |  | 441 | 373 | 334 | 292 | 336 | 326 | 355 | 302 |
| Moultri |  |  | 190 | 171 | 166 | 167 | 188 | 159 | 176 | 187 |
| Ogle. |  |  | 376 | 293 | 260 | 280 | 323 | 312 | 323 | 259 |
| Peoria | 647 | 673 | 1,336 | 1,196 | 1,069 | 967 | 1,175 | 1,019 | 1,107 | 1,067 |
| Perry |  |  | 371 | 352 | 306 | 277 | 356 | 256 | 309 | 270 |
| Piatt. |  |  | 290 | 225 | 255 | 216 | 208 | 185 | 258 | 273 |
| Pike |  |  | 376 | 351 | 335 | 295 | 305 | 302 | 319 | 288 |
| Pope |  |  | 194 | 147 | 134 | 113 | 106 | 86 | 140 | 119 |
| Pulaski |  |  | 396 | 285 | 236 | 211 | 178 | 188 | 239 | 232 |
| Putnam |  |  | 81 | 63 | 67 | 79 | 67 | 68 | 76 | 65 |
| Randolph. |  |  | 327 | 341 | 287 | 285 | 290 | 255 | 321 | 265 |
| Richland |  |  | 209 | 177 | 199 | 178 | 152 | 160 | 225 | 195 |
| Rock Island | 746 | 606 | 983 | 816 | 801 | 764 | 891 | 810 | 793 | 823 |
| St. Clair. | 228 | 229 | 2,155 | 1,913 | 1,503 | 1,300 | 1,582 | 1,514 | 1,529 | 1,400 |
| Saline.- |  |  | 813 | 755 | 604 | 507 | 655 | 535 | 565 | 558 |
| Sangamon | 464 | 427 | 1,239 | 1,238 | 1,113 | 1,016 | 1,153 | 1,059 | 1,010 | 970 |
| Schuyler |  |  | 180 | 161 | 165 | 139 | 124 | 123 | 213 | 210 |
| Scott |  |  | 145 | 104 | 104 | 78 | 86 | 91 | 128 | 85 |
| Shelby |  |  | 380 | 334 | 314 | 292 | 297 | 265 | 326 | 271 |
| Stark. |  |  | 132 | 129 | 91 | 101 | 126 | 117 | 113 | 91 |
| Stephenson. |  |  | 460 | 421 | 368 | 357 | 356 | 359 | 361 | 338 |
| Tazewel |  |  | 642 | 524 | 518 | 475 | 493 | 499 | 528 | 495 |
| Union |  |  | 360 | 322 | 270 | 231 | 271 | 248 | 299 | 291 |
| Vermilion | 93 | 97 | 1,215 | 1,046 | 1,060 | 975 | 1,104 | 992 | 1,036 | 1,002 |
| Wabash |  |  | 191 | 142 | 134 | 130 | 146 | 184 | 165 | 152 |
| Warren |  |  | 339 | 290 | 303 | 245 | 238 | 262 | 229 | 236 |
| Washington |  |  | 245 | 218 | 136 | 146 | 171 | 142 | 158 | 150 |
| Wayne |  |  | 406 | 346 | 234 | 218 | 285 | 249 | 335 | 277 |
| White. |  |  | 392 | 306 | 246 | 205 | 236 | 204 | 260 | 249 |
| Whiteside | 138 | 113 | 562 | 470 | 390 | 434 | 486 | 396 | 389 | 368 |
| Will | 61 | 59 | 1,226 | 969 | 976 | 918 | 897 | 900 | 845 | 860 |
| Williamson |  |  | 923 | 862 | 808 | 725 | 830 | 742 | 869 | 821 |
| Winnebago. | 681 | C85 | 1,657 | 1,351 | 1,306 | 1,242 | 1,180 | 1,124 | 1,078 | 1,098 |
| Woodford. |  |  | 222 | 207 | 209 | 154 | 218 | 188 | 228 | 198 |

TABLE 3-ENROLLMENT FOR SECOND FOUR YEARS IN ELEMENTARY SCHOOLS-1930.

| Counties. | Fifth year. |  | Sixth year. |  | Seventh year. |  | Eighth year. |  | Total. |  | Total enrollment in ele-mentary schools. | Per centenrolled in ele-mentary schools. |
| :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: |
|  | Boys. | Girls. | Boys. | Girls. | Boys. | Girls. | Boys. | Girls. | Boys. | Girls. |  |  |
| 1 | 2 | 3 | 4 | 5 | 6 | 7 | 8 | 9 | 10 | 11 | 12 | 13 |
| Illinois. | 63,264 | 58,123 | 68,622 | 64,033 | 52,943 | 49,959 | 57,292 | 56,882 | 565,784 | 529,004 | 1,094,788 | 79 |
| Adams | 477 | 453 | 470 | 428 | 400 | 384 | 397 | 421 | 4,097 | 3,991 | 8,088 | 81 |
| Alexande | 258 | 270 | 217 | 256 | 154 | 211 | 189 | 184 | 2,130 | 2,207 | 4,337 | 85 |
| Bond. | 142 | 114 | 215 | 207 | 88 | 105 | 225 | 247 | 1,431 | 1,319 | 2,750 | 84 |
| Boone | 154 | 133 | 136 | 147 | 153 | 178 | 130 | 118 | 1,302 | 1,202 | 2,504 | 81 |
| Brown. | 77 | 81 | 104 | 89 | 81 | 72 | 70 | 98 | 730 | 663 | 1,393 | 86 |
| Bureau. | 414 | 402 | 438 | 401 | 435 | 333 | 378 | 381 | 3,362 | 3,206 | 6,568 | 79 |
| Calhoun | 79 | 73 | 81 | 89 | 38 | 39 | 84 | 104 | 726 | 689 | 1,415 | 92 |
| Carroll | 193 | 158 | 179 | 188 | 186 | 148 | 164 | 179 | 1,533 | 1,450 | 2,983 | 88 |
| Cass. | 159 | 154 | 168 | 189 | 157 | 146 | 155 | 143 | 1,565 | 1,403 | 2,968 | 1 |
| Champaign | 645 | 619 | 670 | 625 | 551 | 552 | 567 | 538 | 5,300 | 5,034 | 10,334 | 77 |
| Christian | 419 | 396 | 429 | 453 | 357 | 333 | 385 | 392 | 3,553 | 3,397 | 6,950 | 80 |
| Clark | 162 | 162 | 278 | 241 | 123 | 115 | 272 | 259 | 1,764 | 1,602 | 3,366 | 80 |
| Clay | 127 | 125 | 296 | 255 | 90 | 85 | 303 | 292 | 1,819 | 1,666 | 3,485 | 86 |
| Clinton | 160 | 131 | 160 | 173 | 144 | 134 | 180 | 139 | 1,355 | 1,197 | 2,552 | 88 |
| Coles | 365 | 329 | 471 | 449 | 287 | 286 | 372 | 419 | 3,358 | 3,254 | 6,612 | 84 |
| Cook- |  |  |  |  |  |  |  |  |  |  |  |  |
| OutsideChicago | 4,589 | 4,369 | 4,766 | 4,371 | 4,886 | 4,568 | 4,617 | 4,554 | 41,725 | 38,935 | 80,660 | 78 |
| Chicago | 24,839 | 21,891 | 24,744 | 22,187 | 18, 158 | 16,506 | 17,277 | 16,830 | 211,017 | 196,189 | 407,206 | 76 |
| Crawford | 233 | 177 | 316 | 316 | 168 | 152 | 310 | 338 | 2,282 | 2,099 | 4,381 | 79 |
| Cumberlan | 128 | 123 | 157 | 175 | 75 | 82 | 163 | 168 | 1,118 | 1,164 | 2,282 | 85 |
| DeKalb.- | 302 | 314 | 328 | 307 | 289 | 300 | 329 | 314 | 2,804 | 2,692 | 5,496 | 75 |
| DeWitt | 200 | 198 | 249 | 243 | 199 | 185 | 228 | 255 | 1,882 | 1,863 | 3,745 | 80 |
| Douglas | 189 | 184 | 250 | 235 | 191 | 189 | 210 | 230 | 1,854 | 1,757 | 3,611 | 80 |
| DuPage | 782 | 717 | 812 | 843 | 776 | 692 | 758 | 650 | 7,443 | 6,821 | 14,264 | 80 |
| Edgar | 227 | 233 | 327 | 312 | 169 | 142 | 380 | 323 | 2,435 | 2,276 | 4,711 | 81 |
| Edwards | 62 | 77 | 94 | 96 | 71 | 68 | 132 | 104 | 687 | 672 | 1,359 | 77 |
| Effinghan | 150 | 110 | 228 | 225 | 110 | 116 | 207 | 237 | 1,602 | 1,529 | 3,131 | 84 |
| Fayet | 208 | 165 | 406 | 389 | 87 | 67 | 404 | 489 | 2,462 | 2,349 | 4,811 | 87 |
| Ford | 191 | 147 | 194 | 165 | 155 | 147 | 171 | 168 | 1,465 | 1,361 | 2,826 | 77 |
| Franklin | 814 | 759 | 933 | 930 | 698 | 669 | 877 | 930 | 7,461 | 7,003 | 14,464 | 85 |
| Fulton | 520 | 475 | 489 | 515 | 495 | 417 | 463 | 447 | 4,196 | 3,908 | 8,104 | 8 |
| Gallatin | 95 | 109 | 212 | 132 | 81 | 67 | 126 | 134 | 1,204 | 1,067 | 2,271 | 87 |
| Greene | 215 | 203 | 248 | 234 | 168 | 198 | 232 | 269 | 2,001 | 1,925 | 3,926 | 82 |
| Grundy | 185 | 162 | 189 | 167 | 170 | 172 | 194 | 189 | 1,611 | 1,482 | 3,093 | 2 |
| Hamilton | 74 | 88 | 231 | 212 | 69 | 85 | 222 | 242 | 1,414 | 1,351 | 2,765 | 87 |
| Hancock | 263 | 261 | 260 | 273 | 196 | 186 | 326 | 328 | 2,257 | 2,103 | 4,360 | 76 |
| Hardin | 124 | 131 | 63 | 82 | 65 | 67 | 134 | 139 | 1,006 | 1,052 | 2,058 | 92 |
| Henderson | 89 | 116 | 103 | 102 | 55 | 60 | 99 | 134 | 837 | 865 | 1,702 | 82 |
| Henry | 402 | 432 | 434 | 399 | 402 | 398 | 361 | 321 | 3,597 | 3,384 | 6,981 | 78 |
| Iroquois | 379 | 373 | 388 | 357 | 312 | 347 | 356 | 323 | 3,085 | 2,890 | 5,975 | 81 |
| Jackson. | 396 | 363 | 407 | 409 | 313 | 317 | 404 | 359 | 3,514 | 3,205 | 6,719 | 83 |
| Jasper_ | 120 | 107 | 253 | 203 | 83 | 74 | 227 | 223 | 1,390 | 1,246 | 2,636 | 88 |
| Jefferson | 292 | 242 | 578 | 491 | 252 | 221 | 517 | 494 | 3,591 | 3,167 | 6,758 | 88 |
| Jersey | 165 | 111 | 167 | 166 | 101 | 101 | 106 | 106 | 1,139 | 1,080 | - 2,219 | 88 |
| JoDaviess | 189 | 179 | 177 | 174 | 159 | 188 | 162 | 178 | 1,515 | 1,424 | 2,939 | 79 |
| Johnson. | 85 | 64 | 209 | 198 | 56 | 53 | 195 | 204 | 1,324 | 1,190 | 2,514 | 8 |
| Kane | 852 | 826 | 991 | 938 | 820 | 852 | 801 | 743 | 8,198 | 7,652 | 15,850 | 77 |
| Kankake | 383 | 359 | 408 | 381 | 357 | 327 | 384 | 367 | 3,387 | 3,176 | 6,563 | 81 |
| Kendall | 114 | 129 | 109 | 115 | 104 | 93 | 86 | 75 | 894 | 883 | 1,777 | 81 |
| Knox | 468 | 464 | 461 | 467 | 440 | 496 | 488 | 425 | 4,220 | 3,910 | 8,130 | 78 |
| Lake | 808 | 695 | 823 | 743 | 783 | 688 | 756 | 689 | 7,534 | 6,837 | 14,371 | 80 |

TABLE 3-Concluded.

| Counties. | Fifth year. |  | Sixth year. |  | Seventh year. |  | Eighth year. |  | Total. |  | Total enro!lment in ele-mentary schools. | Per cent enrolled in ele-mentary schools. |
| :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: |
|  | Boys. | Girls. | Boys. | Girls. | Boys. | Girls. | Boys. | Girls. | Boys. | Girls. |  |  |
| 1 | 2 | 3 | 4 | 5 | 6 | 7 | 8 | 9 | 10 | 11 | 12 | 13 |
| LaSalle | 834 | 756 | 922 | 797 | 806 | 757 | 761 | 723 | 7,310 | 6,630 | 13,940 | 80 |
| Lawrence | 214 | 212 | 301 | 298 | 189 | 168 | 309 | 284 | 2,383 | 2,285 | 4,668 | 80 |
| Lee | 262 | 265 | 263 | 295 | 152 | 164 | 309 | 305 | 2,246 | 2,232 | 4,478 | 78 |
| Livingsto | 383 | 392 | 413 | 338 | 410 | 378 | 389 | 390 | 3,392 | 3,088 | 6,480 | 81 |
| Logan... | 231 | 275 | 267 | 238 | 225 | 222 | 228 | 250 | 2,079 | 2,029 | 4,108 | 76 |
| McDonough | 287 | 250 | 299 | 289 | 192 | 197 | 339 | 308 | 2,279 | 2,171 | 4,450 | 77 |
| McHenry | 334 | 290 | 358 | 313 | 332 | 301 | 325 | 304 | 2,854 | 2,504 | 5,358 | 78 |
| McLean | 672 | 602 | 691 | 673 | 635 | 639 | 554 | 603 | 5,822 | 5,518 | 11,340 | 80 |
| Macon. | 726 | 740 | 924 | 927 | 616 | 602 | 818 | 814 | 6,955 | 6,735 | 13,690 | 81 |
| Macoupin | 443 | 400 | 716 | 632 | 389 | 429 | 675 | 630 | 4,632 | 4,279 | 8,911 | 79 |
| Madison | 1,402 | 1,318 | 1,302 | 1,306 | 1,130 | 1,040 | 1,186 | 1,200 | 11,941 | 11,217 | 23,158 | 85 |
| Marion. | 359 | 320 | 530 | 522 | 276 | 249 | 536 | 539 | 3,656 | 3,481 | 7,137 | 81 |
| Marshall | 122 | 110 | 143 | 164 | 126 | 121 | 118 | 118 | 1,122 | 1,040 | 2,162 | 80 |
| Mason. | 198 | 160 | 186 | 172 | 160 | 148 | 168 | 155 | 1,457 | 1,326 | 2,783 | 79 |
| Massac. | 95 | 111 | 247 | 261 | 98 | 88 | 182 | 216 | 1,477 | 1,537 | 3,014 | 85 |
| Menard | 113 | 126 | 132 | 129 | 110 | 101 | 107 | 135 | 1,058 | 985 | 2,043 | 82 |
| Mercer | 203 | 170 | 177 | 187 | 195 | 164 | 166 | 159 | 1,569 | 1,463 | 3,032 | 79 |
| Monroe | 99 | 84 | 151 | 153 | 68 | 51 | 127 | 133 | 927 | 911 | 1,838 | 88 |
| Montgome | 342 | 346 | 386 | 421 | 374 | 341 | 362 | 337 | 3,179 | 3,010 | 6,189 | 81 |
| Morgan. | 286 | 323 | 315 | 330 | 290 | 299 | 234 | 258 | 2,591 | 2,503 | 5,094 | 80 |
| Moultrie | 144 | 145 | 167 | 137 | 140 | 125 | 132 | 140 | 1,303 | 1,231 | 2,534 | 82 |
| Ogle | 319 | 283 | 321 | 270 | 277 | 260 | 259 | 285 | 2,458 | 2,242 | 4,700 | 80 |
| Peoria | 951 | 933 | 1,007 | 960 | 978 | 1,026 | 851 | 895 | 9,121 | 8,736 | 17,857 | 81 |
| Perry | 223 | 181 | 286 | 299 | 158 | 157 | 301 | 279 | 2,310 | 2,071 | 4,381 | 85 |
| Piatt. | 134 | 104 | 294 | 287 | 101 | 89 | 248 | 237 | 1,788 | 1,616 | 3,404 | 79 |
| Pike | 268 | 291 | 279 | 289 | 240 | 250 | 279 | 244 | 2,401 | 2,310 | 4,711 | 79 |
| Pope | 36 | 33 | 142 | 119 | 13 | 15 | 177 | 205 | 942 | 837 | 1,779 | 93 |
| Pulaski | 150 | 131 | 238 | 239 | 103 | 106 | 191 | 190 | 1,731 | 1,582 | 3,313 | 86 |
| Putnam | 65 | 64 | 56 | 68 | 69 | 53 | 64 | 71 | 545 | 531 | 1,076 | 80 |
| Randolph | 292 | 242 | 341 | 302 | 176 | 159 | 303 | 289 | 2,337 | 2,138 | 4,475 | 85 |
| Richland | 102 | 88 | 219 | 222 | 84 | 91 | 195 | 225 | 1,385 | 1,336 | 2,721 | 83 |
| Rock Island | 825 | 734 | 812 | 736 | 745 | 708 | 698 | 699 | 7,294 | 6,696 | 13,990 | 80 |
| St. Clair | 1,258 | 1,186 | 1,280 | 1,226 | 1,169 | 1,174 | 1,097 | 1,201 | 11,801 | 11,143 | 22,944 | 85 |
| Saline. | 410 | 425 | 636 | 607 | 392 | 377 | 505 | 562 | 4,580 | 4,326 | 8,906 | 85 |
| Sangamon. | 1,039 | 958 | 1,056 | 949 | 967 | 948 | 831 | 887 | 8,872 | 8,452 | 17,324 | 82 |
| Schuyler | 81 | 81 | 205 | 176 | 41 | 44 | 171 | 174 | 1,180 | 1,108 | 2,288 | 83 |
| Scott. | 87 | 60 | 124 | 103 | 44 | 52 | 109 | 117 | 827 | 690 | 1,517 | 82 |
| Shelby | 227 | 258 | 349 | 346 | 210 | 178 | 348 | 373 | 2,451 | 2,317 | 4,768 | 81 |
| Stark | 129 | 89 | 102 | 91 | 97 | 94 | 102 | 88 | 892 | 800 | 1,692 | 78 |
| Stephenson. | 345 | 331 | 350 | 336 | 328 | 327 | 289 | 329 | 2,857 | 2,798 | 5,655 | 81 |
| Tazewel | 474 | 405 | 474 | 447 | 386 | 398 | 389 | 375 | 3,904 | 3,618 | 7,522 | 81 |
| Union | 187 | 187 | 265 | 238 | 153 | 164 | 295 | 267 | 2,100 | 1,948 | 4,048 | 86 |
| Vermilion | 1,019 | 894 | 958 | 951 | 921 | 847 | 806 | 837 | 8,212 | 7,641 | 15,853 | 81 |
| Wabash | 136 | 108 | 153 | 164 | 87 | 96 | 189 | 153 | 1,201 | 1,129 | 2,330 | 76 |
| Warren | 208 | 256 | 246 | 251 | 135 | 169 | 249 | 247 | 1,947 | 1,956 | 3,903 | 78 |
| Washington | 96 | 85 | 198 | 198 | 107 | 65 | 199 | 242 | 1,310 | 1,246 | 2,556 | 89 |
| Wayne | 244 | 250 | 319 | 271 | 243 | 223 | 304 | 351 | 2,370 | 2,185 | 4,555 | 91 |
| White | 173 | 162 | 275 | 282 | 116 | 93 | 295 | 314 | 1,993 | 1,815 | 3,808 | 82 |
| Whiteside | 435 | 387 | 411 | 394 | 406 | 369 | 355 | 340 | 3,572 | 3,271 | 6,843 | 82 |
| Will. | 892 | 834 | 973 | 869 | 804 | 790 | 737 | 692 | 7,411 | 6,891 | 14,302 | 80 |
| Williamson | 585 | 614 | 837 | 821 | 600 | 555 | 753 | 779 | 6,205 | 5,919 | 12,124 | 82 |
| Winnebago | 97.3 | 964 | 1,032 | 1,003 | 945 | 906 | 921 | 887 | 9,773 | 9,260 | 19,033 | 81 |
| Woodford | 189 | 157 | 178 | 195 | 178 | 181 | 184 | 154 | 1,606 | 1,434 | 3,040 | 78 |

TABLE 4-ENROLLMENT FOR THIRD FOUR YEARS OR IN SECONDARY (HIGH) SCHOOLS—1930.

| Counties. | Ninth year. |  | Tenth year. |  | Eleventh year. |  | Twelfth year. |  | Post graduate and special. |  | Total. |  |  |  |
| :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: |
|  | Boys. | Girls. | Boys. | Girls. | Boys. | Girls. | Boys. | Girls. | Boys. | Girls. | Boys. | Girls. |  |  |
| 1 | 2 | 3 | 4 | 5 | 6 | 7 | 8 | 9 | 10 | 11 | 12 | 13 | 14 | 15 |
| Illinois, | 69,811 | 66,922 | 34,511 | 32,483 | 24,722 | 24,060 | 19,680 | 20,777 | 5,030 | 3,123 | 153,754 | 147,365 | 301,119 | 21 |
| Adams | 323 | 306 | 241 | 258 | 178 | 207 | 176 | 209 |  |  | 918 | 980 | 1,898 | 19 |
| Alexand | 147 | 131 | 103 | 117 | 63 | 81 | 63 | 83 |  |  | 376 | 412 | 788 | 15 |
| Bond | 116 | 100 | 56 | 89 | 56 | 62 | 29 | 53 |  |  | 257 | 304 | 561 | 16 |
| Boone. | 98 | 112 | 80 | 83 | 49 | 80 | 49 | 55 |  |  | 276 | 330 | 606 | 19 |
| Brown | 26 | 28 | 31 | 35 | 23 | 27 | 22 | 38 |  |  | 102 | 128 | 230 | 14 |
| Bureau | 271 | 308 | 245 | 232 | 174 | 211 | 167 | 178 | 2 | 10 | 859 | 939 | 1,798 | 21 |
| Calhoun | 24 | 29 | 27 | 20 | 19 | 12 |  |  |  |  | 70 | 61 | 131 | 8 |
| Carroll | 137 | 125 | 107 | 116 | 85 | 108 | 80 | 95 |  |  | 409 | 444 | 853 | 22 |
| Cass. | 114 | 117 | 98 | 92 | 81 | 94 | 52 | 64 |  |  | 345 | 367 | 712 | 19 |
| Champaign. | 505 | 469 | 395 | 402 | 347 | 403 | 288 | 282 |  |  | 1,535 | 1,556 | 3,091 | 23 |
| Christian | 248 | 279 | 227 | 256 | 184 | 193 | 157 | 209 |  |  | 816 | 937 | 1,753 | 20 |
| Clark. | 101 | 106 | 117 | 131 | 89 | 93 | 108 | 119 |  |  | 415 | 449 | 864 | 20 |
| Clay.- | 100 | 96 | 75 | 100 | 64 | 49 | 53 | 65 |  |  | 292 | 310 | 602 | 14 |
| Clinton | 80 | 57 | 42 | 49 | 38 | 43 | 34 | 21 |  |  | 194 | 170 | 364 | 12 |
| Coles. | 224 | 218 | 208 | 179 | 126 | 118 | 138 | 140 |  |  | 696 | 655 | 1,351 | 16 |
| Cook- <br> Outside Chi-cago----- | 4,281 | 4,090 | 3,435 | 3,291 | 2,382 | 2,239 | 1,782 | 1,668 |  |  | 11,880 | 11,288 | 23,168 | 22 |
| Chicago | 41,107 | 38,700 | 11,865 | 8,978 | 8,354 | 6,594 | 5,483 | 5,139 | 4,883 | 2,993 | 71,692 | 62,404 | * 134,096 | 24 |
| Crawford | 198 | 182 | 201 | 190 | 103 | 102 | 142 | 115 |  |  | 644 | 589 | 1,233 | 21 |
| Cumberland | 56 | 63 | 54 | 71 | 39 | 41 | 44 | 41 |  |  | 193 | 216 | 409 | 15 |
| DeKalb | 336 | 337 | 222 | 218 | 168 | 209 | 144 | 204 | 3 | 6 | 873 | 974 | 1,847 | 25 |
| DeWitt | 185 | 166 | 135 | 116 | 72 | 92 | 85 | 108 | 6 | 3 | 483 | 485 | 968 | 20 |
| Douglas | 126 | 154 | 146 | 140 | 99 | 101 | 78 | 109 |  |  | 449 | 504 | 953 | 20 |
| DuPag | 679 | 633 | 470 | 498 | 382 | 353 | 281 | 314 |  |  | 1,812 | 1,798 | 3,610 | 20 |
| Edgar. | 156 | 147 | 153 | 176 | 123 | 117 | 115 | 146 |  |  | 547 | 586 | 1,133 | 19 |
| Edwards | 48 | 44 | 63 | 68 | 42 | 34 | 62 | 51 |  |  | 215 | 197 | 412 | 23 |
| Effingham | 105 | 102 | 90 79 | 115 | 50 80 | 60 | 43 | 62 |  |  | 288 | 339 372 | 627 746 | 16 |
| Ford | 111 | 140 | 116 | 126 | 100 | 103 | 82 | 93 |  |  | 409 | 462 | 871 | 23 |
| Franklin | 474 | 463 | 391 | 374 | 272 | 291 | 210 | 255 |  |  | 1,347 | 1,383 | 2,730 | 15 |
| Fulton. | 357 | 344 | 260 | 332 | 212 | 222 | 191 | 235 |  |  | 1,020 | 1,133 | 2,153 | 20 |
| Gallatin | 62 | 58 | 43 | 40 | 51 | 40 | 32 | 40 |  |  | 188 | 178 | 366 | 13 |
| Greene. | 133 | 150 | 137 | 127 | 88 | 93 | 83 | 91 |  |  | 441 | 461 | 902 | 18 |
| Grundy | 111 | 111 | 88 | 104 | 100 | 93 | 50 | 65 |  |  | 349 | 373 | 722 | 18 |
| Hamilton | 95 | 75 | 93 | 83 | 51 | 48 | 39 | 43 |  |  | 278 | 249 | 527 | 13 |
| Hancock. | 216 | 210 | 198 | 179 | 150 | 151 | 120 | 157 |  |  | 684 | 697 | 1,381 | 24 |
| Hardin | 37 | 40 | 26 | 60 | 18 | 16 | 9 | 13 |  |  | 90 | 105 | 195 | 8 |
| Hendersor | 50 | 66 | 51 | 59 | 47 | 46 | 33 | 34 |  |  | 181 | 205 | 386 | 18 |
| Henry | 307 | 335 | 226 | 300 | 190 | 220 | 129 | 190 |  |  | 852 | 1,045 | 1,897 | 22 |
| Iroquois. | 241 | 230 | 190 | 226 | 146 | 162 | 113 | 148 |  |  | 690 | 766 | 1,456 | 19 |
| Jackson. | 229 | 218 | 184 | 201 | 134 | 158 | 135 | 138 |  |  | 682 | 715 | 1,397 | 17 |
| Jasper | 51 | 104 | 48 | 60 | 40 | 27 | 27 | 36 |  |  | 166 | 227 | 393 | 12 |
| Jefferson | 171 | 164 | 171 | 149 | 86 | 88 | 84 | 96 |  |  | 512 | 497 | 1,009 | 12 |
| Jersey. | 62 | 57 | 44 | 47 | 27 | 33 | 28 | 30 |  |  | 161 | 167 | 328 | 12 |
| Jo Daviess | 123 | 143 | 108 | 113 | 73 | 88 | 54 | 94 |  |  | 358 | 438 | 796 | 21 |
| Johnson. | 60 | 63 | 94 | 107 | 41 | 48 | 45 | 44 |  |  | 240 | 262 | 502 | 16 |
| Kane | 707 | 733 | 576 | 599 | 614 | 646 | 544 | 567 |  |  | 2,441 | 2,545 | 4,986 | 23 |
| Kankake | 341 | 298 | 199 | 216 | 152 | 141 | 144 | 134 |  |  | 836 | 789 | 1,625 | 19 |
| Kendall | 68 | 82 | 58 | 71 | 41 | 45 | 38 | 24 |  |  | 205 | 222 | 427 | 19 |
| Knox. | 347 | 387 | 268 | 311 | 213 | 258 | 232 | 274 | 6 | 11 | 1,066 | 1,241 | 2,307 | 22 |
|  | 759 | 713 | 399 | 362 | 399 | 422 | 302 | 296 |  |  | 1,859 | 1,793 | 3,652 | 20 |

[^33]TABLE 4-Concluded.

| Counties. | Ninth year. |  | Tenth year. |  | Eleventh year. |  | Twelfth year. |  | Post graduate and special. |  | Total. |  |  | $\left\{\begin{array}{l} \text { 0 } \\ 0 \\ 0 \\ 0 \\ 0 \\ 0 \\ 0 \\ 0 \\ 0 \\ 0 \\ 0 \\ 0 \\ 0 \\ 0 \end{array}\right.$ |
| :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: |
|  | Boys. | Girls. | Boys. | Girls. | Boys. | Girls. | Boys. | Girls. | Boys. | Girls. | Boys. | Girls |  |  |
| 1 | 2 | 3 | 4 | 5 | 6 | 7 | 8 | 9 | 10 | 11 | 12 | 13 | 14 | 15 |
| LaSalle | 671 | 602 | 447 | 452 | 351 | 404 | 277 | 319 |  |  | 1,746 | 1,777 | 3,523 | 20 |
| Lawrence | 187 | 193 | 158 | 177 | 100 | 117 | 144 | 133 |  |  | 589 | 620 | 1,209 | 20 |
| Lee. | 221 | 218 | 177 | 194 | 127 | 155 | 107 | 118 |  |  | 632 | 685 | 1,317 | 22 |
| Livingston | 274 | 285 | 212 | 196 | 130 | 165 | 144 | 148 |  |  | 760 | 794 | 1,554 | 19 |
| Logan. | 226 | 216 | 171 | 206 | 127 | 161 | 120 | 119 |  |  | 644 | 702 | 1,346 | 24 |
| McDonough. | 176 | 241 | 196 | 195 | 138 | 148 | 141 | 153 |  |  | 651 | 737 | 1,388 | 23 |
| McHenry | 289 | 254 | 200 | 218 | 154 | 180 | 135 | 152 |  |  | 778 | 804 | 1,582 | 22 |
| McLean | 521 | 575 | 356 | 416 | 271 | 366 | 228 | 272 |  |  | 1,376 | 1,629 | 3,005 | 20 |
| Macon. | 511 | 535 | 611 | 629 | 292 | 273 | 238 | 298 |  |  | 1,652 | 1,735 | 3,387 | 19 |
| Macoupin | 420 | 371 | 340 | 365 | 233 | 248 | 242 | 254 |  |  | 1,235 | 1,238 | 2,473 | 21 |
| Madison | 965 | 792 | 558 | 561 | 411 | 363 | 348 | 409 |  |  | 2,282 | 2,125 | 4,407 | 15 |
| Marion | 301 | 292 | 224 | 247 | 160 | 164 | 151 | 154 |  |  | 836 | 857 | 1,693 | 19 |
| Marshall | 89 | 67 | 84 | 79 | 59 | 62 | 52 | 60 |  |  | 284 | 268 | 552 | 20 |
| Mason. | 132 | 123 | 98 | 115 | 89 | 77 | 68 | 54 |  |  | 387 | 369 | 756 | 21 |
| Massac. | 72 | 69 | 62 | 83 | 47 | 67 | 66 | 70 |  |  | 247 | 289 | 536 | 15 |
| Menard | 64 | 74 | 61 | 73 | 41 | 52 | 62 | 47 |  |  | 228 | 246 | 474 | 18 |
| Mercer | 128 | 132 | 90 | 124 | 85 | 97 | 73 | 85 |  |  | 376 | 438 | 814 | 21 |
| Monroe | 49 | 29 | 35 | 46 | 25 | 24 | 27 | 37 |  |  | 136 | 136 | 272 | 12 |
| Montgomery | 218 | 250 | 206 | 203 | 127 | 176 | 140 | 166 |  |  | 691 | 795 | 1,486 | 19 |
| Morgan.---- | 220 | 269 | 164 | 152 | 130 | 164 | 76 | 130 |  |  | 590 | 715 | 1,305 | 20 |
| Moultrie | 112 | 93 | 64 | 78 | 48 | 50 | 56 | 59 |  |  | 280 | 280 | 560 | 18 |
| Ogle | 203 | 190 | 136 | 167 | 118 | 137 | 100 | 125 |  |  | 557 | 619 | 1,176 | 20 |
| Peoria | 725 | 687 | 552 | 591 | 410 | 472 | 378 | 395 |  |  | 2,065 | 2,145 | 4,210 | 19 |
| Perry | 140 | 132 | 114 | 125 | 74 | 95 | 60 | 89 |  |  | 388 | 441 | 829 | 15 |
| Piatt. | 102 | 94 | 165 | 162 | 62 | 76 | 130 | 124 |  |  | 459 | 456 | 915 | 21 |
| Pike | 206 | 170 | 157 | 185 | 150 | 145 | 131 | 135 |  |  | 644 | 635 | 1,279 | 21 |
| Pope. | 20 | 27 | 24 | 24 | 11 | 15 | 14 | 19 |  |  | 69 | 85 | 154 |  |
| Pulaski | 80 | 103 | 89 | 84 | 47 | 49 | 49 | 56 |  |  | 265 | 292 | 557 | 14 |
| Putnam | 38 | 44 | 30 | 39 | 26 | 40 | 36 | 28 |  |  | 130 | 151 | 281 | 20 |
| Randolph. | 176 | 164 | 114 | 124 | 65 | 67 | 53 | 81 |  |  | 408 | 436 | 844 | 15 |
| Richland. | 66 | 93 | 83 | 92 | 45 | 68 | 44 | 76 |  |  | 238 | 329 | 567 |  |
| Rock Island. | 749 | 680 | 502 | 504 | 329 | 322 | 258 | 297 |  |  | 1,838 | 1,803 | 3,641 | 20 |
| St. Clair | 764 | 776 | 604 | 624 | 431 | 429 | 366 | 317 |  |  | 2,165 | 2,146 | 4,311 | 15 |
| Saline. | 234 | 269 | 251 | 260 | 163 | 150 | 140 | 117 |  |  | 788 | 796 | 1,584 | 15 |
| Sangamon. | 807 | 724 | 512 | 577 | 403 | 436 | 286 | 313 |  |  | 2,008 | 2,050 | 4,058 | 18 |
| Schuyler | 59 | 60 | 98 | 105 | 26 | 38 | 50 | 48 |  |  | 233 | 251 | 484 | 17 |
| Scott | 50 | 57 | 59 | 57 | 29 | 32 | 31 | 37 |  |  | 169 | 183 | 352 | 18 |
| Shelby | 164 | 149 | 203 | 179 | 84 | 109 | 130 | 161 |  |  | 581 | 598 | 1,179 | 19 |
| Stark | 61 | 90 | 55 | 76 | 57 | 76 | 36 | 45 |  |  | 209 | 287 | 496 | 22 |
| Stephenson. | 232 | 205 | 242 | 197 | 125 | 155 | 119 | 125 |  |  | 718 | 682 | 1,400 | 19 |
| Tazewell | 337 | 360 | 239 | 236 | 165 | 161 | 140 | 180 |  |  | 881 | 937 | 1,818 | 19 |
| Union- | 118 | 105 | 85 | 111 | 70 | 74 | 64 | 65 |  |  | 337 | 355 | 692 | 14 |
| Vermilion | 696 | 722 | 480 | 509 | 364 | 403 | 286 | 423 |  |  | 1,826 | 2,057 | 3,883 | 19 |
| Wabash. | 96 | 107 | 105 | 130 | 73 | 85 | 75 | 77 |  |  | 349 | 399 | 748 | 24 |
| Warren | 201 | 198 | 133 | 160 | 108 | 139 | 85 | 83 |  |  | 527 | 580 | 1,107 | 22 |
| Washingto | 60 | 65 | 47 | 52 | 24 | 38 | 28 | 26 |  |  | 159 | 181 | 340 | 11 |
| Wayne | 58 | 75 | 66 | 75 | 43 | 54 | 41 | 40 |  |  | 208 | 244 | 452 | 9 |
| White | 145 | 152 | 141 | 109 | 108 | 73 | 80 | 72 |  |  | 474 | 406 | 880 | 18 |
| Whitesid | 300 | 276 | 191 | 207 | 135 | 164 | 147 | 151 |  |  | 773 | 798 | 1,571 | 18 |
| Will. | 693 | 641 | 484 | 419 | 325 | 365 | 247 | 258 | 130 | 100 | 1,879 | 1,783 | 3,662 | 20 |
| Williamson | 449 | 458 | 372 | 412 | 283 | 270 | 207 | 236 |  |  | 1,311 | 1,376 | 2,687 | 18 |
| Winnebago | 767 | 810 | 627 | 616 | 413 | 474 | 416 | 487 |  |  | 2,223 | 2,387 | 4,610 | 19 |
| Woodford | 126 | 155 | 104 |  |  |  |  | 117 |  |  | 410 | 491 | 901 | 22 |

TABLE 5-TOTAL ENROLLMENT, PER CENT OF SCHOOL AGE, ATTENDANCE, AVERAGE ATTENDANCE, AND AVERAGE LENGTH OF TERM-1930.

| Counties. | Total enrollment in elementary and secondary schools. |  |  | Per cent of school age rolled. | Total days attendance | Average. |  |  |  |  |
| :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: |
|  |  |  |  | Daily attendance. |  | Per cent of perfect attendance. | Number of days each pupil tended school. |  | Num- <br> ber of months schools were in session |
|  | Boys. | Girls. | Total. |  |  |  |  |  |  |
| 1 | 2 | 3 | 4 | 5 | 6 | 7 | 8 | 9 | 10 | 11 |
| Illinois | 719,538 | 676,369 | 1,395,907 | 68 | 226,766,526 | 1,203,537 | 85 | 162 | 189 | 8.9 |
| Adams | 5,015 | 4,971 | 9,986 | 74 | 1,501,094 | 8,340 | 83 | 150 | 179 | 8.1 |
| Alexander | 2,506 | 2,619 | 5,125 | 65 | 693,930 | 3,981 | 77 | 135 | 174 | 8.2 |
| Bond | 1,688 | 1,623 | 3,311 | 78 | 505,470 | 2,880 | 86 | 152 | 175 | 8.0 |
| Boone | 1,578 | 1,532 | 3,110 | 63 | 471,070 | 2,529 | 81 | 151 | 186 | 9.0 |
| Brown | 832 | 791 | 1,623 | 86 | 225,167 | 1,301 | 80 | 138 | 173 | 8.1 |
| Bureau. | 4,221 | 4,145 | 8,366 | 87 | 1,320,413 | 7, 209 | 86 | 157 | 183 | 8.5 |
| Calhoun | 796 | 750 | 1,546 | 72 | 209,632 | 1,128 | 67 | 135 | 185 | 8.1 |
| Carroll | 1,942 | 1,894 | 3,836 | 86 | 592,161 | 3,255 | 81 | 154 | 181 | 8.4 |
| Cass | 1,910 | 1,770 | 3,680 | 88 | 574,336 | 3,134 | 85 | 156 | 183 | 8.5 |
| Champaign | 6,835 | 6,590 | 13,425 | 67 | $2,006,525$ | 11,342 | 84 | 149 | 176 | 8.1 |
| Christian | 4,369 | 4,334 | 8,703 | 82 | 1,277,506 | 7,623 | 87 | 146 | 167 | 8.1 |
| Clark | 2,179 | 2,051 | 4,230 | 83 | 576,054 | 3,281 | 74 | 136 | 175 | 8.0 |
| Clay | 2,111 | 1,976 | 4,087 | 85 | 583,999 | 3,310 | 80 | 142 | 176 | 8.2 |
| Clinton | 1,549 | 1,367 | 2,916 | 42 | 434,264 | 2,441 | 83 | 148 | 179 | 8.0 |
| Coles | 4,054 | 3,909 | 7,963 | 76 | 1,228,191 | 6,842 | 86 | 154 | 179 | 8.1 |
| Cook- |  |  |  |  |  |  |  |  |  |  |
| Outside Chicago | 53,605 | 50,223 | 103,828 | 65 | 16,787,964 | 88,122 | 85 | 161 | 190 | 9.4 |
| Chicago | 282,709 | 258,593 | 541,302 | 58 | 99, 186,600 | 495,933 | 91 | 183 | 200 | 10.0 |
| Crawford | 2,926 | 2,688 | 5,614 | 86 | 854,054 | 4,868 | 86 | 152 | 175 | 8.2 |
| Cumberland | 1,311 | 1,380 | 2,691 | 85 | 333,110 | 2,081 | 77 | 123 | 160 | 8.0 |
| DeKalb | 3,677 | 3,666 | 7,343 | 82 | 1,132,429 | 6,210 | 84 | 154 | 182 | 8.9 |
| DeWitt | 2,365 | 2,348 | 4,713 | 99 | 627,734 | 3,541 | 75 | 133 | 177 | 8.1 |
| Douglas | 2,303 | 2,261 | 4,564 | 88 | 646,482 | 3,673 | 80 | 141 | 176 | 8.4 |
| DuPage | 9,255 | 8,619 | 17,874 | 77 | 2,794,578 | 15,189 | 84 | 156 | 183 | 9.2 |
| Edgar | 2,982 | 2,862 | 5,844 | 89 | 822,557 | 4,711 | 80 | 140 | 174 | 8.2 |
| Edwards | 902 | 869 | 1,771 | 92 | 264,484 | 1,520 | 85 | 149 | 174 | 8.0 |
| Effingham | 1,890 | 1,868 | 3,758 | 64 | 549, 894 | 3,125 | 83 | 146 | 175 | 8.0 |
| Fayett | 2,836 | 2,721 | 5,557 | 82 | 767,155 | 4,381 | 76 | 138 | 175 | 8.0 |
| Ford | 1,874 | 1,823 | 3,697 | 81 | 545,249 | 3,110 | 84 | 147 | 175 | 8.2 |
| Franklin | 8,808 | 8,386 | 17,194 | 86 | 2,566,636 | 14,998 | 87 | 149 | 171 | 8.0 |
| Fulto | 5,216 | 5,041 | 10,257 | 89 | 1,476,609 | 8,064 | 78 | 143 | 183 | 8.1 |
| Gallatin | 1,392 | 1,245 | 2,637 | 79 | 310,772 | 1,958 | 74 | 117 | 158 | 8.2 |
| Greene | 2,442 | 2,386 | 4,828 | 90 | 743,916 | 4,019 | 83 | 154 | 185 | 8.1 |
| Grundy | 1,960 | 1,855 | 3,815 | 70 | 589,916 | 3,285 | 86 | 154 | 179 | 8.9 |
| Hamilton | 1,692 | 1,600 | 3,292 | 83 | 414,303 | 2,589 | 78 | 125 | 160 | 8.3 |
| Hancock | 2,941 | 2,800 | 5,741 | 85 | 839,633 | 4,812 | 83 | 146 | 174 | 8.1 |
| Hardin | 1,096 | 1,157 | 2,253 | 92 | 230,289 | 1,493 | 66 | 102 | 154 | 8.1 |
| Henderso | 1,018 | 1,070 | 2,088 | 90 | 290,065 | 1,575 | 75 | 138 | 184 | 8.4 |
| Henry. | 4,449 | 4,429 | 8,878 | 72 | 1,324,255 | 7,420 | 88 | 158 | 178 | 8.3 |
| Iroquois | 3,775 | 3,656 | 7,431 | 78 | 1,095,117 | 6,221 | 83 | 147 | 177 | 8.3 |
| Jackson. | 4,196 | 3,920 | 8,116 | 69 | 930,403 | 4,374 | 73 | 114 | 155 | 8.2 |
| Jasper. | 1,556 | 1,473 | 3,029 | 82 | 441,212 | 2,589 | 85 | 145 | 170 | 8.0 |
| Jefferson | 4,103 | 3,664 | 7,767 | 88 | 1,116,198 | 6,531 | 84 | 143 | 170 | 8.1 |
| Jersey - | 1,300 | 1,247 | 2,547 | 79 | 363,708 | 2,108 | 82 | 142 | 172 | 8.1 |
| JoDaviess | 1,873 | 1,862 | 3,735 | 74 | 566,487 | 3,183 | 85 | 151 | 177 | 8.3 |
| Johnson | 1,564 | 1,452 | 3,016 | 98 | 383,197 | 2,236 | 74 | 127 | 171 | 8.2 |
| Kane | 10,639 | 10,197 | 20,836 | 76 | 3,257,795 | 17,504 | 84 | 156 | 186 | 9.1 |
| Kankakee | 4,223 | 3,965 | 8,188 | 50 | 1,230,056 | 6,832 | 83 | 150 | 180 | 8.5 |
| Kendall | 1,099 | 1,105 | 2,204 | 85 | 332,853 | 1,808 | 82 | 151 | 184 | 8.8 |
| Knox | 5,286 | 5,151 | 10,437 | 91 | 1,586,622 | 8,782 | 84 | 152 | 180 | 8.1 |
| Lake | 9,393 | 8,630 | 18,023 | 62 | 2,911,736 | 15,200 | 84. | 161 | 191 | 9.1 |

TABLE 5-Concluded.

| Counties. | Total enrollment in elementary and secondary schools. |  |  | Per cent of school age enrolled. | Total days attendance. | Average. |  |  |  |  |
| :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: |
|  |  |  |  | $\begin{aligned} & \text { Daily } \\ & \text { attend- } \\ & \text { ance. } \end{aligned}$ |  | Per cent of perfect attendance. |  | Number of days school were in session |  |
|  | Boys. | Girls. | Total. |  |  |  |  |  |  |
| 1 | 2 | 3 | 4 | 5 | 6 | 7 | 8 | 9 | 10 | 11 |
| LaSalle | 9,056 | 8,407 | 17,463 | 64 | 2,763,439 | 14,972 | 85 | 158 | 184 | 8.7 |
| Lawrence | 2,972 | 2,905 | 5,877 | 91 | 833,537 | 4,456 | 75 | 141 | 187 | 8.1 |
| Lee. | 2,878 | 2,917 | 5,795 | 79 | 855,295 | 4,874 | 84 | 147 | 175 | 8.3 |
| Livingston | 4,152 | 3,882 | 8,034 | 81 | 1,212,880 | 7,157 | 89 | 150 | 169 | 8.3 |
| Logan. | 2,723 | 2,731 | 5,454 | 64 | 844,755 | 4,803 | 88 | 154 | 175 | 8.1 |
| McDonough | 2,930 | 2,908 | 5,838 | 88 | 869,843 | 4,929 | 84 | 148 | 176 | 8.0 |
| McHenry | 3,632 | 3,308 | 6,940 | 77 | 1,086,334 | 6,071 | 87 | 156 | 178 | 8.9 |
| McLean. | 7,198 | 7,147 | 14,345 | 83 | 2,053,235 | 11,623 | 81 | 143 | 176 | 8.2 |
| Macon | 8,607 | 8,470 | 17,077 | 74 | 2,490,701 | 14,196 | 83 | 145 | 175 | 8.1 |
| Macoupin | 5,867 | 5,517 | 11,384 | 72 | 1,745,673 | 10,037 | 88 | 153 | 173 | 8.1 |
| Madison. | 14,223 | 13,342 | 27,565 | 73 | 4,222,133 | 22,710 | 82 | 153 | 185 | 8.3 |
| Marion | 4,492 | 4,338 | 8,830 | 94 | 1,130,049 | 6,618 | 74 | 127 | 170 | 8.2 |
| Marshall | 1,406 | 1,308 | 2,714 | 86 | 392,196 | 2,133 | 78 | 144 | 183 | 8.1 |
| Mason | 1,844 | 1,695 | 3,539 | 95 | 512,789 | 2,906 | 82 | 144 | 176 | 8.2 |
| Massac | 1,724 | 1,826 | 3,550 | 87 | 493,008 | 2,919 | 82 | 138 | 168 | 8.1 |
| Menard_ | 1,286 | 1,231 | 2,517 | 91 | 366,821 | 2,151 | 85 | 145 | 170 | 8.1 |
| Mercer | 1,945 | 1,901 | 3,846 | 81 | 567,385 | 3,280 | 85 | 147 | 172 | 8.2 |
| Monroe | 1,063 | 1,047 | 2,110 | 61 | 313,432 | 1,811 | 85 | 148 | 173 | 8.1 |
| Montgomery | 3,870 | 3,805 | 7,675 | 75 | 1,120,082 | 6,578 | 85 | 145 | 170 | 8.2 |
| Morgan. | 3,181 | 3,218 | 6,399 | 66 | 912,119 | 5,456 | 85 | 142 | 167 | 8.1 |
| Moultrie | 1,583 | 1,511 | 3,094 | 86 | 434,373 | 2,595 | 83 | 140 | 167 | 8.1 |
| Ogle- | 3,015 | 2,861 | 5,876 | 82 | 821,792 | 4,548 | 77 | 139 | 180 | 8.6 |
| Peoria | 11,186 | 10,881 | 22,067 | 77 | 3,153,153 | 17,410 | 78 | 142 | 181 | 8.2 |
| Perry | 2,698 | 2,512 | 5,210 | 79 | 698,777 | 3,942 | 75 | 134 | 177 | 8.0 |
| Piatt | 2,247 | 2,072 | 4,319 | 96 | 599,346 | 3,475 | 80 | 138 | 172 | 8.1 |
| Pike | 3,045 | 2,945 | 5,990 | 92 | 779,943 | 4,702 | 78 | 130 | 171 | 8.1 |
| Pope | 1,011 | 922 | 1,933 | 79 | 246,961 | 1,447 | 74 | 127 | 170 | 8.0 |
| Pulaski | 1,996 | 1,874 | 3,870 | 87 | 539,163 | 3,077 | 79 | 139 | 175 | 8.1 |
| Putnam | 675 | 682 | 1,357 | 77 | 202,701 | 1,206 | 88 | 149 | 168 | 8.0 |
| Randolp | 2,745 | 2,574 | 5,319 | 75 | 776,389 | 4,468 | 84 | 145 | 173 | 8.6 |
| Richland. | 1,623 | 1,665 | 3,288 | 75 | 498,978 | 2,861 | 87 | 151 | 174 | 8.0 |
| Rock Isla | 9,132 | 8,499 | 17,631 | 87 | 2,631,226 | 14,219 | 80 | 149 | 185 | 8.4 |
| St. Clair | 13,966 | 13,289 | 27,255 | 75 | 4,238,401 | 23,380 | 85 | 155 | 181 | 8.4 |
| Saline. | 5,368 | 5,122 | 10,490 | 89 | 1,490,924 | 8,619 | 82 | 142 | 172 | 8.0 |
| Sangamon | 10,880 | 10,502 | 21,382 | 79 | 3,157,769 | 17,534 | 82 | 147 | 180 | 8.2 |
| Schuyler | 1,413 | 1,359 | 2,772 | 82 | 386,075 | 2.227 | 80 | 139 | 173 | 8.0 |
| Scott. | 996 | 873 | 1,869 | 84 | 273,937 | 1,578 | 84 | 146 | 173 | 8.2 |
| Shelby | 3,032 | 2,915 | 5,947 | 81 | 826,362 | 4,638 | 77 | 138 | 178 | 8.0 |
| Stark | 1,101 | 1,087 | 2,188 | 93 | 314,095 | 1,822 | 83 | 143 | 172 | 8.4 |
| Stephenson | 3,575 | 3,480 | 7,055 | 80 | 1,075,930 | 6,160 | 87 | 153 | 174 | 8.5 |
| Tazewell | 4,785 | 4,555 | 9,340 | 76 | 1,454,393 | 8,113 | 86 | 155 | 179 | 8.4 |
| Union. | 2,437 | 2,303 | 4,740 | 90 | 652,186 | 3,795 | 80 | 137 | 171 | 8.0 |
| Vermilion | 10,038 | 9,698 | 19,736 | 82 | 3,047,998 | 16,643 | 84 | 154 | 183 | 8.2 |
| Wabash. | 1,550 | 1,528 | 3,078 | 80 | -472,614 | 2,568 | 83 | 153 | 184 | 8.3 |
| Warren | 2,474 | 2,536 | 5,010 | 90 | 721,037 | 4,130 | 82 | 143 | 174 | 8.1 |
| Washington | 1,469 | 1,427 | 2,896 | 57 | 362,429 | 2,185 | 75 | 125 | 165 | 8.2 |
| Wayne. | 2,578 | 2,429 | 5,007 | 90 | 689,046 | 3,886 | 77 | 137 | 177 | 8.1 |
| Whitc | 2,467 | 2,221 | 4,688 | 82 | 652,109 | 3,687 | 78 | 139 | 176 | 8.1 |
| Whitcside | 4.345 | 4,069 | 8,414 | 81 | 1,263,633 | 6,869 | 81 | 150 | 183 | 8.5 |
| Will | 9,290 | 8,674 | 17,964 | 62 | 2,687,396 | 14,949 | 83 | 149 | 179 | 8.8 |
| Williamson | 7,516 | 7,295 | 14,811 | 81 | 2,216,081 | 12,131 | 81 | 149 | 182 | 8.2 |
| Winnebago | 11,996 | 11,647 | 23,643 | 82 | 3,493,628 | 18,848 | 79 | 147 | 185 | 8.9 |
| Woodford | 2,016 | 1,925 | 3,941 | 74 | 608,095 | 3,504 | 88 | 154 | 173 | 8.1 |

TABLE 6-PROMOTIONS, GRADUATES, TUITION PUPILS

| Counties. | Number of eighth year pupils promoted. |  |  | Number of elementary tuition pupils. |  |  | Number of high school graduates. |  |  | Number of high school tuition pupils. |  |  |
| :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: |
|  | $\begin{gathered} \dot{a} \\ \stackrel{0}{0} \\ \end{gathered}$ | $\stackrel{\sim}{2}$ | $\begin{aligned} & \text { E゙ } \\ & \text { E } \\ & \text { H } \end{aligned}$ | $\begin{aligned} & \dot{\sim} \\ & \dot{\circ} \\ & \dot{\circ} \\ & \dot{n} \end{aligned}$ | $\frac{\dot{\otimes}}{\stackrel{L}{U}}$ |  | $\begin{aligned} & \dot{\mu i} \\ & \stackrel{\rightharpoonup}{\circ} \\ & \stackrel{0}{a} \end{aligned}$ | $\frac{\dot{n}}{\dot{E}}$ |  | $\begin{aligned} & \dot{9} \\ & \stackrel{0}{\circ} \\ & \end{aligned}$ | 㐫 | W |
| 1 | 2 | 3 | 4 | 5 | 6 | 7 | 8 | 9 | 10 | 11 | 12 | 13 |
| Illinois_ | 48,838 | 51,400 | 100,238 | 2,356 | 2,353 | 4,709 | 18,288 | 19,871 | 38,159 | 13,624 | 14,180 | 27.804 |
| Adams | 340 | 331 | 671 | 26 | 22 | 48 | 141 | 183 | 324 | 223 | 239 | 462 |
| Alexander | 154 | 152 | 306 | 9 | 3 | 12 | 56 | 78 | 134 | 49 | 47 | 96 |
| Bond. | 137 | 169 | 306 | 14 | 9 | 23 | 47 | 76 | 123 | 138 | 167 | 305 |
| Boone | 108 | 124 | 232 | 6 | 3 | 9 | 46 | 66 | 112 | 76 | 86 | 162 |
| Brown | 51 | 66 | 117 | 15 | 12 | 27 | 25 | 33 | 58 | 57 | 64 | 121 |
| Bureau | 338 | 344 | 682 | 53 | 76 | 129 | 170 | 183 | 353 | 96 | 126 | 222 |
| Calhoun | 43 | 68 | 111 |  |  |  | 20 | 14 | 34 |  |  |  |
| Carroll | 139 | 152 | 291 |  |  |  | 76 | 94 | 170 | 35 | 28 | 63 |
| Cass. | 103 | 105 | 2,041 | 13 | 10 | 23 | 49 | 63 | 112 | 52 | 61 | 113 |
| Champaign | 466 | 458 | 924 | 48 | 44 | 92 | 251 | 264 | 515 | 288 | 315 | 603 |
| Christia | 279 | 305 | 584 | 25 | 37 | 62 | 150 | 196 | 346 | 147 | 165 | 312 |
| Clark | 220 | 208 | 3,600 | 19 | 30 | 49 | 83 | 96 | 179 | 133 | 129 | 262 |
| Clay. | 80 | 95 | 175 | 10 | 5 | 15 | 52 | 62 | 114 | 173 | 163 | 336 |
| Clinton | 146 | 118 | 264 | 10 | 8 | 18 | 37 | 23 | 60 | 78 | 73 | 151 |
| Coles. | 273 | 305 | 578 | 31 | 26 | 57 | 104 | 112 | 216 | 190 | 172 | 362 |
| Cook- |  |  |  |  |  |  |  |  |  |  |  |  |
| Outside Chicago | 3,848 | 3,896 | 7,744 | 116 | 108 | 224 | 1,637 | 1,575 | 3,212 | 338 | 355 | 693 |
| Chicago------- | 17,781 | 19,136 | 36,917 |  |  |  | 5,049 | 5,011 | 10,060 | 460 | 508 | 968 |
| Crawford | 229 | 271 | 500 | 25 | 21 | 46 | 137 | 110 | 247 | 133 | 146 | 279 |
| Cumberland | 87 | 100 | 187 | 5 | 3 | 8 | 18 | 17 | 35 | 34 | 41 | 75 |
| DeKalb.. | 299 | 295 | 594 | 21 | 34 | 55 | 150 | 201 | 351 | 87 | 109 | 196 |
| DeWitt | 174 | 214 | 388 | 10 | 8 | 18 | 85 | 98 | 183 | 69 | 58 | 127 |
| Douglas | 175 | 179 | 354 | 8 | 8 | 16 | 73 | 112 | 185 | 62 | 54 | 116 |
| DuPage | 642 | 560 | 1,202 | 42 | 29 | 71 | 274 | 295 | 569 | 157 | 137 | 294 |
| Edgar | 261 | 244 | 505 | 30 | 33 | 63 | 112 | 153 | 265 | 177 | 180 | 357 |
| Edwards | 79 | 72 | 151 | 5 | 4 | 9 | 23 | 20 | 43 | 13 | 17 | 30 |
| Effinghar | 139 | 194 | 333 | 7 | 6 | 13 | 65 | 88 | 153 | 149 | 197 | 346 |
| Fayette | 195 | 270 | 465 | 80 | 64 | 144 | 75 | 90 | 165 | 134 | 156 | 290 |
| Ford | 182 | 159 | 341 | 18 | 20 | 38 | 81 | 102 | 183 | 97 | 120 | 217 |
| Frankli | 704 | 750 | 1,454 | 3 | 7 | 10 | 205 | 240 | 445 | 206 | 165 | 371 |
| Fulton. | 382 | 356 | 738 | 62 | 72 | 134 | 185 | 229 | 414 | 251 | 292 | 543 |
| Gallatin | 59 | 86 | 145 | 6 | 2 | 8 | 31 | 40 | 71 | 55 | 56 | 111 |
| Greent | 157 | 209 | 366 | 17 | 9 | 26 | 99 | 106 | 205 | 168 | 183 | 351 |
| Grundy | 172 | 182 | 354 | 15 | 23 | 38 | 54 | 67 | 121 | 111 | 87 | 198 |
| Hamilton | 125 | 139 | 264 |  |  |  | 11 | 7 | 18 | 57 | 33 | 90 |
| Hancock. | 235 | 249 | 484 | 34 | 36 | 70 | 139 | 171 | 310 | 284 | 277 | 561 |
| Hardin | 70 | 73 | 143 |  |  |  | 17 | 17 | 34 |  |  |  |
| Henderson | 71 | 91 | 162 | 7 | 7 | 14 | 36 | 42 | 78 | 45 | 40 | 85 |
| Henry. | 325 | 287 | 612 | 38 | 31 | 69 | 126 | 193 | 319 | 193 | 211 | 404 |
| Iroquois | 313 | 291 | 604 | 67 | 79 | 146 | 125 | 154 | 279 | 139 | 160 | 299 |
| Jackson | 338 | 296 | 634 | 9 | 11 | 20 | 119 | 118 | 237 | 46 | 42 | 88 |
| Jasper. | 154 | 182 | 336 |  |  |  | 43 | 48 | 91 | 75 | 109 | 184 |
| Jefferso | 311 | 316 | 627 | 8 | 3 | 11 | 107 | 116 | 223 | 155 | 164 | 319 |
| Jersey. | 80 | 95 | 175 | 3 | 4 | 7 | 29 | 38 | 67 | 87 | 70 | 157 |
| JoDaviess | 133 | 139 | 272 | 32 | 30 | 62 | 62 | 98 | 160 | 119 | 160 | 279 |
| Johnson. | 127 | 155 | 282 | 12 | 8 | 20 | 55 | 40 | 95 | 173 | 175 | 348 |
| Hane | 698 | 692 | 1,390 | 81 | 65 | 146 | 373 | 429 | 802 | 211 | 221 | 432 |
| Kankakee | 304 | 306 | 610 | 35 | 32 | 67 | 133 | 130 | 263 | 162 | 161 | 323 |
| Kendall | 81 | 74 | 155 | 9 | 12 | 21 | 43 | 29 | 72 | 78 | 52 | 130 |
| Knox | 401 | 372 | 773 | 53 | 51 | 104 | 203 | 244 | 447 | 215 | 240 | 455 |
| Lake. | 678 | 622 | 1,300 | 38 | 26 | 64 | 279 | 283 | 562 | 332 | 344 | 676 |

AND QUALIFICATIONS OF TEACHERS—1930.


TABLE 6-

| Counties. | Number of eighth year pupils promoted. |  |  | Number of elementary tuition pupils. |  |  | Number of high school graduates. |  |  | Number of high school tuition pupils. |  |  |
| :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: |
|  | $\dot{\stackrel{\rightharpoonup}{\circ}}$ | $\frac{\dot{x}}{\dot{M}}$ |  | $\stackrel{\sim}{\circ}$ |  | 高 | $\begin{aligned} & \dot{\sim} \\ & \dot{0}-\dot{\circ} \end{aligned}$ | $\frac{\dot{x}}{\dot{\sim}}$ | - | - | \% | - |
| 1 | 2 | 3 | 4 | 5 | 6 | 7 | 8 | 9 | 10 | 11 | 12 | 13 |
| LaSalle. | 613 | 625 | 1,238 | 68 | 67 | 135 | 263 | 309 | 572 | 306 | 302 | 608 |
| Lawrence | 139 | 219 | 358 | 11 | 16 | 27 | 129 | 129 | 258 | 253 | 254 | 507 |
| Lee | 198 | 164 | 362 | 49 | 36 | 85 | 105 | 123 | 228 | 264 | 301 | 565 |
| Livingston | 249 | 311 | 560 | 40 | 33 | 73 | 130 | 140 | 270 | 183 | 173 | 356 |
| Logan. | 201 | 240 | 441 | 6 | 13 | 19 | 125 | 106 | 231 | 126 | 112 | 238 |
| McDonough | 252 | 243 | 495 | 28 | 32 | 60 | 105 | 141 | 246 | 161 | 180 | 341 |
| McHenry | 270 | 254 | 524 | 37 | 21 | 58 | 113 | 129 | 242 | 19 | 29 | 48 |
| McLean | 498 | 532 | 1,030 | 82 | 95 | 177 | 229 | 272 | 501 | 152 | 187 | 339 |
| Macon. | 578 | 635 | 1,213 | 33 | 40 | 73 | 269 | 242 | 511 | 115 | 152 | 267 |
| Macoupin | 478 | 492 | 970 | 38 | 42 | 80 | 226 | 237 | 463 | 79 | 91 | 170 |
| Madison | 736 | 786 | 1,522 | 30 | 33 | 63 | 281 | 331 | 612 | 233 | 268 | 501 |
| Marion | 309 | 341 | 650 | 26 | 19 | 45 | 166 | 175 | 341 | 245 | 214 | 459 |
| Marshall | 114 | 122 | 236 | 8 | 14 | 22 | 47 | 58 | 105 | 12 | 8 | 20 |
| Mason. | 158 | 144 | 302 | 4 | 3 | 7 | 64 | 50 | 114 | 22 | 24 | 46 |
| Massac | 137 | 138 | 275 | 1 |  | 1 | 66 | 70 | 136 | 36 | 41 | 77 |
| Menard | 99 | 123 | 222 | 3 | 3 | 6 | 37 | 29 | 66 | 39 | 41 | 80 |
| Mercer | 141 | 140 | 281 | 21 | 18 | 39 | 73 | 91 | 164 | 142 | 167 | 309 |
| Monroe | 95 | 101 | 196 | 3 | 10 | 13 | 26 | 37 | 63 | 21 | 13 | 34 |
| Montgomery | 293 | 293 | 586 | 44 | 35 | 79 | 144 | 173 | 317 | 86 | 124 | 210 |
| Morgan | 160 | 192 | 352 | 25 | 29 | 54 | 84 | 136 | 220 | 140 | 185 | 325 |
| Moultrie | 115 | 118 | 233 | 12 | 6 | 18 | 57 | 65 | 122 | 54 | 63 | 117 |
| Ogle. | 242 | 261 | 503 | 24 | 21 | 45 | 101 | 126 | 227 | 91 | 133 | 224 |
| Peoria | 707 | 760 | 1,467 | 21 | 27 | 48 | 307 | 360 | 667 | 266 | 245 | 511 |
| Perry | 184 | 175 | 359 | 5 | 11 | 16 | 61 | 72 | 133 | 68 | 69 | 137 |
| Piatt. | 155 | 155 | 310 | 18 | 27 | 45 | 115 | 110 | 225 | 33 | 29 | 62 |
| Pike. | 192 | 158 | 350 | 27 | 40 | 67 | 128 | 132 | 260 | 247 | 248 | 495 |
| Pope | 100 | 112 | 212 |  |  |  | 13 | 16 | 29 | 24 | 24 | 48 |
| Pulaski | 138 | 128 | 266 | 10 | 18 | 28 | 41 | 54 | 95 | 44 | 51 | 95 |
| Putnam | 51 | 55 | 106 |  |  |  | 37 | 32 | 69 | 20 | 10 | 30 |
| Randolph | 184 | 185 | 369 | 18 | 24 | 42 | 66 | 108 | 174 | 163 | 159 | 322 |
| Richland. | 95 | 125 | 220 |  | 2 | 2 | 50 | 85 | 135 | 59 | 93 | 152 |
| Rock Island | 528 | 550 | 1,078 | 36 | 39 | 75 | 243 | 273 | 516 | 173 | 144 | 317 |
| St. Clair | 881 | 952 | 1,833 | 48 | 59 | 107 | 293 | 311 | 604 | 243 | 207 | 450 |
| Saline | 393 | 467 | 860 | 18 | 14 | 32 | 140 | 117 | 257 | 117 | 82 | 199 |
| Sangamon. | 719 | 778 | 1,497 | 35 | 26 | 61 | 263 | 292 | 555 | 304 | 294 | 598 |
| Schuyler | 127 | 135 | 262 | 6 | 10 | 16 | 65 | 71 | 136 | 175 | 175 | 350 |
| Scott-- | 87 | 99 | 186 | 3 | 1 | 4 | 39 | 48 | 87 | 33 | 31 | 64 |
| Shelby | 250 | 268 | 518 | 19 | 17 | 36 | 127 | 144 | 271 | 162 | 142 | 304 |
| Stark | 73 | 74 | 147 | 10 | 18 | 28 | 33 | 41 | 74 | 34 | 20 | 54 |
| Stephenson. | 192 | 228 | 420 | 53 | 48 | 101 | 108 | 117 | 225 | 142 | 142 | 284 |
| Tazewell | 304 | 315 | 619 | 35 | 32 | 67 | 136 | 162 | 298 | 61 | 69 | 130 |
| Union | 164 | 178 | 342 | 7 | 8 | 15 | 70 | 77 | 147 | 107 | 85 | 192 |
| Vermilion | 678 | 715 | 1,393 | 33 | 32 | 65 | 285 | 390 | 675 | 119 | 137 | 256 |
| Wabash. | 161 | 133 | 294 | 2 | 6 | 8 | 85 | 90 | 175 | 121 | 159 | 280 |
| Warren. | 164 | 170 | 334 | 6 | 3 | 9 | 76 | 81 | 157 | 186 | 215 | 401 |
| Washington | 112 | 139 | 251 |  |  |  | 30 | 32 | 62 | 42 | 43 | 85 |
| Wayne. | 137 | 155 | 292 | 45 | 53 | 98 | 52 | 48 | 100 | 45 | 48 | 93 |
| White | 182 | 197 | 379 | ${ }^{6}$ | 3 | 9 | 87 | 69 | 156 | 165 | 126 | 291 |
| Whiteside | 305 | 274 | 579 | 24 | 20 | 44 | 129 | 143 | 272 | 143 | 175 | 318 |
| Will. | 628 | 622 | 1,250 | 36 | 43 | 79 | 264 | 268 | 532 | 212 | 218 | 430 |
| Williamson. | 641 | 700 | 1,341 | 12 | 13 | 25 | 220 | 256 | 476 | 175 | 162 | 337 |
| Winnebago | 1,191 | 1,227 | 2,418 | 24 | 24 | 48 | 242 | 337 | 579 | 321 | 322 | 643 |
| Woodford | 154 | 145 | 299 | 31 | 18 | 49 | 83 | 112 | 195 | 34 | 39 | 73 |

Concluded.

| Graduates of- |  |  | Graduates of four year high school and attended- |  |  |  |  | Attended high school- |  |  | Teachers contributing to Teachers Pension Fund. |  |
| :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: |
|  |  |  |  |  |  |  |  |  | - | $\underbrace{\text { cis }}$ |  | ت Z 0 - - |
| 14 | 15 | 16 | 17 | 18 | 19 | 20 | 21 | 22 | 23 | 24 | 25 | 26 |
| 185 | 21 | 135 | 25 | 40 | 138 | 213 | 28 |  | 1 |  | 694 | \$6,724 |
| 45 | 30 | 18 | 2 | 11 | 41 | 45 | 2 | 1 | 1 | 1 | 185 | 1,333 |
| 56 | 14 | 58 | 14 | 9 | 73 | 59 | 13 | 4 |  |  | 269 | 2,083 |
| 79 | 22 | 63 | 20 | 41 | 118 | 82 | 8 | 4 | 2 | 2 | 405 | 2,907 |
| 84 | 8 | 25 | 15 | 50 | 63 | 34 |  |  |  |  | 249 | 2,051 |
| 46 | 34 | 66 | 11 | 23 | 86 | 20 | 1 | 2 | 3 | 1 | 243 | 1,578 |
| 122 | 6 | 67 | 7 | 17 | 68 | 38 | 7 | 3 | 2 | 1 | 269 | 2,014 |
| 142 | 37 | 194 | 18 | 18 | 177 | 68 | 2 | 3 |  |  | 569 | 5,111 |
| 130 | 18 | 123 | 52 | 82 | 82 | 57 | 8 | 3 |  |  | 473 | 4,758 |
| 91 | 26 | 27 | 19 | 40 | 91 | 178 | 14 | 2 | 7 | 2 | 441 | 3,226 |
| 213 | 24 | 214 | 63 | 82 | 131 | 115 | 20 | 4 | 7 |  | 781 | 7,318 |
| 56 | 13 | 72 | 18 | 31 | 60 | 47 | 10 | 12 | 6 | 1 | 277 | 2,390 |
| 18 | 12 | 16 | 6 | 14 | 50 | 44 |  |  |  |  | 142 | 986 |
| 39 | 8 | 18 | 5 | 4 | 65 | 37 | 9 | 3 |  |  | 168 | 1,336 |
| 35 | 1 | 32 | 1 | 5 | 24 | 15 | 4 |  | 1 | 2 | 105 | 1,637 |
| 24 | 4 | 7 | 2 | 9 | 23 | 38 | 3 | 3 |  |  | 95 | 650 |
| 50 | 5 | 30 | 8 | 18 | 48 | 42 | 2 | 2 |  |  | 185 | 1,293 |
| 16 | 1 | 1 | 2 | 4 | 10 | 29 | 21 |  | 4 | 6 | 87 | 680 |
| 71 | 9 | 23 | 7 | 25 | 76 | 114 | 15 | 4 | -- | 1 | 294 | 2,380 |
| 66 | 2 | 25 | 19 | 19 | 35 | 75 | 21 | 2 | 2 | 1 | 233 | 2,124 |
| 28 | 5 | 23 | 2 | 18 | 42 | 26 | 3 | 2 |  |  | 136 | 1,028 |
| 71 | 2 | 56 | 10 | 31 | 99 | 27 | 7 | 3 | 1 |  | 271 | 1,769 |
| 213 | 11 | 134 | 52 | 84 | 114 | 93 | 31 | 2 | 5 | 5 | 243 | 1,716 |
| 23 | 5 | 47 | 7 | 4 | 68 | 28 | 2 | 3 | 3 | 1 | 177 | 1,458 |
| 56 | 4 | 29 | 3 | 21 | 73 | 27 |  | 1 |  | - - - | 199 | 1,411 |
| 40 | 20 | 39 | 15 | 18 | 114 | 49 | 4 | 3 | 3 |  | 275 | 1,870 |
| 1 | 5 | 5 | 1 | 4 | 31 | 15 | 13 | 1 |  | 1 | 65 | 453 |
| 15 | 9 | 24 | 8 | 6 | 33 | 16 | 3 | 3 | 3 | 1 | 108 | 728 |
| 16 |  | 9 | 4 | 7 | 11 | 13 |  |  |  |  | 61 | 455 |
| 34 | 8 | 43 | 11 | 12 | 47 | 38 | 14 | 9 | 7 | 2 | 204 | 1,595 |
| 19 | 1. | 8 | 3 | 2 | 20 | 76 | 20 |  | 1 |  | 138 | 969 |
| 165 | 12 | 162 | 25 | 51 | 100 | 94 | 4 |  |  | 5 | 542 | 6,292 |
| 227 | 22 | 273 | 45 | 93 | 153 | 106 | 4 | 10 |  |  | 848 | 10,000 |
| 49 | 17. | 38 | 17 | 14 | 87 | 57 | 7 | 6 |  |  | 257 | 2,053 |
| 190 | 21 | 138 | 39 | 101 | 120 | 127 | 35 | 10 | 10 | 4 | 714 | 7,624 |
| 15 | 1. | 11 | 6 | 7 | 28 | 47 | 19 | 5 | 2 | 2 | 129 | 965 |
| 14 | 6 | 8 | 2 | 19 | 22 | 19 | 4 | 2 | 1 |  | 89 | 620 |
| 40 | 8 | 19 | 7 | 15 | 79 | 59 | 10 | 5 | 8 | 1 | 245 | 2,660 |
| 32 | 5 | 9 | 4 | 10 | 19 | 38 | 7 | 1. | 1 |  | 111 | 687 |
| 70 | 2 | 57 | 9 | 18 | 68 | 53 | 21 | 4 | 1 |  | 276 | 2,348 |
| 82 | 23 | 101 | 13 | 33 | 86 | 65 | 5 | 1 | 2 |  | 367 | 3,163 |
| 6 | 17 | 41 | 6 | 19 | 32 | 28 |  | 1 | 1 |  | 144 | 1,035 |
| 188 | 9 | 106 | 29 | 50 | 157 | 200 | 6 | 16 | 10 | 4 | 690 | 5,562 |
| 25 | 1 | 6 | 4 | 14 | 27 | 40 | 4 |  |  |  | 110 | 843 |
| 70 | 7 | 27 | 10 | 28 | 57 | 39 |  | 2 | 1 |  | 218 | 1,782 |
| 20 |  | 24 | 5 | 10 | 23 | 31 | 7 | 6 | 3 | 1 | 106 | 800 |
| 15 | 3 | 9 | 6 | 17 | 38 | 33 | 31 | 20 | 13 | 5 | 171 | 1,323 |
| 28 | 7 | 24 | 3 | 7 | 48 | 55 | 16 | 3 | 1 | 1 | 165 | 1,302 |
| 75 | 5 | 68 | 7 | 26 | 76 | 69 | 14 | 2 | 1 | 1 | 315 | 2,946 |
| 159 | 21 | 200 | 21 | 59 | 88 | 103 | 10 | 6 | 6 | 4 | 601 | 6,501 |
| 73 | 31 | 116 | 17 | 41 | 114 | 53 | 18 | 9 |  | 2 | 360 | 2,856 |
| 63 | 178 | 240 | 46 | 55 | 71 | 52 | 48 | 1 | 2 | 2 | 674 | 6,191 |
| 54 | 11 | 24 | 8 | 25 | 57 | 36 | 6 | 4 | 1 |  | 204 | 1,485 |

TABLE 7-NUMBER OF TEACHERS, AVERAGE ANNUAL SALARIES AND NUMBER OF VACANCIES-1930.

| Countics. |  |  |  | Actual number of teachers or teaching positions. |  |  | A verage annual salaries of teachers. |  |  | Number of vacancies caused by- |  |  |  |
| :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: |
|  |  |  |  | $\begin{aligned} & \text { E் } \\ & \underset{-}{2} \end{aligned}$ | $\begin{aligned} & \text { I } \\ & \text { g } \\ & \end{aligned}$ | $\begin{aligned} & \text { 5్ } \\ & \text { H } \end{aligned}$ |  | $\begin{aligned} & \text { g. } \\ & \text { g } \\ & 0 \\ & 0 \end{aligned}$ | $\dot{\square}$ |  |  |  | E E F- |
| 1 | 2 | 3 | 4 | $\dot{3}$ | 6 | - | 8 | ¢ | 10 | 11 | 12 | 13 | 14 |
| Illinois | 333 | 1,258 | 46,175 | 9,066 | 38,700 | 47,766 | \$195,930 | \$161,686 | \$168,186 | 31 | 309 | 44 | 384 |
| Adams | 1 | 16 | 436 | 96 | 357 | 453 | \$152,924 | \$110,792 | \$119,721 | 2 | 16 | 18 | 36 |
| Alexand | 2 | 3 | 187 | 34 | 158 | 192 | 149,779 | 90,534 | 101,026 |  |  |  |  |
| B ond. | 1 | 1 | 156 | 35 | 123 | 158 | 117,084 | 84,756 | 91,908 | 4 | 2 |  | 6 |
| Boone | 2 |  | 135 | 11 | 126 | 137 | 166,204 | 105,854 | 110,699 |  | 2 |  | 2 |
| Brown |  | 1 | 95 | 21 | 75 | 96 | 115,190 | 79,840 | 87,573 |  |  |  |  |
| Bureau | 4 | 8 | 397 | 72 | 337 | 409 | 198,486 | 105,209 | 121,630 |  | 2 |  | 2 |
| Calhoun |  |  | 54 | 19 | 35 | 54 | 91,731 | 77,923 | 82,781 |  |  |  |  |
| Carroll | 5 | 15 | 196 | 51 | 165 | 216 | 104,594 | 102,212 | 102,775 |  |  |  |  |
| Cass. | 1 | 5 | 164 | 29 | 141 | 170 | 156,275 | 96,713 | 106,874 |  | 1 |  | 1 |
| Champaign... | 3 | 12 | 583 | 127 | 471 | 598 | 166,344 | 113,746 | 124,916 |  |  |  |  |
| Christia | 5 | 2 | 367 | 84 | 290 | 374 | 159,711 | 103,911 | 116,444 | 1. | 1 |  | 2 |
| Clark | 2 | 1 | 197 | 68 | 132 | 200 | 137,089 | 90,361 | 106,248 |  | 2 |  | 2 |
| Clay | 1 | 2 | 166 | 74 | 95 | 169 | 100,205 | 81,187 | 89,515 |  | 3 |  | 3 |
| Clinto |  | 1 | 136 | 38 | 99 | 137 | 119,976 | 73,437 | 86,346 |  |  |  |  |
| Coles. | 2 | 3 | 291 | 55 | 241 | 296 | 146,342 | 104,944 | 112,636 |  |  |  |  |
| Cook- <br> Outside Chi-cago------- | 44 | 151 | 3,377 | ${ }_{6}^{619}$ | 2,953 | 3,572 | 296,155 | 172,222 | 193,699 |  |  |  |  |
| Chicago | 39 | 357 | 12,872 | 1,847 | 11,421 | 13,268 | 306,923 | 262,534 | 268,713 |  |  |  |  |
| Crawford | 2 | 2 | 220 | 62 | 162 | 224 | 151,418 | 94, 143 | 110,012 |  |  |  |  |
| Cumberland |  |  | 131 | 52 | 79 | 131 | 78,800 | 55,099 | 64,507 |  |  |  |  |
| DeKalb. | 7 | 17 | 362 | 83 | 303 | 386 | 195,235 | 112,733 | 130,473 |  | 7 |  | 7 |
| DeWitt | 2 | 3 | 206 | 31 | 180 | 211 | 128,000 | 93,634 | 98,683 |  | 1 | 1 | 2 |
| Douglas | 3 | 4 | 222 | 56 | 173 | 229 | 165,667 | 106,565 | 111,018 | 1 | 6 |  | 7 |
| DuPage | 17 | 19 | 640 | 113 | 563 | 676 | 238,110 | 146,114 | 161,492 | 2 | 12 |  | 14 |
| Edgar. | 1 | 5 | 265 | 46 | 225 | 271 | 151,334 | 100,927 | 109,500 |  | 2 |  | 2 |
| Edward |  | 2 | 84 | 33 | 53 | 86 | 90,074 | 60,755 | 72,005 |  | 2 |  | 2 |
| Effingham | 1 |  | 160 | 51 | 110 | 161 | 118,800 | 83,021 | 94,354 |  | 3 |  | 3 |
| Fayette. | 1 | 2 | 228 | 80 | 151 | 231 | 98,811 | 80,546 | 86,871 |  | 2 |  | 2 |
| Ford | 1 | 4 | 201 | 30 | 176 | 206 | 176,780 | 103,748 | 114,383 |  | 3 |  | 3 |
| Franklin | 5 | 5 | 493 | 170 | 333 | 503 | 143,050 | 96,965 | 112,541 | 1 | 5 |  | 6 |
| Fulton. | 6 | 16 | 426 | 83 | 365 | 448 | 141,728 | 92,939 | 101,968 |  |  |  |  |
| Gallatin |  | 1 | 107 | 40 | 68 | 108 | 104,997 | 77,823 | 87,512 |  | 1 |  | 1 |
| Greene |  | 4 | 200 | 45 | 159 | 204 | 129,938 | 83,484 | 93,731 |  | 4 |  | 4 |
| Grundy | 1 | 2 | 177 | 18 | 162 | 180 | 216,944 | 108,930 | 119,732 |  | 1 |  | 1 |
| Hamiiton |  | 2 | 132 | 73 | 61 | 134 | 75,645 | -3,122 | 74,497 | 1 | 4 | 1 | 6 |
| Hancock |  | 6 | 328 | 68 | 266 | 334 | 136,820 | 86,446 | 96,702 |  |  |  |  |
| Hardin |  | 1 | 57 | 26 | 32 | 58 | 86,730 | 80,932 | 83,534 |  | 1 |  | 1 |
| Hender |  | 1 | 113 | 28 | 86 | 114 | 132,625 | 95,058 | 104,285 | 1 | 1 |  | 2 |
| Henry | 3 | 12 | 411 | 55 | 371 | 426 | 185,258 | 104,258 | 114,716 | , | 3 | 1 | 5 |
| Iroquois |  | 5 | 400 | 69 | 336 | 405 | 157,587 | 104,657 | 111,091 |  |  |  |  |
| Jackson | 3 | , | 295 | 87 | 212 | 299 | 110,334 | 75,498 | 85,634 |  | 1 |  | 1 |
| Jasper |  | 2 | 144 | 67 | 79 | 146 | 94,551 | 76,740 | 84,914 |  | 2 |  | 2 |
| Jefferso | 2 | 1 | 280 | 101 | 182 | 283 | 108,706 | 90,475 | 96,981 |  | 1 | 1 | 2 |
| Jersey | 1 | 1 | 113 | 27 | 88 | 115 | 130,407 | 83,937 | 94,847 |  | 2 |  | 2 |
| JoDaviess | 1 | 1 | 200 | 34 | 168 | 202 | 149,123 | 97,538 | 106,221 |  | 2 |  | 2 |
| Johnson |  | 1 | 119 | 53 | 67 | 120 | 92,305 | 67,436 | 78,420 |  | 1 |  | 1 |
| Kane | 12 | 51 | 738 | 129 | 672 | 801 | 222,596 | 148,659 | 160,566 |  | 1 | 5 | 6 |
| Kankake | 3 | 15 | 342 | 53 | 307 | 360 | 174,811 | 112,535 | 121,704 |  | 5 |  | 5 |
| Kendall | 1 | 4 | 100 | 14 | 91 | 105 | 187,785 | 109,610 | 120,034 |  | 1 |  | 1 |
| Knox. | 1 | 14 | 418 | 61 | 372 | 433 | 192,528 | 106,045 | 118,229 | 2 | 4 |  | 6 |
| Lakc | 8 | 18 | 683 | 130 | 579 | 709 | 288,919 | 173,530 | 194,687 |  | 4 |  | 4 |

TABLE 7-Concluded.

| Counties. |  |  |  | Actual number of teachers or teaching positions. |  |  | Average annual salaries of teachers. |  |  | Number of vacancies caused by- |  |  |  |
| :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: |
|  |  |  |  | $\dot{\Delta}$ | $\begin{aligned} & \text { g } \\ & \text { d } \\ & 0 \end{aligned}$ | $\begin{aligned} & \text { ज़ुं } \\ & \text { से } \end{aligned}$ |  | E E 0 | E |  |  |  | 5ix |
| 1 | 2 | 3 | 4 | 5 | 6 | 7 | 8 | 9 | 10 | 11 | 12 | 13 | 14 |
| LaSa!le | 12 | 5 | 769 | 120 | 666 | 786 | 200,991 | 119,238 | 131,719 | 1 |  |  | 8 |
| Lawrence | 2 | 2 | 193 | 63 | 134 | 197 | 153,392 | 97,494 | 115,370 |  |  |  | 1 |
| Lee. | 2 | 8 | 290 | 39 | 261 | 300 | 172,000 | 105,317 | 113,986 |  |  |  |  |
| Livingsto | 5 | 15 | 421 | 71 | 370 | 441 | 159,216 | 104,713 | 113,488 |  | 2 |  | 2 |
| Logan. | 2 | 6 | 271 | 51 | 228 | 279 | 169,243 | 111,273 | 121,870 |  |  |  |  |
| McDonough | 2 | 析 | 288 | 50 | 243 | 293 | 149,640 | 101,316 | 109,221 |  | 4 |  | 4 |
| McHenry | 9 | 23 | 311 | 69 | 273 | 342 | 170,196 | 121,797 | 131,562 |  |  |  |  |
| McLean | 10 | 14 | 635 | 102 | 557 | 659 | 175,055 | 111,076 | 120,979 |  | 5 |  | 5 |
| Macon. | 1 | 27 | 527 | 87 | 468 | 555 | 185,715 | 134,783 | 142,766 |  | 10 |  | 10 |
| Macoupin | 5 | 4 | 494 | 96 | 407 | 503 | 148,630 | 90,392 | 101,507 |  | 4 |  | 4 |
| Madison | 10 | 30 | 833 | 153 | 720 | 873 | 188,900 | 123,699 | 135,126 |  | 13 |  | 14 |
| Marion | 2 | $\stackrel{2}{2}$ | 322 | 73 | 253 | 326 | 97,365 | 75,041 | 80,040 | 1 | 3 |  | 4 |
| Marshall |  | 3 | 157 | 26 | 134 | 160 | 176,067 | 92,551 | 106,123 |  | 2 |  | 2 |
| Mason. | $\stackrel{2}{2}$ | 3 | 183 | 37 | 151 | 188 | 166,608 | 99,345 | 112,583 |  | , |  | $\stackrel{2}{2}$ |
| Massac |  | 1 | 126 | 37 | 91 | 128 | 141,040 | 86,873 | 102,532 |  | 5 |  | 5 |
| Menard |  | 3 | 115 | 24 | 94 | 118 | 111,225 | 91,189 | 95,264 |  |  |  |  |
| Mercer | 1 | 4 | 200 | 35 | 170 | 205 | 175,257 | 98,144 | 111,309 |  |  |  |  |
| Monroe.- |  | 1 | 93 | 29 | 65 | 94 | 121,706 | 98,921 | 105,950 |  |  |  |  |
| Montgomery | 3 | 5 | 337 | 83 | 262 | 345 | 141,705 | 93,527 | 105,118 |  | 1 |  | 1 |
| Morgan.-- | 1 | 9 | 258 | 47 | 221 | 268 | 172,119 | 102,795 | 114,953 |  | 3 |  | 3 |
| Moultrie |  | 3 | 150 | 36 | 117 | 153 | 104,982 | 84,331 | 89,190 |  | 2 |  | 2 |
| Ogle- | 1 | 8 | 298 | 50 | 257 | 307 | 160,582 | 106,651 | 115,435 |  | 4 |  | 4 |
| Peoria | 3 | 34 | 707 | 120 | 624 | 744 | 189,903 | 132,956 | 142,141 | 4 | 11 |  | 16 |
| Perry | 2 | 3 3 | 186 | 48 | 143 | 191 | 74,741 | 70,358 | 71,459 |  | 2 |  | 2 |
| Piat |  |  | 212 | 51 | 165 | 216 | 171,019 | 113,353 | 126,969 |  | 1 |  | 1 |
| Pike. | 2 | 2 | 307 | 85 | 226 | 311 | 92,470 | 76,792 | 81,077 |  |  |  |  |
| Pope |  | 1 | 76 | 24 | 53 | 77 | 76,975 | 72,343 | 73,787 |  | 2 |  | 2 |
| Pulaski | 1 | 2 | 119 | 38 | 84 | 122 | 90,328 | 76,304 | 81,492 | 1 | 2 |  | 3 |
| Putnam |  |  | 68 | 16 | 52 | 68 | 183,050 | 100,770 | 120,130 |  | 2 |  | 2 |
| Randolph. | 2 | 1 | 222 | 53 | 172 | 225 | 130,038 | 88,525 | 98,303 |  | 4 |  | 4 |
| Richland. | 1 |  | 149 | 48 | 102 | 150 | 109,016 | 95,057 | 99,524 |  |  |  |  |
| Rock Islan | 5 | 35 | 58 + | 82 | 542 | 624 | 206,038 | 138,163 | 147,083 |  | 2 |  | $\stackrel{2}{7}$ |
| St. Clair | 10 | 40 | 883 285 | 190 | 743 | 933 | 199,503 | 148,695 | 159,042 | 4 | 11 |  | 17 |
| Saline.- | 3 | 4 | 285 | 113 | 179 | 292 | 108,326 | 91,391 | 97,945 |  | 1 |  | 1 |
| Sangamon | 1 | 24 | 770 | 160 | 635 | 795 | 163,315 | 128,158 | 135,224 | 1 | 8 |  | 15 |
| Schuyler | 1 |  | 142 | 41 | 102 | 143 | 113,165 | 81,673 | 90,702 |  |  |  |  |
| Scott |  | 3 | 94 | 21 | 76 | 97 | 124,785 | 78,090 | 88,200 |  | 2 |  | 2 |
| Shelby | 2 | 3 | 278 | 95 | 188 | 283 | 122,966 | 90,577 | 101,449 |  | 2 |  | 3 |
| Stark |  | 2 | 124 | 22 | 104 | 126 | 163,920 | 96,322 | 108,125 |  | 1 |  | 1 |
| Stephenson | 2 | 2 | 299 | 57 | 246 | 303 | 185,515 | 119,369 | 131,812 |  | 6 |  | 6 |
| Tazcwell | 3 | 9 | 399 | 88 | 323 | 411 | 167,425 | 113,066 | 124,705 |  | 3 |  | 3 |
| Union- | 1 | 3 | 157 | 69 | 92 | 161 | 118,371 | 89,851 | 92,074 |  | 5 |  |  |
| Vermilion |  | 19 | 754 | 146 | 632 | 778 | 184,758 | 111,891 | 125,565 | 1 | 9 | 3 | 13 |
| Wabash | 1 |  | 120 | 48 | 73 | 121 | 121,414 | 94,400 | 105,116 |  |  |  | 1 |
| Warren | 1 | 2 | 238 | 39 | 202 | 241 | 159,857 | 103,811 | 112,752 | 1 | 6 |  | 7 |
| Washingto |  | 1 | 129 | 31 | 99 | 130 | 112,983 | 69,682 | 80,008 |  |  |  |  |
| Wayne | 1 | 1 | 213 | 112 | 103 | 215 | 90,700 | 71,176 | 81,347 |  | 1 |  | 1 |
| White. | 1 | , | 205 | 92 | 116 | 208 | 99,057 | 78,388 | 87,530 |  |  |  |  |
| Whitesid | 3 | 11 | 330 | 45 | 299 | 344 | 206,311 | 112,478 | 124,753 |  | 1 |  | 1 |
| Will. | 5 | 28 | 648 | 124 | 557 | 681 | 262,641 | 143,343 | 165,065 | 1 | 8 |  | 9 |
| Whlliamsor | 5 | 10 | 459 | 152 | 322 | 474 | 138,256 | 93,926 | 159,190 |  |  |  | 1 |
| Winnebago | 4 | 30 | 724 | 86 | 672 | 758 | 216,454 | 149,234 | 156,860 |  | 38 |  | 38 |
| Woodford | 2 | 5 | 219 | 44 | 182 | 226 | 165,961 | 104,587 | 116,536 |  |  |  |  |

TABLE 8-TEACHERS' LENGTH OF

| Counties. | 1 year. | 2 years | 3 years. | 4 years. | 5 years. | 6 years. | 7 years. | 8 years. | 9 years. |
| :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: |
| 1 | 2 | 3 | 4 | 5 | 6 | 7 | 8 | 9 | 10 |
| Illinois.-- | 10,883 | 6,716 | 4,287 | 3,384 | 2,486 | 2.120 | 1,824 | 1,817 | 1,601 |
| Adams. | 131 | 67 | 56 | 34 | 30 | 19 | 8 | 15 | $8$ |
| Alexander. | 43 | 28 | 27 | 21 | 5 | 12 | 5 | 7 |  |
| Bond.-. | 63 | 32 | 17 | 18 | 10 | 5 | 3 | 2 |  |
| Boone.. | 48 | 33 | 11 | 8 | 10 | 2 | 6 | 1 |  |
|  |  |  |  |  |  |  |  |  |  |
| Calhoun | 153 25 | 65 10 | 55 | $\begin{array}{r}39 \\ 3 \\ \hline\end{array}$ | 18 | 14 | 13 3 | 11 |  |
| Carroll | 80 | 38 | 30 | 17 | 12 | 14 | 2 | 6 | $\bar{j}$ |
| Cass.-- | 58 | 22 | 16 | 11 | 11 | 6 | 8 | 5 | $3$ |
| Champaign. | 183 | 140 | 61 | 47 | 40 | 24 | 16 | 14 | 12 |
| Christian | 105 | 67 | 52 | 41 | 14 | 22 | 14 | 11 |  |
| Clark. | 93 | 30 | 35 | 8 | 7 | 5 | 6 | 3 |  |
| Clay. | 88 | 26 | 10 | 11 | 4 | 6 | 4 | 1 |  |
| Clinton | 49 | 31 | 17 | 8 | 10 |  | 4 | 5 | 3 |
| Coles | 96 | 54 | 38 | 23 | 19 | 12 | 4 | 5 | 10 |
| Cook-- | 1,304 | 1,012 | 772 | 994 | 752 | 762 | 871 | 984 | 885 |
| Crawford.- | 100 | 38 | 25 | 16 | 9 | 6 | 8 | 4 |  |
| Cumberland. | 53 | 28 | 17 | 9 | 3 | 5 | 1 | 7 |  |
| DeKalb | 114 | 81 | 44 | 21 | 22 | 16 | 15 | 11 | 10 |
| DeWiti. | 59 | 42 | 38 | 14 | 11 | 12 | 4 | s | $6$ |
| Douglas. | 77 | 52 | 33 | 18 | 15 | 9 | 8 | 6 | 3 |
| DuPage. | 227 | 142 | 78 | 63 | 40 | 39 | 24 | 13 | 12 |
| Edgar | 92 | 62 | 30 | 15 | 13 | 10 | 8 | 7 | $3$ |
| Edwards. | 27 | 24 | 9 | 9 | 5 | 1 | 1 | 3 |  |
| Effingham. | 60 | 22 | 27 | 11 | 7 | 8 | 12 |  | $2$ |
| Fayette. | 107 | 62 | 26 | 8 | 5 | 3 | 3 | 3 | 5 |
| Ford. | 64 | 40 | 30 | 27 | 11 | 6 | 5 | 6 | 4 |
| Franklin | 127 | 95 | 60 | 52 | 36 | 31 | 22 | 26 | 20 |
| Fulton-- | 157 | 80 | 59 | 42 | 21 | 10 | 8 | 11 | 13 |
| Gallatin | 42 | 23 | 13 | 10 | 5 | 1 | 2 | 3 | $2$ |
| Greene | 84 | 38 | 13 | 16 | 8 | 5 |  | 6 |  |
| Grundy | 57 | 27 | 22 | 22 | 14 | 9 | 5 | 4 | $5$ |
| Hamilton | 69 | 37 | 7 | 5 | 7 | 2 | 2 | 1 |  |
| Hancock | 138 | 57 | 42 | 20 | 22 | 7 | 6 | 6 | 5 |
|  |  |  |  |  |  |  |  |  |  |
| Henry | 149 | 68 | 54 | ${ }^{7}$ | 25 | 14 | 11 | 11 | 11 |
| Iroquois | 133 | 95 | 53 | 36 | 24 | 17 | 10 | , | 6 |
| Jackson. | 118 | 48 | 35 | 26 | 10 | 9 | 7 | 6 | 9 |
| Jasper------- | 66 | 34 | 17 | 8 | 10 | 5 | 2 | 1 |  |
| Jefierson. | 109 | 46 | 23 |  | 11 |  | 6 | 9 | $8$ |
| jersey | 57 | 25 | 9 | 2 | 2 | 7 | 3 | 3 | $2$ |
| JoDaviess | 75 | 42 | 27 | 14 | 8 | 10 | 4 | 3 | $6$ |
| Johnson. | 67 | 17 | 13 | 11 | 3 | 3 | ${ }_{2}$ | 1 |  |
| hane.. | 154 | 141 | 81 | 79 | 56 | 35 | 35 | 24 | 16 |
| Kankakee | 103 | 73 | 27 |  | 27 |  |  | 11 | 12 |
| Kendall. | 42 | 32 | 11 | 3 | 3 | 8 | 2 | 1 | $1$ |
| Knox-- | 121 | 92 | 55 | 29 | 23 | 24 | 16 | 13 | 8 |
| Lake | 135 | 118 | 76 | 55 | 66 | 54 | 37 | 22 | 25 |
| LaSalle. | 202 | 124 | 90 | 62 | 54 | 37 | 32 | 27 | $8$ |

SERVICE IN THE SAME DISTRICT-1930.

| 10 years. | 11 years. | 12 years. | 13years. | 14 years. | 15years. | 16years. | 17 years. | 18 years. | 19years. | $\begin{gathered} 20 \\ \text { years or } \\ \text { more. } \end{gathered}$ more. | Total. |
| :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: |
| 11 | 12 | 13 | 14 | 15 | 16 | 17 | 18 | 19 | 20 | 21 | 22 |
| 1.511 | 1,176 | 1,000 | 657 | 444 | 508 | 591 | 523 | 469 | 391 | 5,378 | 47,766 |
| $\overline{1}$ 5 1 2 1 | 4 2 2 2 | 8 <br> 4 | 8 | 3 1 1 1 | 5 1 | 3 5 -1 | 3 -- - | 4 1 1 | 5 1 1 | 35 21 1 4 2 | 453 192 158 137 96 |
| 8 | 5 | 6 | 2 |  | 1 | 2 | 1 | 4 | 2 | 6 | 409 |
| 2 9 9 | 3 8 8 | $\begin{array}{r} -7 \\ 1 \\ 4 \end{array}$ | 1 |  | 2 | 1 |  | 1 | 1 | 2 4 4 | 216 170 |
| 13 | 11 | 7 |  | 1 | 4 | 2 | 2 | 5 | 1 | 15 | 598 |
| 2 4 | 5 | 7 | 1 | 4 | 1 | 2 | 3 | 4 | $1-$ | 12 | 374 200 |
| . 3 | 5 | 2 | 2 | - | 1 | 2 |  | 3 | 1 |  | 169 |
| 8 | 3 | 4 |  | 3 | 1 | 1 |  | 1 | 1 | 4 10 | 137 296 |
| 869 5 | 712 1 | 611 1 | 464 | 249 1 | 320 | 408 | 371 1 | 309 1 | 246 1 | 3,955 3 | 16,840 224 |
| 10 | 11 | 3 |  | 1 | 2 | 4 |  | $i^{-}$ | 1 | 16 | 131 |
| 1 | 1 | 4 |  |  |  | 1 | 1 | 1 | 1 | 7 | 211 |
| 9 | 7 | 2 3 | 1 | 1 | 1 |  |  | 1 | 1 | $11^{2}$ | 229 676 |
| 3 | 1 | 2 | 2 | 2 | 2 | 4 | 1 | 2 |  | 12 | 271 |
| 6 | 2 | 2 | 2 |  |  |  |  |  |  |  | 161 |
|  |  |  |  |  | 1 |  |  | 1 |  |  |  |
| ${ }_{2}$ | 3 | 2 |  | 1 |  |  |  |  |  | 4 | 206 |
| 111 | 5 4 | 5 |  | 4 3 | 1 | 1 |  | 2 | 2 | 15 | $\begin{aligned} & 503 \\ & 448 \end{aligned}$ |
| 2 | 1 |  |  |  |  |  | 1 |  |  | 3 | 108 |
| 6 | 3 | 3 1 | 1 | 2 1 | 3 2 | 1 |  | 1 |  | 5 6 | 204 180 |
| 1 |  |  |  | 1 |  |  |  |  |  |  | 134 |
| 9 | 2 | 3 | 1 | 4 | 2 | 1 | 1 |  | 3 | 5 | 334 58 |
|  |  |  |  |  |  |  |  | 1 |  | 1 | 114 |
| 4 | 6 | 3 | 4 |  |  | 2 |  | 3 | $1-$ | 31 | 426 |
| 5 <br> 8 |  |  |  |  |  |  | 2 |  |  | 8 | 405 299 |
|  | 2 |  |  |  |  |  |  |  |  |  | 146 |
| 4 | 5 | 3 | 4 | 1 | 1 | 1 | 6 | 4 |  | 12 | 283 |
| 1 | 3 | 1 |  |  | 3 | 1 |  |  |  |  | ${ }_{202}^{115}$ |
| 20 | ${ }_{13}^{1}$ | 14 | 10 | 9 | 1 | 6 | 11 | 6 |  |  | 120 |
|  |  |  |  |  |  |  |  |  |  |  |  |
| 10 | 1 | 1 | 3 | 1 | 4 | 5 |  | 1 | 3 | 14 | 360 |
| 4 | 7 | 3 | 4 | 4 |  |  | 1 | 2 | 1 | 21 | 433 |
| 18 | 11 | 19 |  |  | 4 |  | 3 <br> 8 | 6 | 5 6 |  | 109 786 |
|  |  |  |  |  |  |  |  |  |  |  | , |

TABLE 8-

| Counties. | 1 year. | 2 years. | 3 years. | 4 years. | 5 years. | 6 years. | 7 years. | 8 years. | 9 years. |
| :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: |
| 1 | 2 | 3 | 4 | 5 | 6 | 7 | 8 | 9 | 10 |
| Lawrence. | 60 | 50 | 29 | 10 | 9 | 11 | 8 | 4 | 3 |
| Lee.-. - | 94 | 70 | 27 | 24 | 15 | 11 | 3 | 8 | 15 |
| Livingston. | 163 | 80 | 49 | 46 | 23 | 12 | 10 | 6 | 12 |
| Logan - --- | 97 | 53 | 26 | 22 | 12 | 15 | 5 | 3 | 5 |
| McDonough. | 114 | 54 | 30 | 31 | 14 |  | 10 | 6 | 3 |
| McHenry. | 105 | 63 | 39 | 22 | 26 | 16 | 14 | 16 | 4 |
| McLean... | 179 | 119 | 78 | 71 | 39 | 30 | 16 | 18 | 21 |
| Macon. | 126 | 98 | 42 | 48 | 37 | 41 | 28 | 19 | 25 |
| Macoupin | 156 | 91 | 60 | 35 | 36 | 20 | 22 | 13 | 18 |
| Madison.- | 211 | 143 | 99 | 68 | 42 | 48 | 35 | 31 | 25 |
| Marion | 107 | 69 | 44 | 32 | 18 | 15 | 9 | 9 | 8 |
| Marshall | 59 | 37 | 22 | 9 | 3 | 5 | 8 | 1 |  |
| Mason.- | 62 | 30 | 41 | 10 | 9 | 6 | 7 | 3 | 3 |
| Massac | 41 | 22 | 18 | 7 | 7 | 9 | 4 | 1 | 2 |
| Menard | 42 | 22 | 8 | 11 | 8 | 6 | 4 | 4 | 4 |
| Mercer- | 76 | 42 | 24 | 21 | 11 | 7 | 3 | 6 | 3 |
| Monroe. | 31 | 12 | 14 | 10 | 5 | 5 |  | 2 |  |
| Montgomery | 124 | 64 | 34 | 18 | 19 | 14 | 13 | 10 | 7 |
| Morgan.-- | 76 | 46 | 24 | 30 | 17 | 13 | 7 | 12 | 2 |
| Moultrie | 58 | 37 | 25 | 10 | 10 | 1 | 3 | 3 | 1 |
| Ogle | 114 | 69 | 40 | 24 | 13 | 9 | 5 | 8 | 6 |
| Peoria | 152 | 114 | 56 | 38 | 44 | 37 | 26 | 26 | 20 |
| Perry | 76 | 39 | 11 | 11 | 9 | 6 | 4 | 5 | 5 |
| Piatt. | 73 | 48 | 29 | 21 | 7 | 9 | 10 | 1 | 4 |
| Pike.- | 122 | 84 | 34 | 24 | 11 | 18 | 2 | 5 | 2 |
| Pope. | 43 | 18 | 8 | 1 | 3 | 2 |  | 1 |  |
| Pulaski. | 39 | 23 | 14 | 12 | 6 | 6 | 5 | 4 |  |
| Putnam | 22 | 16 | 7 | 7 | 8 | 3 | 1 |  | 1 |
| Randolph. | 88 | 34 | 28 | 23 | 11 | 12 | 2 | 5 |  |
| Richland | 63 | 27 | 15 | 7 | 13 | 3 | 4 | 2 | 7 |
| Rock Island. | 114 | 90 | 63 | 56 | 36 | 22 | 17 | 20 | 21 |
| St. Clair | 154 | 104 | 88 | 78 | 66 | 51 | 27 | 36 | 35 |
| Saline.- | 94 | 63 | 44 | 18 | 14 | 11 | 9 | 9 | 6 |
| Sangamon. | 179 | 105 | 92 | 55 | 45 | 44 | 35 | 25 | 19 |
| Schuyler-- | 57 | 38 | 15 | 9 | 3 | 1 | 2 | 4 | 4 |
| Scott-. | 40 | 21 | 15 | 8 | 3 | 3 | 2 |  | 3 |
| Shelby- | 108 | 80 | 35 | 9 | 12 | 6 | 6 | 1 | 7 |
| Stark. | 52 | 24 | 17 | 10 | 5 | 3 | 3 | 1 | 3 |
| Stephenson | 104 | 58 | 37 | 13 | 8 | 19 | 9 | 7 | 5 |
| Tazewell.-- | 118 | 62 | 36 | 38 | 28 | 15 | 20 | 19 | 16 |
| Union | 72 | 33 | 17 | 16 | 5 | 2 | 5 | 1 | 2 |
| Vermilion | 192 | 150 | 86 | 61 | 69 | 42 | 18 | 20 | 19 |
| Wabash | 42 | 26 | 21 | 2 | 4 | 6 | 1 | 7 | 3 |
| Warren-- | 65 | 62 | 35 | 21 | 12 | 10 | 6 | 6 | 6 |
| Washington.- | 46 | 31 | 17 | 10 | 11 | 7 | 1 | 1 | 1 |
| Wayne. | 119 | 56 | 18 |  |  | 3 |  | 2 |  |
| White | 77 | 40 | 28 | 12 | 11 | 13 | 5 | 5 | 2 |
| Whiteside. | 101 | 69 | 43 | 23 | 19 | 19 | 5 | 7 | 8 |
| Will. | 160 | 79 | 51 | 51 | 31 | 41 | 28 | 28 | 23 |
| Williamson. | 137 | 69 | 50 | 36 | 40 | 26 | 16 | 15 | 16 |
| Winnebago | 173 | 97 | 77 | 52 | 37 | 37 | 34 | 24 | 37 |
| Woodford.-...-- | 74 | 57 | 32 | 28 | 10 | 6 | 2 | 7 | 1 |

Concluded.


TABLE 8a-TOTAL TEACHING EXPERIENCE OF TEACHERS

| Counties. |  | $\begin{aligned} & \dot{\sim} \\ & \text { L } \\ & \text { © } \\ & \text { in } \\ & \text { N } \end{aligned}$ | $\begin{aligned} & \dot{\infty} \\ & \text { L } \\ & \text { D } \\ & \dot{D} \\ & \infty \end{aligned}$ |  |  | $\begin{aligned} & \dot{\infty} \\ & \text { ¢ } \\ & \text { ס } \\ & \dot{0} \\ & 0 \end{aligned}$ |  | $\begin{aligned} & \dot{\infty} \\ & \text { ¢ } \\ & \text { 厄 } \\ & \infty \\ & \infty \end{aligned}$ | $\begin{aligned} & \dot{2} \\ & \frac{1}{5} \\ & 0 \\ & \dot{0} \\ & 0 \end{aligned}$ | $\begin{aligned} & \infty \dot{\infty} \\ & \text { ẽ } \\ & \underset{0}{0} \\ & 0 \end{aligned}$ | $\begin{aligned} & \dot{\infty} \\ & \stackrel{\infty}{む} \\ & \stackrel{\text { d }}{2} \\ & \underset{\sim}{2} \\ & = \end{aligned}$ |  |  |  |  | $\begin{aligned} & \dot{\infty} \\ & \tilde{0} \\ & \underset{\sim}{0} \\ & \underset{O}{0} \end{aligned}$ |
| :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: |
| 1 | 2 | 3 | 4 | 5 | 6 | 7 | 8 | 9 | 10 | 11 | 12 | 13 | 14 | 15 | 16 | 17 |
| Illinois | 3,675 | 3,412 | 3,328 | 2,871 | 2,608 | 2,192 | 1,887 | 1,764 | 1,457 | 1,341 | 1,095 | 963 | 760 | 643 | 609 | 599 |
| Adams | 118 | 63 | 53 | 29 | 23 | 18 | 8 | 15 | 8 | 7 | 4 | 8 | 8 | 3 | 5 | 3 |
| Alexa | 24 | 16 | 10 | 12 | 9 | 8 | 7 | 4 | 5 | 5 | 8 | 4 | 6 | 4 | 5 | 4 |
| Bond | 27 | 25 | 16 | 13 | 7 | 9 | 10 | 7 | 4 | 4 | 6 | 4 | 3 | 4 | 1 | 3 |
| Boone. Brown. | 17 | 18 12 | 13 | 16 12 | 15 5 | 4 | 10 4 | 9 5 | 4 | 1 | 4 | 4 | 2 |  | 3 | 1 |
| Bureau | 64 | 45 | 39 | 39 | 24 | 29 | 21 | 20 | 13 | 10 | 23 | 10 | 8 | 4 | 5 | 5 |
| Calhoun | 4 | 3 | 8 | 6 | 5 | 7 | 3 | 5 | 4 |  | 2 |  | 1 | 2 | 1 |  |
| Carroll | 33 | 24 | 24 | 18 | 16 | 20 | 15 | 9 | 5 | 9 | 5 | 3 | 2 | 3 | 2 | 4 |
| Cass. | 21 | 12 | 19 | 10 | 16 | 10 | 5 | 9 | 4 | , | 7 | 4 | 7 | 2 | 2 | 3 |
| Champaign | 65 | 59 | 56 | 38 | 39 | 36 | 33 | 41 | 27 | 24 | 19 | 15 | 18 | 8 | 12 | 13 |
| Christian | 38 | 35 | 32 | 23 | 31 | 22 | 27 | 23 | 22 | 12 | 9 | 8 | 3 | 9 | 8 | 9 |
| Clark | 25 | 18 | 16 | 18 | 10 | 19 | 11 | 9 | 9 | 3 | 7 | 7 | 3 | 5 | 3 | 2 |
| Clay | 17 | 12 | 15 | 18 | 10 | 15 | 6 | 10 | 5 | 6 | 3 | 6 | 4 | 2 | 2 | 7 |
| Clinton | 21 | 30 | 17 | 10 | 9 | 4 | 3 | 5 | 6 | 3 |  |  | 2 | 2 | 2 | 3 |
| Coles. | 25 | 30 | 30 | 27 | 30 | 30 | 8 | 9 | 8 | 10 | 6 | 6 | 3 | 6 | 3 | 4 |
| Cook | 36 | 165 | 358 | 353 | 376 | 398 | 355 | 274 | 195 | 182 | 152 | 129 | 101 | 68 | 49 | 40 |
| Crawford | 29 | 20 | 16 | 18 | 12 | 13 | 10 | 15 | 5 | 9 | 5 | 5 | 5 | 6 | 5 | 6 |
| Cumberland | 40 | 25 | 25 | 6 | 5 | 4 | 6 | 5 | 4 | 2 | 3 | 1 | 1 | 1 |  | 1 |
| DeKalb | 41 | 40 | 33 | 32 | 28 | 31 | 23 | 22 | 15 | 10 | 9 | 14 | 9 | 5 | 4 | 15 |
| DeWitt. | 18 | 30 | 26 | 18 | 12 | 15 | 9 | 6 | 10 | 6 | 7 | 7 | 3 | 2 | 2 | 4 |
| Douglas | 36 | 36 | 22 | 17 | 14 | 14 | 14 | 19 | 15 | 9 | 4 | 2 | 8 | 5 | 2 | 3 |
| DuPage | 67 | 44 | 60 | 58 | 58 | 59 | 63 | 37 | 32 | 29 | 28 | 18 | 18 | 19 | 14 | 8 |
| Edgar. | 16 | 18 | 14 | 12 | 16 | 18 | 14 | 16 | 14 | 12 | 12 | 11 | 10 | 7 | 10 | 8 |
| Edwards | 6 | 14 | 8 | 10 | 8 | 4 | 3 | 4 | 3 | 2 | 3 | 3 | 4 | 2 | 1 | 2 |
| Effingham | 22 | 12 | 17 | 21 | 12 | 7 | 10 | 8 | 7 | 8 | 6 | 3 | 2 | 5 | 1 | 2 |
| Fayet | 40 | 29 | 23 | 18 | 21 | 6 | 4 | 8 | 8 | 10 | 7 | 6 | 3 | 2 | 6 | 6 |
| Ford | 22 | 27 | 25 | 22 | 26 | 11 | 9 | 8 | 9 | 6 | 5 | 5 | 3 | 1 | 4 | 2 |
| Frankli | 43 | 54 | 36 | 42 | 25 | 37 | 29 | 31 | 29 | 29 | 28 | 14 | 12 | 13 | 8 | 11 |
| Fulton | 56 | 48 | 65 | 48 | 27 | 18 | 12 | 9 | 23 | 26 | 13 | 14 | 8 | 6 | 4 | 6 |
| Gallatin | 13 | 12 | 12 | 6 | 10 | 5 | 2 | 1 | 7 | 5 |  | 3 | 2 | 3 | 2 | 5 |
| Greene | 42 | 18 | 14 | 22 | 11 | 14 | 12 | 8 | 2 | 2 | 3 | 9 | 9 |  | 2 | 4 |
| Grundy | 21 | 14 | 14 | 19 | 17 | 12 | 10 | 14 | 7 | 8 | 7 | 3 | 4 | 1 | 5 | 4 |
| Hamilton | 69 | 37 | 7 | 5 | 7 | 2 | 2 | 1 |  | 1 | 2 |  |  | 1 |  |  |
| Hancock | 58 | 35 | 42 | 32 | 18 | 20 | 12 | 22 | 8 | 7 | 4 | 7 | 5 | 4 | 7 | 3 |
| Hardin | 5 | 4 | 8 | 5 | 2 | 1 | 5 | 2 | 2 | 3 | 4 | 3 | 4 | 1 | 1 | 2 |
| Hender | 18 | 12 | 20 | 10 | 15 | 5 | 4 | 4 | 3 | 4 | 3 | 6 | 2 |  |  |  |
| Henry. | 53 | 84 | 60 | 31 | 25 | 19 | 11 | 16 | 18 | 4 | 6 | 3 | 4 | 11 | 2 | 2 |
| Iroquois | 50 | 39 | 43 | 36 | 38 | 17 | 34 | 23 | 19 | 14 | 13 | 6 | 4 | 5 | 4 | 9 |
| Jackson | 42 | 28 | 26 | 30 | 20 | 12 | 9 | 22 | 8 | 9 | 16 | 5 | 10 | 7 | 6 | 5 |
| Jasper.-...- | 28 | 18 | 9 | 10 | 15 | 12 | - | 8 | 5 | 7 | 5 | 3 | 1 | 1 |  | 1 |
| Jefferso | 29 | 35 | 15 | 29 | 21 | 10 | 7 | 14 | 13 | 14 | 7 | 8 | 10 | 3 | 5 | 7 |
| Jersey | 20 | 16 | 8 | 5 | 12 | 6 | 5 | 6 | 4 | 6 | 2 | 2 | 2 |  | 2 | 1 |
| JoDaviess | 31 | 30 | 25 | 20 | 11 | 7 | 11 | 9 | 10 | 8 | 1 | 6 | 6 | 1 | 1 | 5 |
| Johnson | 15 | 13 | 14 | 12 | 9 | 6 | 9 | 7 | 2 | 8 | 2 | 4 |  | 2 | 2 | 1 |
| Kane. | 52 | 45 | 70 | 57 | 57 | 56 | 47 | 47 | 28 | 41 | 38 | 28 | 21 | 15 | 12 | 23 |
| Kankakee | 22 | 41 | 23 | 22 | 32 | 28 | 19 | 21 | 24 | 10 | 15 | 10 | 11 | 5 | 3 | 11 |
| Kendall | 13 | 15 | 23 | 14 | 6 | 10 | 1 | 4 | 7 | 1 | 2 | 3 | 1 |  |  | 1 |
| Knox | 46 | 53 | 50 | 51 | 37 | 13 | 19 | 15 | 18 | 13 | 8 | 13 | 7 | 11 | 4 | 7 |
| Lake | 48 | 63 | 55 | 54 | 44 | 37 | 53 | 30 | 50 | 29 | 28 | 25 | 22 | 18 | 18 | 16 |
| LaSalle | 159 | 72 | 80 | 52 | 61 | 43 | 38 | 41 | 29 | 31 | 25 | 18 | 8 | 2 | 11 | 13 |

EMPLOYED AT CLOSE OF SCHOOL YEAR—1930.

|  |  |  | $\begin{aligned} & \dot{\infty} \\ & \stackrel{1}{0} \\ & \stackrel{0}{0} \\ & \stackrel{\sim}{\circ} \end{aligned}$ |  | $\begin{aligned} & \dot{\text { D }} \\ & \text { E } \\ & \text { Ni } \\ & \text { N } \\ & \text { N } \end{aligned}$ |  |  |  |  |  |  | $\begin{aligned} & \dot{\sim} \\ & \text { H } \\ & \text { た } \\ & \text { N } \\ & \text { N } \end{aligned}$ |  | $\begin{aligned} & \dot{\omega} \\ & \dot{\omega} \\ & \stackrel{0}{0} \\ & \stackrel{\sim}{2} \\ & \end{aligned}$ |  |  | ¢ |  | din | $\begin{gathered} \dot{\sim} \\ \tilde{D} \\ \tilde{0} \\ \underset{\sim}{2} \\ \end{gathered}$ | $\begin{aligned} & \dot{2} \\ & \ddot{0} \\ & \tilde{0} \\ & 0 \\ & \infty \\ & \infty \\ & 0 \end{aligned}$ | $\begin{gathered} \dot{2} \\ \text { H } \\ \text { d } \\ 0 \\ \text { N } \\ 0 \end{gathered}$ | $\begin{aligned} & 0 \\ & 0 \\ & 0 \\ & 0 \\ & 0 \\ & 0 \\ & 0 \\ & 0 \\ & 0 \\ & 0 \\ & 0 \end{aligned}$ | $\begin{aligned} & \text { تं } \\ & \text { ثं } \\ & \text { E-1 } \end{aligned}$ |
| :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: |
| 18 | 19 | 20 | 21 | 22 | 23 | 24 | 25 | 26 | 27 | 28 | 29 | 30 | 31 | 32 | 33 | 34 | 35 | 36 | 637 | 38 | 39 | 40 | 41 | 42 |
| 516 | 476 | 456 | 383 | 350 | 320 | 306 | 291 | 273 | 265 | 204 | 177 | 153 | 155 | 144 | 123 | 110 | 86 | 9 | 41 | 49 | 58 | 47 | 190 | 34,501 |
| 3 | 4 | 5 | 6 | 2 | 6 | 5 | 4 | 4 | 7 | 4 | 1 | 5 | 3 | 3 | 2 |  | 3 |  | 1 | 5 |  | 2 | 3 | 453 |
| 1 | 7 | 20 | 3 | 3 | 1 | 1 |  | 2 |  | 4 | 2 | 1 | 2 |  | 2 | 2 |  |  | 1 | 1 |  | 1 | 1 | 192 |
| 2 | 3 | 1 | 3 | 1 | 2 | 2 | 1 |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  | 158 |
| 2 | 2 | 2 | 2 | 1 | 2 | 2 |  |  | 1 |  |  |  |  | 1 | --- | 1 | - |  |  |  |  |  | 2 | 137 |
| 2 | 1 |  | , |  | 1 |  |  |  |  |  | 1 |  |  |  |  |  |  |  |  |  |  |  | 1 | 96 |
| 4 | 5 | 8 | 2 | 4 | 4 | 2 |  | 3 | 4 | 2 | 5 |  | 1 | 1 | 1 | 1 |  |  |  | 1 |  | -- |  | 409 |
|  |  | 1 |  |  |  |  |  |  | 1 |  |  |  | 1 |  |  |  |  |  |  |  |  |  |  | 54 |
| 1 | 3 | 4 | 2 | 3 | 1 |  | 2 |  | 1 | 1 |  | 1 | 1 |  |  | - |  |  |  |  |  | 1 | 1 | 216 |
| 3 | 6 |  | 1 | 2 | 2 | 1 | 1 | 3 |  | 5 |  | 2 |  | 1 |  | 2 |  | - | 2 |  |  | 1 | 2 | 170 |
| 13 | 10 | 10 | 5 | 9 | 4 | 3 | 4 | 3 | 3 | 5 | 2 | 4 | 2 | 4 | 4 | 1 | - |  |  | 2 |  | 1 | 1 | 598 |
| 8 | 7 | 5 | 2 | 5 | 2 | 5 | 4 | 3 | 3 | 1 | 1 | 3 | 3 |  |  | 2 | 2 |  |  |  | 1 |  | 1 | 374 |
| 4 | 1 | 6 | 2 | 1 | 4 | 3 | 1 | 2 | 1 | 3 | 2 |  | 1 |  | - 2 |  |  |  |  |  |  |  | 2 | 200 |
| 2 | 1 | 8 | 3 | 2 | 1 | 4 | 3 | 2 | 1 |  |  | 1 | 1 |  |  |  | -- |  |  |  |  | 1 |  | 169 |
| 2 | 1 | 3 |  | 2 | 1 | 1 | 1 | 3 |  | 1 |  | 1 |  | 1 | 1 |  | - |  | 1 |  | - | 1 |  | 137 |
| 3 | 2 | 10 | 10 | 6 | 4 | 4 | 3 | 4 | 5 |  |  |  |  |  | 6 |  |  |  |  |  | 2 |  | 2 | 296 |
| 40 | 34 | 36 | 34 | 22 | 21 | 26 | 18 | 23 | 12 | 8 |  | 8 | 7 | 8 | 8 | 6 | 5 |  | 3 | 4 | 3 | 1 | 2 | 3,572 |
| 5 | 3 | 2 | 3 | 4 | 4 | , | 2 | 3 | 4 | 2 | 4 | 2 | 2 | 1 |  | 1 | -- |  |  |  |  | -- | 1 | 224 |
|  |  |  |  |  | , |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  | 1 | 131 |
| 7 | 2 | 5 |  | 5 | 1 | 2 | 3 | 1 | 2 |  | 1 | 3 | 2 | 3 | 3 |  |  |  | 1 |  |  | , | 3 | 386 |
| 2 | 3 | 5 | 2 | 4 | 3 |  | 2 | 2 | 2 | 2 | 3 | 1 |  |  |  | 2 | - |  |  | 1 |  | 1 |  | 211 |
|  |  | 1 | 1 | $1$ |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  | 1 |  | 229 |
| 10 | 3 | 9 | 5 | 4 | 4 | 5 | 3 | 3 | 3 | 3 | 1 | 1 | - | 1 | 2 | 2 | 1 |  | - |  |  | -- | 2 | 676 |
| 9 | 5 | 4 | 5 |  | 7 | 3 | 4 | 3 | 3 | 1 | 2 | 3 | 1 | 2 | 1 |  |  |  | 2 | 1 |  |  |  | 271 |
| 2 |  |  | 3 | 1 |  |  | 1 | 1 | 1 |  | 1 | 1 | 1 |  |  |  |  |  |  |  |  |  |  | 89 |
| 3 |  | 1 |  |  | 4 | 2 | 3 |  | 2 |  |  | 1 |  |  |  |  | - | 1 |  | - |  |  |  | 161 |
| 3 | 5 | 3 | 8 |  |  | 1 | 2 |  | 2 |  | 2 |  |  | 1 |  | 1 | -- |  |  |  |  |  | 2 | 231 |
| 2 | 4 |  | 1 | 1 | 2 | 1 | 2 | $\overline{2}$ | 1 | 2 |  |  |  |  |  |  |  |  |  |  |  |  | 2 | 206 |
| 10 | 11 | 7 | 5 | 4 | 1 | 5 | 5 | 3 | 3 | 4 | 2 |  |  |  | 1 |  |  | - | - | 1 |  |  |  | 503 |
| 3 | 4 | 1 | 5 | 6 | 1 | 9 | 2 | 5 | 5 | 4 | 1 | 2 | 3 | 2 |  | 1 | 3 |  | 2 |  |  | 1 | 2 | 448 |
| 2 | 1 | 2 | 1 | 1 | 2 | 1 | 2 | 1 | 2 | 2 | 1 | 1 |  |  | 1 |  |  |  |  |  |  |  |  | 108 |
| 3 | 2 | 2 | 3 | 3 |  | 1 | 1 | 1 |  | 2 | 1 |  | 2 |  |  |  | 1 |  |  |  |  | 1 |  | 204 |
| 3 | 4 |  |  | 1 |  | 1 | 1 | 1 |  | 2 | 1 | 1 |  |  | 1 | -- | -- |  | 1 |  |  | -- | 1 | 180 |
|  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  | 134 |
| 4 | 6 | 6 | 7 | 1 | 2 | 2 | 3 | 3 | 1 | 1 | 2 |  | 2 | 1 | 1 |  | 1 | - |  | 1 | $1$ | - | 1 | 334 |
| 1 | 2 |  |  | 1 |  |  |  |  | 2 |  |  |  |  |  |  |  |  |  |  |  |  |  |  | 58 |
|  | 2 |  |  |  | 1 | 2 |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  | 114 |
| 13 | 3 | 1 |  | 2 | 7 | 9 | 14 | 1 | 5 | 1 | 2 | 5 |  |  |  |  |  |  |  | 1 |  |  | 4 | 426 |
| 7 | 4 | 2 | 2 | 2 | 1 | 1 | 6 | 7 | 5 |  | 3 |  | 1 | 3 | 1 |  |  | 1 | - |  |  |  | 1 | 405 |
| 2 | 2 | 4 | 4 | 2 | 2 | - | 2 | 2 | 2 | 3 | 2 | -- |  |  |  |  | 1 | 1 | 1 |  |  | 2 |  | 299 |
| 4 | 1. | 2 | 1 | 1 |  | 2 | 1 | 2 | 1 |  |  |  |  |  |  |  |  |  |  |  |  |  | 1 | 146 |
| 6 | 8 | 14 | 4 | 3 | 2 |  | 2 | 5 | 4 | 2 | 1 | 2 | 1 |  | 1 |  |  |  |  |  |  |  | , | 283 |
| 2 | 2 | 2 | 2 | 1 |  |  |  |  |  |  |  |  |  |  |  |  |  | 1 | 1 |  |  |  | 1 | 115 |
| 3 | 2 | 3 | 1 |  |  |  | 1 | 2 |  |  | 1 |  | 2 |  | 2 |  |  |  |  |  |  |  |  | 202 |
|  |  |  |  | 3 |  | 2 | 3 | 2 | 2 |  |  |  |  |  |  |  |  |  |  |  |  |  |  | 120 |
| 11 | 17 | 12 | 8 | 13 | 14 | 8 | 8 | 2 | 7 | 9 | 9 | 5 | 6 | 4 | 5 | 4 | 3 | 5 | 1 | 2 | 3 |  | 8 | 801 |
| 5 | 6 | 6 | 7 | 4 |  | 4 | 2 |  | 2 | 2 | 3 | 2 | 2 | 5 | 1 | 2 | 1 |  | 3 |  |  |  | 5 | 360 |
|  |  | 1 |  |  | 2 |  | 1 |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  | 105 |
| 6 | 5 | 3 |  | 8 | 4 | 3 | 4 | 6 | 5 | 1 | 2 | 2 | 3 | 2 |  |  | 2 | 1 | 1 |  | 1 | 1 | 4 | 433 |
| 14 | 11 | 9 | 7 | 4 | 9 | 5 | 3 | 8 | 8 | 4 | 8 | 4. | 6 | 6 | 2 | 1 | 1 |  | 13 | 1 |  | -- | 4 | 709 |
| 4 | 7 | 10 | 8 | 12 | 3 | 2 | 6 | 3 | 4 | 2 | 2 | 5 | 5 | 1 | 5 | 4 | 2 |  |  |  | 7 | 1 | 6 | 786 |
|  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |



Concluded.


TABLE 9-NUMBER OF ELEMENTARY SCHOOL TEACHERS


RECEIVING LESS THAN \$1,700 PER ANNUM—1930.

| $\$ 800 \text { to }$$\$ 899 .$ |  | $\begin{aligned} & \$ 900 \text { to } \\ & \$ 999 . \end{aligned}$ |  | $\begin{aligned} & \$ 1,000 \text { to } \\ & \$ 1,099 . \end{aligned}$ |  | $\begin{aligned} & \$ 1,100 \text { to } \\ & \$ 1,199 . \end{aligned}$ |  | $\begin{aligned} & \$ 1,200 \text { to } \\ & \$ 1,299 . \end{aligned}$ |  | $\begin{gathered} \$ 1,300 \text { to } \\ \$ 1,399 . \end{gathered}$ |  | $\begin{aligned} & \$ 1,400 \text { to } \\ & \$ 1,499 \text {. } \end{aligned}$ |  | $\begin{aligned} & \$ 1,500 \text { to } \\ & \$ 1,599 . \end{aligned}$ |  | $\begin{aligned} & \$ 1,600 \text { to } \\ & \$ 1,699 \text {. } \text { 略 } \end{aligned}$ |  |
| :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: |
| M | W | M | W | M | W | M | W | M | W | M | W | M | W | M | W | M | W |
| 16 | 17 | 18 | 19 | 20 | 21 | 22 | 23 | 24 | 25 | 26 | 27 | 28 | 29 | 30 | 31 | 32 | 33 |
| 664 | 3,697 | 328 | 2,932 | 372 | 2,390 | 171 | 1,668 | 155 | 1,609 | 111 | 1,213 | 88 | 913 | 92 | 1,555 | 75 | 987 |
| 5 | 50 | 3 | 9 | 2 | 17 | 3 | 24 | 3 | 13 | 1 | 29 |  | 31 | 1 | 29 |  | 1 |
| 3 | 16 |  | 19 | 3 | 10 | 3 |  | 2 | 1 | 1 | 5 |  | 2 |  | 5 |  |  |
| 7 | 21 | 1 | 10 | 1 | 12 |  | 19 |  | 7 |  | 3 |  |  |  | 2 |  | 1 |
| 3 | 7 | 2 | 4 |  | 5 |  |  |  |  |  |  |  | 1 |  |  |  |  |
| 1 | 69 | 3 | 81 | 5 | 44 | 4 | 23 | 2 | 6 | 1 | 4 | 1 | 3 | 1 | 1 |  |  |
| 7 | 4 | 1 | 3 |  | 1 |  |  |  |  |  |  |  |  |  |  |  |  |
| 3 | 22 | 4 | 20 |  | 4 | 1 | 20 | 1 | 14 | 2 | 2 | 2 | 3 | 1 | 2 | 1 |  |
| 5 | 24 |  | 13 | 2 | 13 | 1 | 3 |  | 11 | 2 | 4 | 1 |  |  |  |  |  |
| 14 | 88 | 6 | 71 | 12 | 79 | 3 | 35 | 1 | 32 | 1 | 16 | 1 | 15 | 3 | 14 | ! |  |
| 13 | 60 | 3 | 78 | 8 | 52 | 4 | 12 | 2 | 2 | 2 |  | 4 | 1 |  | 1 | 1 |  |
| 17 | 31 | 3 | 5 | 3 | 2 | 2 |  | 3 | 1 |  |  |  |  | 1 |  | 1 |  |
| 5 | 18 | 3 | 4 |  |  | 1 |  |  |  |  |  |  |  |  |  |  |  |
| 2 2 | 14 57 | 5 | 9 44 | 12 | 2 32 | 2 |  | 1 | 5 | 1 | 2 | 1 1 | 2 | 1 1 | -- 1 |  |  |
|  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |
| 3 <br> 8 | 31 | 1 | 110 | $\stackrel{2}{6}$ | 101 19 | 5 | 163 | 1 | 342 1 | 3 | 28. | 17 | 322 | 15 | 741 | 15 | 459 |
| 11 | 10 | 2 | 8 | 5 |  | 2 | 1 | 1 |  |  |  |  |  |  |  |  |  |
|  | 16 | 4 | 57 | 2 | 47 | 6 | 26 | 2 | 33 | 1 | 19 |  | 3 |  | 2 | 1 |  |
|  | 46 | 4. | 33 | 1 | 39 |  | 14 | 3 | 5 |  | 1 |  |  |  |  |  |  |
| 1 | 63 | 3 | 41 | 5 | 14 | 2 | 4 | 4 | 2 | 1 |  |  |  |  |  |  |  |
| 1 | 8 | 1 | 10 |  | 15 | 2 | 58 | 1 | 76 | 3 | 77 | 1 | 59 | 4 | 51 | 4 | 27 |
| 7 | 65 | 3 | 54 | 3 | 22 | 3 | 8 | 1 | 3 |  |  |  |  |  |  |  |  |
| 2 | 6 | 1 | 1. | 2 | , |  |  |  |  |  |  | 1 |  |  |  |  |  |
| 8 | 16 | 3 | 13 |  |  | 1 | 3 |  | ----- |  |  |  | 1 |  |  |  |  |
| 27 | 34 | 6 | 3 | 4 |  | 1 | 2 |  |  |  |  |  |  |  |  |  |  |
| 3 | 50 | 3 | 32 | 1 | 16 | 1 | 11 | 1 | 7 |  | 1 |  | 3 | 1 |  |  |  |
| 18 | 115 | 8 | 43 | 30 | 12 | 6 |  | 13 | 1 | 7 |  | 9 | 2 | 2 |  | 5 | 1 |
| 13 | 100 | 3 | 53 | 7 | 25 | 1 | 8 | 2 | 4 | 1 | 1 |  | 2 |  | 1 |  |  |
| 8 | 5 | 3 | 3 | 1 | -- | 1 |  | 1 |  |  |  |  |  |  |  |  |  |
| 11 | 31 |  | 16 |  | 3 | 1 | 1 |  |  |  |  | 1 |  |  |  |  |  |
|  | 26 |  | 42 |  | 29 |  | 11 |  | 10 |  | 10 |  | 1 |  | 3 |  | 1 |
| 5 | 6 53 | 6 4 | 41 | 2 | 11 | 1 | 2 | 1 | 3 |  | 2 | 1 |  |  |  |  |  |
| 3 | 1 | 2 | 7 |  |  |  |  | 1 |  |  | 2 | 1 |  |  |  |  |  |
| 1 | 40 | 2 | 16 |  | 6 | 2 |  | 1 | 1 | 2 |  |  |  |  |  |  |  |
| 2 | 91 |  | 55 | 4 | 49 |  | 28 | 1 | 37 |  | 1 |  | 2 |  |  | 1 | 4 |
| 6 | 91 | 7 | 70 | 9 | 42 | 2 | 16 | 1 | 9 |  | 4 |  |  |  |  |  |  |
| 18 | 82 | 1 | 26 | 2 | 6 | 2 | 1 |  |  | 4 |  | 1 |  | 1 |  | 5 |  |
| 10 | 4 | 3 | 8 | 2 |  |  |  |  |  |  |  |  |  |  |  |  |  |
| 17 | 18 | 6 | 48 | 6 |  | 1 |  | 1 |  |  |  |  |  |  |  | 4 | 1 |
| 12 | 7 | 1 | 2 | 1 | 5 | 1 |  |  | 4 |  |  |  |  |  |  |  |  |
| 4 | 35 | 3 | 35 | 2 | 4 | 1 | 4 |  | 13 |  | 3 | 1 | 1 |  |  |  |  |
| 13 | 14 | 3 | 1. | 5 |  |  |  |  |  | 1 |  |  |  |  |  |  |  |
| $!1$ |  |  | 19 |  | 67 |  | 68 | 1 | 54 |  | 52 |  | 46 |  | 52 | 2 | 55 |
| 3 | 34 | 5 | 53 | 3 | 36 | 1 | 24 |  | 15 | 1 | 42 | 2 | 4 | 2 | 4 |  | 3 |
|  | 7 |  | 22 |  | 21 |  | 10 |  | 12 |  | 4 |  |  |  |  |  |  |
|  | 75 | 2 | 61 |  | 64 |  | 16 |  | 21 | 2 | 23 | 1 | 3 | 2 | 2 | 1 | 4 |
| -7 | 3 86 | - | 7 85 | 1 | 21 | 2 | 41 <br> 55 | 1 3 | 64 42 | $\stackrel{2}{2}$ | 58 48 | 2 | 34 36 | 3 3 | 27 32 | 1 | 25 |
|  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |

TABLE 9-

| Counties. | Under $\$ 200$. |  | $\begin{aligned} & \$ 200 \text { to } \\ & \$ 299 . \end{aligned}$ |  | $\begin{aligned} & \$ 300 \text { to } \\ & \$ 399 . \end{aligned}$ |  | $\begin{aligned} & \$ 400 \text { to } \\ & \$ 499 . \end{aligned}$ |  | $\begin{aligned} & \$ 500 \text { to } \\ & \$ 599 \text {. } \end{aligned}$ |  | $\begin{gathered} \$ 600 \text { to } \\ \$ 699 . \end{gathered}$ |  | $\begin{gathered} \$ 700 \text { to } \\ \$ 799 . \end{gathered}$ |  |
| :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: |
|  | M | W | M | W | M | W | M | W | M | W | M | W | M |  |
| 1 | 2 | 3 | 4 | 5 | 6 | 7 | 8 | 9 | 10 | 11 | 12 | 13 | 14 |  |
| Lawrence <br> Lee. <br> Livingston <br> Logan. <br> McDonough |  |  |  |  |  |  | 1 | 1 | 1 |  | 5 | 18 | 3 | 28 |
|  |  | 2 |  | 1 |  |  |  |  |  | 1 |  | 13 |  | 35 |
|  | 1 |  |  |  |  | 2 | 1 | 1 | 2 | 1 |  | 4 |  | 45 |
|  |  |  |  |  |  |  |  |  |  |  |  | 5 | 2 | 12 |
|  |  |  |  |  |  | 1 |  |  |  | 2 |  | 12 | 4 | 29 |
| McHenry <br> McLean. <br> Macon. <br> Macoupin <br> Madison. |  | 2 | 2 | 1 | 1 | 1 |  | 2 |  |  | 1 | 2 |  |  |
|  | 2 |  | 2 |  |  | 2 |  |  |  | 2 | 1 | 8 |  | 40 |
|  |  |  |  |  |  |  |  |  |  |  |  | 1 | , |  |
|  |  |  |  |  |  | 1 |  | - | 1 | 3 | 11 | 61 | 9 | 73 |
|  |  |  |  |  |  |  |  |  |  |  |  | 18 | 3 |  |
| Marion. |  |  |  |  |  |  |  | 1 | 2 | 7 | 14 | 90 |  |  |
| Marshall |  |  |  |  |  |  |  |  |  |  |  | 3 | 1 | 27 |
| Mason. |  |  |  | 1 |  |  |  |  |  | 3 |  | 8 |  | 22 |
| Massac- |  |  |  |  |  |  | 1 | 2 | 1 | 8 | 6 |  | 3 |  |
| Menard.- |  |  |  |  | 1 |  |  |  |  |  |  |  |  |  |
| Mercer <br> Monroe <br> Montgomery <br> Morgan <br> Moultrie. |  |  |  | 1 |  |  |  |  | 1 |  |  | 6 |  |  |
|  |  |  |  |  |  |  |  |  |  |  | 2 | 4. | 2 |  |
|  |  |  |  |  |  |  |  |  |  | 1 | 5 | 37 | 9 | 66 |
|  |  |  |  |  |  |  |  |  | 1 | 1 | 1 | 9 |  | 26 |
|  |  |  |  |  |  |  |  |  |  |  |  | 6 |  | 11 |
| OglePeorPerrPiatPike |  |  |  |  |  |  |  | 1 |  |  | 3 | 6 |  |  |
|  | 1 |  |  |  | 1 |  | 1 | 1 |  | 3 |  | 10 | 3 | 27 |
|  |  |  |  |  |  |  |  |  |  | 2 | 5 | 41 | 5 | 31 |
|  |  |  |  |  |  |  |  |  |  |  |  | 1 |  |  |
|  |  |  |  |  |  |  |  | 1 |  | 1 | 11 | 50 | 10 | 68 |
| Pope.- |  |  |  |  |  |  |  | 1 |  | , | 10 | 18 | 9 | 17 |
| Pulaski. |  |  |  | -- |  |  | 1 | 1 |  | 10 | 5 | 33 | 4 | 16 |
| Putnam. |  |  |  |  |  |  |  |  |  |  |  |  |  |  |
| Randolph |  |  |  |  |  |  |  |  |  | 3 | 9 | 54 | 7 | 29 |
| Richland. |  |  |  |  |  |  |  | 3 | 5 | 18 | 15 | 40 | 5 | 15 |
| Rock Island. |  |  |  |  | 1 |  |  |  | 1 | 2 |  | 1 |  | 18 |
| St. Clair-.-- |  |  |  |  |  |  |  | 2 |  |  | 1 | 12 | 4 | 24 |
| Saline... |  |  |  |  |  |  |  |  | 2 | 5 | 5 | 35 | 6 | 20 |
| Sangamon. |  |  |  |  |  |  |  |  |  |  |  |  | 1 | 14 |
| Schuyler---- |  |  |  |  |  |  |  |  | 2 | 2 | 7 | 34 | 8 | 16 |
| Scott. |  |  |  |  |  |  |  |  |  | 3 |  | 9 |  |  |
| Shelby. |  |  | 1 |  |  |  |  |  |  |  | 7 | 30 | 9 | 41 |
| Stark.-. |  |  |  |  |  |  |  |  |  | 1 |  |  |  | 15 |
| Stephenson. |  |  |  |  |  |  |  |  |  |  |  | 4 |  | 17 |
| Tazewell..- |  |  |  | 1 | 1 |  | 1 | 3 |  | 1 | 2 | 6 | 2 | 12 |
| Union |  |  |  |  |  |  |  |  |  |  | 3 |  |  |  |
| Vermilion |  |  |  |  |  |  |  |  |  | 10 | 1 | 27 | 4 | 47 |
| Wabash |  |  |  |  | 1 |  |  |  |  | 1 | 3 | 7 | 5 | 14 |
| Warren. |  |  |  |  |  |  |  | 1 |  | 2 | 1 | 3 |  | 18 |
| Washington |  |  |  |  |  |  |  |  | 1 | 6 | 7 | 36 | 5 | 28 |
| Wayne |  |  |  |  |  |  |  | 1 |  | 14 | 27 | 38 | 31 |  |
| White. |  |  |  |  |  |  |  | 1 | 1 | 1 | 7 | 34 | 10 | 31 |
| Whiteside |  |  |  |  |  |  |  |  |  |  |  |  |  | 11 |
| Will.. |  |  | 1 |  |  |  |  | 1 |  | 1 |  |  |  | 12 |
| Williamson |  |  |  |  |  |  |  | 2 |  | 1 | 5 | 38 | 11 | 77 |
| Winnebago |  |  |  |  |  |  |  |  |  |  |  |  |  | 2 |
| Woodford |  |  |  |  |  |  |  |  | 1 |  |  |  |  | 14 |

## Concluded.



TABLE 10-NUMBER OF ELEMENTARY SCHOOL TEACHERS RECEIVING $\$ 1,700$ OR MORE PER ANNUM-1930.

| Counties. | $\left\lvert\, \begin{aligned} & \$ 1,700 \text { to } \\ & \$ 1,799 . \end{aligned}\right.$ |  | $\left\lvert\, \begin{aligned} & \$ 1,800 \mathrm{to} \\ & \$ 1,899 . \end{aligned}\right.$ |  | $\begin{aligned} & \$ 1,900 \text { to } \\ & \$ 1,999 . \end{aligned}$ |  | $\begin{aligned} & \$ 2,000 \text { to } \\ & \$ 2,499 . \end{aligned}$ |  | $\begin{aligned} & \$ 2,500 \text { to } \\ & \$ 2,999 . \end{aligned}$ |  | §3,000 and more. |  | Total number of elementary school teachers. |  |  |
| :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: |
|  | M | W | M | W | M | W | M | W | M | W | M | W | M | W | T |
| 1 | 2 | 3 | 4 | 5 | 6 | 7 | 8 | 9 | 10 | 11 | 12 | 13 | 14 | 15 | 16 |
|  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |
|  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |
|  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |
| Bond.- |  |  |  |  |  |  |  |  |  |  |  |  | 20 | 106 | 126 |
|  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |
| Brown. |  |  |  |  |  |  |  |  |  |  |  |  | 13 | 64 | 77 |
| Bureau. |  | 1 |  |  |  |  | 1 |  |  |  | 1 |  | 20 | 270 | 290 |
| Calhoun |  |  |  |  |  |  |  |  |  |  |  |  | 14 | 32 | 46 |
| Carroll. |  |  | 1 |  |  |  | 2 |  | 1 |  | 1 |  | 29 | 132 | 161 |
| Cass.. |  |  |  |  |  |  |  |  |  |  |  |  | 13 | 115 | 128 |
|  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |
| Christian.- |  |  |  |  | 1 |  | 2 |  | 2 |  |  |  | 43 | 236 | 279 |
|  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |
| Clay.-- |  |  |  |  |  |  | 1 |  |  |  |  |  | 58 | 78 | 136 |
|  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |
|  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |
|  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |
| Crawford. |  |  |  |  |  |  |  |  |  |  |  |  | 34 | -126 | , 160 |
|  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |
| DeKalb. |  |  | 1 | 6 | 1 | 4 | 3 | 9 | 2 |  | 3 |  | 32 | 233 | 265 |
|  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |
|  |  |  |  |  |  |  |  |  |  |  |  |  | 27 | 138 | 165 |
|  |  |  |  |  |  |  |  |  |  |  |  |  |  | 449 | 489 |
|  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |
|  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |
|  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |
| Fayette |  |  |  |  |  |  |  |  |  |  |  |  | 61 | 130 | 191 |
| Ford |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |
| Franklin |  |  | 2 |  |  |  | 1 |  | 1 |  | 2 |  | 119 | 257 | 376 |
|  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |
| Gallatin. |  |  |  |  |  |  |  |  |  |  |  |  | 30 | 56 | 86 |
|  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |
|  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |
|  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |
| Hancock........... |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |
| Hardin. |  |  | 1 |  |  |  |  |  |  |  |  |  | 22 | 24 | 46 |
|  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |
| Henry |  |  |  |  |  |  | 2 |  |  |  |  |  | 12 | 307 | 319 |
|  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |
| Jackson. |  |  |  |  |  |  | 1 |  |  |  |  |  | 50 | 182 | 232 |
|  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |
|  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |
|  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |
| JoDaviess |  |  |  |  |  |  |  |  |  |  |  |  | 14 | 138 | 152 |
|  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |
| Kane. | 2 | 43 |  | 25 |  | 14 | 7 | 32 | 5 | 2 | 5 | 1 | 38 | 540 | 578 |
|  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |
| Kendall.-...-. |  |  |  |  |  |  |  |  |  |  |  |  | 3 | 80 | 83 |
|  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |
|  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |
| LaSalle |  |  |  |  |  |  | 4 |  |  |  |  |  | 40 | 549 | 589 |
|  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |

TABLE 10-Concluded.


TABLE 11-NUMBER OF SECONDARY (HIGH) SCHOOL

| Counties. | $\begin{aligned} & \text { Under } \\ & \$ 200 \text {. } \end{aligned}$ |  | $\begin{aligned} & \$ 200 \text { to } \\ & \$ 299 . \end{aligned}$ |  | $\begin{aligned} & \$ 300 \text { to } \\ & \$ 399 \text {. } \end{aligned}$ |  | $\begin{gathered} \$ 400 \text { to } \\ \$ 499 . \end{gathered}$ |  | $\begin{aligned} & \$ 500 \text { to } \\ & \$ 599 \text {. } \end{aligned}$ |  | $\begin{aligned} & \$ 600 \text { to } \\ & \$ 699 . \end{aligned}$ |  | $\begin{aligned} & \$ 700 \text { to } \\ & \$ 799 \text {. } \end{aligned}$ |  | $\begin{aligned} & \$ 800 \text { to } \\ & \$ 899 . \end{aligned}$ |  |
| :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: |
|  | M | W | M | W | M | W | M | W | M | W | M | W | M | W | M | W |
| 1 | 2 | 3 | 4 | 5 | 6 | 7 | 8 | 9 | 10 | 11 | 12 | 13 | 14 | 15 | 16 | 17 |
|  | 3 | 5 | 3 | 10 | 3 | 16 | 11 | 13 | 11 | 11 | 3 | 14 | 4 | 22 | 3 | 24 |
|  |  |  |  |  |  | ... |  |  | - | .-. |  | --- | - |  |  |  |
|  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  | 1 |
|  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |
|  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |
| Bureau - |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |
| Calhoun- |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |
|  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |
|  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |
| Christian. |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |
| Clark....- |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |
| Clay <br> Clinton. |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |
|  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |
|  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |
| Cumberland |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |
|  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |
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|  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |
| DuPage |  |  |  |  |  |  |  | 1 |  |  |  | 2 |  |  | 1 | 1 |
|  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |
| Effingham. |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |
|  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |
| Ford |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |
|  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |
|  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |
| Gallatin |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |
| Greene. |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |
|  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |
| Hamilton |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |
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|  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |
| Henderson. |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |
| Henry_-...........-....-. 1 |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |
|  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  | 1 |
|  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  | Jasper.- |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |
|  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |
| Jefferson.- |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |
| Jersey----- |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |
|  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |
|  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |
| Kane.-- |  |  |  |  | 1 | -- | --- |  |  |  |  | --- | 1 |  |  |  |
| Kankakee |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |
|  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |
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|  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |

TEACHERS RECEIVING LESS THAN $\$ 1,700$ PER ANNUM-1930.


TABLE 11-

| Counties. | $\begin{aligned} & \text { Under } \\ & \$ 200 \text {. } \end{aligned}$ |  | $\begin{gathered} \$ 200 \text { to } \\ \$ 299 . \end{gathered}$ |  | $\begin{gathered} \$ 300 \text { to } \\ \$ 399 . \end{gathered}$ |  | $\begin{aligned} & \$ 400 \text { to } \\ & \$ 499 \text {. } \end{aligned}$ |  | $\begin{aligned} & \$ 500 \text { to } \\ & \$ 599 . \end{aligned}$ |  | $\begin{aligned} & \$ 600 \text { to } \\ & \$ 699 . \end{aligned}$ |  | $\begin{aligned} & \$ 700 \text { to } \\ & \$ 799 . \end{aligned}$ |  | $\begin{aligned} & \$ 800 \text { to } \\ & \$ 899 . \end{aligned}$ |  |
| :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: |
|  | M | W | M | W | M | W | M | W | M | W | M | W | M | W | M | W |
| 1 | 2 | 3 | 4 | 5 | 6 | 7 | 8 | 9 | 10 | 11 | 12 | 13 | 14 | 15 | 16 | 17 |
| Lawrence. |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |
|  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |
|  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |
|  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |
|  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |
|  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |
| Macon--- |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |
| Madison. |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |
|  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |
| Mason..- |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |
|  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |
|  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |
| Mercer |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |
|  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |
|  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |
| Morgan.----- |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |
| Moultrie. |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |
|  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |
|  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |
|  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |
|  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |
|  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |
| Pope |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |
| Pulaski |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |
| Putnam |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |
| Randolph Richland |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |
|  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |
| Rock Island |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |
| St. Clair |  |  |  |  |  |  | 1 | 1 |  |  |  |  |  |  | 1 |  |
| Saline-.-- |  |  |  |  |  |  |  |  |  |  |  |  |  | 1 |  |  |
| Sangamon------------------1.-1 1 |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |
| Schuyler. |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |
| Scott. |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |
|  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |
|  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |
|  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |
|  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |
| Union-- |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |
|  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |
|  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |
| Warshington---------------------------- |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |
| Washington--------- |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |
| Wayne-.----------------.----- |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |
|  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |
|  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |
|  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |
|  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |
|  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |
| Woodford |  |  | 1 |  |  |  |  | 1 | 1 |  |  | 1 |  |  |  |  |

Concluded.


TABLE 12-NUMBER OF SECONDARY (HIGH) SCHOOL TEACHERS RECEIVING $\$ 1.700$ OR MORE PER ANNUM-1930.


TABLE 12-Concluded.

| Counties. | $\begin{array}{\|c\|} \hline \$ 1,700 \mathrm{to} \\ \$ 1,799 . \end{array}$ |  | $\begin{array}{\|c\|} \$ 1,800 \\ \$ 1,899 . \end{array}$ |  | $\begin{gathered} \$ 1,900 \text { to } \\ \$ 1,999 . \end{gathered}$ |  | $\left\lvert\, \begin{gathered} \$ 2,000 \text { to } \\ \$ 2,499 . \end{gathered}\right.$ |  | $\begin{aligned} & \$ 2,500 \text { to } \\ & \$ 2,999 . \end{aligned}$ |  | $\$ 3,000$ or more. |  | Total number secondary (high) school teachers. |  |  | Total elementary and high school teachers. |
| :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: |
|  | M | W | M | W | M | W | M | W | M | W | M | W | M | W | Total |  |
| 1 | 2 | 3 | 4 | 5 | 6 | 7 | 8 | 9 | 10 | 11 | 12 | 13 | 14 | 15 | 16 | 17 |
| Lawrence Lee_$\qquad$ Livingston Logan. McDonough.. | 1 | 3 | 3 | 3 |  | 2 | 6 |  | 4 |  | 2 |  | 21 | 29 | 50 | 197 |
|  |  |  | 5 |  |  |  | 6 | , | 4 |  | 6 |  | 30 | 42 | 72 | 300 |
|  |  | 4 | 4 | 6 |  |  | 12 |  | 7 |  | 4 |  | 39 | 56 | 95 | 441 |
|  |  |  | 3 | 1 | 2 |  | 5 |  | 5 |  | 1 |  | 32 | 45 | 77 | 279 |
|  |  |  |  |  | 3 |  | 11 |  | 1 |  | 2 |  | 27 | 50 | 77 | 293 |
| McHenry McLean. Macon Macoupin Madison.-.... |  | 4 | 4 | 4 | 4 |  | 13 |  | 7 |  | 4 |  | 42 | 58 | 100 | 342 |
|  |  | 12 | 9 | 4 | 6 | 24 | 23 | 7 | 10 |  | 2 |  | 74 | 103 | 177 | 659 |
|  |  | 28 | 3 | 4 | 3 | 1 | 13 |  | 3 | 1 | 2 |  | 34 | 65 | 99 | 555 |
|  |  | 2 | 7 | 2 | 1 |  | 13 | 1 | 3 | 1 | 2 |  | 46 | 83 | 129 | 503 |
|  |  | 26 | 9 | 20 | 2 |  | 24 | 10 | 5 |  | 9 |  | 83 | 116 | 199 | 873 |
| Marion. |  |  |  | 2 |  | --.- | 10 | 5 | 4 | --- | 5 |  | 30 | 45 | 75 | 326 |
| Marshall | 1 |  | 3 |  | 1 | ---- | 2 |  | 3 |  | 1 |  | 17 | 24 | 41 | 160 |
| Mason.- | 2 | 2 | 3 | 6 |  | --. | 4 |  | 4 |  |  |  | 21 | 27 | 48 | 188 |
| Massac. | 2 |  | 2 | 2 |  |  |  |  |  |  | 1 |  | 16 | 21 | 37 | 128 |
| Menard.- | 1 |  |  |  |  |  | 3 |  | 1 |  | 2 |  | 10 | 19 | 29 | 118 |
| Mercer.- | 4 |  |  |  | 1 |  | 6 |  | 3 |  | 1 |  | 28 | 26 | 54 | 205 |
| Monroe-- |  |  | 1 |  |  |  |  |  | 2 |  | 1 |  | 7 | 11 | 18 | 94 |
| Montgomery | 2 | 2 | 2 | 2 | 7 |  | 10 |  | 2 |  | 3 |  | 36 | 42 | 78 | 345 |
| Morgan .-- |  |  | 7 | 1 | 1 |  |  |  | 4 |  | 3 |  | 28 | 43 | 71 | 268 |
| Moultrie. |  | 3 | , |  |  |  |  |  | 2 |  | 1 |  | 17 | 20 | 37 | 153 |
| Ogle | 2 | 6 | 3 |  | 1 | 2 | 10 |  | 3 |  | 2 |  | 28 | 44 | 72 | 307 |
| Peoria | 9 | 17 | 6 | 6 | 13 | 26 | 26 | 14 | 8 |  | 4 |  | 71 | 106 | 177 | 744 |
| Perry |  |  | 3 | 1 | 1 |  | 1 |  | 2 |  | 1 |  | 19 | 19 | 38 | 191 |
| Piatt | 3 | 4 | 4 | 1 | 2 |  | 7 |  | 4 |  | 2 |  | 30 | 34 | 64 | 216 |
| Pike. | 3 |  | 2 | 2 |  |  | 9 |  | 2 |  | 1 |  | 31 | 46 | 77 | 311 |
| Pope. |  |  | 1 |  |  |  |  |  |  |  |  |  | 2 | 5 | 7 | 77 |
| Pulaski |  |  | 2 |  |  |  |  | 1 | 2 |  |  |  | 13 | 16 | 29 | 122 |
| Putnam. |  |  |  |  |  |  | 4 |  | 2 |  | 1 |  | 11 | 11 | 22 | 68 |
| Randolph |  |  | 6 |  | 1 |  | 6 |  |  |  | 2 |  | 25 | 23 | 48 | 225 |
| Richland | 3 | 3 |  |  | 1 | , | 1 |  | 1 |  | 1 |  | 15 | 12 | 27 | 150 |
| Rock Island.- | 3 | 3 | 4 | 10 | 4 | 5 | 22 | 44 | 5 |  | 4 |  | 49 | 95 | 144 | 624 |
| St. Clair.- | 6 | 16 | 9 | 8 | 3 | 4 | 13 | 18 | 15 | 14 | 16 | 9 | 83 | 116 | 199 | 933 |
| Saline.. | 1 |  | 5 | 6 |  |  | 5 | 1. | 2 |  | 3 |  | 27 | 35 | 62 | 292 |
| Sangamon | 5 | 8 | 3 | 3 | 6 |  | 28 | 30 | 9 | 4 | 4 |  | 75 | 117 | 192 | 795 |
| Schuyler... |  |  | 2 |  |  |  | 1 |  |  |  | 1 |  | 16 | 10 | 26 | 143 |
| Scott. |  |  | 2 |  |  |  | 1 |  | 4 |  | 1 |  | 12 | 12 | 24 | 97 |
| Shelby | 1 |  |  | 1 | 1 |  | 6 |  | 5 |  | 1 |  | 32 | 32 | 64 | 283 |
| Stark. | , | 1 | 2 |  |  |  | 3 |  | 2 |  |  | 1 | 14 | 17 | 31 | 126 |
| Stephenson..-- | 1 | 6 | 4 | 7 | 1 |  | 11 | 2 | 5 |  | 4 |  | 32 | 38 | 70 | 303 |
| Tazewell..... | 1 | 2 | 1 | 6 | 8 | 6 | 16 | 4 | 6 |  | 4 |  | 52 | 62 | 114 | 411 |
| Union. |  |  |  |  |  |  | 4 |  | 2 |  |  |  | 19 | 17 | 36 | 161 |
| Vermilion | 7 | 9 | 16 | 16 | 9 |  | 14 | 6 | 17 |  | 8 |  |  | 122 | 205 | 778 |
| Wabash. | 5 | 4 | 1 |  | 1 |  |  |  | 1 |  | 1 |  | 21 | 14 | 35 | 121 |
| Warren. | , | 2 | 4 | 4 |  |  | 5 |  | 3 |  | 1 |  | 26 | 27 | 53 | 241 |
| Washington-.-- | 2 |  | 1 |  |  |  | 2 |  |  |  | 1 |  | 12 | 8 | 20 | 130 |
| Wayne | 1 |  |  |  | 1 |  |  |  | 1 |  | 1 |  | 10 | 14 | 24 | 215 |
| White. | 1 |  | 3 |  |  |  | 4 |  | 1 |  |  |  | 20 | 26 | 46 | 208 |
| Whiteside | 3 | 3 |  | 3 | 2 |  | 5 |  | 10 |  | 3 |  | 29 | 48 | 77 | 344 |
| Will. |  | 2 |  | 2 |  |  | 26 |  | 36 | 20 | 17 |  | 86 | 80 | 166 | 681 |
| Williamson. | 8 | 7 | 8 | 9 | 4 | 2 | 11 |  | 3 |  |  |  | 56 | 55 | 111 | 474 |
| Winnebago | 4 | 15 | 6 | 15 | 4 | 12 | 22 | 30 | 9 | 4 | 8 |  | 59 | 119 | 178 | 758 |
| Woodford | 1 | 1 |  | 5 |  |  |  |  |  |  | 4 |  | 31 | 41 | 72 | 226 |

TABLE 13-NUMBER OF DISTRICTS, BUILDINGS, CAPACITY AND LIBRARIES—1930.

| Counties. | $\begin{aligned} & \text { Number } \\ & \text { of } \\ & \text { districts. } \end{aligned}$ | Number of schoolhouses. |  |  |  | Number of sittings or seats. | Number of libraries. | $\begin{aligned} & \text { Number } \\ & \text { of } \\ & \text { vilumes. } \end{aligned}$ |
| :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: |
|  |  | Public. |  | Rented. | Total. |  |  |  |
|  |  | Not used. | Used. |  |  |  |  |  |
| 1 | 2 | 3 | 4 | 5 | 6 | 7 | 8 | 9 |
| Illinois...- | 11,968 | 133 | 14,034 | 175 | 14,342 | 1,368,187 | 11,712 | 2,590,169 |
| Adams. | 174 | 8 | 184 | 2 | 194 | 11,493 | 158 | 27,592 |
| Alexander. | 29 |  | 56 |  | 56 | 5,823 | 52 | 7,451 |
|  | 80 |  | 81 |  | 81 | 4,516 | 76 | 7,966 |
| Boone. | 65 |  | 70 |  | 70 | 3,606 | 66 | 13,562 |
| Brown-- | 65 |  | 66 |  | 66 | 2,054 | 63 | 7,631 |
| Bureau. | 176 | 9 | 184 | 3 | 196 | 9,817 | 171 | 32,472 |
| Calhoun | 37 |  | 38 |  | 38 | 1,931 | 38 | 3,790 |
| Carroll. | 106 | 6 | 101 |  | 107 | 5,604 | 99 | 21,846 |
| Cass.-- | 65 |  | 72 |  | 72 | 5,283 | 68 | 9,315 |
| Champaign | 223 |  | 239 | 1 | 240 | 14,461 | 220 | 49,272 |
| Christian. | 149 |  | 158 | 1 | 159 | 10,572 | 149 | 39,048 |
| Clark | 106 | 2 | 107 |  | 109 | 5,375 | 98 | 17,772 |
| Clay | 102 | 1 | 104 |  | 105 | 4,835 | 97 | 11,972 |
| Clinton | 73 | 1 | 68 | 8 | 77 | 3,091 | 71 | 13,613 |
| Coles. - | 128 | 3 | 136 | 1 | 140 | 9,639 | 136 | 22,185 |
| Cook- | 192 |  | 1,405 | 37 | 1,442 | 519,895 | 186 | 202,848 |
| Crawford. | 105 |  | 108 | 2 | 110 | 6,000 | 106 | 21,567 |
| Cumberland. | 89 |  | 88 | 1 | 89 | 3,438 | 88 | 12,444 |
| DeKalb-- | 153 | 5 | 151 | 5 | 161 | 7,723 | 149 | 36,822 |
| DeWitt. | 101 |  | 107 |  | 107 | 4,949 | 28 | 16,773 |
| Douglas | 95 |  | 101 |  | 101 | 5,663 | 93 | 21,203 |
| DuPage | 82 | 3 | 111 | 4 | 118 | 17,931 | 71 | 36,141 |
| Edgar | 141 | 3 | 142 |  | 145 | 7,481 | 133 | 23,824 |
| Edwards. | 45 |  | 43 | 3 | 46 | 2,489 | 46 | 6,008 |
| Effingham.- | 80 |  | 82 | 3 | 85 | 4,554 | 82 | 15,838 |
| Fayette- | 145 | 1 | 149 |  | 150 | 6,757 | 135 | 15,997 |
| Ford... | 112 |  | 112 | 1 | 113 | 4,464 | 115 | 24,348 |
| Franklin | 103 |  | 120 | 1 | 121 | 18,690 | 92 | 24,106 |
| Fulton-- | 205 | - 4 | 213 | 3 | 220 | 12,255 | 190 | 33,131 |
| Gallatin. | 63 | - 1 | 65 | 2 | 68 | 3,078 | 45 | 5,732 |
| Greene | 104 |  | 104 |  | 104 | 5,612 | 100 | 16,012 |
| Grundy | 97 | 3 | 102 | -- | 105 | 4,547 | 100 | 23,664 |
| Hamilton. | 87 |  | 90 |  | 90 | 4,019 | 45 | 5,891 |
| Hancock. | 176 |  | 184 | 2 | 186 | 7,665 | 173 | 27,988 |
| Hardin. | 32 |  | 34 |  | 34 | 2,480 | 42 | 1,905 |
| Henderson. | 73 | 1 | 71 | 2 | 74 | 2,458 | 72 | 11,317 |
| Henry | 176 |  | 191 | 1 | 192 | 10,391 | 169 | 29,242 |
| Iroquois. | 239 | 2 | 233 | 5 | 240 | 9,320 | 238 | 40,820 |
| Jackson.- | 116 |  | 134 | 2 | 136 | 9,092 | 124 | 19,264 |
| Jasper--- | 112 |  | 112 |  | 112 | 4,158 | 111 | 8,269 |
| Jefferson. | 142 | 2 | 148 | 3 | 153 | 9,399 | 129 | 14,820 |
| Jersey --- | 67 |  | 81 |  | 81 | 3,118 | 71 | 7,668 |
| JoDaviess | 115 | 4 | 114 |  | 118 | 4,868 | 109 | 18,290 |
| Johnson. | 71 |  | 75 |  | 75 | 3,748 | 64 | 8,501 |
| Kane...- | 121 | 3 | 153 | 3 | 159 | 17,813 | 120 | 58,059 |
| Tankakee. | 148 |  | 163 | 1 | 164 | 8,962 | 152 | 31,073 |
| Kendall... | 60 | 1 | 67 |  | 68 | 3,214 | 61 | 9,756 |
| Knox | 170 | 4 | 187 | 1 | 192 | 12,724 | 161 | 36,763 |
| Lake- | 104 |  | 127 |  | 127 | 17,663 | 102 | 61,916 |
| LaSalle | 282 |  | 309 |  | 314 | 18,021 | 306 | 89,589 |

TABLE 13-Concluded.

| Counties. | $\begin{gathered} \text { Number } \\ \text { of } \\ \text { districts. } \end{gathered}$ | Number of school houses. |  |  |  | Number of sittings or seats. | $\begin{aligned} & \text { Number } \\ & \text { of } \\ & \text { libraries. } \end{aligned}$ | $\begin{aligned} & \text { Number } \\ & \text { of } \\ & \text { volumes. } \end{aligned}$ |
| :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: |
|  |  | Public. |  | Rented. | Total. |  |  |  |
|  |  | Not used. | Used. |  |  |  |  |  |
| 1 | 2 | 3 | 4 | 5 | 6 | 7 | 8 | 9 |
| Lawrence. | 79 |  | 84 |  | 84 | 6,239 | 75 | 21,116 |
| Lee-.--- | 163 | 13 | 158 | 1 | 172 | 7,229 | 175 | 19,258 |
| Livingston. | 256 | 3 | 258 |  | 261 | 9,372 | 252 | 40,340 |
| Logan---- | 122 | 2 | 127 | 3 | 132 | 6,918 | 129 | 28,250 |
| McDonough | 152 | 3 | 155 | 1 | 159 | 7,280 | 148 | 20,518 |
| McHenry. | 133 |  | 139 | 2 | 141 | 9,683 | 124 | 41,568 |
| McLean. | 267 | 1 | 278 | 1 | 280 | 16,978 | 267 | 65,366 |
| Macon. | 129 |  | 152 | 1 | 153 | 17,987 | 132 | 45,410 |
| Macoupin. | 186 | 2 | 200 | 3 | 205 | 15,029 | 177 | 30,186 |
| Madison-- | 132 |  | 186 |  | 186 | 28,682 | 172 | 51,743 |
| Marion | 129 |  | 137 | 2 | 139 | 8,847 | 118 | 20,503 |
| Marshall | 88 |  | 92 | 1 | 93 | 3,475 | 88 | 20,485 |
| Mason. | 98 |  | 101 | 1 | 102 | 4,802 | 99 | 21,397 |
| Massac | 47 |  | 57 |  | 57 | 3,937 | 50 | 7,895 |
| Menard. | 59 |  | 54 |  | 54 | 2,909 | 36 | 16,979 |
| Mercer---- | 112 |  | 117 | 3 | 120 | 4,663 | 114 | 25,456 |
| Monroe. | 58 |  | 59 |  | 59 | 2,859 | 51 | 9,875 |
| Montgomery | 150 | 5 | 156 | 1 | 162 | 9,220 | 148 | 24,196 |
| Morgan--- | 113 |  | 116 | 3 | 119 | 7,495 | 109 | 18,905 |
| Moultrie. | 85 | 1 | 85 |  | 86 | 3,861 | 79 | 20,220 |
| Ogle | 173 | 2 | 174 |  | 176 | 7,103 | 164 | 25,054 |
| Peoria | 148 | 2 | 171 | 5 | 178 | 22,276 | 149 | 32,196 |
| Perry | 77 |  | 82 | 2 | 84 | 6,043 | 81 | 12,374 |
| Piatt | 106 |  | 103 | 1 | 104 | 5,331 | 107 | 21,797 |
| Pike. | 166 | 3 | 169 | 2 | 174 | 7,322 | 151 | 20,028 |
| Pope. | 62 |  | 61 |  | 61 | 2,435 | 62 | 5,271 |
| Pulaski. | 32 |  | 51 | 2 | 53 | 4,309 | 43 | 9,176 |
| Putnam | 35 |  | 29 | 4 | 33 | 1,613 | 32 | 12,919 |
| Randolph. | 98 |  | 110 | 2 | 112 | 6,502 | 98 | 16,018 |
| Richland. | 88 | 2 | 88 |  | 90 | 4,326 | 85 | 10,845 |
| Pock Island | 99 | 2 | 127 | 2 | 131 | 18,676 | 112 | 35,649 |
| St. Clair | 127 | 1 | 193 | 8 | 202 | 29,275 | 138 | 59,440 |
| Saline... | 91 |  | 105 | 3 | 108 | 9,905 | 94 | 14,657 |
| Sangamon | 175 |  | 200 | 1 | 201 | 22,914 | 185 | 48,266 |
| Schuyler. | 94 |  | 96 |  | 96 | 3,088 | 96 | 14,418 |
| Scott - | 52 |  | 51 |  | 51 | 2,377 | 53 | 6,245 |
| Shelby- | 173 | 3 | 171 | 3 | 176 | 7,876 | 160 | 25,453 |
| Stark | 73 |  | 71 | 4 | 75 | 2,672 | 76 | 11,152 |
| Stephenson | 138 |  | 146 | 3 | 149 | 9,488 | 136 | 34, 338 |
| Tazewell.-. | 141 | 1 | 154 |  | 155 | 10,247 | 146 | 36,603 |
| Union- | 78 |  | 98 |  | 98 | 5,995 | 71 | 12,016 |
| Vermilion. | 210 | 5 | 244 |  | 249 | 22,490 | 209 | 63,052 |
| Wabash. | 40 |  | 49 |  | 49 | 3,659 | 46 | 8,275 |
| Warren. | 128 | 2 | 133 |  | 135 | 5,732 | 131 | 33,693 |
| Washington. | 83 |  | 86 |  | 86 | 3,461 | 81 | 8,509 |
| Wayne. | 157 |  | 158 |  | 158 | 5,324 | 139 | 7,130 |
| White-- | 112 |  | 116 | 3 | 119 | 5,681 | 78 | 9,218 |
| Whiteside | 147 |  | 153 | 1 | 154 | 9,301 | 147 | 32,176 |
| Will- | 182 | 7 | 202 | 2 | 211 | 18,554 | 160 | 33,700 |
| Williams | 114 |  | 142 |  | 142 | 18,266 | 122 | 23,265 |
| Winnebago | 110 |  | 135 | 1 | 136 | 20,920 | 129 | 39,810 |
| Woodford | 120 | 2 | 115 | 4 | 121 | 5,222 | 117 | 24,984 |

TABLE 14-VALUE OF SCHOOL PROPERTY, TAX LEVIES AND BONDED DEBT—1930.

| Counties. | Value of school sites and buildings (dollars only). | Value of equipment (furniture library, apparatus, etc.) (dollars only). | Total value of schoc! property (dollars only). | Amount of taxes levied August, 1929, (dollars only). | Total Amount teachers' orders outstanding June 30, 1930, (dollars only). | Amount of anticipation warrants issued during year (dollars only). | Amount of school bonds outstanding June 30, 1930, (dollars only). |
| :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: |
| 1 | 2 | 3 | 4 | 5 | 6 | 7 | 8 |
| Illinois | \$409,375,272 | \$31,700,081 | \$441,075,353 | \$139,751,124 | \$3,459,151 | \$85,251,931 | \$69,843,779 |
| Adam | \$ 5,592,759 | \$ 245,218 | \$ 5,837,977 | § 997,419 | \$ 1275 |  | 381,885 |
| Alexand | 933,170 | 158,212 | 1,091,382 | 377,460 | 206,893 | 14,680 | 277,100 |
| Bond. | 400,090 | 54,135 | 454,225 | 230,805 | 12,920 |  | 80,550 |
| Boone | 589,360 | 47,450 | 636,810 | 232,375 | 100 | 1,446 | 73,500 |
| Brown | 260,600 | 34,270 | 294,870 | 107,850 | 6,830 |  | 8,000 |
| Burea | 2,176,859 | 270,114 | 2,449,973 | 817,767 | 24,257 | 24,993 | 573,000 |
| Calhoun | 110,950 | 20,520 | 131,470 | 45,850 |  |  | 4,050 |
| Carroll | 982,688 | 111,325 | 1,094,013 | 360,830 |  | 33,000 | 347,350 |
| Cass. | 992,185 | 96,498 | 1,088,683 | 255,075 |  | 60,000 | 197,350 |
| Champaign. | 3,939,146 | 406,050 | $4,345,196$ | 1,369,140 | 1,391 | 26,575 | 865,950 |
| Christia | 2,031,900 | 271,570 | 2,303,470 | 792,025 | 60,173 | 19,165 | 387,665 |
| Clark | 872,575 | 102,000 | 974,575 | 291,255 | 7,687 | 32,506 | 125,200 |
| Clay | 476,250 | 65,925 | 542,175 | 194,923 | 1,999 | 1,663 | 53,840 |
| Clinto | 373,550 | 47,755 | 421,305 | 170,305 | 4,236 | 4,500 | 50,775 |
| Coles. | 2,362,090 | 185,655 | 2,547,745 | 539,559 | 10,562 | 89,711 | 569,300 |
| Cook- |  |  |  |  |  |  |  |
| Outside Chicago_ | 53,323,650 | 4,071,883 | 57,395,533 | 18,030,322 | 1,680,801 | 11,988,400 | 20,393,300 |
| Chicago | 175,457,325 | 9,139,229 | 184,596,554 | 55,850,372 |  | 62,210,000 | 58,000 |
| Crawford | 854,175 | 100,035 | 954,210 | 360,830 | 80 | 21,705 | 26,800 |
| Cumberland | 295,650 | 58,400 | 354,050 | 154,800 | 7,220 | 5,000 | 72,000 |
| DeKalb. | 2,103,502 | 232,280 | 2,335,782 | 840,470 | 4,070 | 176,031 | 621,600 |
| DeWitt | 934,000 | 86,070 | 1,020,070 | 389,640 | 115 |  | 218,000 |
| Douglas | 1,280,675 | 149,210 | 1,429,885 | 432,140 |  |  | 337,500 |
| DuPage | 5,540,331 | 405,361 | 5,945,692 | 2,663,465 | 38,000 | 998,772 | 4,121,600 |
| Edgar | 1,421,672 | 148,360 | 1,570,032 | 497,615 | 84 | 111,500 | 275,600 |
| Edwards | 176,600 | 27,110 | 203,710 | 104,405 |  |  | 42,233 |
| Effingha | 560,787 | 70,460 | 631,247 | 219,330 |  |  | 190,950 |
| Fayett | 693,590 | 69,151 | 762,741 | 260,662 | 4,970 | 3,695 | 171,500 |
| Ford | 866,240 | 83,110 | 949,350 | 330,650 |  | 3,070 | 279,700 |
| Frankl | 2,031,550 | 240,250 | 2,271,800 | 1,265,485 | 105,061 |  | 1,114,813 |
| Fulton | 1,657,101 | 171,049 | 1,828,150 | 690,061 | 12,251 | 156,683 | 483,705 |
| Gallatin | 363,650 | 56,810 | 420,460 | 128,121 | 6,569 | 28,000 | 57,900 |
| Greene | 340,000 | 48,000 | 388,000 | 331,685 |  |  | 229,792 |
| Grundy | 930,725 | 99,510 | 1,030,235 | 333,042 | 521 | 21,400 | 233,550 |
| Hamilton | 230,500 | 59,635 | 290, 135 | 131,752 | 1,197 | 18 | 60,200 |
| Hancock | 1,320,225 | 149,140 | 1,469,365 | 493,768 | 16,663 | 31,404 | 348,150 |
| Hardin | 125,280 | 6,900 | 132,180 | 42,775 | 230 |  | 20,000 |
| Henderso | 419,258 | 50,290 | 469,548 | 172,602 | 1,637 | 5,924 | 169,600 |
| Henry | 2,143,745 | 278,641 | 2,422,386 | 763,025 |  | 6,005 | 570,400 |
| Iroquois. | 1,797,047 | 250,304 | 2,047,351 | 674,869 | 1,281 | 33,854 | 280,600 |
| Jackson. | 1,714,597 | 208,684 | 1,923,281 | 400,190 | 35,390 | 119,608 | 463,445 |
| Jasper | 387,500 | 92,500 | 480,000 | 188,440 |  |  | 66,000 |
| Jeffers | 793,330 | 295,795 | 1,089,125 | 407,947 | 34,635 | 3,829 | 146,450 |
| Jersey | 246,700 | 49,400 | 296,100 | 147,370 |  | 410 | 29,315 |
| JoDaviess | 857,730 | 72,653 | 930,383 | 303,311 | 23,137 | 10,265 | 133,400 |
| Johnson | 304,675 | 67,135 | 371,810 | 145,208 | 6,372 | 3,150 | 68,300 |
| Kane | 7,664,400 | 651,057 | 8,315,457 | 2,385,216 | 122,622 | 748,721 | 2,115,381 |
| Kankake | 2,072,266 | 167,811 | 2,240,077 | 693,330 | 6,469 | 73,400 | 496,600 |
| Kendall | 714,306 | 89,200 | 803,506 | 204,049 |  |  | 159,000 |
| Knox | 2,115,559 | 174,122 | 2,289,681 | 825,455 | 2,351 | 32,328 | 143,163 |
| Lake. | 7,392,353 | 1,089,296 | 8,481,649 | 2,862,935 | 8,225 | 951,790 | 3,077,950 |

TABLE 14-Concluded.

| Counties. | Value of school sites and buildings (dollars only). | Value of equipment (furniture library, apparatus, etc.) (dollars only). | Total value of school property (dollars only). | Amount of taxes levied August, 1929, only). | Total Amount teachers orders outstanding June 30, 1930, (dollars only). | Amount of anticipation warrants issued during year (dollars only). | Amount <br> of school onds outstanding June 30, 1930, (dollars only). |
| :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: |
| 1 | 2 | 3 | 4 | 5 | 6 | 7 | 8 |
| LaSalle | \$4,946,946 | \$621,701 | \$5,568,647 | \$1,674,360 | \$ 4,031 | 87,312 | \$1,004,250 |
| Lawrence | 1,153,650 | 143,730 | 1,297,380 | 298,031 | 5,521 | 6,510 | 181,500 |
| Lee. | 1,009,834 | 116,790 | 1,126,624 | 555, 927 |  |  | 539,300 |
| Livingsto | 2,411,956 | 222,239 | 2,634,195 | 762,393 |  | 19,649 | 349,700 |
| Logan.- | 1,657,062 | 185,383 | 1,842,445 | 517,500 | 6,195 | 106,246 | 319,300 |
| McDonough | 1,260,575 | 119,025 | 1,379,600 | 469,885 | 3,790 | 4,732 | 164,425 |
| McHenry | 2,472,150 | 199,800 | 2,671,950 | 830,785 |  | 51,532 | 856,002 |
| McLean | 4,629,000 | 350,610 | 4,979,610 | 1,312,516 | 705 | 312,500 | 810,750 |
| Macon | 3,353,650 | 865,522 | 4,219,172 | 1,314,567 | 15,004 | 669,272 | 1,585,345 |
| Macoupin | 2,161,080 | 232,050 | 2,393,130 | 886,836 | 54,308 | 58,281 | 791,754 |
| Madison | 7,396,293 | 586,847 | 7,983,140 | 2,212,810 | 91,559 | 768,960 | 2,480,900 |
| Marion | 1,057,850 | 111,880 | 1,169,730 | 475,591 | 20,554 | 141,260 | 478,930 |
| Marshall | 795,242 | 80,957 | 876,199 | 244,300 | 105 |  | 210,000 |
| Mason. | 975,084 | 101,856 | 1,076,940 | 361,998 | 180 | 13,238 | 138,675 |
| Massac. | 621,400 | 76,145 | 697,545 | 239,650 | 64,694 | 33,675 | 229,200 |
| Menard. | 460,500 | 65,000 | 525,500 | 1,788,500 |  | 4,718 | 90,400 |
| Mercer | 755,600 | 83,647 | 839,247 | 334,970 | 3,938 | 5,150 | 175,500 |
| Monroe | 250,100 | 37,125 | 287,225 | 130,545 |  |  | 16,600 |
| Montgom | 1,819,275 | 179,530 | 1,998,805 | 491,673 | 10,846 | 47,011 | 474,750 |
| Morgan.- | 1,572,327 | 185,257 | 1,757,584 | 458,850 |  | 27,802 | 362,500 |
| Moullrie | 513,750 | 81,335 | 595,085 | 249,635 | 800 |  | 71,500 |
| Ogle- | 1,129,385 | 121,240 | 1,250,625 | 544,762 | 10,097 | 6,050 | 369,200 |
| Peoria | 5,258,286 | 502,849 | 5,761,135 | 1,885,439 | 23,768 | 321,718 | 755,850 |
| Perry | 449,085 | 83,715 | 532,800 | 260,035 | 1,308 | 13,109 | 184,511 |
| Piatt. | 1,267,000 | 78,400 | 1,345ั,400 | 455,646 |  |  | 285,160 |
| Pike | 932,562 | 117,952 | 1,050,514 | 433,834 | 2,933 | 10,318 | 293,642 |
| Pope | 141,705 | 23,545 | 165,250 | 75,240 | 9,085 | 1,500 | 25,300 |
| Pulaski | 580,595 | 73,483 | 654,078 | 189,592 | 44,554 | 25,299 | 148,540 |
| Putnam | 397,100 | 39,900 | 437,000 | 128,540 |  | 8,400 | 63,000 |
| Randolph | 855,675 | 76,125 | 931,800 | 336,695 | 16,938 | 8,486 | 133,300 |
| Richland | 420,700 | 64,435 | 485,135 | 173,442 | 80 | 600 | 79,725 |
| Rock Island | 4,090,901 | 286,944 | 4,377,845 | 1,613,703 |  | 399,575 | 1,636,845 |
| St. Clair | 8,060,931 | 603,961 | 8,664,892 | 2,988,961 | 102,906 | 811,167 | 2,345,600 |
| Saline. | 1,651,542 | 145,522 | 1,797,064 | 514,690 | 3,710 | 50,204 | 279,390 |
| Sangamon | 5,699,545 | 402,078 | 6,101,623 | 1,637,220 | 11,521 | 674,597 | 710,509 |
| Schuyler | 488,650 | 67,430 | 556,080 | 192,165 |  |  | 83,400 |
| Scott | 450,950 | 47,956 | 498,906 | 156,515 |  | 13,437 | 131,375 |
| Shelby | 792,120 | 120,125 | 912,245 | 422,335 | 3,680 | 56,649 | 177,900 |
| Stark | 504,000 | 75,100 | 579,100 | 215,839 |  | 300 | 245,000 |
| Stephenson | 1,813,000 | 243,800 | 2,056,800 | 612,650 | 104 | 37,900 | 499,530 |
| Tazewell | 3,443,748 | 377,122 | 3,820,870 | 964,956 | 29,216 | 174,053 | 1,431,100 |
| Union | 472,975 | 65,303 | 538,278 | 412,537 | , 690 |  | 179,200 |
| Vermilion | 5,486,967 | 475,957 | 5,962,924 | 583,353 | 224 | 406,053 | 1,165,890 |
| Wabash | 441,408 | 65,140 | 506,548 | 208,692 | 600 | 33,042 | 61,140 |
| Warren | 1,074,400 | 110,610 | 1,185,010 | 401,614 |  | 64,639 | 149,700 |
| Washington | 289,925 | 43,990 | 333,915 | 143,749 |  |  | 39,400 |
| Wayne | 486,350 | 73,770 | 560,120 | 210,584 | 3,995 | 252 | 70,599 |
| Whito | 367,244 | 61,455 | 428,699 | 260,256 | 13,311 | 49,408 | 42,100 |
| Whiteside | 1,811,350 | 174,380 | 1,985,730 | 667,162 |  |  | 641,000 |
| Will | 7,802,580 | 704,445 | 8,507,025 | 3,221,346 | 3,544 | 112,140 | 2,410,800 |
| Williamson | 2,500,250 | 261,123 | 2,761,373 | 1,017,807 | 436,383 | 142,840 | 687,600 |
| Winnebago | 6,548,703 | 123,344 | 6,672,047 | 2,267,178 |  | 1,366,225 | 1,592,280 |
| Woodford | 1,167,450 | 216,915 | 1,384,365 | 435,480 |  | 52,921 | 321,800 |

TABLE 15－＊PRIVATE SCHOOLS，TEACHERS AND ENROLLMENT－1930．

| Counties． |  | Number of teachers employed． |  |  | Enrollment in elementary grades， first to eighth year （inclusive）． |  |  | Enrollment in secondary grades，ninth to twelfth year （inclusive）． |  |  | Total enrollment in elementary and secondary grades， first to twelfth year （inclusive）． |  |  |
| :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: |
|  |  | E. | E g O | ज़ | ¢ | － | $\stackrel{\text { F̈n }}{\text { ¢ }}$ | － | 咢 | ت゙ | 永 | 完 |  |
| 1 | 2 | 3 | 4 | 5 | 6 | 7 | 8 | 9 | 10 | 11 | 12 | 13 | 14 |
| Illinois． | 527 | 1，143 | 2，644 | 3，787 | 40，597 | 40，534 | ＊262，212 | 3，380 | 4，594 | ＊${ }^{*} 3,594$ | 43，891 | 45，214 | ＊285，806 |
| Adams | 12 | 31 | 45 | 76 | 882 | 753 | 1，635 | 201 | 130 | 331 | 1，083 | 883 | 1，966 |
| Alexander | 3 | 3 | 13 | 16 | 110 | 95 | 205 | 40 | 110 | 150 | 150 | 205 | 355 |
| Boone． |  |  |  |  |  |  |  |  |  |  |  |  |  |
| Brown． | 1 |  | 6 | 6 | 28 | 29 | 57 | 28 | 25 | 53 | 56 | 54 | 110 |
| Bureau． | 1 |  | 2 | 2 | 44 | 32 | 76 |  |  |  | 44 | 32 | 76 |
| Carroll | 2 | 1 | $2 \overline{6}$ | 27 | 95 | 115 | 210 |  | 65 | 65 | 95 | 180 | 275 |
| Cass＿－ | 2 | 1 | 2 | 3 | 35 | 37 | 72 |  |  |  | 35 | 37 | 72 |
| Champaign | 9 | 2 | 35 | 37 | 363 | 363 | 726 | 60 | 66 | 126 | 423 | 429 | 852 |
| Christian | 3 |  | 13 | 13 | 199 | 211 | 410 |  |  |  | 199 | 211 | 410 |
|  |  |  |  |  |  |  |  |  |  |  |  |  |  |
| Clay－－－ |  |  |  |  |  |  |  |  |  |  |  |  |  |
| Clinton | 10 | 5 | 38 | 43 | 652 | 649 | 1，301 | 20 | 23 | 43 | 672 | 672 | 1，344 |
| Cook－ |  |  |  |  |  |  |  |  |  |  |  |  |  |
| Outside Chi－ cago | 125 | 615 | 849 | 1，464 | 11，818 | 11，947 | 23，765 | 111 | 588 | 699 | 11，929 | 12，535 | 24，464 |
| Crawford |  |  |  |  |  |  |  |  |  | 15，620 |  |  |  |
| Cumberland－ |  |  |  |  |  |  |  |  |  |  |  |  |  |
| DeKalb．－． | 4 | 1 | 5 | 6 | 120 | 130 | 250 |  |  |  | 120 | 130 | 250 |
| DeWitt |  |  |  |  |  |  |  |  |  |  |  |  |  |
| Douglas． |  |  |  |  |  |  |  |  |  |  |  |  |  |
| DuPage | 18 | 60 | 102 | 162 | 846 | 792 | 1，638 | 167 | 144 | 311 | 1，013 | 936 | 1，949 |
| Edgar |  |  | 5 | 5 | 30 | 30 |  |  |  |  | 1， 30 | 30 | ， 60 |
| Effingham | 10 | 7 | 10 | 17 | 320 | 333 | 653 | 25 | 26 | 51 | 345 | 359 | 704 |
| Fayette． | 1 | 3 | 1 |  | 71 | 74 | 145 |  |  |  | 71 | 74 | 145 |
| Franklin | －－－1 |  | 6 | 6 | 128 | 132 | 260 |  |  |  | 128 | 132 | 60 |
| Fulton． | 1 |  | 4 |  | 65 | 70 | 135 |  |  |  | 65 | 70 | 135 |
| Gallatin |  |  | 3 | 3 | 58 | 66 | 124 |  |  |  | 58 | 66 | 124 |
| Greene <br> Grundy | － |  | 16 |  | 108 | 162 | 270 |  | 42 | 42 |  |  |  |
| Hamilton． |  |  |  | 2 | 30 | 30 | 60 |  |  | 42 | 30 | 30 | 60 |
| Hancock． |  |  |  |  |  |  |  |  |  |  |  |  |  |
| Hardin |  |  |  |  |  |  |  |  |  |  |  |  |  |
| Hender |  |  |  |  |  |  |  |  |  |  |  |  |  |
| Henry | 5 | 3 | 22 | 25 | 290 | 264 | 554 | 47 | 60 | 107 | 337 | 324 | 661 |
| Iroquois． | 3 | 16 | 1 | 17 | 109 | 91 | 200 | 86 |  | 86 | 109 | 177 | 286 |
| Jackson． | 1 |  |  | 2 | 45 | 42 |  |  |  |  | 45 | 42 | 87 |
| Jasper－ | 2 | 5 |  | 5 | 63 | 74 | 137 |  |  | 8 | 71 | 74 | 145 |
| Jefferson |  |  |  |  |  |  |  |  |  |  |  |  |  |
| Iol $\begin{aligned} & \text { y--.-. } \\ & \text { viess } \end{aligned}$ | 4 |  | 13 | 13 | 268 | 284 | 552 |  |  |  | 268 |  |  |
| Johnson－－－ |  |  |  |  |  |  |  |  |  |  |  |  | 5 |
| Kane． | 14 | 31 | 60 | 91 | 1，907 | 1，908 | 3，815 | 267 | 284 | 451 | 2，174 | 2，192 | 4，366 |
| Kankakee | 9 | 4 | 73 | 77 | 781 | 838 | 1，619 | 55 | 170 | 225 | 836 | 1，008 | 1，844 |
| Kendall | ， |  |  | 1 |  | 32 |  |  |  |  | ${ }^{24}$ | 32 | 56 |
| Knox． | 1 | 14 |  |  |  |  |  | 115 |  | 1115 | 115 |  | ${ }_{4} 115$ |
| Lake． | 26 |  |  |  | 1，994 | 1，936 | 3，930 | 414 | 561 | 1975 | 2，408 | 2，497 | 4，905 |

＊Chicago reported only in totals．

TABLE 15-Concluded.


TABLE 16-DISTRICT

| Counties. | Total. | From what sources received. |  |  |  |  |
| :---: | :---: | :---: | :---: | :---: | :---: | :---: |
|  |  | $\begin{gathered} \text { Balance } \\ \text { on hand } \\ \text { July } 1,1929 . \end{gathered}$ | Distribution of trustees. | District taxes. | Tuition fees paid by pupils. | Sale or rent of school property. |
| 1 | 2 | 3 | 4 | 5 | 6 | 7 |
| Illinois_ | \$198,560,259 28 | \$36,035,484 03 | \$4,564,400 22 | \$70,260,17173 | \$686,705 63 | \$606,485 95 |
| Adams | \$1,826,347 29 | \$ 747,794 16 | \$ 55,683 92 | \$ 915,738 10 | \$ 20,94215 | \$ 4,207 66 |
| Alexande | 429,035 44 | 54,940 80 | 30,122 62 | 326,871 75 | 5,477 67 | 28825 |
| Bond | 383,79290 | 176.81800 | 20,097 20 | 166,372 92 | 44275 | 8235 |
| Boone | 419,461 58 | 174,91189 | 14,114 44 | 205,958 26 | 3,736 05 | 31800 |
| Brown | 228,698 26 | 93,461 41 | 11,313 67 | 98,225 04 | 25250 | 7045 |
| Bureau | 1,336,993 72 | 281,324 69 | 44,083 77 | 890,71139 | 5,976 64 | 11,044 25 |
| Calhou | 114,651 09 | 38,152 10 | 2,221 04 | 71,885 84 | 10000 | 1500 |
| Carroll | 756,962 27 | 321,508 01 | 22,436 44 | 337,253 16 | 2,979 42 | 4,671 44 |
| Cass | 440,086 61 | 133,832 05 | 16,638 88 | 249,908 06 | 33567 | 2,126 06 |
| Champaign | 2,205,395 92 | 341,872 70 | 62,731 51 | 1,622,289 76 | 2,759 58 | 2,510 63 |
| Christia | 1,194,126 42 | 300,261 07 | 43,808 24 | 635,23634 | 1,565 70 | 10,267 38 |
| Clark | 558,312 78 | 201,413 53 | 25,848 86 | 279,414 55 | 1,103 56 | 61034 |
| Clay | 359,294 68 | 122,282 20 | 30,973 02 | 160,627 38 | 41473 | 50291 |
| Clinto | 309,103 42 | 79,372 16 | 21,248 24 | 173,122 49 | 8900 | 2,065 27 |
| Coles. | 994,849 27 | 241,979 31 | 35,365 65 | 524,539 82 | 1,468 61 | 1,407 76 |
| Cook- |  |  |  |  |  |  |
| Outside Chicago.- | 18,634,370 33 | 2,935,250 00 | 4,625 00 | 8,914,369 66 | 51,680 27 | 98,389 21 |
| Chicago--------- | 75,375,422 44 | 4,139,515 73 | 935,275 70 | 1,994,104 17 | 274,676 72 | 100,471 95 |
| Crawford | 695,685 61 | 276,991 08 | 27,343 22 | 329,951 59 | 1,082 74 | 17500 |
| Cumberland | 324,940 12 | 102,388 63 | 25,888 42 | 140,008 95 | 20462 | 35227 |
| DeKalb | 1,501,495 57 | 375,019 12 | 33,711 26 | 852,159 15 | 1,339 65 | 9,709 89 |
| DeWitt | 582,778 98 | 155,656 22 | 19,601 41 | 366,812 34 | 83932 | 60626 |
| Douglas | 716,669 34 | 220,958 62 | 2,105 71 | 455,063 24 | 10,371 38 | 2,730 30 |
| DuPag | 3,696,193 47 | 1,121,017 74 | 1,31735 | 2,057,072 18 | 7,956 66 | 7,067 81 |
| Edgar | 859,937 26 | 267,000 17 | 25,692 48 | 487,770 13 | 2,018 77 | 1,55718 |
| Edwards | 164,736 57 | 64,454 87 | 7,278 08 | 75,977 84 | 9,689 63 | 4,710 12 |
| Effingha | 464,509 82 | 169,542 93 | 21,424 78 | 217,080 03 | 15840 | 4,030 46 |
| Fayett | 483,014 55 | 146,909 65 | 33,543 86 | 209,172 54 | 23263 | 19174 |
| Ford | 661,690 70 | 281,815 23 | 25,878 72 | 332,275 37 | 2,958 73 | 7,033 10 |
| Franklin | 1,274,929 60 | 284,087 74 | 161,475 27 | 727,682 63 | 19,328 04 | 26000 |
| Fulton | 1,171,366 88 | 270,318 17 | 57,843 09 | 651,333 25 | 1,585 56 | 11,830 00 |
| Gallatin | 217,806 08 | 55,214 19 | 14,798 42 | 122,157 80 | 9600 | 1,981 35 |
| Greene | 514,196 14 | 153,174 39 | 87662 | 313,874 21 | 1,710 77 | 3,584 16 |
| Grundy | 518,906 10 | 165,627 54 | 19,495 16 | 297,435 11 | 84501 | 43598 |
| Hamilton | 282,808 21 | 104,593 11 | 24,121 71 | 130,536 38 | 15,882 58 | 26980 |
| Hancock | 934,064 02 | 244,715 78 | 28,282 50 | 500,658 56 | 2,232 03 | 3,673 24 |
| Hardin | 108,106 81 | 41,979 90 | 9,817 15 | 39,147 72 |  | 10821 |
| Hender | 398,887 55 | 149,216 35 | 10,462 17 | 168,473 17 | 99604 | 30010 |
| Henry | 1,645,718 36 | 555,770 42 | 48,948 49 | 831,882 88 | 9,449 96 | 1,828 44 |
| Iroquois | 1,436,416 49 | 609,098 00 | 38,914 92 | 665,200 61 | 3,204 06 | 5,863 40 |
| Jackson | 834,081 28 | 159,861 18 | 64,904 90 | 520,594 25 | 3,606 70 | 1,632 78 |
| Jasper | 218,29757 | 103,54891 | 8,813 41 | 85,850 14 | 8622 | 25730 |
| Jeffers | 634,988 66 | 188,732 81 | 59, 14627 | 327,600 00 | 83116 | 2,153 70 |
| Jersey | 320,977 92 | 113,766 08 | 22,145 15 | 154,110 65 | 64522 | 49496 |
| JoDaviess | 640,997 32 | 296,430 89 | 18,958 11 | 260,574 36 | 7,392 17 | 1,29176 |
| Johnson. | 265,725 30 | 77,033 89 | 18,709 59 | 135,34233 | 33150 | 19396 |
| Kane | $3,229,85039$ | 543,305 17 | 55,939 29 | 2,467,329 01 | 5,679 03 | 13,04299 |
| Kankak | 1,344,129 03 | 536,498 79 | 34.63363 | 644,874 28 | 15,339 90 | 5,694 93 |
| Kendall | 406,572 82 | 165,883 02 | 9,446 77 | 195,769 21 | 66000 | 73706 |
| Knox | 1,361,281 56 | 331,230 36 | 50,667 92 | 822,631 82 | 7,778 58 | 3,834 95 |
| I, ake | 3,862,618 81 | 760,344 88 | 78,343 59 | 2,579,993 79 | 11,223 50 | 10,993 95 |

FUND-RECEIPTS-1930.

From what sources received.

| Sale of bonds. | Insurance adjustments. | Other sources. | Reimbursements by State Board for Vocational Education. | Net receipts (columns 3 to 11). | Duplications. |  |
| :---: | :---: | :---: | :---: | :---: | :---: | :---: |
|  |  |  |  |  | Other treasurers. | Transfer of pupils. |
| 8 | 9 | 10 | 11 | 12 | 13 | 14 |
| \$4,643,037 31 | \$348,629 73 | \$76,208,848 70 | \$713,552 69 | \$194,067,315 99 | \$1,127,540 74 | 83,365,402 55 |
| \$ 6,785 00 | \$ 2,13545 948 | 13951,239552,71295 | \& 1,959 99 | $\begin{array}{r}\text { 1,771,197 } 93 \\ 417,900 \\ 467 \\ 36709 \\ 400,29094 \\ 206,288 \\ \hline 2\end{array}$ | $\begin{array}{r}814,74790 \\ 1,577 \\ \hline 1\end{array}$ | $\begin{array}{r} \$ 40,40146 \\ 9,55709 \end{array}$ |
|  | 3,004 37 |  | 57788 |  | 1,577 2,835 52 | $\begin{array}{r} 9,55709 \\ 13,54796 \end{array}$ |
|  | 1275 |  |  |  | 4,973 12 | $\begin{aligned} & 14,19752 \\ & 19,17607 \end{aligned}$ |
|  |  |  | 25200 |  | 3,234 17 |  |
| 12,000 00 | 28550 | 8,061 <br> 2,277 <br> 11 | 15,384 02 | 1,268,871 85 | 2,403 98 | 65,717 89 |
| 22,49761 | 2981 | 3,411 39 | 5,67968 | 720,466 96 | 31,532 26 | 4,9630523,11516 |
|  | 45434 | 40023 | 1,200 00 | $\begin{array}{r} 404,895 \\ 2,119,484 \\ 76 \end{array}$ | $\begin{array}{ll} 12,076 & 16 \\ 16,228 & 59 \end{array}$ |  |
| 65,61917 | 6,446 84 | 6,983 90 | 8,270 67 |  |  | $\begin{aligned} & 23,11516 \\ & 69,682 \quad 57 \end{aligned}$ |
| 2,425 00 | 3685 | 120,548 13 | 18,972 35 | 1,133,121 06 | 11885 | 60,886 51 |
|  | 3,527 79 | 2,043 67 | 8,454 23 | 522,41653 |  | 35,89642,16847 |
|  | 79600 | 42947 | 1,10000 | 317,125 71 | 9,965 30 |  |
| 7,575 00 | 1620 | 3980 | 5,220 03 | 288,748 19 |  | $\begin{aligned} & 10,38993 \\ & 52,70676 \end{aligned}$ |
|  | 1114 | 134,772 30 | 2,597 92 | 942,142 51 |  |  |
| 540,459 11 | 57,783 39 | $\begin{array}{r} 5,933,554 \\ 67,709 \\ 67,177 \\ 12 \end{array}$ | 49,698 74 |  | 31,130 76 | 17,429 40 |
|  |  |  | 222,201 05 | $18,585,810$ <br> $75,375,422$ <br> 14 |  |  |
|  | 3,227 17 | 22,8803,67793 | 4,891 28 | 666,54304 | 3,461 42 | 25,681 15 |
| $\begin{aligned} & 20,000 \\ & 53,715 \\ & 49 \end{aligned}$ | 2,105 48,472 |  | 8,053 43 | 1,473,622 75 | 11,492 43 | 16,380 39 |
| 2,000 00 |  | ,158 72 | $\left.\begin{aligned} & 2,910 \\ & 7,603 \\ & 99 \end{aligned} \right\rvert\,$ | $\begin{array}{ll} 562,384 & 10 \\ 700,908 & 39 \end{array}$ | $\begin{array}{ll} 4,063 & 02 \\ 3,550 & 00 \end{array}$ | $\begin{aligned} & 16,33186 \\ & 12,21095 \end{aligned}$ |
|  | 1,70761 | 36754 |  |  |  |  |
| 180,219 33 | 1,118 29 | 198,460 57 | $\begin{array}{r}44014 \\ 4.587 \\ \hline 1\end{array}$ | 3,574,670 07 | 71,325 28 | 50,198 <br> 57 <br> 107 |
|  | 8953 | 14,114 70 |  | $\begin{aligned} & 802,830 \\ & 163,926 \end{aligned} \mathbf{0 2}$ |  |  |
|  | 13244 | 205 | $\begin{array}{ll} 4,587 & 23 \\ 1,680 & 99 \end{array}$ |  | 710 | 57,10707 80345 |
| 15,900 00 | 15065 | 37614 | $\left.\begin{array}{ll} 1,527 & 08 \\ 2,721 & 20 \end{array} \right\rvert\,$ | 430,190 47 | 1926 | $\begin{array}{ll} 34,300 & 09 \\ 35,512 & 83 \end{array}$ |
| 33,315 50 | 1150 | $\begin{array}{r}20,680 \\ 2,886 \\ \hline 82\end{array}$ |  | 446,778652,89164 | $\begin{array}{r}723 \\ 2,717 \\ \hline 83\end{array}$ |  |
|  | 4397 |  |  |  |  | $\begin{array}{r}35,512 \\ 6,081 \\ \hline 83\end{array}$ |
| 1,55400 | 42,306 47 | 2,886 3,212 97 | 6,30773 | 1,246,214 85 | 3,133 51 | 25,581 24 |
| 65,000 00 | 1,004 95 | 49,212 48 | 83358 | 1,108,961 08 | 9,748 47 | 52,657 33 |
|  | 36332 | $\begin{array}{r} 1,275 \\ 2,725 \\ 1,907 \\ 18 \\ 27 \\ 25 \end{array}$ | 1,307 50 | $\begin{aligned} & 197,193 \\ & 480,628 \\ & 48 \end{aligned}$ | $\begin{array}{ll} 148 & 67 \\ 810 & 42 \end{array}$ | $\begin{aligned} & 20,46375 \\ & 32,75700 \end{aligned}$ |
| 1,80000 | 1,515 25 |  | $\begin{array}{r}1,36750 \\ 870 \\ \hline 19\end{array}$ |  |  |  |
|  | 100 |  |  | 486,61717 | 6,9861,37398 | $\begin{array}{r} 25,30202 \\ 5,17732 \end{array}$ |
|  | 7608 |  | $\begin{array}{r}750 \\ 3,428 \\ \hline 68\end{array}$ | $\begin{aligned} & 276,256 \\ & 801,210 \end{aligned} 913$ |  |  |
|  | 2037 | 18,199 27 |  |  | 7,595 93 | $\begin{array}{r} 5,17732 \\ 125,25766 \end{array}$ |
|  | 5535 | $\begin{aligned} & 6,950 \\ & 1,884 \\ & 1,81 \end{aligned}$ | ---...-----15 | 98,059 19 | 6.2958 | $\begin{aligned} & 10,04762 \\ & 25,291 \quad 50 \end{aligned}$ |
| 35,000 00 | 1050 |  |  | 1,616,083 44 |  |  |
| 106,700 00 | 18862 | 29,433 86 | 31,880 77 |  | 10,498 40 | 25,291 19,136 52 |
| 53,400 00 | 20070 | $\begin{aligned} & 10,48796 \\ & 61,324 \end{aligned}$ | $\begin{aligned} & 6,419 \\ & 2,579 \\ & 74 \end{aligned}$ | $\left.\begin{array}{r} 1,392,789 \\ 815,058 \end{array} \mathbf{6 6} \right\rvert\,$ | $\left.\begin{array}{ll} 2,438 & 29 \\ 4,673 & 24 \end{array} \right\rvert\,$ | $\begin{aligned} & 41,18881 \\ & 14,34938 \end{aligned}$ |
|  | 55460 |  |  |  |  |  |
|  | 8892 | $\begin{array}{rr} 103 & 23 \\ 1,601 & 19 \\ 1,722 & 52 \\ 15,986 & 71 \\ 871 & 41 \end{array}$ | $\begin{array}{ll} 2,429 & 71 \\ 1,350 & 00 \\ 2,054 & 23 \\ 2,375 & 51 \\ 2,066 & 67 \end{array}$ | 201,177584,03218298,327603,00951234,54935 | 6,367 02 | 17,119 73 |
| 6,17500 | 44205 |  |  |  |  | 4058946 |
| 3,245 00 | 14390 |  |  |  | 2,097 05 | 20,553 16 |
|  |  |  |  |  | 6,855 89 | 31,131 92 |
|  |  |  |  |  | 95353 | 30,222 42 |
| 12,806 30 | 4,665 71 | 24,018 13 | 13,856 70 | 3,140,642 33 | 35,827 72 | 53,38034 <br> 24,381 <br> 87 |
| 73,00000 | 12064 | 5,262 18 | 2,937 50 | 1,318,361 85 | 1,385 81 |  |
|  |  |  | 903801,36336 | -373,732 85 | 8,381 29 | 24,458 <br> 48,279 <br> 88 |
| 28,000 00 | 756 11 |  |  | 1,252,911 99 | 60,090 19 |  |
| 120,275 54 | 27,238 51 | $\begin{aligned} & 69,533 \quad 42 \end{aligned}$ | 11,796 82 | $3,669,74400$ | 19911 | 192,675 70 |

TABLE 16-

| Counties. | Total. | From what sources received. |  |  |  |  |
| :---: | :---: | :---: | :---: | :---: | :---: | :---: |
|  |  | Balance on hand July 1, 1929. | Distribution of trustees. | District taxes. | Tuition fees paid by pupils. | Sale or rent of school property. |
| 1 | 2 | 3 | 4 | 5 | 6 | 7 |
| I aSulle | \$2,874,056 64 | \& 935,194 01 | § 85,398 86 | §1,598,445 59 | \$10,369 40 | \$28,990 49 |
| Lawr | 559,725 38 | 177,114 57 | 28,456 11 | 295,765 63 | 38360 | 3,689 63 |
| Lee. | 1,290,774 14 | 362,401 24 | 34,03? 26 | 578,517 82 | 99850 | 62401 |
| Livingston | 1,260,423 92 | 355,22169 | 2,177 15 | 816,109 29 | 2,347 64 | 16,800 60 |
| McDonough | 917,005 23 | 366,159 55 | 29,559 79 | 454,669 98 | 2,203 69 | 2,690 98 |
| McHenry | 1,580,600 86 | 450,892 14 | 22,197 56 | 888,710 80 | 2,207 20 | 16,227 90 |
| McLean | 1,909,330 40 | 403,556 82 | 79,379 83 | 1,266,378 08 | 3,862 01 | 14,389 80 |
| Macon | 2,250,883 61 | 350,993 86 | 82,591 76 | 1,139,330 47 | 3,467 25 | 4,379 18 |
| Macoupin | 1,429,440 61 | 453,022 40 | 88,947 94 | 742,011 97 | 6,960 54 | 5,3i6 80 |
| Madison | 3,267,583 22 | 918,926 36 | 105,581 55 | 2,024,621 34 | 7,057 28 | 3,116 41 |
| Marion | 783,763 19 | 239,310 08 | 48,094 19 | 425,786 03 | 10,292 58 | 2,366 75 |
| Marshall | 429,704 94 | 100,139 06 | 11,972 9i | 258,570 01 | 67000 | 2,590 18 |
| Mason_ | 698,024 44 | 226,723 11 | 16,177 36 | 420,820 73 | 1,859 78 | 5,061 69 |
| Massac | 341,920 76 | 47,408 51 | 16,052 44 | 221,863 61 | 2100 | 9,506 27 |
| Menard | 363,637 19 | 133,703 82 | 5,573 44 | 193,453 71 | 3125 | 50379 |
| Mercer | 649,284 17 | 282,142 35 | 2,350 05 | 282,226 71 | 6,989 30 | 1,421 28 |
| Monroe | 260,240 03 | 112,709 31 | 8,855 31 | 130,499 41 | 62925 | 10683 |
| Montgome | 913,684 92 | 206,820 51 | 38,916 04 | 598,768 59 | 1,715 78 | 1,742 92 |
| Morgan | 889,435 97 | 345,218 27 | 26,278 19 | 456,413 91 | 3,355 27 | 5,189 07 |
| Moultr | 448,870 92 | 186,405 79 |  | 223,133 61 | 80816 | 2396 |
| Ogle | 1,005, 16000 | 335,664 55 | 32,602 79 | 553,656 89 | 1,916 79 | 6,227 83 |
| Peori | 2,618,240 05 | 504,28790 | 93,389 47 | 1,860,955 60 | 3.12822 | 11,169 69 |
| Perry | 545,768 99 | 247,460 83 | 26,550 25 | 177,458 27 | 97345 | 1,684 19 |
| Piat | 882,774 60 | 348,579 59 | 19,275 49 | 442,660 11 | 1,547 63 | 6,125 32 |
| Pike | -20,90? 02 | 287,177 09 | 2,567 96 | 271,741 57 | 50649 | 1,316 28 |
| Pope | 166,043 73 | 69,675 91 | 20,602 15 | 64,495 46 | 5655 | 3,042 27 |
| Pulaski | 259,43759 | 60,721 61 | 32,639 53 | 143,802 68 | 14843 | 5.40622 |
| Putnam | 240,409 95 | 96,151 61 | 6,430 75 | 113,686 19 | 5,651 00 | 6,110 56 |
| Randolph | 443,432 97 | 143,828 25 | 34,753 26 | 228,150 64 | 44766 | 1,14200 |
| Richland | 317, 81670 | 91,088 15 | 31,503 80 | 159,773 78 | 36650 | 500 |
| Rock Island | 3,113,923 79 | 391,996 98 | 79,139 11 | 1,338,500 49 | 54,364 47 | 21,196 12 |
| St. Clair | 4,667,23i 05 | 1,039,330 47 | 50,322 76 | 2,661,369 32 | 1,325 92 | 4,923 68 |
| Saline | $632,865 \quad 20$ | 94,892 50 | 98,354 61 | 397,139 81 |  | 10550 |
| Sangamon. | 2,670,517 23 | 571,061 34 | $9 \overline{5}, 95 \overline{5} 50$ | 1,684,484 15 | 1,988 8 - | 4,012 92 |
| Schuyler | 385,779 59 | 145,666 09 | 20,106 06 | 171,912 72 | 54000 | 56722 |
| Scott | 296,515 84 | 111,906 20 | 8,393 65 | 157,298 68 | 36906 | 2532 |
| Shelby | 755,478 74 | 259,935 28 | 24,996 13 | 415.73156 | 69825 | 4,781 69 |
| Stark | 522,743 09 | 246,987 33 | 9,582 96 | 234,544 69 | 77550 | 1,057 49 |
| Stephenson. | 992,400 87 | 333,939 67 | 38,861 50 | 573,318 65 | 3,351 55 | 3,006 55 |
| Tazewell | 1,940,167 99 | 881,003 53 | 46,169 61 | 908,128 03 | 2,118 62 | 10,417 80 |
| Union | 433,093 62 | 144,545 97 | 23,085 07 | 202, 26510 | 50500 | 1,510 30 |
| Vermilion | 2,463,997 06 | 661,204 18 | 96,484 85 | 1,586, 27117 | 1,718 17 | 3,174 94 |
| Wabash | 370,888 62 | 124,116 20 | 12,506 62 | 200,664 37 |  | 57924 |
| Warren | 742,231 44 | 285,925 75 | 22,506 94 | 365,038 28 | 67490 | 1,416 10 |
| Washingt | 300,155 35 | 103,205 72 | 88855 | 175,979 58 | 2,642 80 | 5744 |
| Wayne | 430,992 69 | 118,694 91 | 58,074 12 | 204,492 68 | 12900 | 19993 |
| White | 549,083 96 | 240.50455 | 46,828 98 | 216,700 72 | 9520 | 1,177 25 |
| Whiteside | 1,314,263 88 | 513,106 52 | 43,062 14 | 628,469 18 | 1,491 37 | 2,158 03 |
| Will | 2,803,292 67 | 271,017 88 | 82,412 15 | 1,977,936 09 | 3,420 71 | 11,812 57 |
| Williamson | 1,071,942 63 | 271,931 13 | 96,042 66 | 484,627 76 | 87115 | 54188 |
| Winnebago | 2,854,531 33 | 428,642 59 | 98,019 25 | 1,983,516 26 | 3,470 56 | 9,527 57 |
| Woodford | 703,466 00 | 205,112 91 | 19,146 14 | 401,224 30 | 4,305 79 | 5,705 92 |

Concluded.

| From what sources received. |  |  |  |  |  |  |
| :---: | :---: | :---: | :---: | :---: | :---: | :---: |
| Sale of bonds. | Insurance adjustments. | Other sources. | Reimbursements by State Board for Vocational Education. | Net receipts (columns 3 to 11). | Duplications. |  |
|  |  |  |  |  | Other treasurers. | Transfer of pupils. |
| 8 | 9 | 10 | 11 | 12 | 13 | 14 |
| $\left.\begin{array}{r} \$ 99,637 \\ 91 \\ 9,000 \\ 12,792 \end{array} \right\rvert\, 90$ | $\begin{array}{r} \$ 1,70984 \\ 10,187 \\ 11,655 \\ 41 \\ 596 \\ 116 \\ 116 \\ 46 \end{array}$ | $\begin{array}{r} 26,568 \\ 43 \\ 4,277 \\ 31 \\ 31,612 \\ 11,823 \\ 01 \\ 1,391 \end{array} 45$ | $\begin{array}{r} \$ 4,89548 \\ 6,11475 \\ 4,311 \\ 5,729 \\ 5, \\ 4,467 \\ \hline \end{array}$ | \$2,791,209 81 | \& 5,376 66 | \$ 77,470 17 |
|  |  |  |  |  | 1,257 71 | 23,478 06 |
|  |  |  |  | 1,008,946 75 | 181,49725 | 100,330 14 |
|  |  |  |  | 1,210,804 79 | 6,758 68 | 42,860 45 |
|  |  |  |  | 853,602 45 | 13066 | 31,292 08 |
| 37,678 13 | $\begin{array}{r} 34 \\ 602 \\ 602 \\ 281 \\ 284 \\ 18 \\ \hline \end{array}$ | 8,703 04 | 3,51095 | 867,532 17 | 7,227 62 | $\begin{array}{r}42,245 \\ 2,254 \\ \hline 67\end{array}$ |
|  |  | 108,284 23 | 5,223 81 | 1,532,114 05 | 46,23214 |  |
|  |  | 13,232 74 | 10,026 74 | 2,211,584 33 | $\begin{array}{r}57,601 \\ 1,918 \\ \hline 18\end{array}$ | 60,621 62 |
| 90,65319 |  | 536,11223,00966 | $\begin{array}{ll} 4,037 & 20 \\ 3,619 & 11 \end{array}$ |  |  | 37,380 99 |
|  |  |  |  |  |  |  |
| $\begin{array}{rr} 107,282 & 31 \\ 6,300 & 00 \end{array}$ | 4,354 38 |  |  | 28,487 38 | $\begin{array}{r} 11,280 \\ 3,490 \\ 34 \end{array}$ | 3,210,707 52 |  | 55,6709637,099 |
|  | 5,000 00 | 2.50040 | 743,14037 |  |  |  |  |  |
| 40,219 91 | 94820 | 7,015 22 | $\begin{array}{ll} 3,490 & 84 \\ 1,123 & 77 \end{array}$ | 423,249 32 | 3,523 1,580 1,52 | 37,875 4 1,20 |  |  |
| 2,554 00 | 1,670254716 | 20,7839,735 17 | 2,383 39 | $\begin{array}{lll} 695,650 & 09 \\ 331,302 & 08 \end{array}$ | 1,170 99 | 1,203 36 |  |  |
| 24,284 03 |  |  |  |  |  | 10,618 68 |  |  |
|  | 50000 |  | 3,333 94 | $341,47375$ |  | $\begin{aligned} & 21,31440 \\ & 59,51636 \end{aligned}$ |  |  |
|  | 1,798 30 | 10.9551535897 | 1,41897 | 589,302 <br> 254,358 <br> 88 | 46564 |  |  |  |
|  | 3492 |  |  |  | 69034 | $\begin{array}{r} 59,516 \\ 5,190 \\ 5 \end{array}$ |  |  |
|  | 16846 | 3,084681,391 | $\begin{aligned} & 6,380 \\ & 3,985 \\ & 3, \end{aligned}$ | $\begin{aligned} & 857,597 \\ & 842,288 \\ & 80 \end{aligned}$ | $35,473 ~ 52$53267 | $\begin{aligned} & 20,61352 \\ & 46,61480 \end{aligned}$ |  |  |
|  | 45671 |  |  |  |  |  |  |  |
| 6,000 00 | 16202,31925 | 37516,41952 | 1,195 90 | $\left.\begin{aligned} & 417,959 \\ & 949,884 \\ & 41 \end{aligned} \right\rvert\,$ | $\begin{array}{r} 35003 \\ 10,851 \quad 18 \end{array}$ | $\begin{aligned} & 30,56148 \\ & 44,42470 \end{aligned}$ |  |  |
|  |  |  | [1,076 |  |  |  |  |  |
| 20,000 <br> 60,511 <br> 37,372 <br> 37 <br> 0 | 406649625 | 22,223 23 |  | 2,528,632 07 | 75,944 79 | 13,66319 1969490 |  |  |
|  |  | 4,902 <br> 1,071 <br> 10 | 2,510 <br> 6,285 <br> 64 | $\begin{aligned} & 522,060 \\ & 863,128 \\ & 62 \end{aligned}$ | 4,01384 <br> 1,147 <br> 10 | 19,6949018,498 |  |  |
|  | 21114 |  |  |  |  |  |  |  |
| $\begin{array}{r} 20,082 \\ 20 \\ 2,300 \\ 6,000 \\ 6,00 \end{array}$ | 26,200 00 | $\begin{array}{r} 11,09031 \\ 1,39639 \end{array}$ | 2,273 08 | 622,955162,16873 | 36,591 74 | $\begin{array}{r} 61,360 \\ 3,875 \\ 3 \end{array}$ |  |  |
|  | 600 <br> 2760 |  |  |  |  |  |  |  |
|  | 26813465 | 11,142 83 <br> 1,757 27 | $\begin{array}{rrr} 872 & 79 \\ 1,361 & 35 \end{array}$ | $\begin{aligned} & 257,401 \\ & 240,313 \\ & 86 \end{aligned}$ | $\begin{array}{r} 2,035 \\ 96 \\ 96 \\ \hline \end{array}$ |  |  |  |
|  |  |  |  | 411,445 08 | 1,408 34 | 30,5795 |  |  |
| $\begin{aligned} & 963,282 \\ & 832,832 \\ & 83 \end{aligned}$ | $\begin{array}{rr} 220 & 91 \\ 1,003 & 19 \\ 4,365 & 02 \\ 6,496 & 47 \\ 9,645 & 16 \end{array}$ | $\begin{array}{r} 5,261 \\ 33 \\ 244,193 \\ 59 \\ 15,955 \\ 10 \\ 1,148 \\ 85 \\ 192,528 \end{array} 34$ | $\begin{array}{ll} 1,260 & 00 \\ 2,991 & 25 \\ 3,894 & 93 \\ 3,008 & 69 \\ 3,222 & 70 \end{array}$ | $\begin{array}{r} 289,479 \\ 3,096,668 \\ 11 \\ 4,614,519 \\ 93 \\ 601,153 \\ 93 \\ 2,584,171 \end{array}$ | $\begin{array}{rr} 570 & 53 \\ 20 & 00 \end{array}$ | $\begin{aligned} & 27,766 \\ & 17,235 \\ & 52,717 \\ & 52 \\ & 30,82488 \end{aligned}$ |  |  |
|  |  |  |  |  |  |  |  |  |
|  |  |  |  |  |  |  |  |  |
|  |  |  |  |  | 88639 |  |  |  |
| $\begin{aligned} & 21,27270 \\ & 10,13222 \end{aligned}$ |  |  |  |  | $4,961 \quad 87$ |  |  |  |
|  | 3,528 56 | $192,52834$ |  | $352,45287$ |  | 28,364 |  |  |
|  | 2755 | 3,3226,79989 | 2,900 <br> 2,537 <br> 0 | $\begin{aligned} & 284,242 \\ & 721,807 \\ & 04 \end{aligned}$ | $\left.\begin{array}{r} 2 \\ 89 \\ 6,488 \\ 84 \end{array} \right\rvert\,$ | 12,2701727.18286 |  |  |
| 5,000 00 | 41644 |  |  |  |  |  |  |  |
|  | 4,956469680 | $\begin{array}{r}2,710 \\ 809 \\ \hline 80\end{array}$ | $\begin{array}{r}1,42110 \\ 656 \\ \hline\end{array}$ | $\left.\begin{array}{ll} 502,036 & 13 \\ 955,876 & 05 \end{array} \right\rvert\,$ | 10,6649,5449 | 10,04226,980 |  |  |
| 1,836 00 |  |  |  |  |  |  |  |  |
| 68,06745 | 23405 | 10.65337 | 9,248 53 | 1,916,040 99 | $\begin{array}{r} 7.74696 \\ 6250 \\ 22835 \end{array}$ | 16,3800423,8530841,8069130.1734445.00850 |  |  |
| 27,000 00 | 1,148 25 | 6,385 69 | 2,732 66 | 409.17804 |  |  |  |  |
| 41,771 66 | 2,615 11 | 18,019 76 | 10,70196 | 2,421,961 80 |  |  |  |  |
| 1,000 00 | 23717 | 1,311 58 | 30000 | 340,71518 |  |  |  |  |
| 6,500 00 | 1,508 62 | 4,261 75 | 1,413 31 | 689,245 65 | 7,977 29 |  |  |  |
|  | 16,444 92 | $\begin{array}{r}10,01289 \\ 1,070 \\ \hline\end{array}$ | $\begin{array}{ll} 1,765 & 07 \\ 1,300 & 00 \end{array}$ | 294,552 05 | 50694 | $\begin{array}{r}5.09636 \\ 19.059 \\ \hline 93\end{array}$ |  |  |
| 1,24900 |  |  |  | 401,655 13 | 10,277 63 |  |  |  |
| 4.00000 | 8944 | - 54694 |  | 509,943 08 | 30410 | 38,836 7 |  |  |
| 65,00000 | 43,79492 | 11,991062,062 | 1,23937,52346 | $1,266,52262$$2,677,65195$ | 4.15751 | 43,583117,38731 |  |  |
| 287,671 77 |  |  |  |  | 8,253 41 |  |  |  |
| 142,302 35 | $\begin{array}{r} 6,85690 \\ 3 \\ 352 \\ 3934 \end{array}$ | $\begin{array}{ll} 11,973 & 01 \\ 76,090 & 82 \\ 54,956 & 88 \end{array}$ | $\begin{array}{r} 16,587 \\ 10,924 \\ 8,94 \\ 8,957 \end{array}$ | $\begin{array}{r} 1,031,733 \\ 2,695,378 \\ 699,448 \\ 696 \end{array}$ | $\left.\begin{array}{r} 11,580 \\ 85,287 \\ 81 \\ 2,885 \\ 47 \end{array} \right\rvert\,$ | $\begin{array}{r} 28,62845 \\ 73,86516 \\ 1,13182 \end{array}$ |  |  |
| 85,183 24 |  |  |  |  |  |  |  |  |
|  |  |  |  |  |  |  |  |  |

TABLE 17—DISTRICT FUND EXPENDITURES

| Counties. | Total. | General control. | Instruction. | Operating school plant. | Maintenance of plant. | Auxiliary agencies. |
| :---: | :---: | :---: | :---: | :---: | :---: | :---: |
| 1 | 2 | 3 | 4 | 5 | 6 | 7 |
| Illinois_ | \$198.560,259 28 | \$4,467,051 76 | \$85,271,404 45 | §20,354,575 96 | \$8,068,169 65 | \$5,421,794 38 |
| Adams | \$1,826,347 29 | § 18,49090 | § 578,458 20 | § 77,884 77 | § 56,17422 | § 16,91702 |
| Alexand | 429,035 44 | 10,952 49 | 195,038 27 | 39,357 78 | 24,335 28 | 14,271 61 |
| Bond | 383,792 90 | 6,599 71 | 145,206́ 73 | 18,112 78 | 15,814 89 | 1,472 43 |
| Boone | 419,461 58 | 6,288 47 | 166,535 12 | 30,723 03 | 23,118 05 | 1,088 75 |
| Brown | 228,698 26 | 68357 | 89,497 63 | 10,556 07 | 8,078 05 | 3,181 47 |
| Burea | 1,336,993 72 | 19,408 17 | 541,684 97 | 97,652 16 | 55,332 22 | 62,185 76 |
| Calhou | 114,651 09 | 1,765 68 | 45,525 36 | 5,801 75 | 8,358 37 | 1,694 94 |
| Carroll | 756,962 27 | 8,629 81 | 249,794 03 | 44,631 40 | 16,900 97 | 7,445 12 |
| Cass. | 440,086 61 | 7,728 21 | 180,258 06 | 35,425 14 | 16,437 56 | 3,089 36 |
| Champaign---- | 2,205,395 92 | 31,050 98 | 801,565 21 | 153,988 50 | 114,102 30 | 53,428 18 |
| Christia | 1,194,126 42 | 17,408 77 | 474,806 04 | 73,585 90 | 55,758 87 | 61,453 37 |
| Clark | 558,312 78 | 6,619 58 | 226,936 70 | 38,341 53 | 20,315 29 | 16,624 48 |
| Clay | 359,294 68 | 3,495 43 | 152,869 71 | 20,353 45 | 13,833 71 | 3,509 05 |
| Clinton | 309,103 42 | 1,544 30 | 124,473 52 | 15,224 01 | 7,621 83 | 7,221 35 |
| Coles. | 994,849 27 | 16,272 58 | 340,696 49 | 48,568 11 | 28,934 38 | 8,100 98 |
| Cook- <br> Outside Chicago $\qquad$ | 18,601,104 75 | 516,382 27 | 7,146,029 13 | 1,975,510 18 | 558,755 77 | 526,697 16 |
| Chicago | 75,375,422 44 | 2,182,883 71 | 38,446,929 37 | 11,411,266 58 | 3,506,561 08 | 2,366,736 65 |
| Crawford. | 695,685 61 | 5,345 45 | 271,068 93 | 41,510 67 | 18,028 94 | 4,496 98 |
| Cumberland | 324,940 12 | 1,053 68 | 119,189 08 | 17,055 33 | 11,580 42 | 6,356 61 |
| DeKalb. | 1,501,495 57 | 31,945 44 | 542,613 11 | 104,443 37 | 127,053 35 | 20,504 55 |
| DeWitt | 582,778 98 | 10,207 26 | 252,671 69 | 49,644 47 | 30,008 73 | 3,711 65 |
| Douglas | 716,669 34 | 6,771 11 | 281,813 66 | 48,968 05 | 36,991 33 | 4,375 41 |
| DuPage | 3,696,193 47 | 115,083 12 | 1,117,936 78 | 312,638 66 | 100,945 21 | 92,265 87 |
| Edgar. | 859,937 26 | 12,473 67 | 313,362 58 | 49,302 68 | 35,888 30 | 14,631 51 |
| Edwards | 164,736 57 | 1,086 03 | 80,677 15 | 11,267 04 | 6,389 46 | 5,399 65 |
| Effingha | 464,509 82 | 5,38851 | 157,666 97 | 22,227 00 | 16,033 05 | 6,001 07 |
| Fayette | 483,014 55 | 6,998 18 | 202,875 60 | 22,370 11 | 17,422 55 | 1,802 46 |
| Ford | 661,690 70 | 7,038 25 | 245,378 84 | 41,403 12 | 25,973 91 | 10,023 45 |
| Frankli | 1,274,929 60 | 10,071 56 | 705,273 41 | 76,723 79 | 43,781 20 | 9,747.06 |
| Fulton | 1,171,366 88 | 11,888 79 | 487,512 02 | 80,499 39 | 41,242 30 | 29,696 ${ }^{-10}$ |
| Gallati | 217,806 08 | 2,150 83 | 97,165 64 | 11,755 62 | 8,421 24 | 5,72795 |
| Greene | 514,196 14 | 6,047 18 | 203,838 90 | 36,067 82 | 18,248 74 | 9,831 98 |
| Grundy | 518,906 10 | 7,430 60 | 224,285 95 | 41,802 74 | 19,332 49 | 14,438 47 |
| Hamilton | 282,808 21 | 1,267 74 | 111,401 75 | 13,815 07 | 6,449 18 | 3,663 16 |
| Hancock | 934,064 02 | 3,144 82 | 362,594 62 | 63,631 42 | 33,159 20 | 9,614 94 |
| Hardin | 108,106 81 | 44514 | 51,180 12 | 4,551 89 | 2,370 90 | 7,829 52 |
| Henders | 398,887 55 | 2,416 99 | 121,265 54 | 17,671 93 | 12,312 87 | 4,088 73 |
| Henry | 1,645,718 36 | 21,38761 | 503,342 21 | 93,511 59 | 54,465 13 | 27,890 01 |
| Iroquois | 1,436,416 49 | 7,304 42 | 490,006 65 | 82,637 01 | 50,050 92 | 15,177 76 |
| Jackson | 834,081 28 | 13,552 63 | 410,609 10 | 50,205 44 | 27,725 80 | 6,856 19 |
| Jasper | 218,29757 | 1,470 05 | 112,612 24 | 14,538 48 | 10,891 10 | 75325 |
| Jefferso | 634,988 66 | 11,322 55 | 279,125 71 | 30,615 06 | 33,800 68 | 9,916 14 |
| Jersey | 320,977 92 | 1,889 87 | 114,94751 | 13,037 15 | 12,487 22 | 1,076 20 |
| JoDaviess | 640,997 32 | 6,768 86 | 215,158 03 | 32,815 04 | 23,626 90 | 5,786 75 |
| Johnson. | 265,725 30 | 61477 | 104,730 23 | 12,505 91 | 10,976 96 | 12,106 40 |
| Kane | $3,229,85039$ | 83,581 58 | 1,453, 825 70 | 268,468 00 | 128,941 18 | 43,956 17 |
| Kankak | 1,344,129 03 | 5,049 11 | 452,457 14 | 90,621 16 | 34,791 68 | 7,084 39 |
| Kendall | 406,572 82 | 2,928 69 | 133,785 93 | 21,556 49 | 13,393 47 | 5,771 00 |
| Knox | 1,361,281 56 | 12,299 32 | 528,193 62 | 81,207 13 | 63,392 16 | 14,614 49 |
| Lake | 3,862,618 81 | 96,505 85 | 1,429,343 12 | 342,348 08 | 152,041 88 | 138,733 99 |

BY SUBDIVISIONS-1930.

| Total current expenses (columns3 to 7). | Capital outlay. | Net expenditures (columns 8 to 10 ). | Bonded debt. | Other treasurers. | Tuition of transferred pupils. | $\begin{gathered} \text { Balance } \\ \text { on hand } \\ \text { June 30, } 1930 \text {. } \end{gathered}$ |
| :---: | :---: | :---: | :---: | :---: | :---: | :---: |
| 8 | 9 | 10 | 11 | 12 | 13 | 14 |
| \$123,582,996 20 | \$26,411,745 00 | \$149,994,741 20 | \$7,603,034 36 | \$1,089,105 84 | \$3,962,008 48 | \$35,911,369 40 |
| § 747,925 11 | \$ 262,382 34 | \$ 1,010,307 45 | \$ 41,708 30 | \$12,554 67 | \$ 70,167 77 | \$ 691,609 10 |
| 283,955 43 | 2,204 87 | 286,160 30 | 41,298 78 | 1,568 15 | 7,939 37 | 92,068 84 |
| 187,206 54 | 2,134 51 | 189,341 05 | 9,744 71 | 7,933 59 | 5,692 47 | 171,081 08 |
| 227,753 42 | 2,824 62 | 230,578 04 | 15,492 32 | 9,152 81 | 22,699 31 | 141,539 10 |
| 111,996 79 | 7,256 40 | 119,253 19 | 2,860 00 | 2,877 27 | 21,204 34 | 82,503 46 |
| 776,263 28 | 46,082 67 | 822,345 95 | 74,305 78 | 3,64194 | 24,083 99 | 412,616 06 |
| 63,146 10 | 53842 | 63,684 52 | 1,335 55 |  | 19,153 73 | 30,477 29 |
| 327,401 33 | 109,687 00 | 437,088 33 | 36,527 36 | 28,760 13 | 7,48323 | 247,103 22 |
| 242,938 33 | 4,233 02 | 247,17135 | 30,568 12 | 9,366 11 | 12,800 44 | 140,180 59 |
| 1,154,135 17 | 50,474 48 | 1,204,609 65 | 90,623 25 | 12,747 57 | 134,891 44 | 762,524 01 |
| 683,012 95 | 29,176 44 | 712.18939 | 53,700 06 | 1,348 92 | 97,414 20 | 329,473 85 |
| 308,837 58 | 17,007 05 | 325,844 63 | 12,618 19 |  | 45676 | 219,393 20 |
| 194,061 35 | 4,039 16 | 198,100 51 | 8,364 44 |  | 50,681 71 | 102,148 02 |
| 156,085 01 | 15,057 07 | 171,142 08 | 6,625 00 | 63215 | 28,536 52 | 102,167 67 |
| 442,572 54 | 188,602 01 | 631,174 55 | 54,237 34 | 19034 | 61,949 72 | 247,29732 |
| 10,723.374 51 | 3,328,255 95 | 14,051,630 46 | 1,608,91153 | 11090 | 6,72833 | 2,933,723 53 |
| 57,914,377 39 | 13,708,117 11 | 71,622,494 50 | 8,382 71 |  |  | 3,744,545 23 |
| 340,450 97 | 14,684 17 | 355,13514 | 27,601 42 | 3,055 07 | 22,922 11 | 286,971 87 |
| 155,235 12 | 13,800 76 | 169,035 88 | 24,705 75 | 58955 | 30,158 13 | 100,450 81 |
| 826,559 82 | 56,553 56 | 883,113 38 | 91,119 92 | 11,37162 | 12,283 72 | 503,606 93 |
| 346,243 80 | 8,183 55 | 354,427 35 | 41,716 06 | 3,085 74 | 17,797 60 | 165,752 23 |
| 3,78,919 56 | 14,858 47 | 393,778 03 | 54,709 76 | 35003 | 25,812 06 | 242,019 46 |
| 1.738,869 64 | 922,252 44 | 2,661,122 08 | 329,971 68 | 61,832 81 | 65,091 49 | 578,175 41 |
| 425,65874 | 14,488 27 | 440,147 01 | 32,289 00 |  | 69,181 77 | 318,319 48 |
| 104,819 33 | 2,800 51 | 107,619 84 | 10,846 25 | 1137 | 2,330 73 | 43,928 38 |
| 207, 2,16 60 | 43,840 02 | 251,15662 | 19,349 48 | 11270 | 27,317 94 | 166,573 08 |
| 251,468 90 | 21,381 80 | 272,850 70 | 15,024 43 | 55921 | 56,668 90 | 137,911 31 |
| 329,817 57 | 11,233 00 | 341,050 57 | 37,885 99 | 3,354 38 | 4,684 32 | 274,715 44 |
| 845,597 02 | 39,168 99 | 884,766 01 | 119,127 15 |  | 39,562 52 | 231,473 92 |
| 650,838 90 | 90,674 84 | 741,513 74 | 77,842 41 | 8,186 38 | 52,990 00 | 290,834 35 |
| 125,221 28 | 11,126 65 | 136,347 93 | 6,804 00 | 9926 | 11,016 82 | 63,538 07 |
| 274,034 62 | 6,079 16 | 280,113 78 | 25,536 00 | 3527 | 39,296 85 | 169,214 24 |
| 307,290 25 | 14,583 54 | 321,873 79 | 29,838 53 | 73916 | 26,110 36 | 140,34426 |
| 136,59690 | 19,938 13 | 156,535 03 | 3,936 58 | 1,421 79 | 32,959 82 | 87,954 9!) |
| 472,145 00 | 11,321 05 | 483,466 05 | 41,341 83 | 6,865 88 | 76,752 58 | 325,637 68 |
| 66,377 57 | 2,467 71 | 68,845 28 | 4,377 30 |  | 10,006 44 | 24,877 7! |
| 157,756 06 | 11,396 96 | 169,153 02 | 18,549 75 | 3,791 15 | 20,947 58 | 186,446 05 |
| 700,596 55 | 82,173 74 | 782,770 29 | 65,515 01 | 11,460 19 | 56,051 07 | 729,921 80 |
| 645,176 76 | 77,336 71 | 722,513 47 | 37,014 38 | 3,204 87 | 58,476 00 | 615,207 77 |
| 508,949 16 | 23,821 08 | 532,770 24 | 49,488 81 | 67,630 58 | 19,888 36 | 164,303 29 |
| 140,265 12 | 2,988 98 | 143,254 10 | 3,343 75 | 21815 | 23,888 08 | 47,593 49 |
| 364,780 14 | 20,008 95 | 384,789 09 | 31,715 78 | 6,602 61 | 45,390 72 | 166,490 46 |
| 143,437 95 | 16,09158 | 159,529 53 | 6,194 40 | 5,478 77 | 26,444 42 | 123,330 80 |
| 294,155 58 | 97,711 92 | 381,867 50 | 15,954 80 | 6,767 13 | 41,411 96 | 194,995 93 |
| 140,934 27 | 7,589 73 | 148,524 00 | 9,900 76 | 8071 | 29,906 95 | 77,31288 |
| 1,978,772 63 | 385,829 38 | 2,364,602 01 | 268,356 86 | 47,062 93 | 45,881 30 | 503,947 39 |
| 590,003 48 | 182,088 77 | 772,092 25 | 59,336 34 | 1,127 35 | 43,649 97 | 467,923 12 |
| 177,435 58 | 5,264 14 | 182,699 72 | 13,638 89 | 12,078 78 | 37,768 44 | 160,386 99 |
| 699,706 72 | 76,375 58 | 776,082 30 | 24,020 94 | 74,897 22 | 48,482 75 | 437,888 35 |
| 2,158,972 92 | 451,15165 | 2,610,124 57 | 353,938 90 | 24,869 05 | 174,909 21 | 698,777 08 |

TABLE 17-Concluded.

| Counties. | Total. | General control. | Instruction. | Operating school plant. | Maintenance of plant. | Auxiliary agencies. |
| :---: | :---: | :---: | :---: | :---: | :---: | :---: |
| 1 | 2 | 3 | 4 | 5 | 6 | 7 |
| LaSalle | \$2,874,056 64 | § 81,681 77 | \$1,069,872 24 | \$198,858 21 | \$126,029 91 | § 38,153 32 |
| Law | 559,725 38 | 15,448 33 | 217,621 64 | 33,270 99 | 21,968 48 | 6,314 85 |
| Lee | 1,290,774 14 | 15,888 09 | 347,135 48 | 58,131 45 | 31,257 27 | 11,207 64 |
| Livingsto | 1,260,423 92 | 21,220 52 | 526,820 48 | 76,086 53 | 50,631 62 | 31,106 37 |
| Logan | 885,025 19 | 11,570 28 | 342,521 63 | 62,735 14 | 33,641 82 | 16,782 68 |
| McDonough | 917,00523 | 7,852 52 | 330,357 94 | 48,913 80 | 30,540 37 | 13,067 81 |
| McHenry | 1,580,600 86 | 26,719 52 | 506,689 58 | 93,748 97 | 48,232 87 | 133,932 73 |
| McLean | 1,909,330 40 | 29,694 94 | 846,806 34 | 158,310 21 | 97,345 73 | 81,394 28 |
| Macon | 2,250,883 61 | 33,901 33 | 831,584 07 | 163,326 94 | 49,69133 | 404,511 11 |
| Macoup | 1,429,440 61 | 15,226 93 | 541,404 35 | 89,384 13 | 53,05818 | 46,890 46 |
| Madison | 3,267,583 22 | 95,938 40 | 1,269,140 63 | 244,968 23 | 135,572 24 | 70,784 76 |
| Marion | 783,763 19 | 19,199 12 | 342,522 25 | 50,440 23 | 35,966 41 | 6,969 61 |
| Marsha | 429,704 94 | 2,468 69 | 174,273 01 | 23,606 81 | 12,933 59 | 18,873 20 |
| Maso | 698,024 44 | 14,249 96 | 217,751 03 | 39,561 87 | 23,500 00 | 21,412 45 |
| Massac | 341,920 76 | 6,453 99 | 121,463 33 | 17,253 23 | 25,616 88 | 7,095 04 |
| Menard | 363,637 19 | 1,587 98 | 133,830 13 | 19,820 69 | 18,246 93 | 7,149 75 |
| Mercer | 649,284 17 | 6,357 20 | 237,865 99 | 39,089 74 | 16,140 15 | 16,567 48 |
| Monroe | 260,240 03 | 1,517 41 | 103,804 34 | 9,236 98 | 7,665 58 | 35173 |
| Montgomer | 913,684 92 | 20,582 03 | 363,316 75 | 57,24387 | 38,811 23 | 7,253 14 |
| Morgan | 889,435 97 | 11,113 81 | 318,808 62 | 44,824 20 | 22,651 55 | 8,032 23 |
| Moultr | 448,870 92 | 3,798 16 | 183,694 97 | 25,511 24 | 20,246 77 | 1,984 53 |
| Ogle | 1,005,160 00 | 13,076 33 | 373,995 67 | 61,531 28 | 32,770 88 | 24,394 87 |
| Peor | 2,618,240 05 | 44,709 58 | 1,120,273 85 | 173,332 04 | 109,505 17 | 44,616 28 |
| Per | 545,768 99 | 9,179 24 | 185,565 23 | 24,237 50 | 18,145 84 | 2,027 99 |
| Piat | 882,774 60 | 6,098 57 | 285,985 64 | 47,71198 | 30,440 20 | 6,892 22 |
| Pike | 720,907 02 | 8,689 82 | 310,121 95 | 44,042 81 | 29,853 02 | 9,819 92 |
| Pope | 166,043 73 | 1,015 11 | 59,474 85 | 6,245 53 | 4,377 09 | 6,308 41 |
| Pulask | 259,437 59 | 1,627 57 | 121,001 97 | 19,129 51 | 14,435 39 | 9,382 67 |
| Putnam | 240,409 95 | 72793 | 87,144 58 | 23,569 08 | 15,780 56 | 7,309 77 |
| Ran | 443,432 97 | 5,351 00 | 221,280 30 | 26,417 45 | 12,479 70 | 7,623 97 |
| Richland | 317,816 70 | 5,259 28 | 125,476 22 | 17,947 44 | 11,597 63 | 2,916 25 |
| Rock Island | 3,113,923 79 | 48,867 62 | 990,087 67 | 185,011 67 | 81,050 75 | 16,311 16 |
| St. Clair | 4,667,237 05 | 114,209 66 | 1,490,100 86 | 273,015 83 | 253,943 26 | 58,701 61 |
| Salin | 632,86520 | 15,777 80 | 307,373 17 | 42,371 53 | 30,123 96 | 6,712 49 |
| Sa | 2,670,517 23 | 55,773 53 | 1,186,515 95 | 181,734 42 | 116,253 57 | 80,044 11 |
| Schuyler | 385,759 59 | 4,931 50 | 114,820 71 | 20,069 87 | 11,869 63 | 55776 |
| Scott | 296,515 84 | 4,104 27 | 103,231 69 | 14,906 26 | 13,018 20 | 29703 |
| Shelb | 755,478 74 | 9,925 71 | 306,731 33 | 35,933 92 | 21,648 81 | 18,663 06 |
| Stark | 522,743 09 | 2,907 77 | 147,488 30 | 22,524 57 | 18,281 14 | 3,290 81 |
| Stephenson | 992,400 87 | 11,795 07 | 403,286 00 | 69,990 55 | 44,755 92 | 8,470 86 |
| Tazewell. | 1,940,167 99 | 21,094 09 | 536,491 65 | 91,335 71 | 60,775 15 | 11,662 22 |
| Union | 433,093 62 | 6,476 22 | 169,037 52 | 21,752 37 | 19,585 31 | 2,975 37 |
| Vermilio | 2,463,997 06 | 48,588 13 | 1,011,998 71 | 208,282 79 | 107,360 68 | 14,153 55 |
| Wabash | 370,888 62 | 5,209 67 | 134,704 18 | 18,934 28 | 12,084 15 | 5,140 70 |
| Warren | 742,231 44 | 6,951 46 | 287,600 75 | 44,739 80 | 28,919 09 | 1,759 31 |
| Washing | 300,155 35 | 1,601 26 | 122,073 56 | 13,743 37 | 8,523 12 | 3,045 36 |
| Wayne | 430,992 69 | 5,804 18 | 182,927 60 | 18,892 75 | 17,429 43 | 1,862 63 |
| White | 549,083 96 | 4,272 44 | 199,242 19 | 22,276 22 | 19,938 16 | 3,693 85 |
| Whiteside | 1,314,263 88 | 24,801 83 | 451,301 22 | 75,220 49 | 42,523 81 | 12,742 18 |
| Will | 2,803,292 67 | 73,314 71 | 1,159,363 31 | 261,124 95 | 95,838 86 | 109,882 80 |
| Williamso | 1,071,942 63 | 14,543 58 | 438,643 52 | 67,860 95 | 40,048 21 | 133,943 10 |
| Winnebag | 2,854,531 33 | 71,429 45 | 1,242,117 75 | 313,654 57 | 59,063 13 | 48,316 76 |
| Woodford | 703,466 00 | 7,332 11 | 284,447 68 | 54,311 16 | 27,349 63 | 99,392 30 |

Concluded.

| Total current expenses (columns 3 to 万). | Capital outlạy. | Net expenditures (columns 8 to 10 ). | Bonded debt. | Other treasurers. | Tuition of transferred pupils. | Balance on hand June 30, 1930. |
| :---: | :---: | :---: | :---: | :---: | :---: | :---: |
| 8 | 9 | 10 | 11 | 12 | 13 | 14 |
| \$1,514,595 45 | \$222,476 36 | \$1,737,071 81 | \$140,013 88 | \$且2,236 62 | \$ 72,787 00 | § 921,947 33 |
| 294,524 29 | 27,292 74 | 321,917 03 | 27,004 55 | -5,498 12 | 21,260 88 | 184,044 80 |
| 463,619 93 | 282,570 64 | 746,190 57 | 59,955 13 | 169,490 72 | 126,893 27 | 188,244 45 |
| 705,865 52 | 23,767 10 | 729,632 62 | 48,397 89 | 3,969 40 | 52,13¢ 40 | 426,289 (11 |
| 467,251 55 | 26,165 97 | 493,417 52 | 66,526 47 | 15036 | 26,589 47 | 298,341 37 |
| 430,732 44 | 7,895 03 | 438,627 47 | 41,762 11 | 4,886 12 | 41,696 28 | 390,033 25 |
| 809,323 67 | 150,266 68 | 959,590 35 | 131,294 21 | 38,075 37 | 7,167 40 | 444, 47353 |
| 1,213,551 50 | 68,201 21 | 1,281,752 71 | 147,354 82 | 71,516 43 | 58, ,908 37 | 349,798 07 |
| $1,483,01478$ | 249,767 46 | 1,732,782 24 | 103,351 02 | 6472 | 42,994 82 | 371,690 81 |
| 745,964 05 | 45,352 03 |  | 100,033 35 | 32,099 78 | 22,875 13 | 483,116 27 |
| 1,816,404 26 | 492,328 50 | 2,308,732 76 | 257,255 51 | 18118 | 61,308 68 | 640,105 09 |
| 455.09762 | 70,671 90 | 525,769 52 | 92,313 67 | 4,799 42 |  | 160,881 58 |
| 232,155 30 | 45,374 95 | 277,530 25 | 17,968 20 | 8,299 95 | 3,355 31 | 122,551 23 |
| 316,475 31 | $61,907 \quad 23$ | 378,382 54 | 50,094 97 | 9461 | 3,342 87 | 266,109 45 |
| 177,882 47 | 69,527 51 | 247,409 98 | 28,124 74 |  | 15,987 54 | 50,398 50 |
| 180,635 48 | 7,328 97 | 187,964 45 | 22,040 69 | 3000 | 23,575 78 | 130,026 27 |
| 316,020 56 | 10,153 59 | 326,174 15 | 25,949 10 | 5,536 34 | 109,859 56 | 181,765 02 |
| 122,576 04 | 6,004 32 | 128,580 36 | 4,470 00 | 12923 | 6,519 61 | 120,540 83 |
| 487,207 02 | 11,103 44 | 498,310 46 | 64,665 94 | 34,504 99 | 30,115 75 | 286,087 78 |
| 405,430 41 | 16,233 85 | 421,664 26 | 49,956 25 | 1,042 89 | 48,382 64 | 368,389 93 |
| 235,235 67 | 14,15307 | 249,388 74 | 11,740 92 | 3,550 00 | 31,065 65 | 153,125 71 |
| 505,769 03 | 27,812 59 | 533,581 62 | 57,783 38 | 27,950 30 | 60,834 39 | 325,010 31 |
| 1,492,436 92 | 92,772 09 | 1,585,209 01 | 120,322 66 | 13,483 00 | 78,801 16 | 820,424 22 |
| 239,155 80 | 69,620 56 | 308,776 36 | 24,224 17 | 7,801 84 | 21,089 34 | 183,877 28 |
| 377,12861 | 113,162 36 | 490,290 97 | 61,250 42 | 39865 | 15,712 80 | 315,12176 |
| 402,527 52 | 14,503 94 | 417,031 46 | 38,617 43 | 35,343 91 | 61,965 67 | 167.94855 |
| 77,420 99 | 3,730 56 | 81,151 55 | 4,99750 | 27322 | 9,653 00 | 69,963 46 |
| 165,577 11 | 12,890 30 | 178,467 41 | 15,308 90 |  | 6,156 98 | 59,504 30 |
| 134,531 92 | 5,929 85 | 140,461 77 | 12,161 74 | 9609 | 2,565 00 | 85,125 35 |
| $273,15242$ | 2,39787 | 275,550 29 | 14,235 13 | 19225 | 28,735 69 | 124,719 61 |
| 163,196 82 | 26,518 86 | 189,715 68 | 18,198 39 | 23953 | 24,968 42 | 84,694 68 |
| 1,321,328 87 | 663,271 45 | 1,984,600 32 | 172,224 80 |  | 74,044 22 | 883,054 45 |
| 2,189,971 22 | 712,822 40 | 2,902,793 62 | 201,706 59 | 38099 | 49,691 61 | 1,512,664 24 |
| 402,358 95 | 16,770 30 | 419,129 25 | 53,942 50 | 3,680 13 | 33,329 85 | 122,783 47 |
| $1,620,32158$ | 127,402 32 | 1,747,723 90 | 123,457 34 | 2,118 49 | 104,364 64 | 692,852 86 |
| 152,249 47 | 48,11684 | 200,366 31 | 12,059 50 | 3,099 82 | 39,133 08 | 131,12088 |
| 135, 55745 | 80875 | 136,366 20 | 25,359 50 | 289 | 15,349 52 | 119,437 73 |
| 392,902 83 | 14,765 51 | 407,668 34 | 21,350 82 | 6,429 18 | 66,875 18 | 253,155 22 |
| 194,492 5? | 61,464 51 | 255,95710 | 23,661 38 | 11,268 16 | 12,392 58 | 219,463 87 |
| 538,298 40 | 18,821 83 | 557,120 23 | 25,918 24 | 11,085 69 | 44,838 17 | 353,43854 |
| 721,358 82 | 632,381 84 | 1,353,740 66 | 148,974 45 | 7,912 46 | 18,168 39 | 411,372 03 |
| 219,826 79 | 43,349 53 | 263,176 32 | 23,267 74 | , 7319 | 25,983 87 | 120,592 50 |
| 1,390,383 86 | 208,519 87 | 1,598,903 73 | 165,163 62 |  | 41,127 85 | 658,801 86 |
| 176,072 98 | 28,972 86 | 205,045 84 | 15,091 30 |  | 31,672 42 | 119,079 06 |
| 369,970 41 | 14,754 78 | 384,725 19 | 19,64789 | 6,086 93 | 52,871 93 | 278,89950 |
| 148,986 67 | 1,825 90 | 150,812 57 | 5,959 01 | 3603 | 32,438 16 | 110,909 58 |
| 226,916 59 | 19,531 49 | 246,448 08 | 11,771 63 | 10,676 95 | 32,107 27 | 129,988 76 |
| 249,422 86 | 11,627 81 | 261,050 67 | 7,530 11 |  | 34,607 66 | 245,895 52 |
| 606,589 5:3 | 87,378 97 | 693,968 50 | 87,215 73 | 2,784 63 | 45,168 60 | 495,126 42 |
| 1,699,524 63 | 486,644 48 | 2,186,169 11 | 189,676 53 | 9,112 63 | 115,453 09 | 302,881 31 |
| 695,039 36 | 128,89171 | 823,931 07 | 99,494 44 | 1,589 14 | 32,989 01 | 113,938 97 |
| 1,734,581 66 | 261,25161 | 1,995,833 27 | 213,928 29 | 81,740 15 | 71,551 51 | 491,478 11 |
| 472,832 88 | 7,149 80 | 479,982 68 | 49,963 56 | 1,360 08 | 2,622 71 | 169,53697 |

TABLE 18-DISTRICT FUND EXPENDITURES

| Counties. | General control itemized. |  |  | Total paid for general control. | Instruction itemized. |  |
| :---: | :---: | :---: | :---: | :---: | :---: | :---: |
|  | School board and business offices. | Compulsory attendance. | Superintendents who do no teaching. |  | Superintendents and principals who teach less than half time. | Teachers and principals who teach half time or more. |
| 1 | 2 | 3 | 4 | 5 | 6 | 7 |
| Illinois | \$2,310,651 59 | \$380,725 02 | \$1,775,675 15 | \$4,467,051 76 | \$3,322,158 44 | \$76,608,527 74 |
| Adams | § 11,870 90 | § 1,12000 | 5,500 00 | 18,490 90 | \& 29,045 68 | § 517,257 63 |
| Alexander | 4,516 11 | 1,266 42 | 5,169 96 | 10,952 49 |  | 175,690 31 |
| Bond | 2,570 71 | 15900 | 3,870 00 | 6,599 71 |  | 134,938 45 |
| Boone | 2,263 47 | 2500 | 4,000 00 | 6,288 47 | 2,700 00 | 154,980 91 |
| Bureau | 11,495 17 | 22500 | 7,688 00 | 19,408 17 | 4,340 00 | 505,558 46 |
| Calhoun | 1,765 68 |  |  | 1,765 68 |  | 43,353 82 |
| Carroll | 4,234 81 | 10500 | 4,290 00 | 8,629 81 | 6,851 67 | 226,297 68 |
| Cass. | 3,403 17 | 18000 | 4,145 04 | 7,728 21 | 9,214 83 | 163,930 58 |
| Champaign | 19,420 10 | 1,857 55 | 9,773 33 | 31,050 98 | 2,013 50 | 741,767 11 |
| Christian | 6,553 52 | 82450 | 10,030 75 | 17,408 77 | 5,928 34 | 440,674 06 |
| Clark | 3,405 37 | 4250 | 3,171 71 | 6,619 58 |  | 210,965 24 |
| Clay | 1,564 91 | 500 | 1,925 52 | 3,49543 | 2,677 32 | 139, 20066 |
| Coles-- | 8,238 60 | 18744 | 7,846 54 | 16,272 58 | 5,404 92 | 114,160 42 |
| Cook- |  |  |  |  |  |  |
| Outside Chicago | 314,576 33 | 17,904 19 | 183,901 75 | 516,382 27 | 132,171 34 | 6,643,642 05 |
| Chicago | 1,086,572 78 | 276,010 79 | 820,300 14 | 2,182,883 71 | 2,242,453 42 | 33,598,271 34 |
| Crawford | 2,655 45 |  | 2,690 00 | 5,345 45 | 6,882 43 | 247,498 61 |
| Cumberla | 1,009 19 | 4449 |  | 1,053 68 |  | 112,614 31 |
| DeKalb | 12,197 34 | 1,387 00 | 18,361 10 | 31,945 44 | 13,289 50 | 489,136 91 |
| DeW tt | 3,517 26 | 99000 | 5,700 00 | 10,207 26 | 2,562 47 | 230,04037 |
| Douglas | 3,549 83 | 3800 | 3,183 28 | 6,771 11 | 4,913 00 | 257,444 22 |
| DuPag | 57,558 91 | 32125 | 57,202 96 | 115,083 12 | 21,495 53 | 1,006,492 28 |
| Edgar | 8,143 77 | 60490 | 3,725 00 | 12,473 67 |  | 292,225 13 |
| Edwards | 1,086 03 |  |  | 1,086 03 |  | 77,395 03 |
| Effingham | 1,833 46 | 36505 | 3,190 00 | 5,388 51 |  | 148,956 48 |
| Fayette. | 3,938 18 | 36000 | 2,700 00 | 6,998 18 | 3,65500 | 189,081 44 |
| Ford | 2,300 25 |  | 4,738 00 | 7,038 25 | 2,739 00 | 228,946 42 |
| Franklin | 4,730 06 | 1,604 50 | 3,737 00 | 10,071 56 | 12000 | 658,114 07 |
| Fulton. | 7,414 68 | 14550 | 4,328 61 | 11,888 79 | 4,401 00 | 456,669 64 |
| Gallatin | 1,550 89 |  | 59994 | 2,150 83 |  | 91,391 03 |
| Greene | 1,877 21 |  | 4,169 97 | 6,047 18 | 2,29500 | 192,693 19 |
| Grundy | 3,360 68 |  | 4,069 92 | 7,430 60 | 2,500 00 | 207,874 30 |
| Hamilton | 1,267 74 |  |  | 1,267 74 |  | 107,456 19 |
| Hancock | 3,144 82 |  |  | 3,144 82 | 4,269 96 | 337,226 86 |
| Hardin_ | 44514 |  |  | 44514 |  | 46,042 44 |
| Henderso | 2,416 99 |  |  | 2,416 99 |  | 115,681 62 |
| Henry | 7,665 61 | 73500 | 12,987 00 | 21,387 61 | 11,899 42 | 463,372 84 |
| Iroquois | 7, 21192 | 9250 |  | 7,304 42 | 14,266 34 | 446,48194 |
| Jackson. | 5,729 72 | 84250 | 6,980 41 | 13,552 63 |  | 380,173 82 |
| Jasper- | 1,390 05 | 8000 |  | 1,470 05 | 3,639 ¢0 | 104,801 89 |
| Jefferson | 2,915 63 | 80000 | 7,606 92 | 11,322 55 |  | 261,985 53 |
| Jersey....- | 1,638 16 | 25171 |  | 1,889 87 | 5,820 00 | 102,719 78 |
| JoDaviess | 3,923 86 | 4500 | 2,800 00 | 6,768 86 | 2,300 00 | 203,864 15 |
| Johnson. | 61477 |  |  | 61477 |  | 96,859 04 |
| Kane. | 40,176 99 | 3,230 00 | 40,174 59 | 83,581 58 | 52,723 55 | 1,312,981 13 |
| Kankakee | 4,653 11 | 39600 |  | 5,049 11 | 3,758 28 | 434,57807 |
| Kendall | 82514 | 4500 | 2,058 55 | 2,928 69 | 4,676 00 | 122.37178 |
| Knox | 3,485 85 | 10000 | 8,713 47 | 12,299 32 | 15,448 79 | 492,292 23 |
| Lake | 56,431 06 | 4,867 50 | 35,207 29 | 96,505 85 | 16,443 32 | 1,331,219 33 |

## SUBDIVISIONS ITEMIZED-1930.

| Instruction itemized. |  |  | Total paid for instruction. | Operating expenses. |  |  | Total operating school plants. |
| :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: |
| Teachers' pension fund. | Text books, stationery supplies, etc. | ```Interest on teachers' orders.``` |  | Interest on anticipation warrants. | Janitors, engineers, etc. | Fuel, water, light, power, janitors' supplies, etc. |  |
| 8 | 9 | 10 | 11 | 12 | 13 | 14 | 15 |
| \$1,002,951 95 | \$4,039,848 02 | \$297,918 30 | \$85, 271,404 45 | \$5,163,672 46 | \$9,597,247 19 | \$5,593,656 31 | \$20,354,575 96 |
| \$ 4,080 32 | 27,313 97 | 76060 | § 578,458 20 | § 6887 | \$ 39,500 39 | \$ 38.31551 | § 77,884 77 |
| 1,471 00 | 7,207 69 | 10,669 27 | 195,038 27 | 1,606 61 | 26,871 03 | 10,880 14 | 39,357 78 |
| 87257 | 8,219 79 | 1,175 92 | 145,206 73 | 1688 | 8,964 45 | 9,131 45 | 18,112 78 |
| 94000 | 7,899 22 | 1499 | 166,535 12 |  | 13,473 13 | 17,249 90 | 30,723 03 |
| 58791 | 2,207 11 | 76608 | 89,497 63 |  | 3,352 36 | 7,203 71 | 10,556 07 |
| 3,189 09 | 25,049 29 | 3,5048 13 | 541,684 97 | 4,417 17 | 43,52845 | 49,706 54 | 97,652 16 |
| 16500 | 1,922 12 | 8442 | 45,525 36 |  | 2,154 43 | 3,647 32 | 5,801 75 |
| 1,622 71 | 14,555 56 | 46641 | 249,794 03 | 98790 | 15,560 22 | 28,083 28 | 44,631 40 |
| 93150 | 6,158 72 | 2243 | 180,258 06 | 4,555 17 | 14,277 36 | 16,592 61 | 35,425 14 |
| 4,172 29 | 53,117 97 | 49434 | 801,565 21 | 9,051 67 | 74,795 48 | 70,141 35 | 153,98850 |
| 2,688 40 | 23,809 08 | 1,706 16 | 474,806 04 | 2,953 65 | 34,862 44 | 35,769 81 | 73,585 90 |
| 1,682 87 | 14,042 70 | 24589 | 226,936 70 | 1,581 24 | 15,411 91 | 21,348 38 | 38,341 53 |
| 1,384 00 | 6,933 96 | 2,673 77 | 152,869 71 | 19279 | 6,321 03 . | 13,839 63 | 20,353 45 |
| 59849 | 5,699 69 | 92595 | 124,473 52 | 16985 | 6,431 89 | 8,622 27 | 15,224 01 |
| 1,994 60 | 16,094 99 | 62506 | 340,696 49 | 1,830 15 | 19,594 13 | 27,143 83 | 48,568 11 |
| 33,645 50 | 246,091 72 | 85,478 52 | 7,146,029 13 | 445,511 18 | 912,633 54 | 617,365 46 | 1,975,510 18 |
| 737,907 27 | 1,868,297 34 |  | 38,446,929 37 | $4,304,98666$ | 5,453,003 67 | 1,653,276 25 | 11,411,266 58 |
| 1,582 80 | 14,756 90 | 34819 | 271,068 93 | 15834 | 15,967 48 | 25,384 85 | 41,510 67 |
| 87211 | 4,34031 | 1,362 35 | 119,189 08 | 78710 | 4,943 16 | 11,325 07 | 17,055 33 |
| 2,029 05 | 34,889 64 | 3,268 01 | 542,613 11 | 4,981 64 | 49,188 66 | 50,273 07 | 104,443 37 |
| 2,006 20 | 18,030 79 | 3186 | 252,671 69 | 12,180 00 | 16,865 27 | 20,599 20 | 49,644 47 |
| 1,101 60 | 18,211 47 | 14337 | 281,813 66 |  | 21,328 89 | 27,639 16 | 48,968 05 |
| 4,065 50 | 75,784 75 | 10,098 72 | 1,117,936 78 | 28,272 66 | 143,122 54 | 141,243 46 | 312,638 66 |
| 2,155 00 | 18,912 97 | 6948 | 313,362 58 | 6,178 78 | 18,871 90 | 24,252 00 | 49,302 68 |
| 67892 | 2,155 63 | 44757 | 80,677 15 | 8121 | 4,711 62 | 6,474 21 | 11,267 04 |
| 73268 | 6,664 31 | 1,313 50 | 157,666 97 | 23034 | 8,756 76 | 13,239 90 | 22,227 00 |
| 1,731 81 | 7,317 99 | 1,089 36 | 202,875 60 | 32228 | 7,166 87 | 14,880 96 | 22,370 11 |
| 1,324 00 | 11,937 48 | 43194 | 245,378 84 | 15619 | 15,959 60 | 25,287 33 | 41,403 12 |
| 2,083 25 | 16,531 91 | 28,424 18 | 705,273 41 | 4,972 73 | 37,120 84 | 34,630 22 | 76,723 79 |
| 2,788 60 | 22,162 66 | 1,490 12 | 487,512 02 | 4,849 30 | 34,210 54 | 41,439 55 | 80,499 39 |
| 69700 | 3,888 47 | 1,189 14 | 97,165 64 | 1,509 99 | 4,304 85 | 5,94078 | 11,755 62 |
| 86200 | 7,128 26 | 86045 | 230,838 90 | 53495 | 10,769 45 | 24,763 42 | 36,067 82 |
| 1,10175 | 12,773 24 | 3666 | 224,285 95 | 2,686 49 | 19,067 34 | 20,048 91 | 41,802 74 |
| 73500 | 2,290 99 | 91957 | 111,40175 | 25081 | 4,15\% 96 | 9,411 30 | 13,815 07 |
| 2,511 54 | 16,804 41 | 1,781 85 | 362,594 62 | 14,813 70 | 21,175 85 | 27,641 87 | 63,631 42 |
| 34500 | 4,554 23 | 23845 | 51,180 12 | 360 | 2,298 92 | 2,249 37 | 4,551 89 |
| 84625 | 4,700 50 | 3717 | 121,265 54 | 5889 | 6,846 95 | 10,766 09 | 17,671 93 |
| 3,114 25 | 21,730 97 | 3,224 73 | 503,342 21 | 48519 | 36,232 52 | 56,793 88 | 93,51159 |
| 3,301 40 | 25,779 06 | 17791 | 490,006 65 | 50796 | 31,688 50 | 50,440 55 | 82,637 01 |
| 2,066 04 | 13,806 35 | 14,562 89 | 410,609 10 | 5,55733 | 22,324 73 | 22,323 38 | 50,205 44 |
| 78550 | 1,782 18 | 1,602 77 | 112,612 24 | 977 | 4,01193 | 10,516 78 | 14,538 48 |
| 2,322 23 | 9,943 69 | 4,874 26 | 279,125 71 | 38848 | 11,606 40 | 18,620 18 | 30,615 06 |
| 1,020 12 | 5,337 29 | 5032 | 114,94751 |  | 4,642 69 | 8,394 46 | 13,037 15 |
| 85119 | 6,857 99 | 1,284 70 | 215,158 03 | 10964 | 11,768 48 | 20,936 92 | 32,815 04 |
| 65200 | 4,674 00 | 2,545 19 | 104,730 23 | 15450 | 3,683 03 | 8,668 38 | 12,505 91 |
| 5,236 70 | 74,972 70 | 7,91162 | 1,453,825 70 | 20,638 94 | 140,847 36 | 106, 98170 | 268,468 00 |
| 2,634 30 | 9,996 62 | 1,489 87 | 452,45714 | 2,369 22 | 40,597 23 | 47,654 71 | 90,621 16 |
| 47750 | 5,989 50 | 27115 | 133,785 93 | 7504 | 10,097 98 | 11,383 47 | 21,556 49 |
| 3,304 00 | 16,863 36 | 28524 | 528,193 62 | 35878 | 42,064 98 | 38,783 37 | 81,207 13 |
| 5,561 00 | 73,240 31 | 2,879 16 | 1,429,343 12 | 27,040 71 | 167,581 73 | 147,725 64 | 342,348 08 |

TABLE 18-

| Counties. | General control itemized. |  |  | Totalpaid for general control. | Instruction itemized. |  |
| :---: | :---: | :---: | :---: | :---: | :---: | :---: |
|  | School board and business offices. | Compulsory attendance. | Superintendents who do no teaching. |  | Superintendents and principals who teach less than half time. | Teachers and principals who teach half time or more. |
| 1 | 2 | 3 | 4 | 5 | 6 | 7 |
| LaSalle | §27,530 85 | §5,018 53 | \$49,132 39 | \$ 81,681 77 | § 4,392 51 | 993,266 47 |
| Lawrence | 3,113 32 |  | 12,335 01 | 15,448 33 | 3,550 03 | 199,784 11 |
| Lee | 6,538 54 | 37425 | 8,975 30 | 15,888 09 | 68500 | 321,287 66 |
| Livingston | 12,663 25 | 7975 | 8,477 52 | 21,220 52 | 10,900 05 | 477,240 11 |
| Logan.-.-. | 4,370 28 |  | 7,200 00 | 11,570 28 | 1,830 00 | 316,469 95 |
| McDonough | 3,809 76 | 9000 | 3,952 76 | 7,852 52 | 8,045 00 | 307,329 38 |
| McHenry | 9,395 90 | 14575 | 17,177 87 | 26,719 52 | 4,049 76 | 472,722 19 |
| McLean | 13,294 39 | 1,310 55 | 15,090 00 | 29,694 94 | 18,311 98 | 772,018 31 |
| Macon. | 24,551 33 | 1,850 00 | 7,500 00 | 33,901 33 | 64,150 00 | 725,209 46 |
| Macoupin. | 6,268 70 | 1,165 00 | 7,793 23 | 15,226 93 | 4,218 52 | 505,75176 |
| Madison | 44,33335 | 6,567 55 | 45,03750 | 95,938 40 | 50,682 77 | 1,105,566 11 |
| Marion | 10,369 96 | 1,505 79 | 7,323 37 | 19,199 12 |  | 328,543 44 |
| Marshall | 2,083 69 | 1000 | 37500 | 2,468 69 |  | 164,880 59 |
| Mason. | 7,214 98 | 24500 | 6,789 98 | 14,249 96 | 4,995 02 | 199,007 05 |
| Massac | 2,081 99 | 1,144 50 | 3,227 50 | 6,453 99 | 1,800 00 | 109,755 78 |
| Menard | 1,345 48 | 21750 | 2500 | 1,587 98 | 2,684 64 | 122,225 07 |
| Mercer | 2,857 25 |  | 3,499 95 | 6,357 20 | 42000 | 225,087 31 |
| Monroe | 1,517 41 |  |  | 1,517 41 | 3,070 00 | 94,749 98 |
| Montgomer | 8,153 66 | 85725 | 11,571 12 | 20,582 03 | 7,645 53 | 339,586 95 |
| Morgan | 5,433 81 | 48000 | 5,200 00 | 11,113 81 | 11,700 00 | 288,549 29 |
| Moultrie | 3,650 06 | 14810 |  | 3,798 16 | 6,493 35 | 167,817 79 |
| Ogle- | 3,899 05 | 7228 | 9,105 00 | 13,076 33 | 1,570 00 | 351,364 10 |
| Peoria | 33,809 58 | 2,400 00 | 8,500 00 | 44,709 58 | 66,552 48 | 1,003,759 76 |
| Perry | 2,905 73 | 4900 | 6,224 51 | 9,179 24 | 5,589 93 | 169,169 42 |
| Piatt | 2,698 57 |  | 3,400 00 | 6,098 57 | 8,000 00 | 260,443 96 |
| Pike | 4,660 82 | 1400 | 4,015 00 | 8,689 82 | 1,995 00 | 291,695 76 |
| Pope | 94511 | 7000 |  | 1,015 11 | 1,795 00 | 54,221 91 |
| Pulaski | 1,447 57 | 18000 |  | 1,627 57 |  | 109,430 84 |
| Putnam | 72793 |  |  | 72793 |  | 81,202 24 |
| Randolph | 2,867 69 | 15000 | 2,333 31 | 5,351 00 | 3,000 00 | 204,667 93 |
| Richland | 95354 | 54000 | 3,765 74 | 5,259 28 |  | 116,874 87 |
| Rock Island | 25,718 35 | 2,508 50 | 20,640 77 | 48,867 62 | 30,843 28 | 885,425 38 |
| St. Clair | 61,026 09 | 9,218 68 | 43,964 89 | 114,209 66 | 66,914 46 | 1,333,451 65 |
| Saline | 4,261 49 | 87331 | 10,643 00 | 15,777 80 | 3,476 00 | 291,22069 |
| Sangamon | 44,625 57 | 4,157 96 | 6,990 00 | 55,773 53 | 55,486 75 | 1,077,744 18 |
| Schuyler | 1,949 49 |  | 2,982 01 | 4,931 50 |  | 107,917 10 |
| Scott. | 4,079 27 | 2500 |  | 4,104 27 | 4,119 92 | 93,812 29 |
| Shelby | 5,147 25 | 79000 | 3,988 46 | 9,925 71 | 2,190 00 | 285,095 44 |
| Stark | 2,907 77 |  |  | 2,907 77 |  | 138,685 76 |
| Stephenson. | 6,045 03 | 75000 | 5,000 04 | 11,795 07 | 9,081 63 | 374,683 46 |
| Tazewell | 12,531 11 | 2,060 00 | 6,502 98 | 21,094 09 | 2,022 49 | 496,795 09 |
| Union | 3,470 70 | 2052 | 2,985 00 | 6,476 22 | 2,445 00 | 157,027 28 |
| Vermilio | 21,271 31 | 1,637 50 | 25,679 32 | 48,588 13 | 30,276 46 | 928,944 11 |
| Wabash | 2,209 67 |  | 3,000 00 | 5,209 67 | 2,745 04 | 122,811 58 |
| Warren | 4,388 32 | 41040 | 2,152 74 | 6,951 46 | 10,468 50 | 261,859 01 |
| Washington | 1,561 26 | 4000 |  | 1,601 26 | 3,498 50 | 113,690 66 |
| Wayne. | 2,712 18 | 12200 | 2,970 00 | 5,804 18 | 2,970 00 | 173,037 20 |
| White | 2,414 36 | 35800 | 1,500 08 | 4,272 44 | 2,989 94 | 188,472 84 |
| Whiteside | 10,507 59 | 42750 | 13,866 74 | 24,801 83 | 11,460 00 | 417,463 10 |
| Will. | 34,829 27 | 6,927 79 | 31,557 65 | 73,314 71 | 54,626 01 | 1,049,663 23 |
| Williamson | 5,400 61 | 69000 | 8,452 97 | 14,543 58 | 7,001 09 | 393,784 20 |
| Winnebago | 47,929 16 | 7,607 27 | 15,893 02 | 71,429 45 | 70,100 32 | 1,109,658 24 |
| Woodford | 4,832 94 | 15750 | 2,341 67 | 7,332 11 | 5,334 00 | 262,714 86 |

Concluded.

| Instruction itemized. |  |  | Total paid for instruction. | Operating expenses. |  |  | Total operating school plants. |
| :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: |
| Teachers' pension fund. | Textbooks, stationery supplies, etc. | $\begin{aligned} & \text { Interest } \\ & \text { on } \\ & \text { teachers' } \\ & \text { orders. } \end{aligned}$ |  | Interest on anticipation warrants. | Janitors, engineers, etc. | Fuel, water, light, power, janitors' supplies, etc. |  |
| 8 | 9 | 10 | 11 | 12 | 13 | 14 | 15 |
| § 5,923 85 | §65,699 29 | \$ 59012 | \$1,069,872 24 | \$ 1,444 82 | \$102,973 81 | \$94,439 58 | \$198,858 21 |
| 1,237 32 | 12,051 78 | 99840 | 217,621 64 | 11356 | 12,220 59 | 20,936 84 | 33,270 99 |
| 2,061 59 | 17,728 64 | 5,372 59 | 347,135 48 | 86903 | 25,513 38 | 31,749 04 | 58,131 45 |
| 2,659 60 | 35,360 48 | 66024 | 526,820 48 | 13464 | 31,326 08 | 44,62581 | 76,086 53 |
| 2,123 60 | 21,892 87 | 20521 | 342,521 63 | 3,021 26 | 28,657 81 | 31,056 07 | 62,735 14 |
| 2,012 50 | 12,303 35 | 66771 | 330,357 94 | 25740 | 16,829 75 | 31,826 65 | 48,913 80 |
| 2,530 00 | 24,742 31 | 2,645 32 | 506,689 58 | 2,829 61 | 40,985 21 | 49,934 15 | 93,748 97 |
| 5,560 00 | 50,671 18 | 24487 | 846,806 34 | 10,057 64 | 66,950 00 | 81,302 57 | 158,310 21 |
| $4,812{ }^{29}$ | 36,776 06 | 63026 | 831,58407 | 18,054 93 | 84,427 47 | 60,84454 | 163,326 94 |
| 2,999 00 | 23,160 85 | 5,274 22 | 541,404 35 | 6,099 68 | 47,923 23 | 35,361 22 | 89,384 13 |
| 7,375 25 | 99,473 62 | 6,042 88 | 1,269,140 63 | 22,396 46 | 124,790 15 | 97,781 62 | 244,968 23 |
| 3,173 00 | 9,464 79 | 1,34102 | 342,522 25 | 47756 | 23,92564 | 26,037 03 | 50,440 23 |
| 1,361 00 | 7,467 87 | 56355 | 174,273 01 |  | 8,730 68 | 14,876 13 | 23,606 81 |
| 1,300 39 | 12,438 87 | 970 | 217,751 03 | 11877 | 17,178 88 | 22,264 22 | 39,561 87 |
| 1,341 00 | 6,225 97 | 2,340 58 | 121,463 33 | 2,128 57 | 5,025 16 | 10,099 50 | 17,253 23 |
| 51300 | 8,396 39 | 1103 | 133,830 13 | 4399 | 9;264 75 | 10,511 95 | 19,820 69 |
| 1,120 00 | 11,026 99 | 21169 | 237,865 99 | 70333 | 11,799 42 | 26,586 99 | 39,089 74 |
| 50000 | 5,218 94 | 26542 | 103,804 34 | 385 | 3,926 42 | 5,306 71 | 9,236 98 |
| 2,491 85 | 12,442 97 | 1,149 45 | 363,316 75 | 1,124 97 | 29,489 02 | 26,629 88 | 57,243 87 |
| 2,021 39 | 15,090 45 | 1,447 49 | 318,808 62 | 79054 | 20,489 89 | 23,543 77 | 44,824 20 |
| 94000 | 7,392 82 | 1,051 01 | 183,694 97 | 935 | 8,856 74 | 16,645 15 | 25,511 24 |
| 1,573 97 | 18,873 92 | 61368 | 373,995 67 | 8453 | 21,473 25 | 39,973 50 | 61,531 28 |
| 16,561 94 | 32,175 59 | 1,224 08 | 1,120,273 85 | 6,554 07 | 88,829 74 | 77,948 23 | 173,332 04 |
| 1,564 40 | 8,531 16 | 71032 | 185,565 23 | -39650 | 12,707 99 | 11,133 01 | 24,237 50 |
| 1,357 10 | 15,828 54 | 35604 | 285,985 64 | 1,716 15 | 19,435 38 | 26,560 45 | 47,711 98 |
| 2,028 29 | 13,866 08 | 53682 | 310,121 95 | 13919 | 16,989 02 | 26,914 60 | 44,042 81 |
| 43014 | 2,315 27 | 71253 | 59,474 85 | 5833 | 1,246 12 | 4,941 08 | 6,245 53 |
| 72935 | 7,449 94 | 3,391 84 | 121,001 97 | 76824 | 9,627 56 | 8,733 71 | 19,129 51 |
| 40025 | 5,506 44 | 3565 | 87,144 58 | 7,132 84 | 8,298 65 | 8,13759 | 23,569 08 |
| 1,281 62 | 10,914 10 | 1,416 65 | 221,280 30 | 28810 | 14,884 37 | 11,244 98 | 26,417 45 |
| 1,033 54 | 5,936 79 | 1,631 02 | 125,476 22 | 4550 | 7,740 31 | 10,161 63 | 17,947 44 |
| 6,13310 | 66,887 19 | 79872 | 990,087 67 | 10,022 31 | 99,177 51 | 75,811 85 | 185,011 67 |
| 8,748 00 | 75,552 28 | 5,434 47 | 1,490,100 86 | 15,247 91 | 147,871 57 | 109,896 35 | 273,015 83 |
| 2,319 60 | 7,860 40 | 2,496 48 | 307,373 17 | 1,879 34 | 20,042 51 | 20,449 68 | 42,371 53 |
| 8,240 85 | 40,951 37 | 4,092 80 | 1,186,515 95 | 8,856 35 | 106,674 65 | 66,203 42 | 181,734 42 |
| 86000 | 4,778 55 | 1,265 06 | 114,820 71 | 3,484 52 | 5,134 21 | 11,451 14 | 20,069 87 |
| 71810 | 4,499 66 | 8172 | 103,231 69 | 16992 | 6,009 45 | 8,726 89 | 14,906 26 |
| 2,303 20 | 12,165 12 | 4,977 57 | 306,731 33 | 98193 | 13,049 73 | 21,902 26 | 35,933 92 |
| 67706 | 7,993 93 | 13155 | 147,488 30 |  | 8,767 31 | 13,757 26 | 22,524 57 |
| 2,438 91 | 14,730 59 | 2,351 41 | 403,286 00 | 61561 | 29,076 70 | 40,298 24 | 69,990 55 |
| 2,668 94 | 33,139 63 | 1,865 50 | 536,491 65 | 1,483 56 | 43,701 86 | 46,150 29 | 91,335 71 |
| 1,110 00 | 7,887 93 | 56731 | 169,037 52 | 83423 | 8,282 46 | 12,635 68 | 21,752 37 |
| 4,983 45 | 45,869 04 | 1,925 65 | 1,011,998 71 | 8,997 53 | 106,027 15 | 93,258 11 | 208,282 79 |
| 86434 | 6,695 35 | 1,587 87 | 134,704 18 | 54731 | 10,287 85 | 8,099 12 | 18,934 28 |
| 1,68830 | 12,753 74 | 83120 | 287,600 75 | 2,943 74 | 16,986 86 | 24,809 20 | 44,739 80 |
| 84510 | 3,571 64 | 46766 | 122,073 56 | 1,474 11 | 5,665 52 | 6,603 74 | 13,743 37 |
| 1,151 00 | 5,195 10 | 57430 | 182,927 60 |  | 4,607 08 | 14,285 67 | 18,892 75 |
| 1,128 60 | 5,479 96 | 1,170 85 | 199,242 19 | 18603 | 9,642 02 | 12,448 17 | 22,276 22 |
| 3,23750 | 18,917 54 | 22308 | 451,30122 | 85875 | 28,455 10 | 45,906 64 | 75,220 49 |
| 2,031 50 | 52,744 46 | 29811 | 1,159,363 31 | 18,538 84 | 143,547 93 | 99,038 18 | 261,124 95 |
| 2,156 52 | 16,447 25 | 19,254 46 | 438,643 52 | 5,086 28 | 34,182 09 | 28,592 58 | 67,880 95 |
| 6,707 21 | 55,622 48 | 2950 | 1,242,117 75 | 69,244 26 | 142,805 24 | 101,605 07 | 313,654 57 |
| 1,407 63 | 14,249 24 | 74195 | 284,447 68 | 5,702 17 | 20,022 00 | 28,586 99 | 54,311 16 |

TTABLE 19—DISTRICT FUND EXPENDITURES


SUBDIVISIONS ITEMIZED-1930.

| Total paid for auxiiary agencies. | Capital outlay itemized. |  | Total paid for capital outlay. | Bonded debt itemized. |  | Total paid for bonded debt. |
| :---: | :---: | :---: | :---: | :---: | :---: | :---: |
|  | New grounds, buildings and alterations (not repairs). | New equipment (not replacements). |  | Bonds cancelled. | Interest on bonds. |  |
| 8 | 9 | 10 | 11 | 12 | 13 | 14 |
| \$5,421,794 38 | \$24,701,967 40 | \$1,709,777 60 | \$26,411,745 00 | \$4, 127, 30244 | \$3,475,731 92 | \$7,603,034 36 |
| \$ 16,917 02 | \$ 242,178 88 | \$20,203 46 | \& 262,382 34 | \$ 23,100 00 | \$ 18,608 30 | \& 41,708 30 |
| 14,271 61 | 74366 | 1,461 21 | 2,204 87 | 25,500 00 | 15,798 78 | 41,298 78 |
| 1,472 43 | 10865 | 2,02586 | 2,134 51 | 6,100 00 | 3,644 71 | 9,744 71 |
| 1,088 75 | 20681 | 2,617 81 | 2,824 62 | 11,000 00 | 4,492 32 | 15,492 32 |
| 3,18147 | 4,523 99 | 2,732 41 | 7,256 40 | 2,500 00 | 36000 | 2,860 00 |
| 62,185 76 | 32,705 15 | 13,377 52 | 46,082 67 | 40,000 00 | 34,305 78 | 74,305 78 |
| 1,694 94 | 4925 | 48917 | 53842 | 1,030 00 | 30555 | 1,335 55 |
| 7,445 12 | 100,978 35 | 8,708 65 | 109,687 00 | 20,000 00 | 16,527 36 | 36,527 36 |
| 3,089 36 | 47737 | 3,755 65 | 4,233 02 | 19,800 00 | 10,768 12 | 30,568 12 |
| 53,428 18 | 14,266 68 | 36,20780 | 50,474 48 | 46,950 00 | 43,673 25 | 90,623 25 |
| 61,453 37 | 22,003 92 | 7,172 52 | 29,176 44 | 32,740 00 | 20,960 06 | 53,700 06 |
| 16,624 48 | 11,946 43 | 5,060 62 | 17,007 05 | 5,700 00 | 6,918 19 | 12,618 19 |
| 3,509 05 | 2,332 13 | 1,707 03 | 4,039 16 | 5,420 00 | 2,944 44 | 8,364 44 |
| 7,221 35 | 13,200 80 | 1,856 27 | 15,057 07 | 4,300 00 | 2,325 00 | 6,625 00 |
| 8,100 98 | 162,432 32 | 26,169 69 | 188,602 01 | 25,600 00 | 28,637 34 | 54,237 34 |
| 526,69716 | 3,105,497 22 | 222,758 73 | 3,328,255 95 | 631,600 00 | 977,311 53 | 1,608,911 53 |
| 2,366,736 65 | 13,708,117 11 |  | 13,708,117 11 | 5.50000 | 2,882 71 | 8,382 71 |
| 4,496 98 | 7,269 50 | 7,414 67 | 14,684 17 | 24,800 00 | 2,801 42 | 27,601 42 |
| 6,356 61 | 12,740 22 | 1,060 54 | 13.80076 | 20,900 00 | 3,805 75 | 24,705 75 |
| 20,504 55 | 40,348 76 | 16,20480 | 56,553 56 | 57,600 00 | 33,519 92 | 91,119 92 |
| 3,711 65 | 1,761 25 | 6,422 30 | 8,183 55 | 28,535 00 | 13,181 06 | 41,716 06 |
| 4,375 41 | 69243 | 14,166 04 | 14,853 47 | 34,500 00 | 20,209 76 | 54,709 76 |
| 92,265 87 | 842,303 55 | 79,948 89 | 922,252 44 | 137,500 00 | 192,47168 | 329,971 68 |
| 14,63151 | 3,974 66 | 10,513 61 | 14,488 27 | 17,800 00 | 14,489 00 | 32,289 00 |
| 5,399 65 | 1,256 47 | 1,544 04 | 2,800 51 | 7,200 00 | 3,646 25 | 10,846 25 |
| 6,001 07 | 33,732 94 | 10,107 08 | 43,840 02 | 10,850 00 | 8,499 48 | 19,349 48 |
| 1,802 46 | 19,529 63 | 1,852 17 | 21,381 80 | 7,100 00 | 7,924 43 | 15,024 43 |
| 10,023 45 | 3,792 34 | 7,440 66 | 11,233 00 | 21,800 00 | 16,085 99 | 37,885 99 |
| 9,747 06 | 29,403 19 | 9,765 80 | 39,168 99 | 60,862 90 | 58,264 25 | 119,127 15 |
| 29,696 40 | 71,411 77 | 19,263 07 | 90,674 84 | 50,145 00 | 27,69741 | 77,842 41 |
| 5,727 95 | 8,481 18 | 2,645 47 | 11,126 65 | 4,500 00 | 2,304 00 | 6,80400 |
| 9,831 98 | 2,444 00 | 3,635 16 | 6,079 16 | 13,450 00 | 12,086 00 | 25,536 00 |
| 14,438 47 | 6,023 31 | 8,560 23 | 14,583 54 | 17,500 00 | 12,338 53 | 29,838 53 |
| 3,663 16 | 16,030 55 | 3,907 58 | 19,938 13 | 60000 | 3,336 58 | 3,936 58 |
| 9,614 94 | 4,125 25 | 7,195 80 | 11,321 05 | 21,600 00 | 19,741 83 | 41,341 83 |
| 7,829 52 | 56559 | 1,902 12 | 2,467 71 | 3,000 00 | 1,377 30 | 4,377 30 |
| 4,088 73 | 6,039 65 | 5,357 31 | 11,396 96 | 11,200 00 | 7,349 75 | 18,549 75 |
| 27,890 01 | 64,826 09 | 17,347 65 | 82,173 74 | 37,750 00 | 27,765 01 | 65,515 01 |
| 15, 17776 | 50,781 62 | 26,555 09 | 77,336 71 | 22,100 00 | 14,914 38 | 37,014 38 |
| 6,856 19 | 13,460 19 | 10,360 89 | 23,821 08 | 28,925 00 | 20,563 81 | 49,488 81 |
| 75325 | 1,341 30 | 1,647 68 | 2,988 98 | 1,400 00 | 1,943 75 | 3,343 75 |
| 9,916 14 | 11,075 67 | 8.93328 | 20,008 96 | 23,950 00 | 7,765 78 | 31,71578 |
| 1,076 20 | 12,660 56 | 3,431 02 | 16,09158 | 4,470 00 | 1,724 40 | 6,194 40 |
| 5,786 75 | 34,172 31 | 3,539 61 | 97,711 92 | 9,200 00 | 6,754 80 | 15,954 80 |
| 12,106 40 | 4,416 29 | 3,173 44 | 7,589 73 | 6,055 76 | 3,845 00 | 9,900 76 |
| 43,956 17 | 322,405 11 | 63,42427 | 385,829 38 | 155,450 00 | 112,90¢ 86 | 268,356 86 |
| 7,084 39 | 172,135 51 | 9,953 26 | 182,088 77 | 31,050 00 | 128,286 34 | 59,336 34 |
| 5,771 00 | 2,316 05 | 2,948 09 | 5,264 14 | 6,000 00 | 7.63889 | 13,638 8? |
| 14,614 49 | 61,530 5? | 14,844 99 | 76,375 58 | 16,300 00 | 7,720 94 | 24,020 94 |
| 138,733 99 | 385,954 0.3 | 65,19762 | 451,151 65 | 196,000 00 | 157,938 90 | 353,93890 |

'TABLE 19—

| Counties. | Auxiliary agencies itemized. |  |  |  |  |  |
| :---: | :---: | :---: | :---: | :---: | :---: | :---: |
|  | Libraries. | Promotion of health. | Transportation of pupils. | Rent. | Night schools. | Other expenditures. |
| 1 | 2 | 3 | 4 | 5 | 6 | 7 |
| LaSalle.- | \$7,062 93 | \$8,181 68 | \$ 4,257 56 | \$ 7,735 25 |  | \$ 10,91590 |
| Lawrence. | 3,962 13 | 1,163 00 |  | 2250 |  | 1,167 22 |
| Lee.--- | 1,14601 | 1,331 04 | 3,743 <br> 4,109 <br> 18 | + $\begin{array}{r}634 \\ 15 \\ 154 \\ 59\end{array}$ |  | 4,35284 |
| Livingston | 2,968 48 | 3,725 <br> 2,007 <br> 13 | 4,109 97 | $\begin{array}{r}15,364 ~ \\ 59 \\ 5,980 \\ \hline 9\end{array}$ | \$ 53100 | 4,33820 5,68297 |
| McDonough_ | 2,511 83 | 10450 | 60300 | 2,487 50 |  | 7,360 98 |
| McHenry | 9,982 32 | 3,474 04 | 15,955 67 | 7,822 84 |  | 96,697 86 |
| McLean. | 6,381 22 | 1,129 46 | 57180 | 6,296 12 |  | 67,015 68 |
| Macon. | 9,412 87 | 7,667 48 | 52590 | 1,100 00 | 45000 | 385,354 86 |
| Macoupin | 5,230 55 | 2,860 40 | 41810 | 3,209 41 |  | 35,172 00 |
| Madison | 5,969 48 | 8,261 95 | 5,331 69 | 1,598 48 | 8,032 00 | 41,591 16 |
| Marion | 2,290 45 | 4000 |  | 2,255 00 |  | 2,384 16 |
| Marshall | 1,219 67 | 2,175 00 |  | 3,748 01 |  | 11,730 52 |
| Mason- | 1,792 24 | 2000 |  | 5,408 12 |  | 14,192 09 |
| Massac | 5,434 70 | 1500 | 1,545 34 |  |  | 10000 |
| Menard. | 79773 | 9910 | 8500 | 14415 | 4800 | 5,975 77 |
| Mercer- | 2,589 72 | 2000 | 11,423 98 | 1,750 75 |  | 78303 |
| Monroe. | 35173 |  |  |  |  |  |
| Montgomery | 1,995 48 | 3,027 90 | 24300 | 1,015 00 |  | 97176 |
| Morgan. | 1,190 39 | 1,400 00 | 10000 | 4,680 00 |  | 66184 |
| Moultrie | 1,176 43 | 3190 |  | 12500 |  | 65120 |
| Ogle- | 2,471 91 | 1,567 43 | 8,185 49 | 5,996 61 |  | 6,173 43 |
| Peoria | 4,024 55 | 19,597 34 | 46830 | 9,232 00 | 2,685 13 | 8,608 96 |
| Perry | 92366 | 4775 |  | 85500 |  | 20158 |
| Piatt | 1,100 82 | 90000 | 4800 | 4,843 40 |  |  |
| Pike | 4,080 41 | 3855 | 1,950 05 | 21400 |  | 3,536 91 |
| Pope | 17773 | 42432 |  | 3,000 00 |  | 2,706 36 |
| Pulaski <br> Putnam | 175 564 67 |  | 2,948 35 | 5,60510 6,20746 | 3300 | 65355 50510 |
| Randolph | 2,736 07 | 4195 |  | $\bigcirc 600$ |  | 4,785 95 |
| Richland. | 1,300 57 | 11568 |  |  |  | 1,500 00 |
| Rock Island | 4,433 58 | 4,568 82 | 2,104 40 | 1,550 00 | 21600 | 3,438 36 |
| St. Clair | 2,531 06 | 17,082 66 | 4,877 96 | 4,615 03 | 18,138 96 | 11,455 94 |
| Saline | 1,625 90 | 1,130 10 | 75490 | 85050 |  | 2,351 09 |
| Sangamon | 7,011 41 | 10,579 02 | 1,433 00 | 6,435 94 |  | 54,584 74 |
| Schuyler | 55776 |  |  |  |  |  |
| Scott-..- | 16842 | 7761 |  | 5100 |  |  |
| Shelby | 2,188 87 | 1,532 03 | 38125 | 4,297 02 |  | 10,263 89 |
| Stark | 2,047 66 | 2550 |  | 91200 |  | 30565 |
| Stephenson. | 3,991 77 | 2,353 72 |  | 1,847 22 |  | 27815 |
| Tazewell | 3,296 42 | 45799 |  | 6,582 09 |  | 1,325 72 |
| Union- | 1,474 92 | 1,111 44 |  | 38901 |  |  |
| Vermilion | 4,606 86 | 82418 | 2,852 50 | 9650 | 6035 | 5,713 16 |
| Wabash | 2,027 34 | 9595 | 2,196 00 |  |  | 82141 |
| Warren | 1,663 00 | - 3956 |  |  |  | 5675 |
| Washington. | 48854 | 2,222 14 |  | 30500 |  | 2968 |
| Wayne | 1,104 33 |  |  | 4000 |  | 71830 |
| White | 1,581 05 | 400 | 7580 | 1,164 50 |  | 86850 |
| Whiteside | 2,447 22 | 1,496 80 | 33850 | 2,139 07 | 73764 | 5,582 95 |
| Will | 9,792 44 | 15,940 20 | 9,313 17 | 6,823 10 | 16,139 21 | 51,874 68 |
| Williamson | 5,880 39 | 4,975 54 | 1805 | 8500 | 113,242 50 | 9,741 62 |
| Winnebago | 1,447 71 | 15,648 78 | 4,76738 | 3,375 00 | 9,969 16 | 13,108 73 |
| Woodford | 2,198 78 | 1,462 21 | 1,641 31 | 5,996 00 |  | 88,094 00 |

Concluded.


TABLE 20—TOWNSHIP DISTRIBUTIVE FUND-RECEIPTS—1930.


TABLE 20-Concluded.


TABLE 21-TOWNSHIP DISTRIBUTIVE

| Counties. |  | Total expenditures. | For what purpose expended. |
| :---: | :---: | :---: | :---: |
|  |  | Incidental expenses of trustees and treasurers. |
|  | 1 |  | 2 | 3 |
| Illinois |  | \$5,539,791 59 | \$70,369 29 |
| Adams |  | \$ 66,89680 | \$ 14847 |
| Alexander |  | 40,510 <br> 15 <br> 15031 <br> 10 | 9609 2145 |
| Boone.-- |  | 17,266 77 | 17978 |
| Brown. |  | 12,314 00 | 4518 |
| Bureau. |  | 54,010 44 | 41563 |
| Carroun |  | 9,26759 31,00421 | $\begin{array}{r}3067 \\ 197 \\ \hline\end{array}$ |
| Cass.- |  | 22,505 71 | 13279 |
| Champaig |  | 84,815 48 | 1,544 65 |
| Christian |  | 49,558 35 | 50194 |
| Clark |  | 26,726 02 | 10789 |
| Clay-- |  | 42,374 26 | 18559 |
| Clinton |  | 29,431 35 | 20739 |
| Coles. |  | 48,403 57 | 71338 |
| Cook- |  |  |  |
| Outside |  | 94,33886 | 20,601 01 |
| Chicago |  | 948,229 68 | 1,210 19 |
| Crawford. Cumberlan |  | 32,99156 23,90201 | 17406 15480 |
| DeKalb.-- |  | 38,725 82 | 37699 |
| DeWitt. |  | 23,790 96 | 27690 |
| Douglas |  | 8,468 67 | 28447 |
| DuPage |  | 11,50751 | 3,276 58 |
| Edgar-- |  | 28,754 89 | 39363 |
|  |  |  |  |
| Effingham |  | 20,876 93 | 6206 |
| Fayette--- |  | 35,632 34 | 22156 |
| Ford |  | 31,577 71 | 26253 |
| Franklin |  | 178,532 10 | 1,244 33 |
|  |  |  |  |
| Gallatin |  | 14,663 57 | 65917 |
| Greene.- |  | 3,970 03 | 10644 |
| Grundy. |  | 23,127 46 | 75915 |
| Hamilton. |  | 29,371 38 | 39294 |
|  |  |  |  |
|  |  |  |  |
| Henderson |  | 15,509 28 | 38763 |
| Henry |  |  |  |
|  |  |  |  |
|  |  |  |  |  |
|  |  |  |  |
|  |  |  |  |
| Jersey - |  | - 29,553 47 | 11132 |
|  |  |  |  |
|  |  |  |  |  |
|  |  |  |  |
|  |  |  |  |  |
|  |  |  |  |  |
|  |  |  |  |  |
|  |  |  |  |  |

FUND EXPENDITURES-1930.

For what purpose expended.

| Publishing annual statement. | Compensation of treasurers. | Added to principal of township fund. | $\begin{gathered} \text { Distributed } \\ \text { to } \\ \text { districts. } \end{gathered}$ | Amount still apportioned but withheld from district fund. | $\begin{gathered} \text { Balance on } \\ \text { hand } \\ \text { June } 30,1930 \text {. } \end{gathered}$ |
| :---: | :---: | :---: | :---: | :---: | :---: |
| 4 | 5 | 6 | 7 | 8 | 9 |
| \$24,197 87 | \$283,188 35 | \$4,838 93 | \$4,564,400 22 | \$80,883 65 | \$511,913 28 |
| \$ <br> 38983 <br> 3860 <br> 18655 <br> 124 <br> 60 <br> 6420 | $\$ 2,389$ 92 2,632 935 935 1,467 465 464 | \$123 15 | $\$ 55,68392$ <br> 32,551 <br> 14 <br> 13,357 <br> 148 <br> 11,114 <br> 14 <br> 14 | \$ 3,08593 | $\begin{array}{r} \$ 5,19873 \\ 5,19193 \\ 35196 \\ 1,37560 \\ 24125 \end{array}$ |
| 24760 | 4,506 00 | 10000 | 44,083 77 | 1,561 65 | 3,095 79 |
| 7295 | 73500 |  | 2,221 04 | 3,754 88 | 2,453 05 |
| 22540 | 2,588 00 |  | 24,246 22 |  | 3,746 82 |
| 17360 | 1,42000 |  | 17,066 66 |  | 3,712 66 |
| 55230 | 5,425 04 |  | 66,397 39 | 1,894 41 | 9,001 69 |
| 10780 | 2,795 00 | 36825 | 40.79755 |  | 4,987 81 |
| 12630 | 1,461 87 |  | 24,001 03 | $677-75$ | 35128 |
| 6215 | 1,735 75 | 23061 | 34,942 39 | 1,836 96 | 3,380 81 |
| 8424 | 1,780 53 |  | 21,248 24 | 32371 | 5,787 24 |
| 7760 | 2,100 00 |  | 40,206 50 | 20000 | 5,106 09 |
| 1,165 26 | 37,047 97 |  | 4,62500 | 1,682 25 | 29,21737 |
| 160 | 1,380 00 | 300 | 935,275 27,26289 | 2,499 93 | 11,743 1,511 |
| 7230 | , 85000 |  | 22,575 05 |  | 24986 |
| 30410 | 3,367 50 |  | 33,711 26 | 33416 | 63181 |
| 8660 | 1,270 00 | 5000 | 19,778 72 |  | 2,328 74 |
| 22750 | 2,115 50 |  | 2,876 45 |  | 2,964 75 |
| 10150 | 2,900 00 |  | 1,317 35 | 65376 | 3,258 32 |
| 44240 <br> 143 <br> 9 | 1,025 00 |  | $\begin{array}{r}25,248 \\ 9,818 \\ \hline 1\end{array}$ |  | 66177 446 |
| 11335 | 94764 |  | 19,627 98 |  | 12590 |
| 20263 | 1,600 00 |  | 32,142 18 | $820-10$ | 64587 |
| 59900 | 1,550 00 |  | 25,883 23 | 15760 | 3,125 35 |
| 1350 39570 | 2,459 2,682 50 |  | 161,475 57,843 | 1,127 70 | 13,339 776 |
|  |  |  |  |  |  |
| 13630 | 1,285 00 |  | 12,50488 |  | 7822 |
| 140 <br> 2045 <br> 204 | 1,300 1,800 |  | 1,20477 19 19 |  | 1,218 27 |
| 20410 85 50 | 1,807 1,069 | 340 | 19,495 <br> 25,822 <br> 16 | 10943 | 1,86205 1,888 36 |
| 29110 | 2,852 50 | 27638 | 28,282 50 |  | 5,206 93 |
| 3500 | 46500 |  | 8,914 73 | 4335 | 24210 |
| 13530 | 1,32000 |  | 10,462 17 | 42253 | 2,781 65 |
| 23010 <br> 526 <br> 10 | 3,519 4,734 34 |  | 49,766 72 | 4,216 02 | 8,00761 |
| 52640 113 30 | 4,734 <br> 3,275 | 250 600 00 | 40,198 <br> 63,352 | 85030 | 7,068 2,727 09 |
| 10690 | 1,454 69 |  | 13,762 64 |  | 55259 |
| 7685 | 1,087 00 | 21866 | 59,146 27 | 57840 | 2,046 10 |
| 16250 | 1,580 00 | 20000 | 21,817 00 | 2,494 46 | 3,188 19 |
|  |  |  |  |  |  |
| 1,23970 20530 | $\begin{array}{ll} 4,800 & 00 \\ 3,193 & 31 \end{array}$ | 20000 | 55,939 32,901 | $\begin{array}{rr} 24,144 & 63 \\ 3,840 & 67 \end{array}$ | 6,921 85 |
| 11033 | 1,337 50 |  | 9,446 77 | ,864 23 | 1,78418 |
| 21846 | 1,787 80 | 310 | 50,667 92 | 2,745 71 | 4,293 74 |
| 27593 | 5,759 78 | 1200 | 79,833 01 | 11,705 52 | 4,70176 |

TABLE 21-


Concluded.

For what purpose expended.

| Publishing annual statement. | Compensation of treasurers. | Added to principal of township fund. | $\begin{aligned} & \text { Distributed } \\ & \text { to } \\ & \text { districts. } \end{aligned}$ | Amount still apportioned but withheld from district fund. | $\begin{gathered} \text { Balance on } \\ \text { hand } \\ \text { June } 30,1930 \text {. } \end{gathered}$ |
| :---: | :---: | :---: | :---: | :---: | :---: |
| 1 | 5 | 6 | 7 | 8 | 9 |
| § 48720 | \$ 5,497 00 | §239 94 | \$ 85,398 86 |  | \$ 4,665 57 |
| 13702 | 1,445 50 |  | 26,721 38 |  | 1,188 69 |
| 41660 | 3,495 00 |  | 33,523 68 |  | 1,204 52 |
| 61680 | 5,063 45 |  | 4,513 04 | \$1,366 30 | 12,569 16 |
| 22495 | 2,332 50 |  | 23,504 09 |  | 1,404 79 |
| 15550 | 1,722 50 | 23200 | 29,559 79 | 52074 | 2,051 07 |
| 52368 | 2,260 00 |  | 20,708 14 | 31479 | 7,818 59 |
| 32850 | 3,524 25 | 25000 | 77, 26008 |  | 7,853 30 |
| 112 459 86 | 3,424 3,375 3 | 1500 | 89,62187 88,947 94 | 10076 | 5,313 <br> 2,859 <br> 18 |
| 29462 | 11,354 00 |  | 105,791 71 |  | 25,215 91 |
| 51645 | 1,935 77 |  | 48,094 19 |  | 69931 |
| 12415 | 1,460 00 |  | 11,972 97 |  | 2,376 27 |
| 24510 | 2,694 77 |  | 15,348 20 |  | 1,126 42 |
| 12590 | 98736 | 10000 | 17,868 50 |  | 8,481 04 |
| 15840 | 1,355 00 |  | 5,658 96 | 45406 | 69950 |
| 15400 | 1,460 00 |  | 2,350 05 |  | 5,004 47 |
| 14365 | 1,270 00 |  | 9,517 59 | 78222 | 87718 |
| 12970 | 3,623 2,285 00 | 1680 | $\stackrel{46,443}{ } 75$ |  | 3,017 3,136 09 |
| 12701 | 77500 |  | 11261 |  | 1,124 08 |
| 17650 | 3,135 00 | 14690 | 31,302 59 | 46701 | 5,414 70 |
| 1,385 29 | 4,095 00 |  | 93,38947 |  | 6,892 89 |
| 8740 | 2,76350 |  | 26,550 25 |  | 1,405 62 |
| 23250 | 2,061 67 |  | 15,674 43 |  | 78890 |
| 22201 | 2,102 00 |  | 2,567 96 | 4568 | 3,10751 |
| 10230 | 92726 | 8603 | 19,688 51 |  | 1,727 66 |
| ${ }_{6}^{48} 60$ | 1,150 900 |  | 30,21101 6,430 | 19280 | 2,719 1,535 3 |
| 20745 | 2,527 50 |  | 36,405 13 |  | 2,803 91 |
| 6520 | 71500 |  | 29,800 73 | 53226 | 42121 |
| 28890 | 4,17000 |  | 77,786 15 |  | 61,462 19 |
| 24645 | 9,705 00 | 19700 | 49,561 34 |  | 89,202 94 |
| 2400 | 2,860 00 |  | 96,654 06 |  | 1,635 40 |
| 20385 | 3,895 00 | 21893 | 93,777 26 |  | 8,679 95 |
| 7000 | 1,300 00 | 7500 | 19,920 86 | 45784 | 40461 |
| 16650 | 1,115 00 |  | 9,197 07 |  | 1,798 23 |
| 25275 | 2,432 14 |  | 25,128 79 |  | 3,70799 |
| 21290 | 1,125 00 |  | 9,582 96 | 68372 | 65794 |
| 22960 | 2,165 00 | 80000 | 36,625 82 | 1,005 12 | 2,508 52 |
| 53790 | 5,508 50 |  | 48,864 41 |  | 11,31879 |
| 10382 | 1,634 50 | 2154 | 23,085 07 | 1238 | 29540 |
| 41108 | 4,358 00 |  | 91,621 07 | 14634 | 4,265 30 |
| 11060 | 80500 |  | 14,598 72 | 7094 |  |
| 26485 | 2,040 00 |  | 22,506 94 |  | 1,199 40 |
| 6576 | 56790 |  | 88855 |  | 97285 |
| 9280 | 1,867 89 |  | 58,427 92 | $178{ }^{-7}$ | 95817 |
| 23095 | 2,181 55 | 1000 | 38,735 72 |  | 5,660 44 |
| 16750 | 3,628 50 |  | 43,596 87 |  | 2,386 86 |
| 21920 | 5,062 22 |  | 82,412 15 | 6636 | 2,230 29 |
| 11695 | -94500 | 4025 | 96,042 66 | 14862 | 17155 |
| 13745 | 2,303 95 |  | 98,019 26 |  | 3,312 85 |
| 30260 | 2,257 00 |  | 19,923 79 |  | 1,868 92 |

TABLE 22-TOWNSHIP LOANABLE


FUND-RECEIPTS—1930.

From what source received.

| $\begin{gathered} \text { Real estate } \\ \text { notes } \\ \text { on hand July } \\ 1,1929 . \end{gathered}$ | Bonds on hand July 1, 1929. | $\begin{gathered} \text { Value of real } \\ \text { estate } \\ \text { on hand July } \\ 1,1929 \text {. } \end{gathered}$ | Additions from distributive fund. | Other sources. | Increases in value of real estate or investments. |
| :---: | :---: | :---: | :---: | :---: | :---: |
| 4 | 5 | 6 | 7 | 8 | 9 |
| \$4,923,565 55 | \$1,401,137 31 | \$39,556,806 22 | \$4,838 93 | \$17,419 68 | \$1,294 00 |
| $\begin{array}{r} 32,035 \\ 9,187 \\ 95 \\ \hline \end{array}$ | \$ 1,700 $\begin{array}{r} \\ 266 \\ 39\end{array}$ | \$ 15125 |  |  |  |
| 16,854 00 | 3,944 55 |  | ¢123 |  |  |
| 7,390 00 | 3,800 00 | 1636 |  |  |  |
| 8,057 00 | 1,000 00 |  |  |  |  |
| 30,50000 | 20,900 00 |  | 10000 | § 288 |  |
| 16,028 21 | 10,650 00 |  |  |  |  |
| 46,10500 | 7,861 00 |  |  | 13000 |  |
| 138,181 99 | 9,800 00 | 18,434 31 |  |  |  |
| 24,457 00 | 29,174 17 |  | 36825 | 5000 |  |
| 16,296 92 | 2,850 <br> 3,300 <br> 00 |  | 23061 |  |  |
| 14,529 93 | 7,150 00 | 66500 |  |  |  |
| 29,338 36 | 1,200 00 |  |  |  |  |
| 497,050 00 | 48,712 98 | 503,683 88 |  |  |  |
| 650,000 00 | 609,350 00 | 38,057,946 76 |  |  |  |
| 13,00437 | 1,835 54 | 81 | 300 |  |  |
| 17,546 47,227 08 | 168 9,387 99 | 66781 |  |  | \$ 3600 |
| 16,330 80 | 4,600 00 |  | 5000 | 3412 |  |
| 55,90303 | 95000 |  |  |  |  |
| 40,665 39 | 8,721 12 |  |  |  |  |
| 11,620 08 | 5,418 46 | 29000 |  |  |  |
| 8,210 00 | 1,657 00 | 1,745 00 |  |  |  |
| 23,175 73 | 3,356 00 | 40000 |  |  |  |
| 132,386 69 | 11,800 00 | 125,000 00 |  |  |  |
| 6,46513 24,949 24 | 9,094 86 |  |  |  |  |
| 13,569 34 | 15000 | 20,970 43 |  |  |  |
| 26,879 90 | 4,20000 | 1,100 00 |  | 16481 |  |
| 43,318 96 | 8,000 00 |  |  |  |  |
| 20,709 66,863 62 | $\begin{array}{lll}1,801 & 04 \\ 1,650 & 00\end{array}$ | $\begin{array}{r}1,40379 \\ 100 \\ \hline 0\end{array}$ | 27638 |  |  |
| 6,184 54 | 5000 |  |  |  |  |
| 14,800 00 | 3,260 00 |  |  |  |  |
| 86,259 00 | 4,00000 | 3,20290 |  |  | 20000 |
| 128,024 6,454 74 | 9,155 <br> 2,375 <br> 14 | $\begin{array}{r}8,600 \\ 427 \\ \hline\end{array}$ | 250 600 | 1,065 82 |  |
| 30,409 95 |  | 1,928 94 |  |  |  |
| 34,125 08 | 60000 | 2,934 70 | 21866 | 64 |  |
| $\begin{aligned} & 28,963 \\ & 55,611 \\ & 50 \\ & 50 \end{aligned}$ | 9,154 2,750 00 | 44000 | $\begin{aligned} & 200 \\ & 00 \\ & 344 \\ & 99 \end{aligned}$ |  |  |
| $\begin{array}{rr} 55,611 & 50 \\ 9,520 & 42 \end{array}$ |  |  |  |  |  |
| 21,085 88 | 21,113 94 |  | 20000 | 734 |  |
| 43,206 46 | 17,753 15 | 45,589 70 |  | 20000 |  |
| 19,064 98 | 8,500 00 |  | 310 | 200 |  |
| 23,588 00 | 24,238 00 |  | 1200 |  |  |

TABLE $22-$

| Counties. |  | Total receipts. | From what source received. |
| :---: | :---: | :---: | :---: |
|  |  | $\begin{aligned} & \text { Balance } \\ & \text { on hand July } \\ & 1,1929 \text {. } \end{aligned}$ |
| 1 |  |  | 2 | 3 |
| LaSalle. <br> Lawrence <br> Lee <br> Livingston.- <br> Logan. |  | \$218,716 11 | \$16,758 95 |
|  |  | 18,492 61 | 4,977 91 |
|  |  | 82,186 52 | 21,188 56 |
|  |  | 356,584 01 | 11,865 51 |
|  |  | 52,935 94 | 9,353 59 |
| McDonough <br> McHenry <br> McLean $\qquad$ <br> Macon. $\qquad$ <br> Macoupin.-- |  | 31,449 29 | 8,248 29 |
|  |  | 80,767 85 | 9,516 03 |
|  |  | 447,302 17 | 6,330 36 |
|  |  | 211,541 57 | 18,949 31 |
|  |  | 108,723 07 | 8,747 28 |
| Madison.--- <br> Marion <br> Marshall <br> Mason <br> Massac |  | 67,008 70 | 9,008 18 |
|  |  | 19,729 76 | 4,618 73 |
|  |  | 39,164 50 | 6,339 50 |
|  |  | 46,874 18,864 83 | $\begin{array}{lll}2,275 & 39 \\ 1,188 & 09\end{array}$ |
| Menard $\qquad$ <br> Mercer $\qquad$ <br> Monroe $\qquad$ <br> Montgomery <br> Morgan.-.-. |  | 14,913 44 | 3,308 07 |
|  |  | 37,833 93 | 9,104 21 |
|  |  | 26,114 84 | 3,46750 |
|  |  | 89,041 55 | 8,638 08 |
|  |  | 49,580 80 | 9,506 87 |
| Moultrie <br> Ogle $\qquad$ <br> Peoria $\qquad$ <br> Perry $\qquad$ <br> Piatt. $\qquad$ |  | 14,430 35 | 2,930 35 |
|  | - | 72,583 89 | 13,320 13 |
|  |  | 207,48837 | 7,921 39 |
|  |  | 17,242 13 | 5,070 92 |
|  |  | 52,25148 | 18,485 67 |
| Pike <br> Pope <br> Pulaski <br> Putnam <br> Randolph... |  | 63,427 24 | 8,393 45 |
|  |  | 12,676 04 | 2,067 00 |
|  |  | 12,074 01 | 3,481 59 |
|  |  | 23,750 65 | 2,340 65 |
|  |  | 25,571 68 | 3,890 22 |
| Richland.-. <br> Rock Island <br> St. Clair $\qquad$ <br> Saline $\qquad$ <br> Sangamon.- |  | 17,697 72 | 3,513 13 |
|  |  | 39,717 45 | 18,635 24 |
|  |  | 67,559 26 | 7,902 26 |
|  |  | 12,289 42 | 2,106 11 |
|  |  | 64,869 37 | 19,596 44 |
| Schuyler $\qquad$ <br> Scott <br> Shelby $\qquad$ <br> Stark $\qquad$ <br> Stephenson. |  | 33,375 21 | 3,425 21 |
|  |  | 13,923 35 | 1,356 28 |
|  |  | 37,327 36 | 6,433 41 |
|  |  | 29,213 89 | 11,688 89 |
|  |  | 145,900 00 | 11,102 00 |
| Tazewell |  | 85,105 45 | 2,714 32 |
| Union |  | 12,165 17 | 3,473 24 |
| Vermilion |  | 162,331 16 | 11,628 18 |
| Wabash. |  | 11,535 06 | , 18650 |
| Warren. |  | 25,339 35 | 5,878 46 |
| Washington |  | 25,791 49 | 8,480 97 |
| Wayne. |  | 31,082 54 | 2,309 55 |
| White---- |  | 27,508 56 | 2,63765 |
| Whiteside. |  | 210,722 95 | 29,454 41 |
| Will |  | 125,654 75 | 7,159 55 |
| Williamson. |  | 14,980 30 | 3,527 38 |
| Winnebago |  | 51,668 13 | 3,786 09 |
| Woodford. |  | 65,432 06 | 5,987 10 |

Concluded.

From what source received.

| ```Real estate notes on hand July 1,1929.``` | Bonds on hand July 1, 1929. | $\begin{gathered} \text { Value of real } \\ \text { estate } \\ \text { on hand July } \\ 1,1929 \text {. } \end{gathered}$ | Additions from distributive fund. | Other sources. | Increases in value of real estate or investments. |
| :---: | :---: | :---: | :---: | :---: | :---: |
| 4 | 5 | 6 | 7 | 8 | 9 |
| $\begin{array}{r} \$ 119,764 \quad 25 \\ 13,51037 \end{array}$ | \$26,700 00 | \$ 54,866 10 | \$239 94 | \$ $\begin{array}{r}38687 \\ 4 \\ 43\end{array}$ |  |
| 46,555 96 | 6,400 00 |  |  | 8,042 00 |  |
| 237,71850 | 9,500 00 | 97,500 00 |  |  |  |
| 31,832 35 | 11,750 00 |  |  |  |  |
| 21,669 00 | 1,300 00 |  | 23200 |  |  |
| 64,656 02 | 6,595 80 |  |  |  |  |
| 109,31500 108,122 | 43,40681 | 288,000 00 | 250 1500 |  |  |
| 102,122364 26,023 | 13,952 15 | 640,00000 |  |  |  |
| 30,766 30 | 27,184 22 | 5000 |  |  |  |
| 14,28287 | 78913 |  |  | 3903 |  |
| ${ }_{23,396} 03$ | 9,67500 | 10,135 00 |  | 39343 | \$1,000 00 |
| 7,976 74 | 2,100 00 | 7,500 00 | 10000 | 3. | 1,000 0 |
| 6,800 00 | 4,725 <br> 1,500 <br> 0 | 1,01600 |  | 8027 |  |
| 26,213 <br> 17,801 <br> 74 | 4,845 60 | 1,016 0 |  |  |  |
| 68,06069 | 11,292 78 | 90000 |  | 15000 |  |
| 29,560 00 | 10,497 13 |  | 1680 |  |  |
| 11,000 00 | 50000 |  |  |  |  |
| 48,48186 81,916 | $\begin{array}{r}10,035 \\ 6,500 \\ \hline, 00\end{array}$ | $\begin{aligned} & 600 \\ & 111,150 \\ & 00 \end{aligned}$ | 14690 |  |  |
| 8,296 78 | 3,874 43 |  |  |  |  |
| 32,965 81 |  | 80000 |  |  |  |
| 44,31054 | 10,632 75 |  |  | 5000 | 4050 |
| $\begin{array}{ll} 9,848 & 01 \\ 8,592 & 42 \end{array}$ | 67500 |  | 8603 |  |  |
| 15,810 00 | $200-70$ | 5,40000 |  |  |  |
| 16,783 01 | 4,898 45 |  |  |  |  |
| 12,684 59 | 1,000 00 | 50000 |  |  |  |
| 17,994 18,467 00 | 3,087 40,993 40 |  | 19700 |  |  |
| 10,183 31 | 40,933 |  |  |  |  |
| 34,220 00 | 7,494 00 | 3,340 00 | 21893 |  |  |
| 26,725 00 | 3,150 00 |  | 7500 |  |  |
| 5,017 07 | 7,550 00 |  |  |  |  |
| 29,795 <br> 17,525 <br> 100 | 10000 | 99871 |  |  |  |
| 70,350 00 | 63,64800 |  | 8000 |  |  |
| 70,057 38 | 12,316 25 |  |  |  | 1750 |
| 6,999 00 | 1,661 39 | 1000 | 2154 |  |  |
| 94, 03.395 | 4,327 35 | 52,341 68 |  |  |  |
| 6,716 49 | 4,632 07 |  |  |  |  |
| 15,347 62 | 3,600 00 |  |  | 51327 |  |
| 12,017 87 | 4,192 65 | 1,100 00 |  |  |  |
| 28,322 99 | 45000 |  |  |  |  |
| 23,319 31 | 1,450 00 |  | 1000 | 9160 |  |
| 172,427 64 | 5,950 00 | 60090 |  | 2,290 00 |  |
| 94,995 20 | 23,500 00 |  |  |  |  |
| 7,708 26 | 1860 |  | 4025 | 3,685 81 |  |
| 37,182 <br> 59 <br> 59,344 | 10,681 85 |  |  | 1746 |  |
| 59,344 96 | 10000 |  |  |  |  |

TABLE 23-TOWNSHIP LOANABLE FUND-EXPENDITURES-1930.

| Counties. | Total expenditures. | For what purpose expended. |  |  |  |  |  |
| :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: |
|  |  | Losses of cash or investments. | Depreciation of real estate. | $\begin{aligned} & \text { Cash } \\ & \text { on hand } \\ & \text { June 30, } \\ & 1930 . \end{aligned}$ | Real estate notes on hand June 30, 1930. | Bonds on hand June 30, 1930. | Value of real estate on hand June 30, 1930. |
| 1 | 2 | 3 | 4 | 5 | 6 | 7 | 8 |
| Illinois. | \$46,684,049 29 | \$9,067 39 | \$14,293 17 | \$731,823 74 | \$4,948,798 00 | \$1,417,398 94 | \$39,572,668 05 |
| Adams <br> Alexander <br> Bond <br> Boone $\qquad$ <br> Brown $\qquad$ | 44,654 05 |  |  | \$ 11,469 05 | \$ 27,75500 | \$ 5,430 00 |  |
|  | 11,468 94 |  |  | 86544 | 8,887 25 | 1,565 00 | 15125 |
|  | 25,949 98 |  |  | 5,124 43 | 16,881 00 | 3,944 55 |  |
|  | 14,531 59 |  |  | 2,125 23 | 7,390 00 | 5,016 36 |  |
|  | 14,386 96 |  |  | 4,729 96 | 8,157 00 | 1,500 00 |  |
| Bureau. | 61,14578 | - 1000 |  | 11,735 78 | 30,15000 | 19,250 00 |  |
| Calhoun | 24,925 34 |  |  | 7,997 13 | 16,828 21 | 10000 |  |
| Carroll | 100,329 55 | 22802 |  | 9,326 53 | 80,375 00 | 10,400 00 |  |
| Cass-.----.----- | $\begin{array}{r}59,383 \\ 203,839 \\ \hline 12\end{array}$ | 13000 | 00 | 5,187 34,998 62 | $\begin{array}{r}44,755 \\ 146,606 \\ \hline 19\end{array}$ | 9,311 3,800 00 |  |
| Christian | 62,190 25 | 1,802 93 |  | 5,072 32 | 44,625 00 | 10,690 00 |  |
| Clark | 21,367 38 |  |  | 1,570 46 | 16,746 92 | 2,750 00 | 30000 |
| Clay | 32,799 87 |  |  | 2,917 51 | 26,582 36 | 3,300 00 |  |
| Clinton | 29,26080 |  |  | 6,179 81 | 15,865 99 | 6,950 00 | 26500 |
| Coles. | 37,688 58 |  |  | 5,930 67 | 30,622 85 | 1,135 06 |  |
| CookOutside Chi-cago-----Chicago | 1,063,028 80 |  |  |  |  |  |  |
|  |  |  |  | 6,472 87 | 500,440 00 | 52,432 05 | 503,683 88 |
|  | 39,317,357 95 |  |  | 4,061 19 | 650,00000 | 605,350 00 | 38,057,946 76 |
| Crawford | 21,491 01 |  |  | 5,946 10 | 13,709 37 | 1,835 54 |  |
| Cumberland DeKalb | 19,467 68 |  |  | 93540 | 17,796 18 | 6829 | 66781 |
|  | 66,667 80 |  |  | 9,052 73 | 47,916 08 | 9,387 99 | 31100 |
| DeWitt-------- | 25,703 27 | 26117 |  | 1,972 47 | 17,720 80 | 5,550 00 | 19883 |
| Douglas-...----- | 65,15286 |  |  | 6,590 64 | 54,512 22 | 4,050 00 |  |
|  | 18,298 87 |  |  | 1,54887 | 5,400 00 | 11,350 00 |  |
|  | 53,202 75 |  |  | 5,016 24 | 37,745 00 | 8,721 12 | 1,720 39 |
|  | 19,055 99 |  |  | 1,771 11 | 13,094 88 | 3,900 00 | 29000 |
| Effingham.-.-- | 12,445 61 |  |  | 84061 | 8,210 00 | 1,650 00 | 1,745 00 |
|  | 32,952 52 |  |  | 5,645 79 | 20,400 73 | 4,706 00 | 2,200 00 |
| Fayette-------------FordFranklin.---- | 270,128 46 |  |  | 24,040 49 | 107,477 29 | 10,100 00 | 128,510 68 |
|  | 7,579 50,310 |  |  | 1,114 62 | 6,465 13 |  |  |
| Fulton-.------- | 50,310 00 |  |  | 14,473 90 | 23,091 24 | 11,244 86 | 1,500 00 |
| Gallatin------- | 35,358 12 | 82400 |  | 58044 | 12,233 25 | 15000 | 21,570 43 |
| Greene-..------- | 39,827 09 |  |  | 2,686 14 | 28,707 18 | 7,633 77 | 80000 |
|  | 56,210 44 |  |  | 1,141 48 | 47,068 96 | 8,000 00 |  |
| Hamilton--------- | 27,757 00 |  |  | 2,812 15 | 20,482 77 | 2,020 37 | 2,441 71 |
|  | 87, 19271 |  |  | 12,302 71 | 71,640 00 | 3,150 00 | 10000 |
| Hardin. | 6,731 96 |  |  | 1,013 38 | 5,668 58 | 5000 |  |
| Henderson.-.--- | 25,065 42 | 7488 |  | 6,880 54 | 11,750 00 | 6,360 00 |  |
| Henry-.....---- | 108,641 18 |  |  | 15,556 28 | 85,682 00 | 4,000 00 | 3,402 90 |
|  | 178,977 68 | 1,065 82 |  | 18,142 52 | 137,613 74 | 13,555 60 | 8,600 00 |
| Jackson------- | 11,541 57 | 54500 |  | 2,648 41 | 6,154 73 | 1,759 59 | 43384 |
| Jasper $\qquad$ <br> Jefferson $\qquad$ <br> Jersey $\qquad$ <br> JoDaviess <br> Johnson $\qquad$ | 37,568 25 |  |  | 4,939 36 | 29,734 16 |  | 2,894 73 |
|  | 40,716 35 |  |  | 2,180 18 | 33,325 08 | 60000 | 4,611 09 |
|  | 45,703 47 |  |  | 3,356 55 | 28,877 00 | 13,079 92 | 39000 |
|  | 70,889 48 |  |  | 12,813 90 | 55,425 58 | 2,650 00 |  |
|  | 10,565 76 |  |  | 94814 | 9,342 42 | 27520 |  |
|  | 45,451 71 |  |  | 2,144 55 | 21,985 88 | 21,321 28 |  |
|  | 118,543 22 |  |  | 17,467 66 | 42,806 46 | 12,679 40 | 45,589 70 |
| Kankakee.-.--- | 22,856 30 |  |  | 25630 | 19,800 00 | 2,800 00 |  |
|  | 40,220 61 |  |  | 11,585 11 | 21, 13550 | 7,500 00 |  |
|  | 56,953 95 |  |  | 3,965 95 | 26,638 00 | 26,350 00 |  |

TABLE 23-Concluded.

| Counties. | Total expenditures. | For what purpose expended. |  |  |  |  |  |
| :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: |
|  |  | Losses of cash or investments. | Depreciation of real estate | Cash on hand June 30, 1930. | $\begin{aligned} & \text { Real estate } \\ & \text { notes on } \\ & \text { hand } \\ & \text { June 30, } \\ & 1930 . \end{aligned}$ | Bonds on hand June 30, 1930. | Value of real estate on hand June 30, 1930. |
| 1 | 2 | 3 | 4 | 5 | 6 | 7 | 8 |
| LaSalle | \$218,716 11 |  |  | \$13,982 12 | \$123,067 89 | \$26,800 00 | \$ 54,866 10 |
| Lawrence | 18,492 61 |  |  | 1,992 51 | 16,500 10 |  |  |
| Lee-...-.-- | 82,186 52 |  |  | 28,940 56 | $\begin{array}{r}48,170 \\ 96 \\ 23718 \\ \hline\end{array}$ | 5,075 13 13000 |  |
| Livingston. | $\begin{array}{r}356,584 \\ 52,935 \\ \hline 1\end{array}$ |  |  | 7,865 9,353 59 | 237,618 31,832 35 | 13,600 <br> 11,750 <br> 00 | 97,500 00 |
| McDonough. | 31,449 29 |  |  | 10,013 29 | 20,136 00 | 1,300 00 |  |
| McHenry | 80,767 85 |  |  | 10,316 03 | 63,856 02 | 6,595 80 |  |
| McLean. | 447,302 17 |  |  | 7,944 36 | 114,320 00 | 36,606 81 | 288,431 00 |
| Macon- | 211,541 57 | \$ 14500 |  | 17,279 31 | 104,712 76 | 22,904 50 | 66,500 00 |
| Macoupin. | 108,723 07 |  |  | 5,135 63 | 30,435 29 | 13,152 15 | 60,00000 |
| Madison. | 67,008 70 |  |  | 6,893 59 | 29,350 00 | 30,715 11 | 5000 |
| Marion | 19,729 76 |  |  | 2,701 60 | 16,239 03 | 78913 |  |
| Marshall | 39,164 50 |  |  | 6,339 50 | 32,825 00 |  |  |
| Mason.- | 46,874 85 | 385 |  | 1,571 54 | 25,496 03 | 7,560 00 | 12,243 43 |
| Massac. | 18,864 83 |  |  | 79309 | 8,471 74 | 2,050 00 | 7,550 00 |
| Menard. | 14,913 44 |  |  | 2,488 34 | 7,800 00 | 4,625 10 |  |
| Mercer-- | 37,833 93 | 4700 |  | 13,357 21 | 21,913 72 |  | 2,516 00 |
| Monroe. | 26,114 84 |  |  | 2,169 35 | 19,099 89 | 4,845 60 |  |
| Montgomery | 89,041 55 |  |  | 9,021 00 | 66,860 69 | 12,259 86 | 90000 |
| Morgan----- | 49,580 80 |  |  | 9,223 67 | 29,360 00 | 10,997 13 |  |
| Moultrie | 14,430 35 |  |  | 2,930 35 | 11,000 00 | 50000 |  |
| Ogle-- | 72,583 89 |  |  | 14,467 03 | 48,481 86 | 9,035 00 | 60000 |
| Peoria | 207,488 37 |  |  | 7,821 39 | 82,016 98 | 6,500 00 | 111,150 00 |
| Perry | 17,242 13 |  |  | 6,075 35 | 8,191 78 | 2,975 00 |  |
| Piatt | 52,251 48 | 55000 | \$ 15000 | 19,436 17 | 27,265 81 | 4,849 50 |  |
| Pike | 63,427 24 | 16958 |  | 7,987 07 | 42,154 59 | 11,982 75 | 1,133 25 |
| Pope | 12,676 04 |  |  | 3,162 04 | 9,114 00 | , 20000 | 20000 |
| Pulaski | 12,074 01 |  |  | 3,105 25 | 8,968 76 |  |  |
| Putnam | 23,750 65 |  |  | 2,400 65 | 14,750 00 | 1,200 00 | 5,400 00 |
| Randolph | 25,571 68 |  |  | 4,773 22 | 15,500 01 | 5,298 45 |  |
| Richland | 17,697 72 |  |  | 3,903 13 | 12,294 59 | 1,000 00 | 50000 |
| Rock Island. | 39,717 45 |  |  | 15,183 74 | 21,445 75 | 3,087 96 |  |
| St. Clair | 67,559 26 |  |  | 3,549 26 | 19,167 00 | 44,843 00 |  |
| Saline. | 12,289 42 | 1725 |  | 2,288 86 | 9,983 31 |  |  |
| Sangamon- | 64,869 37 | 80951 |  | 13,535 86 | 40,520 00 | 6,664 00 | 3,340 00 |
| Schuyler | 33,375 21 |  |  | 3,600 21 | 26,675 00 | 3,100 00 |  |
| Scott.- | 13,923 35 |  |  | 1,906 28 | 4,467 07 | 7,550 00 |  |
| Shelby | 37,327 36 |  |  | 4,677 08 | 31,350 28 | 10000 | 1,200 00 |
| Stark | 29,213 89 |  |  | 11,688 89 | 17,525 00 |  |  |
| Stephenson.- | 145,900 00 |  |  | 8,957 00 | 71,575 00 | 65,368 00 |  |
| Tazewell | 85,105 45 | 178 | 1709 | 7,227 73 | 64,542 60 | 13,316 25 |  |
| Union-- | 12,165 17 |  |  | 4,465 38 | 6,02840 | 1,661 39 | 1000 |
| Vermilion. | 162,331 16 |  |  | 13,678 43 | 90,006 35 | 6,228 32 | 52,418 06 |
| Wabash.- | 11,535 06 |  |  | 18650 | 6,716 49 | 4,632 07 |  |
| Warren.- | 25,339 35 |  |  | 5,871 54 | 15,867 81 | 3,600 00 |  |
| Washington- | 25,791 49 |  |  | 9,380 97 | 12,217 87 | 4,192 65 |  |
| Wayne. | 31,082 54 |  |  | 2,411 72 | 28,220 82 | 45000 |  |
| White | 27,508 56 | 9160 |  | 2,345 70 | 22,821 26 | 1,450 00 | 80000 |
| Whiteside | 210,722 95 | 2,290 00 |  | 23,633 41 | 177,648 64 | 6,550 00 | 60090 |
| Will. | 125,654 75 |  | 7,310 84 | 94,005 20 | 24,338 71 |  |  |
| Williamson | 14,980 30 |  | 12608 | 6,838 15 | 7,971 17 | 4490 |  |
| Winnebago | 51,668 13 |  |  | 7,403 55 | 28,732 73 | 15,53185 |  |
| Woodford | 65,432 06 |  |  | 4,104 14 | 61,227 92 | 10000 |  |

TABLE 24-INCOME OF TOWNSHIP FUND AND AMOUNT OF LAND BELONGING TO TOWNSHIP.

| Counties. | Total income. | From what source. |  |  |  | Number of acres belonging to township fund. | Number of city lots belonging to township fund. |
| :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: |
|  |  | Interest on bank deposits. | Interest on loans. | Interest on bonds. | Rents. |  |  |
| 1 | 2 | 3 | 4 | 5 | 6 | 7 | 8 |
| Illinois_ | \$1,223,166 51 | \$73,186 15 | \$224,898 84 | \$92,358 53 | \$832,722 99 | 6,870 | 39 |
| Adams |  | § 1,447 09 | $\begin{array}{r}1,58735 \\ 82135 \\ 99178 \\ 36950 \\ 38374 \\ \hline\end{array}$ | 2338070208124124424250 |  |  |  |
| Alexander |  | ${ }_{2} 61$ |  |  |  |  |  |
| Boone. |  | 12315 |  |  |  |  |  |
| Brown. |  | 1186 |  |  |  |  |  |
| Bureau.- |  | 57635 | 1,735 47 | 56529 |  |  |  |
| Calhoun------- |  | 28631 | $\begin{array}{r}81232 \\ 4 \\ 752 \\ \hline\end{array}$ |  |  |  |  |
| Carroll---------- |  | 23430 | 4,75233 2,254 82 | 645 3720 60 |  |  |  |
| ass |  | 9816 62104 | 2,204 82 | 10065 | \$ 70900 | 120 |  |
| Christian |  | 49332 | 1,555 60 | 78627 |  |  |  |
| Clark |  | 3440 | 90495 | 1062 | 3600 |  |  |
| Clay.- |  | 47835 | 1,370 34 | 17745 |  |  |  |
| Clinton. |  | 28750 | 61845 | 43527 |  |  |  |
| Coles |  | 27942 | 1,261 94 | 18497 |  |  |  |
| CookOutside Chicago $\qquad$ | 38,889 91 | 6,620 09 | 29,790 06 | 2,079 89 | 39987 | 3 | 13 |
| Chicago | 855,430 87 | 15,725 96 | 2300 67162 | 54,251 03 | 785,430 88 |  |  |
| Cumberland | 1,149 75 | 74975 |  |  |  | 40 |  |
| DeKalb.- | 3,069 18 | 30679 | 2,262 90 | 49949 |  |  |  |
| DelWitt | 1,220 24 | 19042 | 78614 | 24368 |  |  |  |
| DuPage | 1,219 70 | $\begin{array}{r}2,66649 \\ 314 \\ \hline 19\end{array}$ | 23875 | 66656 |  |  |  |
| Edgar | 2,441 17 | 20770 | 1,831 52 | 39495 | 700 |  |  |
| Edwards | 1,084 03 | 9050 | 69859 | 29494 |  | 10 |  |
| Effingham | 43412 | 1800 | 34140 | 6162 | 1310 |  |  |
| Fayette | 1,701 85 | 29232 | 1,282 71 | 9512 | 3170 | 110 |  |
| Ford--- | 10,854 00 | 19600 | 6,421 52 | 41650 | 3,819 98 |  |  |
| Franklin---------- | - 31702 | 43225 | $\begin{array}{r}317 \\ 1,052 \\ \hline 66\end{array}$ | 54655 |  |  |  |
| Gallatin. | 1,539 88 | 4000 | 47809 |  | 1,015 42 | 668 | 20 |
| Greene.- | 1,609 44 | 26650 | 1,139 61 | 18833 | 1500 |  |  |
| Grundy - - | 2,539 28 | 3433 | 2,137 45 | 36750 |  |  |  |
| Hamilton | 96021 | 9249 | 78010 | 8762 |  | 250 |  |
| Hancock. | 4,616 97 | 78212 | 3,722 47 | 11238 |  |  |  |
| Hardin | 33712 | 4568 | 29144 |  |  |  |  |
| Henderson | 1,293 89 | 40216 | 68901 | 20272 |  |  |  |
| Henry-- | 5,535 69 | 66648 | 4,569 21 | 30000 |  |  |  |
| Iroquois | 8,542 26 | 1,011 09 | 6,205 09 | 58172 | 74436 | 276 |  |
| Jackson. - | 44838 | 13029 | 25372 | 6437 |  |  |  |
| Jasper | 1,673 02 | 23391 | 1,434 11 |  | 500 | 115 |  |
| Jefferson | 1,798 58 | 12018 | 1,602 40 | 3600 | 4000 |  |  |
| Jersey | 2,402 19 | 21888 | 1,647 48 | 53583 |  |  |  |
| JoDaviess | 3,415 70 | 46358 | 2,839 50 | 11262 |  |  |  |
| Johnson. | 73646 | 6899 | 66747 |  |  |  |  |
| Kane | 2,481 10 | 63047 | 1,021 01 | 82962 |  |  |  |
| Kankakee | 5,040 67 | 55721 | 2,179 90 | 76356 | 1,540 00 | 800 |  |
| Kendall | 1,267 56 | 500 | 1,088 95 | 17361 |  |  |  |
| Knox- | 1,752 58 | 36804 | 1,061 69 | 32285 |  |  |  |
| Lake | 4,999 75 | 1,54676 | 1,826 36 | 1,626 63 |  |  |  |

TABLE 24-Concluded.

| Counties. | Total income. | From what source. |  |  |  | Number of acres belonging to township fund. | Number of city lots belonging to township fund. |
| :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: |
|  |  | Interest on bank deposits | Interest on loans. | Interest on bonds. | Rents. |  |  |
| 1 | 2 | 3 | $\underline{4}$ | 5 | 6 | 7 | 8 |
| LaSalle-- | \$11,518 31 | \$ 39715 | \$ 6,230 67 | \$1,400 23 | \$ 3,490 26 | \$538 |  |
| Lee.-.--- | 1,256 4 4, 149 | 1,756 34 | 1,160 76 | 23287 |  |  |  |
| Livingston | 16,488 18 | -123 12 | 12,450 74 | 36294 | 3,551 38 | 664 |  |
| Logan----- | 2,724 03 | 37126 | 1,818 84 | 53393 |  |  |  |
| McDonough. | 1,690 04 | 48306 | 1,185 73 | 2125 |  |  |  |
| McHenry-.- | 5,103 81 | 23180 | 4,620 74 | 25127 |  |  |  |
| McLean. | 21,692 62 | 1,373 43 | 6,247 62 | 1,885 22 | 12,186 35 | 960 |  |
| Macon. | 13,103 47 | 15000 | 5,529 38 | 1,214 07 | 6,210 02 | 640 |  |
| Macoupin. | 6,099 97 | 2677 | 1,578 68 | -59976 | 3,894 76 | 570 |  |
| Madison. | 3,428 47 | 34223 | 1,712 75 | 1,373 49 |  |  |  |
| Marion-- | , 97169 | 5531 | 1,871 75 | 1,4463 |  |  |  |
| Marshall | 1,442 40 | 220 | 1,440 20 |  |  |  |  |
| Mason-- | 2,031 10 | 52618 | 1,058 13 | 44179 | 500 | 73 |  |
| Massac. | 78867 | 4841 | 54113 | 213 | 19700 |  |  |
| Menard | 81820 |  | 52897 | 18450 | 10473 |  |  |
| Mercer-- | 4,089 27 | 76600 | 1,403 27 |  | 1,920 00 | 542 |  |
| Monroe-..-. | 1,087 22 | 8421 | ${ }^{909} 59$ | 93 42 |  |  |  |
| Montgomery | 3,561 <br> 3,045 <br> 15 | 10150 <br> 957 | 2,850 1,61654 | 58886 47187 | 2000 |  |  |
| Moultrie | 83650 | 12650 | 68000 | 3000 |  |  |  |
| Ogle.. | 4,125 52 | 41221 | 3,161 56 | 53375 | 1800 |  |  |
| Peoria | 10,683 09 | 25033 | 4,421 15 | 39636 | 5,615 25 |  |  |
| Perry. | 90457 | 34900 | 43047 | 12510 |  |  |  |
| Piatt. | 2,261 39 | 40048 | 1,494 41 | 36650 |  |  |  |
| Pike | 3,729 84 | 83773 | 2,280 19 | 60692 | 500 | 127 |  |
| Pope | 1,014 62 | 47020 | 50942 | 3500 |  |  |  |
| Pulaski | 64663 1,49152 | ${ }_{2}^{240} 276$ | 40587 86045 | 1274 | 34305 |  |  |
| Randolph. | 1,051 08 | 3631 | 84265 | 17212 |  |  |  |
| Richland_ | 85809 | 6790 | 73019 | 6000 |  | 40 |  |
| Rock Island. | 1,855 46 | 1,134 55 | 56042 | 16049 |  |  |  |
| St. Clair | 13,329 02 | 10,249 91 | 98915 | 2,089 96 |  |  |  |
| Saline. | 55130 | 5612 | 49518 |  |  |  |  |
| Sangamon. | 4,905 99 | 2,028 46 | 2,255 15 | 47038 | 15200 | 4 |  |
| Schuyler | 1,744 45 | 5124 | 1,546 09 | 14712 |  |  |  |
| Scott-- | 160689 | 17175 | 1,133 39 | 30175 |  |  |  |
| Shel by | 1,862 56 | 14876 | 1,704 42 | 938 |  |  |  |
| Stark | 1,395 68 | 48126 | , 91442 |  |  |  |  |
| Stephenson.- | 6,465 03 | 33416 | 3,264 96 | 2,865 91 |  |  |  |
| Tazewell | 6,346 76 | 2,006 62 | 3,506 41 | 83195 |  |  |  |
| Union | 58129 | , 4843 | , 46701 | 1275 | 5310 |  |  |
| Vermilion | 5,969 05 | 14924 | 4,625 56 | 24625 | 94800 | 260 | 1 |
| Wabash | 70988 | 445 | 38693 | 31850 |  |  |  |
| Warren-- | 1,172 54 | 33910 | 73183 | 10161 |  |  |  |
| Washington_ | 1,086 09 | 12746 | 78163 | 17700 |  |  |  |
| Wayne----- | 1,910 78 | 32613 | 1,584 65 |  |  |  |  |
| White- | 1,604 97 |  | 1,556 07 | 4890 |  | 20 |  |
| Whiteside | 10,656 03 | 1,642 30 | 7,915 12 | 89861 | 20000 | 40 |  |
| Will. | 6,702 63 | 47494 | 4,886 40 | 1,341 29 |  |  |  |
| Williamson | 55271 | 190 | 55081 |  |  |  |  |
| Winnebago | 3,035 52 | 58973 | 2,023 65 | 42214 |  |  |  |
| Woodford | 3,164 95 | 1805 | 3,142 65 | 425 |  |  |  |

TABLE 25-COUNTY DISTRIBUTIVE FUND-RECEIPTS—1930.


TABLE 25-Concluded.

| Counties. | Total receipts. | From what source received. |  |  |  |
| :---: | :---: | :---: | :---: | :---: | :---: |
|  |  | Balance on hand July 1, 1929, held for distribution. | State school tax fund. | Fines and forfeitures. | Other sources. |
| 1 | 2 | 3 | 4 | 5 | 6 |
| Lawrence. | \$ 29,799 21 |  | \$ 29,799 21 |  |  |
| Lee -..--.- | 30,412 <br> 41,431 <br> 1 | § 3627 | 28,483 41,431 39 | \$1,892 63 |  |
| Logan.... | 23,670 07 | 974 | 23,660 33 |  |  |
| McDonough | 29,623 17 | 68 | 29,622 49 |  |  |
| McHenry | 33,695 65 | 4,733 35 | 28,962 10 |  |  |
| Macoan | 64,284 73,630 76 |  | 64,28403 |  |  |
| Macoupin | 87,763 17 | 749 | 87,755 68 |  |  |
| Madison.- | 127,966 33 | 1029 | 127,956 04 |  |  |
| Marion | 59,64756 | 128 | 59,486 93 | 15935 |  |
| Marshall | 12,782 03 | 72 | 12,781 31 |  |  |
| Mason. | 18,438 59 |  | 18,438 59 |  |  |
| Massac | 22,963 11 | 72656 | 20,340 57 | 1,895 98 |  |
| Menard. | 13,530 15 | 482 | 10,774 90 | 2,750 43 |  |
| Mercer. | 20,080 56 |  | 20,080 56 |  |  |
| Monroe.. | 9,604 78 |  | 9,604 78 |  |  |
| Montgomery | 40,715 15 | 5413 | 40,661 02 |  |  |
| Morgan- | 26,625 93 |  | 26,625 93 |  |  |
| Moultrie | 14,917 06 | 726 | 14,909 80 | --------- |  |
| Ogle | 29,808 93 | 55807 | 29,250 86 |  |  |
| Peoria | 89,438 50 | 12 | 89,438 38 |  |  |
| Perry | 29,300 90 |  | 29,300 90 |  |  |
| Piatt | 18,470 82 |  | 18,470 82 |  |  |
| Pike. | 37,986 62 | 307 | 37,963 55 | 2000 |  |
| Pope | 21,56223 | 44407 | 21,118 16 |  |  |
| Pulaski | 32,489 6,310 48 | 77009 | 31,719 6,285 48 | 2500 |  |
| Randolph | 36,709 30 | $53-7 \overline{6}$ | 36,655 54 | 0 |  |
| Richland. | 31,560 44 | 3533 | 31,520 11 | 500 |  |
| Rock Island | 85,448 44 |  | 75,51299 | 9,627 53 | \$307 92 |
| St. Clair | 131,514 08 | 1110 | 131,502 98 |  |  |
| Saline---- | 101,211 65 | 20020 | 101,011 45 |  |  |
| Sangamon | 97,713 77 |  | 97,713 64 |  |  |
| Schuyler-- | 20,399 11 | 53772 | 19,861 39 |  |  |
| Scott | 9,484 38 | 1375 | 9,470 63 |  |  |
| Shelby | 28,919 78 |  | 28,919 78 |  |  |
| Stark | 9,905 45 |  | 9,905 45 |  |  |
| Stephenson | 34,265 29 | 15431 | 34,110 98 |  |  |
| Tazewell.. | 43,694 59 | 495 | 43,689 64 |  |  |
| Union | 25,005 47 | 1520 | 24,990 27 |  |  |
| Vermilion. | 94,851 82 |  | 94,851 82 |  |  |
| Wabash. | 12,612 88 | 20 | 12,612 68 |  |  |
| Warren | 23,528 84 |  | 23,528 84 |  |  |
| Washington. | 21,877 23 | 6393 | 21,638 30 | 17500 |  |
| Wayne. | 58,164 63 | 12309 | 58,041 54 |  |  |
| White | 49,272 19 | 8,885 70 | 40,386 49 |  |  |
| Whiteside | 37,60478 |  | 37,604 78 |  |  |
| Will.- | 81,784 86 |  | 81,744 86 |  | 4000 |
| Williamson | 95,708 04 | 8,350 98 | 87,357 06 |  |  |
| Winnebago | 98,799 57 |  | 98,483 28 | 31629 |  |
| Woodford. | 18,360 95 |  | 18,335 95 | 2500 |  |

TABLE 26-COUNTY DISTRIBUTIVE FUND-EXPENDITURES-1930.


TABLE 26-Concluded.

| Counties. | Total expenditures. | For what purpose expended. |  |  |
| :---: | :---: | :---: | :---: | :---: |
|  |  | Distributed to township treasurers. | Other items. | Balance on hand June 30, 1930, held for distribution. |
| 1 | 2 | 3 | 4 | 5 |
| Lawrence. | \$ 29,799 21 | \$ 29,100 04 |  | \$ 69917 |
| Lee | 30,41229 | 30,214 65 |  |  |
| Logingston | ${ }_{23}^{41,4310} 070$ | 23,637 92 |  | 41,43107 3215 |
| McDonough | 29,623 17 | 29,618 66 |  | 3215 451 |
| McHenry | 33,695 65 | 26,325 67 |  | 7,369 98 |
| McLean. | 64,284 03 | 64,28403 |  |  |
| Macon-- | 73,630 76 | 73,629 50 |  |  |
| Macoupin | 87,763 17 | 86,632 31 |  | 1,130 86 |
| Madison.- | 127,966 33 | 127,945 07 |  | 2126 |
| Marion | 59,647 56 | 50,168 54 |  | 9,479 02 |
| Marshall | 12,782 03 | 12,781 69 |  |  |
| Mason.- | 18,438 59 | 17,426 26 |  | 1,01233 <br> 1,475 <br> 1 |
| Massac | 22,963 11 | 21,487 44 |  |  |
| Menard. | 13,530 15 | 6,126 16 |  | 7,403 99 |
| Mercer | 20,080 56 |  |  | 20,080 56 |
| Monroe... | 9,604 78 | 9,604 78 |  |  |
| Montgomery | 40,715 15 | 39,646 14 |  | 1,069 01 |
| Morgan.- | 26,625 93 | 26,625 93 |  |  |
| Moultrie. | 14,917 06 |  |  | 14,917 06 |
| Ogle | 29,808 93 | 29,237 42 |  | 5715112 |
| Peoria | 89,438 50 | 89,438 38 |  |  |
| Perry | 29,300 90 | 29,300 90 |  |  |
| Piatt | 18,470 37,986 62 | 18,470 82 |  | 37,986 62 |
| Pike | 37,986 62 |  |  |  |
| Pope | 21,562 23 | 20,930 64 |  | $\begin{array}{r} 63159 \\ 41237 \\ 31213 \\ 659 \\ 3014 \end{array}$ |
| Pulaski | 32,489 10 | 32,076 73 |  |  |
| Putnam | 6,310 48 | 5,998 35 |  |  |
| Randolph | 36,709 31,560 44 | $3{ }_{31}, 53030$ |  |  |
|  |  |  |  |  |
| St. Clair- | 131,514 08 | 131,500 89 |  |  |
| Saline-- | $101,21165$ | 101,118 08 |  | 9357 |
| Sangamon | $\begin{aligned} & 20,399 \\ & 20 \end{aligned}$ | 97,536 95 |  | 17682 |
| Schuyler. |  | $19,746 \quad 19$ |  | 65292 |
| Scott | 9,484 38 | 9,484 04 |  | $\begin{array}{r} 34 \\ 1,00042 \end{array}$ |
| Shelby. | 28,919 78 | 27,919 36 |  |  |
| Stark | 9,905 45 | 9,905 45 |  |  |
| Stephenson | 34,265 29 | 33,812 90 |  | $452-79$ |
| Tazewell | 43,694 59 | 43,685 34 |  | 925 |
| Union | 25,005 47 | 24,294 45 |  | 71102 |
| Vermilion | 94,851 82 | 94,851 82 |  |  |
| Wabash | 12,612 88 | 12,611 08 |  | 180 |
| Warren | 23,528 84 | 23,528 84 |  |  |
| Washington | 21,877 23 | 80942 |  | 21,06781 |
| Wayne-.-------------------------- | $\begin{aligned} & 58,164 \\ & 49,272 \\ & 49 \end{aligned}$ | $\left.\begin{aligned} & 58,041 \\ & 49,111 \\ & 49 \end{aligned} \right\rvert\,$ |  | $\begin{aligned} & 12309 \\ & 16040 \end{aligned}$ |
| White- |  |  |  |  |
| Whiteside- | 37,6047881,78486 | 37,604 78 |  |  |
| Will |  | 95,708 04 |  |  |
| Williamson | 95,70804 |  |  |  |  |
| Winnebago | $18,36095$ | 18,199 44 |  | $\begin{aligned} & 32733 \\ & 13651 \end{aligned}$ |
| Woodford |  |  |  |  |

TABLE 27-COUNTY INSTITUTE FUND-RECEIPTS—1930.


TABLE 27-Concluded.

| Counties. | Total receipts. | From what source received. |  |  |  |
| :---: | :---: | :---: | :---: | :---: | :---: |
|  |  | Balance on hand July 1 1929. | $\begin{aligned} & \text { Examination } \\ & \text { and } \\ & \text { renewal } \\ & \text { fees. } \end{aligned}$ | State certificate registration fees. | Other sources. |
| 1 | 2 | 3 | 4 | 5 | 6 |
| Lawrence | 61963 | 24663 | 37100 | 200 |  |
| Iee------ | 65063 | 4963 | 48800 | 200 | 11100 |
| Livingston | 1,863 95 | 1,056 95 | 79800 | 800 | 100 |
| Iogan.-- | 59400 | 8900 | 48900 | 1600 |  |
| McDonough | 1,201 81 | 62581 | 57100 | 500 |  |
| McFlenry | 1,207 91 | 55391 | 65200 | 200 |  |
| McLean. | 1,728 03 | 65203 | 1,064 00 | 1200 |  |
| Macon. | 2,543 55 | 98455 | 94500 | 500 | 60900 |
| Macoupin | 1,988 44 | 1,045 44 | 93400 | 900 |  |
| Madison. | 2,009 04 | 61004 | 1,394 00 | 500 |  |
| Marion | 88287 | 33687 | 48200 |  | 6400 |
| Marshall | 86946 | 49375 | 27800 |  | 9771 |
| Mason. | 82076 | 25176 | 36600 | 400 | 19900 |
| Massac | 21812 |  | 21300 | 500 |  |
| Menard | 53427 | 17527 | 23900 | 200 | 11800 |
| Mercer. | 42049 | 9249 | 32800 |  |  |
| Monroe | 33343 | 843 | 16500 |  | 16000 |
| Montgomery | 97071 | 48271 | 48300 | 500 |  |
| Morgan. | 92719 | 29619 | 63000 | 100 |  |
| Moultrie. | 42550 | 4950 | 21700 | 100 | 15800 |
| Ogle | 57565 | 6565 | 51000 |  |  |
| Peoria | 1,216 93 | 5193 | 1,149 00 | 1600 |  |
| Perry | 55760 | 6460 | 31000 | 200 | 18100 |
| Piatt. | 35885 | 585 | 35000 | 300 |  |
| Pike. | 82592 | 18592 | 63700 | 300 |  |
| Pope | 40461 | 20561 | 19800 | 100 |  |
| Pulaski | 32702 | 3502 | 17700 |  | 11500 |
| Putnam | 23300 | 11600 | 11100 | 100 | 500 |
| Randolph | 1,137 12 | 65612 | 48000 | 100 |  |
| Richland | 1,038 22 | 61684 | 41700 | 400 | 38 |
| Rock Island | 1,556 82 | 66881 | 86800 | 400 | 1601 |
| St. Clair | 3,466 90 | 1,972 90 | 1,44800 | 2300 | 2300 |
| Saline.- | 88200 | 48700 | 39200 | 300 |  |
| Sangamon | 2,677 79 | 1,499 79 | 1,166 00 | 1200 |  |
| Schuyler.- | 60500 | 31800 | 28700 |  |  |
| Scott | 49972 | 19572 | 17600 |  | 12800 |
| Shelby | 59004 | 3204 | 55500 | 300 |  |
| Stark | 22707 | 607 | 22000 | 100 |  |
| Stephenson | 1,531 31 | 68931 | 56000 | 600 | 27600 |
| Tazewell. | 1,152 51 | 18751 | 66100 | 400 | 30000 |
| Union- | 60006 | 10974 | 30000 | 300 | 18732 |
| Vermilion | 2,162 47 | 40847 | 1,74700 | 700 |  |
| Wabash | 89644 | 55944 | 21700 |  | 12000 |
| Warren | 64614 | 15214 | 49100 | 100 | 200 |
| Washington | 42560 | 16760 | 15400 | 100 | 10300 |
| Wayne. | 83856 | 32456 | 50500 | 200 | 700 |
| White-- | 80134 | 46934 | 33200 |  |  |
| Whiteside | 1,079 97 | 48397 | 59000 | 500 | 100 |
| Will | 3,829 02 | 2,374 02 | 1,419 00 | 1100 | 2500 |
| Williamson. | 75056 | 7456 | 67400 | 200 |  |
| Winnebago. | 1,239 61 | 9961 | 1,120 00 | 700 | 1300 |
| Woodford | 45112 | 5312 | 39200 | 600 |  |

TABLE 28-COUNTY INSTITUTE FUND-EXPENDITURES-1930.


TABLE 28-Concluded.

| Counties. | Total expenditures. | For what purpose expended. |  |  |  |  |  |
| :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: |
|  |  | Institute instructors. | Incidental expenses of institutes. | County teachers' association lectures. | Incidental expenses of county teachers' association. | Commissions retained by county treasurer. | $\begin{aligned} & \text { Balance } \\ & \text { on hand } \\ & \text { June 30, } \\ & 1930 . \end{aligned}$ |
| 1 | 2 | 3 | 4 | 5 | 6 | 7 | 8 |
| Lawrence.. | § 61963 | \$ 27200 | \$138 91 |  |  |  | \$ 20872 |
| Lee--...--- | 65063 | 49080 | 1650 |  |  |  | 14333 |
| Livingston. | 1,863 95 | 52000 | 5925 |  |  |  | 1,284 70 |
| Logan ....-- | [59400 | 47700 45958 | 900 10825 |  |  |  | 10800 63398 |
| McHenry | 1,207 91 | 25000 | 30391 |  |  |  | 65400 |
| McLean. | 1,728 03 | 27000 | 80184 |  |  |  | 65619 |
| Macon- | 2,543 55 | 1,649 04 | 40139 |  |  |  | 49312 |
| Macoupin. | 1,988 44 | 60155 | 55343 |  |  |  | 83346 |
| Madison--- | 2,009 04 | 96500 | 12895 | \$310 00 | \$33 00 |  | 57209 |
| Marion | 88287 | 43602 | 10942 |  |  |  | 33743 |
| Marshall | 86946 | 20600 | 5475 | 1000 |  |  | 59871 |
| Mason--- | 82076 | 42650 | 6475 |  |  | § 984 | 31967 |
| Menard.- | 53427 | 31800 | 2400 |  |  | 463 | 18764 |
| Mercer-- | 42049 | 20000 | 9175 |  | 3385 |  | 9489 |
| Monroe--- | 33343 | 25510 | 1783 |  | 2500 |  | 3550 |
| Montgomery | 97071 | 41500 | 5225 |  |  | 955 | 49391 |
| Morgan---- | 92719 | 53500 | 5065 |  |  | 4053 | 30101 |
| Moultrie.-- | 42550 | 37500 | 400 | 1000 |  | 499 | 3151 |
| Ogle | 57565 | 44900 | 400 |  |  |  | 12265 |
| Peoria | 1,216 93 | 1,055 00 | 3824 | 5500 |  |  | 6869 |
| Perry | 55760 | 29000 | 3580 | 7000 | 2850 |  | 13330 |
| Piatt--.------ | 35885 <br> 825 <br> 9 | 33900 | 3542 | 35582 |  |  | 45150 |
| Pope. | 40461 | 20500 | 1650 | 4500 |  |  | 13811 |
| Pulaski-- | 32702 | 25750 | 1950 |  |  |  | 5002 |
| Putnam | 23300 | 9717 | 1375 |  |  | 232 | 11976 |
| Randolph. | 1,137 12 | 40500 | 8214 |  |  | 968 | 64030 |
| Richland.- | 1,038 22 | 34100 | 2400 |  |  |  | 67322 |
| Rock Island. | 1,556 82 | 37200 | 62614 |  | 3000 | 2104 | 50764 |
| St. Clair-.- | 3,466 90 | 1,451 00 | 10437 |  |  |  | 1,911 53 |
| Saline--- | 88200 | 31000 | 9500 |  | 500 |  | 47200 |
| Sangamon | 2,677 79 | 1,325 00 | 19250 |  |  | 2463 | 1,135 66 |
| Schuyler... | 60500 | 31800 |  |  |  |  | 28700 |
| Scott | 49972 | 20300 |  | 2445 | 3167 | 758 | 23302 |
| Shelby | 59004 | 24000 | 14695 | 13500 |  |  | 6809 |
| Stark-- | ${ }^{227} 07$ | 15780 | 2300 |  |  |  | 4627 |
| Stephenson | 1,531 31 | 61500 | 5578 |  |  |  | 86053 |
| Tazcwell | 1,152 51 | 78000 | 5150 |  |  | 1806 | 30295 |
| Union | 60006 | 41710 | 3000 |  |  | 1248 | 14048 |
| Vermilion | 2,162 47 | 1,101 32 | 70313 |  |  |  | 35802 |
| Wabash-- | 89644 | 28885 | 7740 |  | 4521 |  | 48498 |
| Warren_----- | 64614 | 368 385 40 | 10716 |  |  |  | 17058 4060 |
| Washington. | 42560 | 38500 |  |  |  |  | 4060 |
| Wayne - | 83856 | 50000 | 3724 |  |  |  | 30132 |
| White-- | 80134 | 39900 | 57.00 |  |  | 846 | 33688 |
| Whitesidc- | 1,079 97 | 35569 | 2500 |  |  |  | 69928 |
| Will--...-- | 3,829 02 | 93500 | 26211 |  |  | 1195 | 2,619 96 |
| Winnebaro | 75056 | 640 76750 50 |  | 350 |  | 1295 | 97 173 08 |
| Woodford. | +451 12 | 33700 | 840 |  |  | 739 | 17308 9833 |

TABLE 29-COUNTY SUPERINTENDENTS' SALARIES AND EXPENSES—1930.


TABLE 29--Concluded.

| Counties. | Salary received from- |  |  | Expended for- |  |  | Total salary and expenses. |
| :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: |
|  | State Auditor. | County Board. | Total. | Office and incidentals. | Compensation of assistants. | Total. |  |
| 1 | 2 | 3 | 4 | 5 | 6 | 7 | 8 |
| Lawrence. | \$3,000 00 |  | \$3,000 00 |  |  |  | \$ 3,000 00 |
| Lee | 3,000 00 |  | 3,000 00 | \$ 63635 | \$1,300 00 | \$1,936 35 | 4,936 35 |
| Livingston | 3,400 00 |  | 3,40000 | 1,309 84 | 2,916 67 | 4,22651 | 7,626 51 |
| Logan:-.-- | 3,200 <br> 3,000 |  | 3,200 3,000 00 | 400 340 46 | 1,800 1,000 00 | 2,200 <br> 1,340 <br> 16 | 5,400 4,340 46 |
| McHenry | 3,200 00 |  | 3,200 00 |  | 1,200 00 | 1,200 00 | 4,400 00 |
| McLean | 3,600 00 | \$ 50000 | 4,100 00 |  | 3,600 00 | 3,600 00 | 7,700 00 |
| Macon. | 3,600 00 |  | 3,600 00 | 1,600 00 | 3,370 00 | 4,970 00 | 8,570 00 |
| Macoupin | 3,600 00 | 57060 | 4,170 60 |  | 2,500 00 | 2,500 00 | 6,670 60 |
| Madison. | 5,000 00 | 50000 | 5,500 00 | 30000 | 5,400 00 | 5,700 00 | 11,200 00 |
| Marion | 3,200 00 |  | 3,200 00 |  |  |  | 3,200 00 |
| Marshall | 2,700 00 |  | 2,700 00 | 50613 | 4000 | 54613 | 3,246 13 |
| Mason. | 2,700 00 | 40000 | 3,100 00 | 16000 | 1,200 00 | 1,360 00 | 4,460 00 |
| Massac | 2,700 00 |  | 2,700 00 | 30000 | 24500 | 54500 | 3,245 00 |
| Menard | 2,700 00 | 15000 | 2,850 00 |  | 84000 | 84000 | 3,690 00 |
| Mercer | 2,700 00 |  | 2,700 00 |  | 1,200 00 | 1,200 00 | 3,900 00 |
| Monroe. | 2,700 00 |  | 2,700 00 |  |  |  | 2,700 00 |
| Montgomery | 3,200 00 |  | 3,200 00 | 45000 | 1,500 00 | 1,950 00 | 5,150 00 |
| Morgan | 3,200 00 |  | 3,200 00 | 42645 | 1,620 00 | 2,046 45 | 5,24645 |
| Moultrie | 2,700 00 |  | 2,700 00 | 15000 | 10000 | 25000 | 2,950 00 |
| Ogle- | 3,000 00 |  | 3,000 00 | 93390 | 1,500 00 | 2,433 90 | 5,433 90 |
| Peoria | 5,000 00 |  | 5,000 00 | 33045 | 3,360 00 | 3,690 45 | 8,690 45 |
| Perry | 3,000 00 |  | 3,000 00 | 72000 | 67500 | 1,395 00 | 4,395 00 |
| Piatt | 2,700 00 | 1,500 00 | 4,200 00 | 32500 |  | 32500 | 4,525 00 |
| Pike | 3,200 00 |  | 3,200 00 | 53045 | 1,020 00 | 1,550 45 | 4,75045 |
| Pope | 2,500 00 |  | 2,500 00 | 19000 |  | 19000 | 2,690 00 |
| Pulaski | 2,700 00 |  | 2,700 00 | 45069 | 50000 | 95069 | 3,650 69 |
| Putnam | 2,500 00 |  | 2,500 00 |  |  |  | 2,500 00 |
| Randolph | 3,200 00 |  | 3,200 00 |  | 60000 | 60000 | 3,800 00 |
| Richland | 2,700 00 |  | 2,700 00 | 17692 |  | 17692 | 2,876 92 |
| Rock Island. | 3,600 00 |  | 3,600 00 | 40000 | 1,800 00 | 2,200 00 | 5,800 00 |
| St. Clair | 5,000 00 | 1,000 00 | 6,000 00 | 1,472 94 | 7,080 00 | 8,552 94 | 14,552 94 |
| Saline. | 3,200 00 |  | 3,200 00 | 12000 |  | 12000 | 3,320 00 |
| Sangamon. | 5,000 00 |  | 5,00000 | 40000 | 6,780 00 | 7,180 00 | 12,180 00 |
| Schuyler | 2,700 00 |  | 2,700 00 | 15110 |  | 15110 | 2,851 10 |
| Scott | 2,500 00 |  | 2,500 00 |  |  |  | 2,500 00 |
| Shelby | 3,20000 |  | 3,20000 | 21000 | 1,200 00 | 1,410 00 | 4,610 00 |
| Stark | 2,500 00 | 20000 | 2,700 00 |  |  |  | 2,700 00 |
| Stephenson | 3,400 00 |  | 3,400 00 | 95717 | 1,08000 | 2,037 17 | 5,437 17 |
| Tazewell | 3,200 00 |  | 3,200 00 | 50000 | 1,200 00 | 1,700 00 | 4,900 00 |
| Union | 3,000 00 |  | 3,000 00 |  | 90000 | 90000 | 3,900 00 |
| Vermilion. | 4,000 00 | 50000 | 4,50000 | 72000 | 3,910 00 | 4,630 00 | 9,130 00 |
| Wabash | 2,700 00 |  | 2,700 00 | 21088 | 58175 | 7,926 63 | 3,492 63 |
| Warren | 3,00000 |  | 3,00000 | 30000 | 1,500 00 | 1,800 00 | 4,800 00 |
| Washington- | 2,700 00 |  | 2,700 00 |  | 20000 | 20000 | 2,900 00 |
| Wayne. | 3,000 00 |  | 3,000 00 |  |  |  | 3,000 00 |
| White | 3,000 00 |  | 3,000 00 |  |  |  | 3,000 00 |
| Whiteside | 3,200 00 |  | 3,200 00 | 34783 | 1,20000 | 1,54783 | 4,74783 |
| Will. | 4,000 00 |  | 4,000 00 | 1,147 52 | 3,600 00 | 4,747 52 | 8,747 52 |
| Williamson | 3,400 00 |  | 3,400 00 | 20000 | 35000 | 55000 | 3,950 00 |
| Winnebago | 3,600 00 | 60000 | 4,20000 |  | 4,680 00 | 4,680 00 | 8,880 00 |
| Woodfor | 3,000 00 | 15000 | 3,150 00 | 57000 | 1,200 00 | 1,770 00 | 4,920 00 |

TABLE 30-NEW CERTIFICATES


ISSUED TO TEACHERS—1930.


TABLE 30-


Concluded.

| Limited kinder-garten-primary. |  | Limited special. |  | Limited high school. |  | Iimited supervisory. |  | Total. |  | Grand total. |
| :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: |
| Men. | Women. | Men. | Women. | Men. | Women. | Men. | Women. | Men. | Women. |  |
| 6 | 7 | 8 | 9 | 10 | 11 | 12 | 13 | 14 | 15 | 16 |
|  |  | 4 2 2 2 2 | $\begin{aligned} & 7 \\ & 3 \\ & 1 \\ & 3 \\ & 1 \end{aligned}$ | $\begin{array}{r} 4 \\ 6 \\ 13 \\ 6 \\ 6 \end{array}$ | $\begin{aligned} & 13 \\ & 18 \\ & 13 \\ & 15 \end{aligned}$ | $\begin{array}{r} 2 \\ 2 \\ 2 \\ 1 \\ 3 \end{array}$ | -- | $\begin{aligned} & 13 \\ & 14 \\ & 19 \\ & 22 \\ & 12 \end{aligned}$ | $\begin{aligned} & 17 \\ & 42 \\ & 76 \\ & 58 \\ & 55 \end{aligned}$ | 30 56 95 80 67 |
| -.------ | $\begin{aligned} & 1 \\ & 2 \\ & 2 \\ & 2 \\ & 1 \end{aligned}$ | -1 1 2 | $\begin{aligned} & 6 \\ & 8 \\ & 8 \\ & 5 \end{aligned}$ | $\begin{array}{r} 3 \\ 12 \\ 7 \\ 11 \\ 14 \end{array}$ | $\begin{aligned} & 25 \\ & 20 \\ & 24 \\ & 20 \\ & 35 \end{aligned}$ | 3 6 | 1 <br> 1 <br> 1 | 6 21 21 32 21 22 | 68 92 136 73 122 | 74 113 168 94 144 |
| ------------- | 1 | $\begin{gathered} 5 \\ 1 \\ 1 \end{gathered}$ | $\begin{array}{r} 2 \\ -\quad-2 \\ -\quad 2 \end{array}$ | $\begin{aligned} & 4 \\ & 2 \\ & 2 \\ & 2 \\ & 2 \\ & 3 \end{aligned}$ | 3 1 10 4 1 |  |  | 7 6 17 4 6 | 23 28 87 13 18 | 30 34 104 17 24 |
|  | 2 1 | $\begin{aligned} & -7 \\ & 3 \\ & 3 \end{aligned}$ | $\begin{array}{r} -2- \\ 2 \\ 9 \\ 5 \end{array}$ | 2 1 3 2 2 | 8 6 4 22 | 1 |  | 3 2 11 22 8 | 28 11 32 85 9 | 31 13 43 107 17 |
|  | 7 | -1 ---1 1 1 | 4 4 4 2 2 3 | $\begin{array}{r} 3 \\ 12 \\ 3 \\ 5 \\ 3 \end{array}$ | $\begin{array}{r} 12 \\ 23 \\ 1 \\ 9 \\ 16 \end{array}$ | $\begin{gathered} 1 \\ --- \\ \hdashline- \end{gathered}$ | ----------- | 10 10 16 5 8 53 | 53 77 23 33 172 | 63 93 28 41 225 |
|  | 2 | 2 | $\begin{gathered} - \\ \hline 1 \\ 1 \end{gathered}$ | $\begin{aligned} & 1 \\ & 5 \\ & 1 \\ & 9 \\ & 2 \end{aligned}$ | 3 2 5 12 4 | -1---1-1 |  | 4 9 2 17 10 | 8 11 12 40 16 | 12 20 14 57 26 |
|  | 5 <br> 1 <br> --3 <br> 1 | $\begin{gathered} \frac{1}{3} \\ - \\ \hline \end{gathered}$ | $\begin{array}{r} 1 \\ 3 \\ \hdashline-9 \end{array}$ | $\begin{array}{r} 3 \\ 12 \\ -12 \\ \hline 4 \end{array}$ | $\begin{array}{r} 30 \\ 26 \\ -\quad 32 \\ -\quad 2 \end{array}$ | 1 2 1 2 |  | 7 33 2 29 10 | $\begin{array}{r} 82 \\ 115 \\ -\quad-97 \\ 19 \end{array}$ | 89 148 2 116 29 |
|  | $1$ | $\begin{array}{r} 1 \\ 1 \\ \hdashline-1 \end{array}$ | $\begin{gathered} 2 \\ 1 \\ \hdashline- \\ -1 \end{gathered}$ | $\begin{gathered} --5 \\ 4 \\ 6 \\ 9 \end{gathered}$ | 5 13 5 13 17 | $\begin{gathered} 1 \\ \hdashline-1 \end{gathered}$ |  | 3 53 6 6 10 20 | 8 106 20 43 63 | 11 159 26 53 83 |
|  | $\begin{aligned} & 1 \\ & 1 \end{aligned}$ | $\begin{aligned} & 1 \\ & 3 \end{aligned}$ | $\begin{aligned} & 4 \\ & 3 \\ & 1 \end{aligned}$ | 3 15 4 7 | 6 35 2 11 | 2 1 1 | ---- | 13 27 10 11 3 | 21 119 18 46 2 | 34 146 28 57 5 |
|  | $\begin{array}{r} 1 \\ 2 \\ -\quad-\quad 5 \end{array}$ | ------ | 2 4 1 4 2 | 1 1 4 9 5 7 1 1 | 3 5 15 26 8 32 7 |  |  | 16 3 9 9 13 18 13 4 | 21 21 62 360 36 141 42 | 37 24 71 373 54 154 46 |

TABLE 31-TEACHERS' CERTIFICATES ISSUED-RENEWED-


REGISTERED AND NUMBER OF FAILURES IN EXAMINATIONS-1930.


TABLE 31-


Concluded.

| Limited certificates registered. |  | Old certificates renewed or registered before exchange. |  | State certificates registered. |  | Total number of certificates issued, renewed and registered. |  | Certificates to be issued in other counties. |  | Number of failures in examination. |  |
| :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: |
| Men. | Women. | Men. | Women. | Men. | Women. | Men. | Women. | Men. | Women. | Men. | Women. |
| 11 | 12 | 13 | 14 | 15 | 16 | 17 | 18 | 19 | 20 | 21 | 22 |
| 65 | 66 | 88 | 88 | 2 |  | 168 | 171 |  | 1 | 14 | 19 |
|  |  | 40 | 373 | 2 |  | 56 | 415 |  | 1 | 1 | 17 |
| 18 | 111 | 66 | 478 | 4 | 4 | 107 | 669 |  |  | 5 | 25 |
|  |  | 58 | 343 | 4 | 12 | 85 | 413 |  |  | 1 | 6 |
| 8 | 63 | 76 | 346 | 3 | 2 | 99 | 466 |  | 1 | 1 | 9 |
| 3 | 98 | 63 | 399 | 1 | 1 | 73 | 566 |  |  | 2 | 13 |
|  |  | 103 | 767 | 3 | 9 | 127 | 868 | 1 | 8 | 8 | 64 |
|  | 8 | 107 | 643 | 4 | 1 | 143 | 788 |  |  | 4 | 15 |
|  |  | 176 | 535 | 5 | 4 | 202 | 612 |  |  | 19 | 110 |
|  |  | 183 |  |  |  | 208 | 1,165 |  |  | 2 | 24 |
|  |  | 87 | 341 | 1 |  | 95 | 364 |  |  | 7 | 17 |
|  |  | 23 | 213 |  |  | 29 | 241 |  |  |  |  |
|  |  | 48 | 198 | 1 | 3 | 66 | 288 |  |  | 1 | 15 |
|  |  | 43 | 137 | 5 |  | 52 | 150 |  |  | 7 |  |
| 3 | 41 | 33 | 132 | 1 | 1 | 43 | 192 |  |  | 1 | 5 |
| 30 | 152 | 10 | 87 |  |  | 43 | 267 |  |  | 3 | 15 |
|  |  | 46 | 93 |  |  | 48 | 104 |  |  | 3 | 10 |
| 12 | 80 | 80 | 231 | 3 | 2 | 106 | 345 |  |  | 13 | 24 |
| - | - | 75 36 | $\stackrel{406}{157}$ | 1 |  | 45 | 166 |  |  | 5 2 | 37 5 |
| 6 | 64 | 60 | 309 |  |  | 76 | 426 |  |  | 1 | 7 |
|  |  | 92 | 937 | 12 | 4 | 120 | 1,018 |  | 2 | 2 | 23 |
| 5 | 42 | 59 58 | 191 | $\stackrel{2}{2}$ | 1 | 66 73 | 236 |  |  | 3 3 3 | ${ }^{7}$ |
|  |  | 100 | 304 |  | 3 | 153 | 479 |  |  | 4 | 4 |
| 34 | 54 | 30 | 67 |  | 1 | 68 | 130 |  |  | 1 | -------- |
| 1 |  | 43 | 113 |  |  | 53 | 124 |  |  |  | -- |
|  | 1 | 18 | 76 | 1 |  | 21 | 89 |  |  | 2 |  |
| 10 | 81 | 59 | 247 | 1 |  | 87 | 368 |  |  | 1 | 25 |
| 2 |  | 93 | 200 | 1 | 3 | 106 | 219 |  |  | 26 | 70 |
|  |  | 81 | 687 | 2 | 2 | 90 | 771 |  |  |  | 11 |
| 11 | 35 | 194 | 1,035 | 20 | 3 | 258 | 1,188 |  |  | 10 | 15 |
|  |  | 131 | 249 | 3 |  | 136 | 249 |  |  | 10 |  |
|  |  | 171 | 853 | 9 | 3 | 209 | 943 |  |  | 3 | 23 |
|  |  |  |  |  |  |  |  |  |  |  |  |
| 20 | 58 | 5 | 65 |  |  | 28 | 131 |  |  | 7 | 10 |
| 70 | 166 | 41 | 113 | 3 |  | 167 | 385 |  |  | 2 | 4 |
| 1 | 30 | 24 | 135 | 1 |  | 32 | 185 |  |  |  | 4 |
| 7 | 103 | 69 | 315 | 3 | 3 | 89 | 464 |  |  | 2 | 11 |
| 1 | 6 | 86 | 415 | 4 |  | 111 | 484 |  |  | 6 | 12 |
|  |  | 107 | 146 | 2 | 1 | 122 | 168 |  |  | 10 | 3 |
| 29 | 328 | 191 | 961 | 5 | 2 | 252 | 1,410 |  |  | 6 | 86 |
| 2 | 1 | 68 | 112 |  |  | 80 | 131 |  |  | 4 | 2 |
|  |  | 47 | 374 |  | 1 | 58 | 421 |  |  |  | 13 |
|  |  | 32 | 108 | 1 |  | 36 | 110 |  |  | 4 | 5 |
| 63 | 44 | 166 | 173 | 2 |  | 247 | 238 |  |  | 11 | 11 |
| 71 | 77 | 71 | 68 |  |  | 145 | 166 |  |  | 6 | 15 |
| 2 | 83 | 46 | 371 | 4 | 1 | 61 | 517 |  |  | 3 | 14 |
| 1 | 91 | 139 | 794 | 6 | 5 | 160 | 1,250 |  |  | 2 | 18 |
| 152 | 343 | 57 | 45 |  |  | 227 | , 426 |  |  | 4 | 19 |
| . 11 | 62 | 66 | 798 |  | 2 | 95 | 1,003 |  |  | 1 | 28 |
|  |  | 28 | 308 | 5 | 1 | 37 | 351 |  |  | 1 | 9 |
|  |  |  |  |  |  |  |  |  |  |  |  |

TABLE 32-COUNTY EXAMINATIONS, INSTITUTIONS AND ASSOCIATIONS—1930.


TABLE 32-Concluded.


TABLE 33-COUNTY SUPERINTENDENTS AND


ASSISTANTS, NEW CONSOLIDATED SCHOOLS—1930.



Concluded.


TABLE 34-DISTRICTS-ORGANIZATION, JUNIOR.HIGH SCHOOLS, COUNTY SCHOOLS DISTRICT TAX LEVIES INCREASED. CONFERENCES OF SCHOOL OFFICERS-AND KINDERGARTENS—1930

| Counties. | Number of districts maintaining- |  |  |  | Number of districts governed by- |  |  | Number of districts having- |  |  |  | School officers' conferences. |  |  |  |
| :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: |
|  | $\begin{aligned} & \dot{8} \\ & \dot{8} \\ & \dot{0} \\ & 0 \\ & \vdots \\ & \end{aligned}$ |  |  | $\begin{aligned} & \text { ت⿹\zh26灬y } \\ & \stackrel{0}{0} \end{aligned}$ |  |  |  |  |  |  | $\left\|\begin{array}{l} 0 \\ 0 \\ 0 \\ 0 \\ 0 \\ . \\ 0 \\ 0 \\ 0 \\ 0 \\ 0 \\ 0 \\ 0 \\ 0 \\ 0 \\ 0 \\ 0 \end{array}\right\|$ |  |  |  |  |
| 1 | 2 | 3 | 4 | 5 | 6 | 7 | 8 | 9 | 10 | 11 | 12 | 13 | 14 | 15 | 15 |
| Illinois | 156 | 22 | 11,790 | 11,968 | 1,035 | 10,906 | 27 | 10,072 | 296 | 45 | 18 | 26 | 3,186 | 66 | 40 |
| Adams | 8 |  | 165 | 174 | 7 | 167 |  | 152 |  | 1 |  | 1 | 50 |  |  |
| Alexan |  |  | 8 | 29 | 6 | 23 |  | 23 |  |  |  |  |  |  |  |
| Boone. |  |  | - 65 | 65 |  | 62 |  | 60 |  | 1 |  |  |  |  |  |
| Brown. |  | 1 | 64 | 65 | 1 | 64 |  | 60 |  |  |  |  |  |  |  |
| Bureau | 9 |  | 167 | 176 | 24 | 152 |  | -148 | 1 | 1 |  |  |  |  |  |
| Calhou |  |  | 37 | 37 |  | 37 |  | 33 | 1 |  |  |  |  |  |  |
| Casroll | 6 |  | 100 | 106 | 11 | 95 |  | 86 |  |  |  |  |  | 1 |  |
| Champaign | 4 |  | 219 | 223 | 14 | 209 |  | 187 |  |  | 1 |  |  | 1 |  |
| Christian |  |  | 149 | 149 | 15 | 134 |  | 124 |  |  |  |  |  |  |  |
| Clark. | 3 |  | 103 | 106 | 7 | 99 |  | 95 | 2 |  |  |  |  |  |  |
| Clay-- | 1 | 1 | 100 | 102 | 2 | 100 |  | 93 |  |  |  |  |  |  |  |
| Clinton | 1 |  | 72 | 73 | 6 | 67 |  | 56 |  |  |  |  |  |  |  |
| Coles-- | 2 |  | 126 | 128 | 5 | 121 | 2 | 113 |  |  |  |  |  |  | 3 |
| Cook |  |  | 192 | 192 | 58 | 134 |  | 86 |  |  |  | 1 | 580 | 16 |  |
| Crawford | 1 |  | 104 | 105 | 9 | 96 |  | 93 |  |  |  |  |  | 2 |  |
| Cumberla | 5 |  | 89 148 | 89 153 102 | $4{ }^{4}$ | 85 133 |  | 82 |  |  |  |  |  | 3 |  |
| DeWitt. |  |  | 101 | 101 | 2 | 139 |  | 185 |  |  |  | 1 | 100 |  |  |
| Douglas. |  |  | 95 | 95 | 11 | 83 | 1 | 78 |  |  |  |  |  |  |  |
| DuPage. | 7 |  | 75 | 82 | 26 | 56 |  | 39 | 9 |  |  | 1 | 125 |  |  |
| Edgar- |  | 1 | 137 | 141 | ${ }_{9}^{9}$ | 131 | 1 | 115 | 4 |  |  |  |  |  |  |
| Effrards | 2 |  | 43 80 | 45 80 | 6 | 39 |  | 65 | 2 | 1 |  |  |  |  |  |
| Fayette | 1 | 1 | 143 | 145 | 3 | 142 |  | 131 | 4 |  |  |  |  |  |  |
| Ford |  |  | 112 | 112 | 16 | 96 |  | 96 |  |  |  |  |  |  |  |
| Franklin |  |  | 103 | 103 | 19 | 84 |  | 70 | 10 |  |  | 1 | 400 |  |  |
| Fulton. | 5 |  | 199 | 205 | 15 | 189 | 1 | 180 | 1 |  |  |  |  |  | 1 |
| Gallatin | 1 | 2 | 60 | 63 | 6 | 5 |  | 55 | 1 |  |  |  |  |  |  |
| Greene | 2 |  | 102 | 104 | 5 | 99 |  | 89 | 3 |  |  |  |  |  |  |
| Grundy -- | 1 | 1 | 95 | 97 | 9 | 88 |  | 83 |  |  |  | 1 | 76 |  |  |
| Hamilton |  |  | 86 | 87 | $1{ }_{1}$ | 86 |  | 82 | 3 |  |  |  |  |  |  |
| Hancock | 1 |  | 175 | 176 | 15 | 159 | 2 | 150 |  |  |  |  |  |  | 1 |
| Hardin |  |  | 32 | 32 | 3 | 29 |  | 28 | 1 |  |  | 1 | 32 |  |  |
| Henderson | 1 |  | 72 | 73 | 9 | 64 |  | 59 | 1 |  |  |  |  |  |  |
| Henry | 2 |  | 174 | 176 | 18 | 158 |  | 167 |  |  |  |  |  | 2 |  |
| Iroquois | 4 |  | 235 | 239 | 19 | 220 |  | 201 |  |  |  |  |  |  |  |
| Jackson |  |  | 116 | 116 | 12 | 104 |  | 106 | 13 |  |  |  |  |  |  |
| Jasper--- |  |  | 112 | 112 | 3 | 109 |  | 101 | 1 |  |  | 1 | 1 |  |  |
| Jefferson | 2 | 1 | 139 | 142 |  | 140 |  | 125 | 4 |  |  |  |  |  |  |
| Jersey |  |  | 67 | ${ }^{67}$ | 3 |  | 1 | 55 |  |  |  |  |  |  |  |
| JoDaviess |  |  | 115 | 115 | 6 | 109 |  | 108 | 1 |  |  |  |  |  |  |
| Johnson.- |  |  | 71 | 71 | 2 | 69 |  | 56 | 3 |  |  |  |  |  |  |
| Kane.- | 3 |  | 118 | 121 | 21 | 100 |  | 86 | 7 |  |  |  |  | 6 |  |
| Kankake |  |  | 148 | 148 | 12 | 135 | 1 | 130 |  |  |  |  |  |  |  |
| Kendall |  |  | 60 | 60 | 5 | 55 |  | 53 | 5 |  |  | 1 | 100 | 1 |  |
| Knox.- |  |  | 165 | 170 | 12 | 157 | 1 | 145 |  | 1 |  |  |  |  |  |
| Lake |  |  | 101 | 104 | 20 | 82 | 2 | 65 | 10 |  |  |  |  |  |  |
| LaSalle. |  |  | 277 | 282 | 24 |  |  |  |  |  |  |  |  |  |  |

TABLE 34-Concluded.


TABLE 35-CONDITION OF BUILDINGS, ENROLLAENT IN SMALL SCHOOLS, BEGIN


NING TEACHERS AND THEIR QUALIFICATIONS, AND DISTRICT ENDOWMENTS--1930.



## Concluded.



TABLE 36-SPECIAL TEACHERS-1930.


TABLE 36-Concluded.


TABLE 37-PROMOTION OF HEALTH AND


ATTENDANCE AND RE PORT ON ILLITERACY-1930.


TABLE 37-


Concluded.


TABLE 38-NEW SCHOOL HOUSES BUILT-1930.

| Counties. | $\begin{aligned} & \dot{g} \\ & 0 \\ & 0 \\ & 0 \\ & 0 \\ & 0 \end{aligned}$ | $\begin{aligned} & \dot{8} \\ & \text { gi } \\ & 0 \\ & 0 \\ & 0 \\ & 0 \\ & E \end{aligned}$ |  |  | $\begin{aligned} & \dot{\omega} \\ & \dot{E} \\ & 0 \\ & 0 \\ & \dot{0} \\ & \dot{\theta} \end{aligned}$ |  |  |  |  |  | स |
| :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: |
| 1 | 2 | 3 | 4 | 5 | 6 | 7 | 8 | 9 | 10 | 11 | 12 |
| Illinois.. | 49 | 10 | 4 | 5 | 1 | 4 | . | 6 | 14 | 15 | 108 |
| Adams. | 2 |  |  | -- |  | .-. |  |  |  |  |  |
| Alexande |  | 1 |  |  |  |  |  |  |  |  |  |
| Boone... |  |  |  |  |  |  |  |  |  |  |  |
| Brown.. | 1 |  | -- |  |  |  |  |  |  |  |  |
| Bureau. |  |  |  |  |  |  |  |  |  |  |  |
| Calhoun |  |  |  |  | 3 |  |  |  |  |  |  |
| Cass.... |  |  |  |  |  |  |  | 1 |  |  |  |
| Champaign | 1 |  |  |  |  |  |  |  |  |  |  |
| Christian |  |  |  |  |  |  |  |  |  |  |  |
| Clark | 1 |  |  |  |  |  |  |  |  |  |  |
| Clay-- |  |  |  |  |  |  |  |  |  |  |  |
| Clinton Coles. |  |  |  |  |  |  |  |  |  | 1 |  |
| Cook-- | 1 | 4 | 2 | 1 |  | 1 |  | 1 | 1 | 1 | 12 |
| Cravford |  |  |  |  |  |  |  |  |  |  |  |
| Cumberland | 1 | --- | --- | - |  | - |  | - |  |  |  |
| DeKalb.- |  |  |  |  |  |  |  |  |  |  |  |
| DeWitt... |  |  |  |  |  |  |  |  |  |  |  |
| Douglas. |  |  |  |  |  |  |  |  |  |  |  |
| DuPage. |  |  |  | - |  |  |  |  |  |  |  |
| Edgar-- |  |  |  |  |  |  |  |  |  |  |  |
| Edwards.-- |  |  |  |  |  |  |  |  |  |  |  |
| Effingham. | 1 | 1 | - |  |  |  |  | - |  |  |  |
| Fayette |  |  |  |  |  |  |  |  |  |  |  |
| Ford---- |  |  |  | - |  |  |  |  |  |  |  |
| Franklin. |  |  |  |  |  |  |  |  |  |  |  |
| Falton- |  |  |  |  |  |  |  |  |  |  |  |
| Gallatin.- |  |  |  |  |  |  |  |  |  |  |  |
| Greene. |  |  |  |  |  |  |  |  |  |  |  |
| Grundy. | 1 |  |  |  |  |  |  |  |  |  |  |
| Hamilton. |  |  | -- |  |  |  |  |  |  |  |  |
| Hancock |  |  | ---- |  | --- |  |  |  | 1 |  | , |
| Hardin.- |  |  |  |  |  |  |  |  |  |  |  |
| Henderson. |  |  |  |  |  |  |  |  |  |  |  |
| Henry | 3 |  |  |  |  |  |  |  |  |  |  |
| Iroquois. |  |  |  |  |  |  |  |  |  | 1 |  |
| Jackson. <br> Jasper... | 1 |  | ---- |  |  |  |  |  |  |  |  |
| Jefferson. |  | 1 |  |  |  |  |  |  |  |  |  |
| Jersey ---- | 2 |  | ---- |  | ---- |  |  |  |  |  |  |
| Johnson-- | 1 |  |  |  |  |  |  |  | 1 |  |  |
| Kane.-- |  |  |  |  |  |  |  | 1 |  | 1 |  |
| Kankaisee | 1 |  | --. |  |  |  |  |  | 1 | 1 | 3 |
| Kendili. |  |  |  |  |  |  |  |  |  |  |  |
| Knox | 1 | --- |  |  |  |  |  |  |  |  |  |
| Lakalle. | 1 |  |  |  |  | 2 |  |  | 1 |  | 1 |
|  |  |  |  |  |  |  |  |  |  |  |  |

TABLE 38-Concluded


TABLE 39-NON-HIGH SCHOOL

| Counties. |  | Tax levy October, 1929. | Receipts, balances, taxes, etc | Expenditures. |
| :---: | :---: | :---: | :---: | :---: |
|  |  | Board expenses. |  |
|  | 1 |  | 2 | 3 | 4 |
| Illinois. |  | \$3,890,000 | \$4,929,406 89 | \$34,900 16 |
| Adams |  | \$ 60,000 | \$101,636 43 | § 28615 |
| Alexander |  | 6,000 | 6,301 44 | 4500 |
| Bond.- |  | 35.000 | 40,169 33 | 54009 |
| Boone.- <br> Brown |  | 30,000 22,000 | 31,42398 42,884 83 | 19054 7800 |
| Bureau-- |  | 45,000 | 44,988 72 | 64459 |
| Calhoun |  | 22,000 | 22,608 28 | 58818 |
| Carroll. |  | 6,000 | 13,928 22 | 3750 |
| Champaign. |  | 135,000 | $\begin{array}{r}11,47695 \\ 136,583 \\ \hline 12\end{array}$ | 15034 36791 |
| Christian |  | 65,000 | 98,258 49 | 34907 |
| Clark. |  | 39,000 | 33,582 66 |  |
| Clinton |  | 28,000 | 52,279 <br> 30 <br> 683 <br> 02 | 185 <br> 600 <br> 00 |
| Coles.- |  | 56,500 | 111,865 97 | 69056 |
| Cook-- |  |  | 33,26558 |  |
| Crawford |  | 20,000 | 26,854 92 |  |
| Cumberland |  | 30,000 | 45,200 00 | 5180 |
| Dekalb |  | 30,000 | 30,241 72 | 4493 |
| DeWitt |  | 18,000 | 38,039 45 | 11865 |
| Douglas |  | 20,000 | 25,915 10 | 21510 |
| DuPage |  | 40,000 | 76,118 36 | 95000 |
| Edgar |  | 65,000 | 68,734 28 | 85959 |
| Edwards. |  | 2,500 | 2476 | 6000 |
| Effingham |  | 33,000 | 34,629 56 | 59800 |
| Fayette |  | 56,000 | 57,679 88 | 26818 |
| Ford |  | 30,000 | 33,27144 | 7250 |
| Franklin |  | 60,000 | 41,297 12 | 1,300 79 |
| Fulton- |  | 50,000 | 62,353 26 | 85212 |
| Gallatin. |  | 10.000 | 15,126 02 | 9050 |
| Greene |  | 44.000 | 42,190 58 | 45250 |
| Grundy |  | 27,000 | 53,996 92 | 33450 |
| Hamilton |  | 37,000 | 33.51115 | 16084 |
| Hancock |  | 80,000 | 85,834 91 | 28432 |
| Hardin |  | 8,500 | 17,354 56 | 18406 |
| Henderson |  | 20,000 | 25,489 98 | 19601 |
| Henry -- |  | 55,000 | 72,865 28 | 4184 |
| Iroquois |  | 57,000 | 69,948 40 | 24505 |
| Jackson. |  | 30,000 | 41,603 26 | 69874 |
| Jasper |  | 30,000 | 29,281 18 | 12500 |
| Jefferson. |  | 47,000 | 45,997 76 | 21400 |
| Jersey |  | 22,000 | 26,297 89 | 28525 |
| JoDaviess |  | 33,000 | 47,637 46 | 26286 |
| Johnson. |  | 33,000 | 49,491 33 | 7500 |
| Kane.- |  | 46,000 | 47,430 80 | 64109 |
| Kankakee. |  | 50,000 | 95,526 32 | 56079 |
| Kendall. |  | 35,000 | 47,365 56 | 9324 |
| Knox. |  | 45,000 | 61,322 34 | 71549 |
| Lake |  | 100,000 | 204,142 26 | 25700 |
| Lasalle |  | 76,000 | 84,643 68 | 60494 |

DISTRICT STATISTICS—1930.


TABLE 39-

| Counties. |  | Tax levy October, 1929. | Receipts, balances, taxes, etc. | Expenditures. |
| :---: | :---: | :---: | :---: | :---: |
|  |  | Board expenses. |  |
|  | 1 |  | 2 | 3 | 4 |
| Lawrence |  | \$ 41,000 | § 62,12623 | \$1,665 76 |
| Lee.-- |  | 120,000 | 131,864 43 | 18100 |
| Livingston. |  | 67,000 | 74,249 35 | 37478 |
| Logan-.-.-- |  | 22,000 45,000 | 22,91738 48,438 53 | 7750 25028 |
| McHenry |  | 4.500 | 6,579 10 | 3000 |
| McLean. |  | 60,000 | 65,401 64 | 14734 |
| Macon. |  | 45,000 | 47,109 12 | 30170 |
| Macoupin. |  | 20,000 | 21,825 82 | 8375 |
| Madison. |  | 61,000 | 60,731 41 | 1,086 73 |
| Marion. |  |  | 2000 |  |
| Marshall |  | 5,000 | 9,081 12 | 11320 |
| Mason. - |  | 4.000 | 3,847 30 | 27548 |
| Massac <br> Menard |  | 13,500 28,000 | 16,48157 <br> 29 <br> 567 | 415 295 295 |
| Mercer. |  | 55,000 | 112,40529 | 32233 |
| Monroe. |  | 6,500 | 10,161 34 | 44010 |
| Montgomery |  | 28,000 | 30,649 17 | 18913 |
| Morgan- |  | 60,000 | 61,23257 |  |
| Moultrie |  | 15,000 | 30,638 44 | 24650 |
| Ogle |  | 37,000 | 59,777 85 | 11110 |
| Peoria |  | 85,000 | 79,471 15 | 23128 |
| Perry |  | 20,000 | 21,229 71 | 46221 |
| Piatt |  | 14,000 | 17,162 82 | 5066 |
| Pike. |  | 65,000 | 60,103 29 | 8125 |
| Pope |  | 10,000 | 15,315 17 | 20226 |
| Pulaski |  | 14,000 | 7,106 27 | 10083 |
| Putnam |  |  | 77140 |  |
| Richland. |  | 40,000 | 32,48146 28,96 | 666 22414 |
| Rock Island |  | 40,000 | 81,837 15 | 23700 |
| St. Clair |  | 55,000 | 47,301 26 | 45700 |
| Saline-.-- |  | -40,000 | 37,425 72 | 18650 |
| Sangamon |  | 105, 000 | 156,550̊ 28 | 32273 |
| Schuyler |  | 52,000 | 61,243 53 | 29398 |
| Scott |  | 15,000 | 21,097 74 | 3,264 47 |
| Shelby |  | 65,000 | 70,086 92 | 68754 |
| Stark. |  | 11,000 | 26,019 25 | 14000 |
| Stephenson. |  | 45,000 | 93,531 07 | 7320 |
| Tazewell |  | 15,000 | 13,774 03 | 25103 |
| Union |  | 18,000 | 38,075 84 | 55074 |
| Vermilion |  | 42,000 | 39,976 49 | 48215 |
| Wabash |  | 33,000 | 33,633 27 | 10900 |
| Warren |  | 45,000 | 52,561 83 | 8514 |
| Washington |  | 30,000 | 39,826 52 |  |
| Wayne |  | 40,000 | 73,317 76 | 28619 |
| White |  | 36,000 | 38,976 28 | 12700 |
| Whiteside |  | 32,000 | 45,937 41 | 98420 |
| Will. |  | 100,000 | 114,678 13 | 62102 |
| Williamson. |  | 40,000 | 34,800 03 | 4000 |
| Winnebago |  | 90,000 | 88,669 08 | 16162 |
| Woodford. |  | 12,500 | 3,036 04 | 24387 |

Concluded.


TABLE 40-CONSOLIDATED


SCHOOLS-1930.

| Number of students. |  | Vocational subjects. taught. |  |  |  | Transportation furnished by districts. |  |  |  | Totalcurrent cost of maintaining school for year June 30, 1930. |
| :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: |
| Ele- <br> men- <br> tary. | $\underset{\text { school. }}{\underset{\text { High }}{ }}$ | Agriculture | Manual training. | Sewing. | Cooking. | Yes. | No. | $\begin{aligned} & \text { Num- } \\ & \text { ber } \\ & \text { vehicles. } \end{aligned}$ | $\begin{gathered} \text { Cost } \\ \text { per } \\ \text { annum. } \end{gathered}$ |  |
| 10 | 11 | 12 | 13 | 14 | 15 | 16 | 17 | 18 | 19 | 20 |
| 31,716 | 4,611 | 13 | 11 | 18 | 15 | 47 | 62 | 96 | \$99,709 | \$2,831,191 |
| 114 246 |  |  |  |  |  | x |  | 2 2 | $\$ 1,997$ 2,770 | § 8,800 12,518 |
| 56 | 15 | x |  | x | x |  | $x$ |  |  | 15,377 |
| $\begin{array}{r}60 \\ 233 \\ \hline\end{array}$ | 84 |  |  |  | x | a x x |  | 1 4 | $\begin{array}{r}130 \\ 4.200 \\ \hline\end{array}$ | 4,492 |
| 106 | 30 |  |  | $x$ | $\therefore$ | x |  | 4 | 4,650 | 28,143 |
| 193 |  |  |  |  |  | $x$ |  | 1 | 900 | 15,672 |
| 112 | $17^{-}$ |  |  |  |  | $x$ |  | 1 | 1.035 | 10,670 |
| 68 |  |  |  |  |  |  | x |  |  | 9,640 |
|  |  |  |  |  |  |  |  |  |  |  |
| 145 |  |  |  |  |  | 3 |  | 2 | 2.242 | 18,902 |
| 60 |  |  |  |  |  |  | $\pm$ |  |  | 3,165 |
| 59 76 | $\begin{aligned} & 29 \\ & 28 \end{aligned}$ |  |  |  |  | $x$ $x$ |  | ${ }_{2}^{2}$ | 2,275 1,962 | $\begin{aligned} & 12,811 \\ & 17,582 \end{aligned}$ |
| 195 | 4 |  |  |  |  |  | x |  |  | 2,909 |
| 187 19 |  |  |  |  |  | $x$ | 8 | 1 | 1,943 | $\begin{array}{r} 14,065 \\ 1,344 \end{array}$ |
| 51 140 |  |  |  |  |  | x | $\times$ | 1 | 500 | $\begin{aligned} & 2,233 \\ & 6,654 \end{aligned}$ |
| 88 |  | x |  | 8 | x |  | : |  |  | 8,888 16,484 |
| 126 |  |  | x |  |  |  | $:$ |  |  | 18,043 |
|  |  |  |  |  |  | x |  | 1 | 270 990 | 5,950 3,198 3,1808 |
|  |  |  |  |  |  |  | x <br> x |  |  | $\begin{aligned} & 3,608 \\ & 3,452 \end{aligned}$ |
| $\begin{aligned} & 52 \\ & 61 \end{aligned}$ | 30 |  | x |  |  | x | x | 1 | 945 | $\begin{array}{r} 3,811 \\ 11,414 \end{array}$ |
| 102 |  |  |  |  |  | $x$ |  | 1 | 740 | 6,141 |
| $\begin{aligned} & 2,326 \\ & 2,808 \end{aligned}$ |  |  |  |  |  |  | x |  |  | 101,696 113,882 |
| 722 |  |  |  |  |  |  | x |  |  | 28,288 |
| 97 | 27 |  |  |  |  | : |  | 2 | 1,812 | 11,606 |
| 59 59 | 43 |  |  | $x$ |  | : | $x$ | 3 | 3,000 | $\begin{array}{r} 15,387 \\ 2,735 \end{array}$ |
| 30 |  |  |  |  |  |  | $x$ |  |  | 1,086 |
| ${ }_{25}^{13}$ |  |  |  |  |  |  | 8 |  |  | $\begin{aligned} & 1,738 \\ & 2,309 \end{aligned}$ |
| 195 |  |  |  |  |  | x |  | 6 | 6,500 | 31,895 |
| 105 |  |  |  |  |  | x | $\times$ | 1 | 1,580 | 10,286 3,784 |
| 56 |  |  |  |  |  |  | , |  |  | 9,999 |
|  |  |  |  |  |  |  | x |  |  | 7,843 |
| 260 |  |  |  |  |  |  | $\times$ |  | * | 14,624 |

TABLE 40-

| Name of counties and schools. | $\begin{gathered} \text { Num- } \\ \text { bur } \\ \text { of } \\ \text { consoli. } \\ \text { dated } \\ \text { dats- } \\ \text { tricts. } \end{gathered}$ | $\begin{gathered} \text { Num- } \\ \text { ber } \\ \text { of } \\ \text { dis- } \\ \text { tricts } \\ \text { consoli- } \\ \text { dated. } \end{gathered}$ | Schocl building. |  |  | $\begin{gathered} \text { Area } \\ \text { of } \\ \text { dis- } \\ \text { drict } \\ \text { in } \\ \text { inquare } \\ \text { miles. } \end{gathered}$ | Number of teaches. |  |
| :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: |
|  |  |  | (a) Are pupils assembled building. |  | (b)If not,howmanybuild-ingsinuse. |  |  |  |
|  |  |  | Yes. | No. |  |  | $\begin{aligned} & \text { Ele- } \\ & \text { men- } \\ & \text { tary. } \end{aligned}$ | High schools. |
| 1 | $\underline{1}$ | 3 | 4 | 5 | 6 | 7 | 8 | 9 |
| Kane- |  |  |  |  |  |  |  |  |
| e. |  |  | $\pm$ |  |  |  | 2 |  |
| Big Rock-..-- |  | 9 | $\pm$ |  |  | 35 | 5 |  |
| Kanerille--.- |  | $\frac{2}{2}$ | : |  |  | 15 | 3 2 2 |  |
| Wasco --- |  | 3 | 8 |  |  | 15 | 3 | 1 |
| Kendall- |  |  | 8 |  |  |  |  |  |
| Oswego |  | 2 |  | 8 | 2 |  |  | 4 |
| Bristol---- |  | 4 |  |  |  | 15 20 | 5 | 6 |
| Plano----------------- |  | $\stackrel{1}{2}$ | \% |  |  |  |  |  |
|  |  |  |  |  |  |  |  |  |
| Antioch |  |  |  |  |  |  |  |  |
|  |  |  |  |  |  |  |  |  |
|  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |
|  |  |  |  |  |  |  |  |  |
|  |  |  |  |  |  |  |  |  |
|  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |
|  |  |  |  |  |  |  |  |  |
|  |  |  |  |  |  |  |  |  |
|  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |
| Poyer-Pringle |  | 2 |  | $\stackrel{8}{8}$ | $\frac{2}{2}$ | 12 | 18 | --. |
|  |  |  |  |  |  |  |  |  |
|  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |
|  |  |  |  |  |  |  |  |  |
|  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |
| Dorchester-... |  | $\stackrel{2}{2}$ | \% |  |  | 7 | $\stackrel{2}{2}$ |  |
| ${ }_{\text {Piasa--- }}^{\text {District No. }} 10$ |  |  |  | $\stackrel{5}{8}$ | $\frac{2}{2}$ |  |  | 1 |
| Madison- |  |  |  |  |  |  |  |  |
| Alton-1- |  | 3 |  | : | 17 | ${ }_{13}^{16}$ | 141 4 | 35 3 |
| Mercer- |  |  |  |  |  |  |  |  |
|  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |
|  |  |  |  |  |  |  |  |  |
| Og: Kings. |  | 5 | x |  |  | 16 |  |  |
| Monroe Center |  | 5 | צ |  |  | 29 | 4 | 3 |
|  |  |  |  |  |  |  |  |  |
| Hanna City |  |  |  | $\stackrel{8}{8}$ |  | ${ }_{13}^{13}$ | 8 |  |
|  |  |  |  |  |  |  |  |  |
|  |  |  |  |  |  |  |  |  |
|  |  |  | $\stackrel{\Sigma}{8}$ |  |  |  |  |  |
|  |  |  |  |  |  |  |  |  |
| Putnam- Vill |  |  |  |  |  |  |  |  |
| Swaney (John) |  | 3 | : |  |  | 30 | 3 | ------- |
|  |  |  |  |  |  |  |  |  |
| Lenzburg. |  | 2 | ェ |  |  | 10 | 3 | 1 |

Continuec.

| Number of students. |  | Vocational subjects caught. |  |  |  | Transportation furnished by districts. |  |  |  | Total current cost of maintaining school for year ended June 30, 1930. |
| :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: |
| $\begin{aligned} & \text { Ele- } \\ & \text { men- } \\ & \text { tary. } \end{aligned}$ | High school. | Agriculture. | Manual training. | Sewing. | Cookiing. | Yes. | No. | $\begin{aligned} & \text { Num- } \\ & \text { ber } \\ & \text { vehicles. } \end{aligned}$ | $\begin{gathered} \text { Cost } \\ \text { per } \\ \text { annum. } \end{gathered}$ |  |
| 10 | 11 | 12 | 13 | 14 | 15 | 10 | 17 | 18 | 19 | 20 |
| 38 |  |  |  |  |  |  | : |  |  | \$ 4,099 |
| 147 |  |  |  |  |  | $\pm$ | $\Sigma$ |  | \$1,680 | 111, 521 |
| 66 |  |  |  |  |  | $\stackrel{\rightharpoonup}{2}$ |  | 1 | +1,825 | 6,183 |
| 45 | 14 |  |  |  |  |  | - |  |  | 6.487 |
| 25 | 23 |  |  |  |  |  | $\stackrel{\square}{8}$ |  |  | 8,4,411 |
| 168 | 75 |  |  |  |  | $=$ |  | 1 | 1,080 | 23,601 |
| 171 | 140 | x |  | - | $\pm$ | : | 8 |  | 3,360 | 5,984 30,508 |
| 321 |  |  |  |  |  | $=$ |  | 1 | 1,150 | 25,697 |
| 46 244 |  |  |  |  |  | $\stackrel{\square}{3}$ | $=$ | 1 | 350 | 2,287 17,780 |
| 100 |  |  |  |  |  |  | s |  |  | 17,377 |
| 46 |  |  |  |  |  |  | = |  |  | 1,960 |
| 55 |  |  |  |  |  | 2 |  |  | 1.263 | 6,893 7,110 |
| 25 |  |  |  |  |  |  | s |  |  | 1,645 |
| 105 | 30 |  |  |  |  | z |  | 3 | 3.909 | 16,433 |
| $77$ | 33 | $\pm$ |  | 5 | $\Sigma$ |  | シ |  |  | $7,713$ |
| 473 |  |  |  |  |  | = |  |  | 2,469 | 39,447 |
| 295 | $97^{-7}$ |  |  |  |  | ェ | * | 1 | 4,692 | 81,975 |
| 58 |  |  |  |  |  |  | : |  |  | 3,894 |
| 168 |  |  |  |  |  |  | ※ |  |  | 5,690 |
| 56 | 15 |  |  |  |  |  | $\stackrel{\Sigma}{5}$ |  |  | 2,077 4,813 |
| 25 |  |  |  |  |  |  |  |  |  | 1,468 |
| 5,449 | 1,052 |  | \% |  | . | « |  |  | 645 | 499.824 |
| 200 | 100 | $x$ | x | : | צ | x |  | 8 | 9,300 | 33,000 |
| 199 |  |  |  |  |  | $:$ |  | 2 | 2,500 | 13,500 |
| $\begin{aligned} & 66 \\ & 99 \end{aligned}$ | $\begin{aligned} & 95 \\ & 36 \end{aligned}$ |  | x | x | צ | 8 |  | 2 | 3,739 | $\begin{aligned} & 15,236 \\ & 13,118 \end{aligned}$ |
| 37 |  |  |  |  |  |  | \% |  |  | 2,397 |
| 163 |  |  |  |  |  |  | \% |  |  | 4,232 7.800 |
| 85 74 74 | 32 |  |  |  |  | $\times$ | : |  |  | 10,700 |
| 105 | 29 |  |  |  |  |  | : |  |  | 8,901 |
| 251 |  |  |  |  |  | $\times$ |  | 3 | 2,760 | 9,328 |
| $\begin{aligned} & 59 \\ & 49 \end{aligned}$ |  |  |  | \% | x |  | X |  |  | $\begin{aligned} & 5,275 \\ & 4,026 \end{aligned}$ |
| 86 | 12 |  |  |  |  |  | $\times$ |  |  | 5,786 |

TABLE 40-


Concluded.


HIGH SCHOOL STATISTICS－
TABLE 41－ENROLLMENT IN EACH YEAR，GRADUATES，TUITION PUPILS，

| Counties and districts． |  | Enrollment． |  |  |  |  |  |  |  |  |  |  | Graduates． |  |  |
| :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: |
|  |  | 1st year． |  | 2 d year． |  | 3 d year． |  | 4 th year． |  | Post grad－ uates and special． |  |  | 会会 | $\dot{\text { 离 }}$ |  |
|  |  | 会 | $\underset{\sim}{\dot{n}, \dot{n}}$ | $\begin{aligned} & \dot{\sim} \\ & \stackrel{\rightharpoonup}{\circ} \\ & \dot{\mu} \end{aligned}$ |  | مis | 管 | － | \％ |  | 竧 |  |  |  |  |
| 1 | 2 | 3 | 4 | 5 | 6 | 7 | 8 | 9 | 10 | 11 | 12 | 13 | 14 | 15 | 10 |
| Illinois＿ | －－ | 69，790 | 66，798 | 34，482 | 32，450 | 24，741 | 24，101 | 16，619 | 20，704 | 5，091 | 3，189 | 300，965 | 18，443 | 19，978 | 28，447 |
| Adams－ |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |
| Camp Point Com． <br> Clayton | 4 | 12 | ${ }_{17}^{8}$ |  | 112 | 14 |  | 10 | 15 |  |  | 82 83 |  | 15 8 | 40 |
| Coatsburg－－－－－－－－－－ | 3 | 2 | 7 | 3 | 3 | 3 | 4 |  |  |  |  | 22 | 3 | 4 | 22 |
| Golden Com． | 4 | 6 |  | 3 | 4 | 1 | 4 | 4 | 5 |  |  | 30 | 4 | 5 | 3 |
| LaPrairie Com．．－ | 4 | 5 | 3 | 3 | 8 |  | 3 | 2 | 5 |  |  | 29 | 2 | 5 | 3 |
| Liberty | 3 | 11 | 6 | 6 | 15 | 7 | 9 |  |  |  |  | 54 | 7 | 9 | 54 |
| Lima．－－－－－－－－－－－－ | 3 | 9 | 4 | 8 | 4 | 3 | 5 |  | －－－－－－ |  |  | 33 | 3 | 5 | 33 |
| Loraine．－．－．－－－－－ | 3 | 14 | 9 | 8 | 11 | 8 | 5 |  |  |  |  | 55 | 8 | 5 | 55 |
| Mendon Twp ．－－ | 4 | 12 | 20 | 9 | 13 | 12 | 15 | 17 | 19 |  |  | 117 | 16 | 17 | 51 |
| Payson Com．－－－－ | ${ }_{4}$ | 14 | 11 | 10 | 11 | 7 | 7 | 10 | 8 |  |  | 78 | 10 | 8 | 18 |
| Plainville．－．－－－－－ | 2 |  |  |  |  |  |  |  |  |  |  |  | 4 | 3 | 9 159 |
| Quincy－－－－－－－－－－－－－－－ | 4 | 223 | 209 | 167 | 160 | 112 | 125 | 132 | 149 |  |  | 1，279 | 72 | 94 5 | 159 27 |
| Alexander－－－－－－－ |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |
| Cairo and Sum－ ner－ | 4 | 92 | 87 | 56 | 79 | 41 | 60 | 33 | 53 |  |  | 501 | 28 | 49 | 16 |
| Mclure Com．．．－ | 4 | 6 | 3 | 12 | 9 | 2 | 3 | 4 | 3 |  |  | 42 | 4 | 3 |  |
| Olive Branch Com | 4 | 13 | 12 | 10 | 10 | 6 | 3 | 8 | 6 |  |  | 68 | 8 | 6 | 33 |
| Tamms． | 4 | 20 | 20 | 15 | 17 | 9 | 9 | 10 | 14 |  |  | 114 | 8 | 14 | 42 |
| Thebes Twp．－．－．－ | 4 | 16 | 9 | 10 | 2 | 5 | 6 | 8 | 7 |  |  | 63 | 7 | 6 | 1 |
| Bond－ |  |  | \％ |  |  |  |  |  |  |  |  |  |  |  |  |
| Greenville－－－－－－－－ | 4 | ${ }^{69}$ | 45 | 30 | 48 | 25 | 34 | 19 | 39 |  |  | 309 | 24 | 4 | 120 |
| Panama－－－－－－－－－－－ | 3 | 12 | 15 | 5 | 6 | 4 | 5 | －－－－－－ | 8 |  |  | 47 | 2 | 5 | 47 |
| Pocahontas．．．．．－－ | 4 | 14 | 9 | 9 | 10 | 8 | 7 | 4 | 6 |  |  | 67 | 4 | 6 | 27 |
| Reno－－－－－－ | ${ }_{3}$ | $\stackrel{2}{2}$ | 6 | 3 |  | 3 | 3 |  |  |  |  | 17 | $\stackrel{3}{3}$ | 3 | 17 |
| Smithboro | ${ }_{2}^{2}$ | $\stackrel{2}{2}$ | 1 | $\stackrel{2}{2}$ | 5 |  |  |  |  |  |  | 10 | $\stackrel{2}{7}$ | 3 | 10 |
| Sorento－－－－－－－－－ | 3 | 7 | 18 | 2 | 6 | 8 | 9 |  |  |  |  | 50 | 7 | 8 | 50 |
| Boone－ Belvidere | 4 | 77 | 92 | 62 | 56 | 32 | 56 | 41 | 45 |  |  | 461 | 33 | 46 | 134 |
| Boone－McHenry |  |  |  |  |  |  |  |  |  |  |  |  |  |  | k |
| Twp | ${ }_{3}^{4}$ | 11 | 11 2 | 12 | $\begin{array}{r}18 \\ 4 \\ \hline\end{array}$ | 11 1 | 14 | 8 | 10 |  |  | 95 <br> 15 | 8 | 10 6 | 11 |
| Poplar Grove．．－－－ | 3 | 9 | 7 | 5 | 5 | 5 | 4 |  |  |  |  | 35 |  | 4 | 35 |
| Brown－ <br> Hersman |  |  |  |  |  | 3 | 6 |  |  |  |  | 22 |  |  |  |
| Mt．Sterling－－－－－－－ | 4 | 18 | 16 | 17 | 25 | 11 | 16 | 14 | 24 |  |  | 141 | 14 | 22 | 77 |
| Timewell．－－－－－－－－－ | 3 | 3 | 2 | 2 | 4 | 3 | 1 |  |  |  |  | 15 | 3 | 1 | 6 |
| Versailles．－－－－－－－－ | 4 | ， | 5 | 9 | 3 | 6 | 4 | 8 | 13 |  |  | 52 | 8 | 10 | 30 |
| Bureau－ |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |
| Arispie－Indian－ town Twp | 4 | 13 | 18 | 15 | 16 | 9 | 18 | 7 | 15 |  |  | 111 | 7 | 15 | 19 |
| Buda Twp－．－－－－ | 4 | 10 | 18 | 14 | 12 | 10 | 9 | 6 | 8 |  |  | 87 | 6 | 8 | 5 |
| Bureau Twp．．．．－－ | 4 | 7 | 5 | 6 | 3 | 4 | 2 | 5 | 5 |  |  | 37 | 5 | 5 | 3 |
| Cherry－－－－－－－－－－ | ， | 5 | 15 | 4 | 4 | 4 | 7 |  |  |  |  | 39 | 4 | 2 |  |
| Depue－．－－－－－－－－－ | 4 | 20 | 15 | 13 | 13 | 15 | 14 | 16 | 9 | －－－－－ |  | 115 | 16 | 9 | 15 |
| Hall Twp．and | 4 | 43 | 51 | 40 | 30 | 30 | 30 | 40 | 22 |  |  | 286 | 40 | 22 | 4 |
| LaMoille Com．－－－ | 4 | 18 | 18 | 13 | 16 | 9 | 15 | 6 | 8 |  |  | 103 | 6 | 8 | 29 |

GENERAL—1930.
ATTENDANCE, COURSES, NUMBER AND PREPARATION OF TEACHERS.



Continued.


TABLE 41-


Continued.


TABLE 41－

| Counties and districts． |  | Enrollment． |  |  |  |  |  |  |  |  |  |  | Graduates． |  |  |
| :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: |
|  |  | 1st year． |  | 2d year． |  | 3 d year． |  | 4 th year． |  | Post grad－ uates and special． |  | $\begin{aligned} & \text { ث゙ } \\ & \stackrel{0}{0} \end{aligned}$ | ¢ | $\dot{\sim}$ |  |
|  |  | $\stackrel{\dot{n}}{\stackrel{\infty}{\circ}}$ | 号 | $\stackrel{\dot{N}}{\stackrel{\rightharpoonup}{\circ}}$ | 威 | $\stackrel{\dot{n}}{\stackrel{\rightharpoonup}{\circ}}$ | 盛 | $\begin{aligned} & \dot{\infty} \\ & \stackrel{0}{0} \\ & \dot{\sim} \end{aligned}$ | 家 | $\begin{aligned} & \dot{\infty} \\ & \stackrel{\rightharpoonup}{0} \\ & \dot{n} \end{aligned}$ | $\underset{\dot{B}}{\dot{B}}$ |  |  |  |  |
| 1 | 2 | 3 | 4 | 5 | 6 | 7 | 8 | 9 | 10 | 11 | 12 | 13 | 14 | 15 | 16 |
| Cook－Concluded． J．Sterling Mor－ ton Twp． （Cicero P．O．） | 4 | 1，040 | 940 | 849 | 788 | 516 | 486 | 285 | 263 |  |  | 5，167 | 223 | 202 |  |
| Lemont Twp－．． | 4 | 54 | 47 | ${ }_{25}^{19}$ | ${ }_{26}^{19}$ | 18 | 18 | 16 | ${ }_{9}$ |  |  | 127 | 19 | 9 |  |
| Lyons Twp | 4 | 166 | 163 | 146 | 185 | 143 | 123 | 129 | 107 |  |  | 1，162 | 81 | 101 |  |
| Maine Twp | 4 | 168 | 169 | 122 | 133 | 95 | 71 | 79 | 89 |  |  | 1，926 | 66 | 77 |  |
| Matteson－－ | 2 |  |  |  | 8 |  |  |  |  |  |  | 16 |  |  |  |
| New Trier Twp．．． | 4 | 296 | 260 | 250 | 233 | 232 | 226 | 201 | 206 |  |  | 1，904 | 182 | 204 |  |
| Oak Park－River Forest Twp | 4 |  |  | 476 |  | 439 |  | 350 | 282 | 9 | 14 | 3， 5. | 269 | 236 |  |
| Orland．－．．－－－－－－ | 2 | 8 |  |  | 5 |  |  |  |  |  |  | 27 | 4 | 5 |  |
| Palatine Twp | 4 | 28 | 19 | 19 | 17 | 8 | 12 | 7 | 12 |  |  | 122 | 7 | 12 |  |
| Proviso Twp－．－－ | 4 | 505 | 414 | 317 | 289 | 199 | 173 | 176 | 167 |  |  | 2，240 | 175 | 166 |  |
| Riverside－Brook－ field Twp | 4 |  |  | 87 | 81 | 55 | 60 | 43 | 59 |  |  | 624 | 43 | 59 |  |
| Thornton Twp－－－ | 4 | 268 | 267 | 188 | 168 | 138 | 108 | 105 | 104 |  |  | 1，346 | 105 | 98 |  |
| Thornton Frac．－－ | 4 | 102 | 83 | 103 | 54 | 46 | 42 | 39 | 33 |  |  | 502 | 34 | 27 |  |
| Chicago－ <br> Austin | 4 | 833 | 750 |  |  | 503 |  | 312 | 407 |  |  | 4，538 | 303 | 366 |  |
| Bowen． | 4 | 421 | 367 | 375 | 306 | 258 | 225 | 154 | 187 |  |  | 2，293 | 158 | 193 |  |
| Calumet． | 4 | 381 | 504 | 444 | 521 | 318 | 385 | 184 | 294 |  |  | 3，031 | 163 | 276 |  |
| Crane Tech | 4 | 1，359 |  | 1，375 |  | 826 |  | 487 |  |  |  | 4，047 | 344 |  |  |
| Englewood | 4 | 346 | 575 | 322 | 427 | 269 | 374 | 161 | 289 |  |  | 2，703 | 141 | 274 |  |
| Fenger <br> Flower Tech | 4 | 223 | 225 300 | 290 | 339 249 | 194 | 199 84 | 146 | 156 35 |  |  | 1，673 | 131 | 142 |  |
| Harrison Tech | 4 | 595 | 339 | 730 | 451. | 448 | 290 | 294 | 236 |  |  | 3，338 | 264 | 240 |  |
| Hyde Park | 4 | 592 | 735 | 463 | 594 | 381 | 460 | 264 | 339 |  |  | 3，828 | 265 | 358 |  |
| Lake View． | 4 | 334 | 459 | 408 | 537 | 280 | 356 | 241 | 357 |  |  | 2，972 | 208 | 337 |  |
| Lane Tech | 4 | 927 |  | 991 |  | 681 |  | 512 |  |  |  | 3，111 | 461 |  |  |
| Lindbloom |  | 548 | 487 | 585 | 539 | 447 | 376 | 303 | 353 |  |  | 3，638 | 482 | 328 |  |
| Marshall． | 4 | 297 | 401 | 552 | 106 | 460 | 1，031 | 263 | 360 |  |  | 3，470 | 294 | 371 |  |
| McKinley | 4 | 195 | 192 | 134 | 142 | 100 | 129 | 94 | 85 |  |  | 1，071 | 98 | 97 |  |
| Medill | 4 | 56 260 | 73 240 | 45 171 174 | 41 195 | 30 138 | $\begin{array}{r}27 \\ 160 \\ \hline\end{array}$ | $\begin{array}{r}42 \\ 105 \\ \hline\end{array}$ | 144 |  |  | 1 1,358 1 | 41 109 | 43 113 |  |
| Margan Park | 4 | 260 | 240 | 171 | 195 | 138 89 | 160 129 | 105 69 | 112 |  |  | 1,374 760 | 109 65 | 113 |  |
| Phillips |  | 142 | 152 | 238 | 292 | 128 | 167 | 89 | 111 |  |  | 1，319 | 72 | 104 |  |
| Roosevelt | 4 | 533 | 514 | 702 | 765 | 535 | 545 | 345 | 388 |  |  | 4，327 | 313 | 370 |  |
| Schurtz | 4 | 1，260 | 789 | 1，011 | 937 | 797 | 721 | 419 | 525 |  |  | 6，405 | 420 | 534 |  |
| Senn－－ |  | 394 | 433 | 789 | 727 | 554 | 530 | 443 | 464 |  |  | 4，334 | 366 | 430 |  |
| Tilden | ， | 1，462 |  | 956 |  | 575 |  | 364 |  |  |  | 3，357 | 356 |  |  |
| Tuley－ | 4 | 268 | 298 | 268 | 329 | 208 | 310 | 116 | 148 |  |  | 1，945 | 120 | 164 |  |
| Waller－ | 4 |  | 283 | 192 | 231 | 135 | 176 | 76 | 144 |  |  | 1，469 | 75 | 143 |  |
| Junior High Schools |  | 15，059 | 15，249 |  |  |  |  |  |  |  |  | 30，308 |  |  |  |
| Normal College．． |  |  |  |  |  |  |  |  |  |  | 1，354 | 1，485 |  |  |  |
| Business．－－－ |  |  |  |  |  |  |  |  |  |  |  | 195 |  |  |  |
| Crane Junior College．．． |  |  |  |  |  |  |  |  |  | 3，024 | 1，180 | 4，204 |  |  |  |
| Continuation |  | 8，372 | 4，696 |  |  |  |  |  |  |  |  | 13，068 |  |  |  |
| Vocational－－ |  | 6，072 | 10，699 |  |  |  |  |  |  |  |  | 16，771 |  |  |  |
| $\stackrel{\text { Prevocational }}{\text { Special }}$ Classes．－－ |  |  |  |  |  |  |  |  |  |  | 219 59 | 1，851 |  |  |  |
|  |  |  |  |  |  |  |  |  |  |  |  | 141 |  |  |  |

[^34]Continued.


TABLE 41-


Continued

|  |  |  | Courses offiered， years of each－ |  |  |  |  | Number of teachers． |  |  |  | Professional preparation of teachers． |  |  |  |  |  |  |  |  |  |  |
| :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: |
|  |  |  |  |  |  |  |  | $\begin{aligned} & \text { Graduate3 } \\ & \text { of- } \end{aligned}$ | Graduates of four－year high school and attended－ |  |  |  |  |  |  |
|  |  |  |  |  |  |  |  |  |  |  |  | 茳 |  | $\begin{aligned} & \dot{む} \\ & 0 \\ & 0 \\ & 0 \end{aligned}$ |  |  |  |  |  |  |  |  |  |  |  |  |
| 17 | 18 | 19 | 20.21 | 12223 | 324125 | 52627 | 28.293 |  | 31 | 32 | 33 |  | 34 | 35 | 36 | 37 | 38 | 39 | 40 | 41 | 42 | 43 |
|  | 5，390 | 30 | 311 | $1 .-1$ | 11 |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |
| 181 | ${ }^{5} .219$ | 51 | 3 1 <br> 3 1 <br> 4  |  | $1{ }_{1} 1$ | － | －－－－ |  | ${ }_{1}^{1}$ |  |  | 4 |  |  |  |  |  |  |  |  |  |  |
| 180 192 | 26,280 4,074 | 146 21 | $\begin{array}{llll}4 & 2 \\ 3 & 1 \\ 1\end{array}$ | $\stackrel{2}{1}-1$1 |  | － | －－－ |  | ${ }_{2}^{1}$ |  |  |  |  | 1 |  |  |  |  |  |  |  |  |
| 184 | 52，072 | 283 | $4{ }^{4}$ | 2 | $2{ }^{2}$ | 2－ | 32 |  | 7 | 8 |  | 15 | 14 |  |  |  |  |  |  |  |  |  |
| 182 | 34，635 | 200 |  | ${ }_{2}$－－${ }_{2}^{2}$ | ${ }_{2}^{2} 22_{2}{ }_{2}$ | 4 | － |  |  |  |  | 13 | 12 |  |  |  |  |  |  |  |  |  |
| 179 | 70，857 |  | $44^{2}$ | 2$-2$ | 2 2 4 <br> 3 3 3 | $4_{3} 2^{--}$ | $2^{2}$ |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |
| 181 180 | $\begin{array}{r}21,528 \\ 2,625 \\ \hline\end{array}$ | 117 14 | $\begin{array}{llll}4 \\ 3 & 2 \\ 2 \\ 2\end{array}$ | 2 2 3 <br> 2 -  | $\begin{array}{llll}3 & 3 & 3 \\ 3 & 3 \\ 2\end{array}$ |  |  |  | 1 |  |  |  |  |  |  |  |  |  |  |  |  |  |
| 180 180 180 | 25，677 | 141 | 4  <br> 4 3 <br> 4  | 3 3  <br>  - 3 <br> 3   | $\begin{array}{llll}3 & 2 & - \\ 3 & -1\end{array}$ | －－ | － |  | $\stackrel{4}{2}$ |  |  | 8 |  |  |  |  |  |  |  |  |  |  |
| 180 | 15,187 <br> 925 |  | $\begin{array}{ll}4 & 2 \\ 2 & -2\end{array}$ | $2 .-3$ | 3 - -1 <br> 2 2 1 | $1-1$ | －${ }^{1}$ |  | ${ }_{2}^{2}$ |  |  | 6 |  |  |  |  |  |  |  |  |  |  |
| 175 | 105， 235 | 601 |  | $4{ }_{4}^{4}$-5 | $\begin{array}{lllll}4 & 4 & 4 \\ 3\end{array}$ | $4{ }_{4}^{4} 3$ | $3-3$ |  | 16 | 18 |  | 34 | 32 |  |  |  |  |  |  |  |  |  |
| 181 180 | 4,854 12,656 | $\stackrel{29}{70}$ | $\left.{ }_{4}^{4}\right)_{3}^{2}$ |  | $\begin{array}{ll}3 & 4 \\ 4 & 4 \\ 4 & 3 \\ 4\end{array}$ | 4 4 | － |  | 1 | 2 |  |  |  | － |  |  |  |  |  |  |  |  |
| 183 | 13，728 | 75 | 4.2 |  | $3{ }_{3}{ }^{4}$ | $4{ }^{4} 2$ | 3 2 |  | 3 | ${ }_{4}^{4}$ |  | 7 | 6 |  | 1 |  |  |  |  |  |  |  |
| 182 | 8 8，737 | 47 |  | $\begin{array}{llll}2 & - & 3 \\ 2 \\ 3\end{array}$ | 3 1 1 2 <br> 3 4 3  | 2 1 1 <br> 3 -  |  |  |  | ${ }_{2}^{2}$ |  | 4 |  |  |  |  |  |  |  |  |  |  |
|  | 8,951 8,311 |  |  |  | 2 $2{ }_{2}$ | 2 210 | － |  |  |  |  |  |  |  |  |  | i－ |  |  |  |  |  |
| 184 | 6，020 | 32 | 4  <br> 4 2 <br> 4  | 2 | 3 1 2 <br> 3 2  <br> 3 4  | $2{ }^{2}$ | －2 |  | 1 |  |  | 4 |  |  |  |  |  |  |  |  |  |  |
| 182 | ${ }^{29}$ 29，066 | 160 73 |  | $\begin{array}{llll}4 & 2 & 3 \\ 2 & 3 \\ 3\end{array}$ | 3 4 4 <br> 3 4 4 | 4 3 3 - | $\begin{array}{lll}4 \\ 4 & 2 \\ 2\end{array}$ |  |  |  |  | ${ }^{15}$ | 10 |  |  |  | 2 |  |  |  |  |  |
| 190 190 | ｜ 8 8，774 | 46 |  | 2 2  | 3.14 | $4{ }^{4}$ | 3 3 |  | 2 | 4 |  | 6 | 6 |  |  |  |  |  |  |  |  |  |
| 178 | －55．138 | 309 |  | $\begin{array}{llllll}4 & 2 & 3 \\ 2 & \\ 3\end{array}$ | $\begin{array}{lllll}3 & 2 & 4 \\ 3 & 4 & 3\end{array}$ |  | $\begin{array}{llll}4 & 2 & 2 \\ 3 & 2 \\ 2\end{array}$ |  | ${ }_{4}^{6}$ | ${ }_{3}^{13}$ |  | 19 | 16 |  |  |  |  |  |  |  |  |  |
| 186 | 15，438 | 83 |  |  | $3{ }^{3} 44_{3}$ | $3{ }^{2}-{ }^{-}$ | ${ }^{3} 22$ |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |
| 180 | 76.949 | 440 |  | 3 －-3 | $\begin{array}{llll}3 & 4 & 3\end{array}$ | $\begin{array}{llllll}3 & 3 & 2\end{array}$ | $2{ }^{2}$ |  |  | 15 |  | 21 | 15 |  |  |  |  |  |  |  |  |  |
| $\begin{aligned} & 184 \\ & 184 \end{aligned}$ | 31，096 | 169 61 | $\begin{array}{lll}4 \\ 4 & 2 \\ 2\end{array}$ |  | － | $\begin{array}{llll}2 & 3 \\ 2\end{array}$ | ${ }_{-1}{ }^{-1} 2$ |  | ${ }_{2}^{4}$ |  |  |  | ${ }_{4}^{6}$ |  |  |  |  |  |  |  |  |  |
| 184 | 12，376 | ${ }^{68}$ | 4.2 | ${ }_{2}^{2}-\cdots 2$ | 23 | 仡 | －3 |  | ${ }_{2}^{2}$ | ${ }_{4}^{4}$ |  |  | 3 |  |  |  |  |  |  |  |  |  |
| 178 | 8.869 |  |  | ${ }_{2}^{2}-2$ | $\begin{array}{lllll}2 & 4 & 3 \\ 3 & 3 \\ 3\end{array}$ | ${ }_{3}{ }^{2}$ | －－－ |  |  |  |  | 5 |  |  |  |  |  |  |  |  |  |  |
| 178 | 15，358 | 86 |  | $2{ }^{2} 33$ | $33_{3} 3$ | $3{ }^{2}-\cdots$ | －－－ |  | ${ }^{2}$ |  |  |  |  |  |  |  |  |  |  |  |  |  |
| $\begin{aligned} & 180 \\ & 180 \end{aligned}$ | $\begin{aligned} & 33,123 \\ & 24,247 \end{aligned}$ | $\begin{aligned} & 169 \\ & 134 \end{aligned}$ | 4  <br> 4 4 <br> 2  | 4 5 3 <br> 2 3 3 | $\begin{array}{lllll}3 & 3 & 4 \\ 3 & 2 & 2 \\ \end{array}$ | 4 5 5 <br> 2 -1  | － $\begin{array}{llll}3 & 3 & 3 \\ 2 & 1 \\ 1\end{array}$ |  | 5 | 5 |  | 11 10 | 10 8 |  |  |  |  |  |  |  |  |  |
|  |  |  | 32 | $2 . .2$ | 222 | $2{ }^{2} 1--$ |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |
| $\begin{gathered} 180 \\ 180 \\ 180 \end{gathered}$ | 12,484 22,801 | $\stackrel{67}{124}$ | 4 2 <br> 4 4 | 2  <br> 4  | 3 4  <br> 3 3  <br> 3 4  | 3 2 - <br> 4 3 - | － $\begin{aligned} & 3 \\ & 2 \\ & 2\end{aligned}$ |  | $\begin{aligned} & 3 \\ & 4 \end{aligned}$ |  |  |  |  |  |  |  |  |  |  |  |  |  |
| 180 | ${ }_{40,024}$ | 216 |  | 46 | 3.34 | $4{ }_{4} 4$ | 23  |  |  | 10 |  | 16 | 13 |  |  |  |  |  |  |  |  |  |
| 180 | 24，349 | 173 | 42 | $22^{2} 3$ | 3.43 | 3 2－－ | － 32 |  | 4 | 7 |  | 11 | 11 |  |  |  |  |  |  |  |  |  |
| 194 | 22，738 | 117 | 42 | 224 | 4112 | 22 |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |
| 180 | 81，613 | 453 |  | $3 \begin{array}{llll}3 & 2 & 3\end{array}$ | $3{ }_{3} 3.4$ | 422 | $2 .-2$ |  | 10 | 14 |  | 24 |  |  |  |  |  |  |  |  |  |  |
| 185 189 | 120,338 80,423 | ${ }_{426} 85$ | $\begin{array}{lll}4 \\ 4 & 3 \\ 4\end{array}$ | $\begin{array}{lllll}3 \\ 4 & 4 & 3 \\ 4 & 3 \\ 3 & 4\end{array}$ | $\begin{array}{lllll}3 \\ 4 & 4 & 4 \\ 4 & 4 \\ 4\end{array}$ | 4 3 3 <br> 4 3  <br> 4 3  <br>    | $3 \cdot \cdots$ |  | 11 <br> 6 |  |  | ${ }_{23}^{29}$ |  |  |  |  |  |  |  |  |  |  |
| 181 | $\begin{aligned} & 80,423 \\ & 60,214 \end{aligned}$ | $\begin{aligned} & 436 \\ & 333 \end{aligned}$ |  | $\begin{array}{llllll}4 & 1 & \\ 4 & 4 & 4 \\ 4 & 3\end{array}$ | 4   <br>  5 4 | 3 | 2－． 2 |  |  | 13 |  | 21 | 14 | 4 | 2 |  |  |  |  |  |  |  |
| 186 | 40，285 | 218 | 43 | $3{ }^{2} 23$ | $3{ }^{3} 4$ | 4 | 1 －－ |  | 8 |  |  | 16 | 11 |  |  |  |  |  |  |  |  |  |
| 190 | 120，839 | 636 | $\begin{array}{llll}4 & 4 \\ 4 & 4 \\ 4\end{array}$ | ［ |  |  | 2－－： 2 |  | 16 | 15 |  | 31 | ${ }_{27}^{27}$ |  | 2 |  |  |  |  |  |  |  |



Continued.


| Counties and districts． |  | Enrollment． |  |  |  |  |  |  |  |  |  |  | Graduates． |  | Number of tuition pupils． |
| :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: |
|  |  | 1st year． |  | 2d year． |  | 3d year． |  | 4 th year． |  | Post grad－ uates and special． |  | $\begin{aligned} & \text { 刃ij } \\ & \text { H } \end{aligned}$ | ¢ ¢ | $\frac{\dot{n}}{i x}$ |  |
|  |  | $\begin{gathered} \dot{n} \\ \stackrel{\rightharpoonup}{\circ} \\ \text { ¢ } \end{gathered}$ | $\stackrel{\dot{\infty}}{\underset{\sim}{*}}$ | $\begin{aligned} & \dot{\infty} \\ & \underset{\sim}{\circ} \end{aligned}$ | $\underset{\sim}{\dot{a}}$ | $\begin{aligned} & \dot{\infty} \\ & \stackrel{\rightharpoonup}{\circ} \\ & \dot{\oplus} \end{aligned}$ | 家 | $\begin{aligned} & \dot{\infty} \\ & \stackrel{\otimes}{\circ} \\ & \hline ⿴ 囗 十 \end{aligned}$ | $\begin{aligned} & \text { 令 } \\ & \text { In } \end{aligned}$ |  | $\sum_{i=1}^{i n}$ |  |  |  |  |
| $!$ | 2 | 3 | 4 | 5 | 6 | 7 | 8 | 9 | 10 | 11 | 12 | 13 | 14 | 15 | 16 |
| Franklin－Concl＇d． <br> Royalton | 3 | 16 | 20 | 14 |  | 13 | 5 |  |  |  |  | 83 | 10 | 3 | 83 |
| Sesser Twp－－－－－－－－－ | 4 | 30 | 25 | 27 | 22 | 15 | 17 | 9 | 16 |  |  | 161 | 10 | 12 | 6 |
| Thompsonville．．－ | 3 | 14 | 13 | 23 | 9 | 10 | 12 |  |  |  |  | 81 | 6 | 7 | 81 |
| Valier－．－－－－－－．－－ | 4 | 16 | 25 | 15 | 9 | 7 | 6 | 3 | 4 |  |  | 85 | 3 | 4 | 1 |
| Zeigler Com－－－－－－ | 4 | 27 | 24 | 26 | 24 | 14 | 25 | 15 | 10 |  |  | 165 | 16 | 10 |  |
| Fulton－ <br> Astoria | 4 | 35 | 21 | 16 | 12 |  | 20 | 22 | 19 |  |  | 161 | 22 | 19 | 96 |
| Avon Com． | 4 | 19 | 12 | 16 | 14 | 14 | 10 | 12 | 15 |  |  | 112 | 11 | 15 | 26 |
| Bryant．－ | 2 | 9 | ${ }^{6}$ | 2 | 2 |  |  |  |  |  |  | 19 |  |  | 19 |
| Canton－－ | 4 | 117 | 141 | 96 | 113 | 73 | 87 | 64 | 72 |  |  | 783 | 61 | 90 | 214 |
| Cuba Com． | 4 | 28 | 25 | 14 | 11 | 15 | 13 | 12 | 10 |  |  | 123 | 9 | 10 | 7 |
| Ellisville Com－－－－ | 4 | 8 | $\stackrel{3}{1}$ | ${ }_{3}^{3}$ | ${ }^{4}$ | 3 |  | 4 | 4 |  |  | 29 | 4 | 4 |  |
| Fairview C om－－－－ | 4 | 18 | 11 | 13 | 18 | 11 | 12 | 8 | 12 |  |  | 103 | ${ }_{18}$ | 11 | ${ }^{7}$ |
| Farmington Com． | 4 | 45 13 | 45 | 31 10 | 44 17 17 | 23 | 26 4 | 19 10 | 124 |  |  | 257 | 18 10 | 24 11 | 47 2 |
| Lewistown－－－－－－－－－ | 4 | 33 | 41 | 30 | 53 | 24 | 25 | 17 | 17 |  |  | 240 | 16 | 15 | 109 |
| London Mills Com． | 4 | 6 | 9 | 5 | － | 2 | － | 5 | 6 |  |  | 47 |  |  | 9 |
| Smithfield．－ | 3 | 12 | 1 | 5 | 4 | 8 | 2 |  |  |  |  | 32 | 5 | 1 | 7 |
| Table Grove | 4 | 5 | 13 | 11 | 15 | 8 | 10 | 9 | 10 |  |  | 81 | 9 | 10 | 3 |
| Vermont Com．－－－－－－－ | 4 | 9 | 9 | 8 | 18 | 10 | 6 | 9 | 15 |  |  | 84 | 8 | 15 |  |
| Gallatin－ |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |
| Equality Twp．－－－ | 4 | 24 | 18 | 18 | 13 | 26 | 10 | 11 | 9 |  |  | 129 | 9 | 10 | 46 |
| Omaha－－－－－－－－－－ | 3 | 4 |  | 7 | 6 | 5 | 6 |  |  |  |  | 34 | ， | 4 | 34 |
| Ridgway Com．－．－ | 4 | 18 | 19 | 8 | 10 | 10 | 11 | 13 | 24 |  |  | 113 | 10 | 0 | 20 |
| Shawneetown－．－－ <br> Greene－－ | 4 | 16 | 15 | 10 | 11 | 10 | 13 | 8 | T |  |  | 90 | \％ | 6 | 11 |
| Carrollton－－－－－－－ | 4 | 32 | 29 | 16 | 12 | 21 | 11 | 22 | 23 |  |  | 166 | 19 | 23 | 82 |
| Eldred－－－－－－－－－－ | 3 | 9 | 7 | 6 | 10 | 3 | 5 |  |  |  |  | 40 | 2 | 4 | 40 |
| Greenfield Com－－ | 4 | 19 | 25 | 22 | 19 | 16 | 13 | 14 | 16 |  |  | 144 | 14 | 16 | 30 |
| Hillview－－－－－－－－ | 3 | 5 | 7 | 6 | － | 4 |  |  |  |  |  | 35 | 3 | 4 | 35 |
| Kane．－－－－－－－－－－－－ | 3 | 7 | 12 | 6 | 7 | 6 | 5 | －－ | －－ |  |  | 43 | 6 | 4 | 43 |
| Patterson－－－－－．－－ | 3 | $\stackrel{2}{2}$ | 4 | 12 | 4 | 1 | 3 |  | －－－ |  |  | 34 | 1 | 7 | 34 |
| Rockridge Com－－ | 4 | 3 ${ }_{3}^{4}$ | 4 26 | 30 | $25^{6}$ | 20 | 188 | 12 | 16 |  |  | 31 180 | 11 | 16 | $\stackrel{2}{8}$ |
| Whitehall－－．－．－－－ | 4 | 22 | 32 | 34 | 34 | 16 | 27 | 28 | 36 |  |  | 229 | 26 | 32 | 77 |
| rundy－ |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |
| Conl City Twp－－－ | 4 | 20 | 13 | 13 | 22 | 13 | 11 | 7 | 16 |  |  | 115 | 6 | 17 | 9 |
| Gardner－So．Wil－ mington Twp．－ | 4 | 26 | 22 | 23 |  | 22 |  | 13 | 11 |  |  | 158 | 13 | 11 |  |
| Kinsman．－－－－－－－－ | 3 | 4 | 6 | 5 | 5 | 6 |  |  |  |  |  | 30 | 5 | 2 | 30 |
| Mazon Twp－．－．－－ | 4 | 15 | 15 | 9 | 12 | 13 | 「 | 11 | 10 |  |  | 92 | 11 | 10 | ${ }_{2}$ |
| Minooka．－．－． | 3 | 3 | $3_{5}^{3}$ | $\stackrel{4}{4}$ | $4{ }^{7}$ | ${ }_{40}^{6}$ | 4 |  |  |  |  | 327 | 5 | 4 24 | 27 89 |
| Morris－．．．－－－－ | 4 | 43 | 52 | 34 | 43 | 40 | 41 | 19 | 28 |  |  | 300 | 14 | 24 | 89 |
| Belle Prairie．．．． | 2 | 5 |  | 1 |  |  |  |  |  |  |  | 10 |  |  | 10 |
| Broughton．－－ | 3 | 9 | 5 | 7 | $\bigcirc$ | 6 | 2 |  |  |  |  | 36 | 4 | 1 | 36 |
| Dahlgren．－．－． | 3 | 14 | 14 | 19 | 11 | 8 | 7 |  |  |  |  | 73 | 7 | 6 | 73 |
| Delatield．－－－－ | 3 |  |  | 6 |  |  | 2 |  |  |  |  | 15 | 1 | ${ }_{3}^{2}$ | 15 |
| McLeansboro． | 4 | 50 | 32 | 38 | 36 | 30 | 26 | 39 | 43 |  |  | 294 | 30 | 39 | 124 50 |
| Macedonia－－ | 3 2 | $\stackrel{6}{5}$ | 8 4 | 12 | 16 | 4 |  |  |  |  |  | 50 9 |  |  | 50 9 |
| Walpole－－－－－－－－－－－－ |  | 4 | － | 10 | 8 |  |  |  |  |  |  | 40 |  |  | 40 |

Continued.


TABLE 41-


Continued.


TABLE 41-


Continued.


TABLE 41-


Continued.



Continued.


TABLE 41-


Continued.



## Continued.




Continued.



ILLINOIS SCHOOL STATISTICS-1930.

Continued.



Continued.


TABLE 41-


Continued.



Continued.


TABLE 41-


Continued.


TABLE 41-


Continued.


TABLE 41-

| Counties and districts. |  | Enrollment. |  |  |  |  |  |  |  |  |  |  | Graduates. |  |  |
| :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: |
|  |  | 1st year. |  | 2d year. |  | 3d year. |  | 4th year. |  | Post graduates and special. |  | E00 | 官 |  |  |
|  |  | $\begin{aligned} & \dot{n} \\ & \stackrel{\rightharpoonup}{\circ} \\ & \stackrel{n}{n} \end{aligned}$ | $\underset{\sim}{\dot{Z}}$ | $\begin{aligned} & \dot{\sim} \dot{\circ} \\ & \stackrel{\rightharpoonup}{\circ} \\ & \hline \end{aligned}$ | $\frac{\dot{\otimes}}{\underset{\sim}{E}}$ | $\begin{gathered} \dot{\sim} \\ \underset{\sim}{\circ} \\ \dot{\oplus} \end{gathered}$ | $\frac{\dot{g}}{\substack{i}}$ | $\begin{gathered} \dot{\sim} \\ \stackrel{\rightharpoonup}{\circ} \\ \stackrel{\sim}{0} \end{gathered}$ | $\frac{\dot{\sim}}{\dot{H}}$ | $\begin{gathered} \dot{n} \\ \stackrel{i}{\circ} \\ \dot{\oplus} \end{gathered}$ | $\stackrel{\dot{u}}{\stackrel{u}{4}}$ |  |  | $\underset{\sim}{4}$ |  |
| 1 | 2 | 3 | 4 | 5 | 6 | 7 | 8 | 9 | 10 | 11 | 12 | 13 | 14 | 15 | $1 ¢$ |
| Will- |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |
| Beecher | 3 | 7 | 11 |  |  | 1 | 3 |  |  |  |  | 29 |  | 3 | 9 |
| Channahon---- | $\stackrel{2}{2}$ | $\stackrel{3}{3}$ | 4 | 3 | 3 |  |  |  |  |  |  | 13 | 3 | 3 | 13 |
| Elwood Cons.- | 2 | 2 | 0 | 3 | 1 |  |  |  |  |  |  | 15 | 3 | 1 | 15 |
| Joliet Twp. and Jr. College | 6 | 537 | 474 | 345 | 290 | 264 | 302 |  | 201 | 130 | 100 | 2,811 | 182 | 224 | 233 |
| Lockport Twp .- | 4 | 48 | 59 | 39 | 46 | 18 | 23 | 37 | 18 |  |  | 288 | 35 | 18 | 17 |
| Manhattan | 2 | 8 | 5 | 12 | 6 |  |  |  |  |  |  | 31 | 10 | ${ }^{6}$ | 31 |
| Mokena | $\stackrel{2}{2}$ | 7 | 10 | 4 | 6 | - |  |  |  |  |  | 27 | 4 | 6 | 27 |
| Monee-- | 4 | ${ }^{6}$ | 7 | ${ }^{6}$ | 5 |  |  |  |  |  |  | 24 | ${ }_{13}^{6}$ | 5 | 24 |
| Peotone | 4 | 26 | 17 | 19 | 19 | 10 | 9 | 13 | 18 |  |  | 131 | 13 | 18 | 65 |
| Plainfield.---..- | 4 | 20 | 12 | 17 | 16 | 14 | 6 | 12 | 7 |  |  | 104 | 12 | ${ }_{2}$ | 12 |
| Reed Custer Twp- | 4 | 12 | 16 | 15 | 7 | 2 | 10 | 9 | 2 |  |  | 73 | 9 6 | ${ }_{12}^{2}$ | $\stackrel{4}{4}$ |
| Williamson------ |  | 17 | 17. | 17 | 17 | 16 | 12 | 8 | 12 |  |  | 116 38 | 6 | 12 | 50 |
| Cambria -------- | 2 | 8 | 11 | 11 | 8 |  |  |  |  |  |  | 38 | 1 | 1 | 38 |
| Carterville Com.- | 4 | 55 | 52 | 37 | 37 | 43 | 25 | 28 | 23 |  |  | 300 | 28 | 22 | 12 |
| Crab Orchard.--- | 3 | 16 | 7 | 11 | 11 | 5 | 2 |  |  |  |  | 52 | 5 | 7 | 52 |
| Creal Springs..-- | 3 4 4 | 12 126 |  | 10 97 | $\begin{array}{r}12 \\ 132 \\ \hline\end{array}$ | 81 | 78 | 66 | 80 | 4 | 9 | -63 | 60 | 68 | 14 |
| Hurst-Bush Com. | 4 | 29 | 31 | 19 | 21 | 23 | 23 | 13 |  |  |  | 176 | 10 | 15 | 22 |
| Johnston City | 4 | 70 | 75 | 57 | 67 | 35 | 37 | 11 |  |  |  | 432 | 30 | 60 | 16 |
| Mapion Twp | 4 | 110 | 130 | ${ }_{96}$ | ${ }^{67}$ | ${ }_{83}^{35}$ | 37 92 | 31 69 | 56 |  |  | 740 | 58 | 68 | 67 |
| Pittsburg-------- | 4 | 13 | 6 | 19 | 15 |  |  |  |  |  |  | 53 | 17 | 11 | 53 |
| Stonefort--------- |  | 10 | 8 | 15 | 5 | 4 | 4 |  |  |  |  | 46 | 3 | 4 | 46 |
| Winnebago- <br> Cherry Valley | 2 | 5 | 3 |  | 2 |  |  |  |  |  |  | 10 |  | 2 | 10 |
| Durand Com----- | , | 16 | 10 | 12 | 19 | 9 | 8 | 7 | 12 |  |  | 93 | 7 | 12 | 4 |
| Harlem Cons------ | 4 | 24 | 31 | 18 | 24 | 9 | 15 | 12 | 12 |  |  | 145 | 11 | 11 | 10 |
| Kishwaukee Cons | 3 | 3 | 4 | 3 | 1 | 1 | 3 |  |  |  |  | 15 |  | 2 | 15 |
| New Milford Com. | 2 | 6 | 5 | 5 | 1 |  |  |  |  |  |  | 17 |  |  | 17 |
| Pecatonica Com-- | 4 | 19 | 20 | 17 | 7 | 16 | 11 | 10 | 11 |  |  | 111 | 10 | 5 | 7 |
| Rockford .-..--- |  | 620 | 663 | 536 | 520 | 359 | 396 | 330 | 395 | 32 | 30 | 3,881 | 190 | 272 | 551 |
| Rockton (Ho-no-ne-gah Com.)... | 4 | 23 | 31 | 17 | 14 |  | 12 | 11 | 13 |  |  | 125 | 11 | 15 | 23 |
| Steward Cons.--- |  | 2 | 7 | 4 | 5 | 2 | 6 |  |  |  |  | 26 | 2 | 6 | 26 |
| South Beloit |  | 35 | 25 | 9 | 15 | 7 | 15 | 12 | 12 |  |  | 130 | 9 | 10 | 10 |
| Winnebago Com-- | 4 | 14 | 11 | 6 | 8 | 6 | 8 | 2 |  |  |  | 57 | 2 | 2 | 22 |
| Woodford- |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |
| Benson Com Congarvilide Cons | ${ }_{2}^{4}$ | 10 1 | $\begin{aligned} & 9 \\ & 8 \end{aligned}$ | ${ }_{2}^{6}$ | 4 | 5 |  | 5 | 6 |  |  | 53 11 | 5 | ${ }_{2}^{6}$ | 11 |
| El Paso Twp.-.-- |  | 27 | 31 | 17 | 30 | 14 | 20 | 27 | 28 |  |  | 194 | 27 | 20 | 45 |
| Eureka Twp-.--- | 4 | 24 | 30 | 15 | 21 | 27 | 22 | 14 | 16 |  |  | 169 | 13 | 16 | 9 |
| Goodfield Com:- | 4 | 1 | 1 |  | 1 | 2 | 2 | 3 | 3 |  |  | 13 | , | 3 |  |
| Low Point Twp.- | 4 | 4 | 7 | 7 | 5 | 1 | 1 | 4 | 3 |  | - | 32 |  | 3 |  |
| Metamora Twp.-- | , | 8 | 10 | 15 | 11 | 14 | 8 | 4 | 16 |  |  | 86 | 3 | 15 | 6 |
| Minonk Com...-- |  | 17 | 13 | 7 | 20 | 13 | 8 | 9 | 16 |  |  | 103 | 9 | 16 |  |
| Roanoke Twp.--- |  | 11 | 19 | 16 | 14 | 11 | 10 | 10 | 13 |  |  | 104 | 10 | 13 |  |
| Secor---.-.-...- |  | 8 |  | 3 | 1 |  |  |  |  |  |  | 20 |  |  | 20 |
| Spring Bay Twp. <br> Washburn Twp..- | 4 | 14 | 19 | 17 | 14 | 9 | 13 | 8 | 16 |  |  | 110 | 6 | 14 | 12 |

## Concluded


TABLE 42-CURRENT EXPENSES, COST PER ENROLLMENT, TOTAL EXPENDITURES AND VALUE OF HIGH SCHOOL PROPERTY.


|  |  |  <br>  | 이이눈이 ベベずヘ | 앵윤융융ㅇ <br>  | $\begin{aligned} & 88888 \\ & \text { uno } \\ & \text { HiNong } \\ & \text { Hin } \end{aligned}$ |
| :---: | :---: | :---: | :---: | :---: | :---: |
| 8888 o80 ninnin |  |  |  |  |  |
| 8888 0.010 minnin | $\begin{aligned} & 8088 \\ & 0808 \\ & \text { ninnig } \end{aligned}$ |  | $\begin{aligned} & 8080 \\ & 8080 \\ & \text { N-igit } \end{aligned}$ |  |  |
|  |  |  |  |  ドヅががが | $\begin{aligned} & \text { Cobion } \\ & \text { Ning Mi } \end{aligned}$ |
|  |  |  | ！ | ：19．00880\％ | ： 10 |
|  |  |  |  |  |  |
| ¢owncom |  |  |  |  |  |
|  |  |  |  |  |  |
|  |  |  |  |  | 웅ㅇㅇㄱㅜN a |
|  |  |  | : |  | $\begin{aligned} & \text { Tonenion } \\ & \text { Fin } \end{aligned}$ |
|  |  |  |  |  | $\begin{aligned} & \text { Ningind } \\ & \text { info } \\ & \text { No } \end{aligned}$ |
|  |  ウónco |  |  |  |  |
|  |  |  |  |  |  |
|  |  |  |  |  |  |

TABLE 42-Continued.

| Counties and districts. | Current expenses. |  |  |  |  |  | $\begin{aligned} & \text { A ver- } \\ & \text { age } \\ & \text { cost } \\ & \text { per } \\ & \text { en- } \\ & \text { roll- } \\ & \text { ment. } \end{aligned}$ | Capital outlay. |  | Total expenditures. | Value of high school property. |  |  |
| :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: |
|  | General control. | $\begin{aligned} & \text { In- } \\ & \text { struc- } \\ & \text { tion. } \end{aligned}$ | Operating school plants. | Maintenance repairs, insurance, etc. | Auxiliary, library, rent, etc. | Total current ex- penses. |  | New grounds and build- ings. | New equipment. |  | Sites and buildings. | Equipment. | Total value. |
| 1 | 2 | 3 | 4 | 5 | 6 | 7 | 8 | 9 | 10 | 11 | 12 | 13 | 14 |
|  |  |  |  |  |  |  |  |  |  |  |  |  |  |
| Broadlands | \$ 50 | \& 1,600 | \$ 250 | \$ 400 | \$ 300 | \$ 2,600 | \$200 |  |  | \$ 2,600 | 1,500 |  | \$ 1,900 |
| Champaign | 3,212 | 89,352 | 20,919 | 14,482 | 4,532 | 132,497 | 116 | \$ 4,000 | \$ 5,963 | 142,460 | 600,000 | 66,000 | 666,000 |
| Fisher Com. | 434 | 15,045 | 2,506 | 3,523 | 2,100 | 23,608 | 151 |  | 236 | 23,844 | 65,000 | 10,000 | 75,000 |
| Foosland | 10 44 | 3,367 2688 | 353 <br> 238 | 567 <br> 130 | 454 140 | 4,751 | 316 |  |  | 4,751 | 15,000 | 2,500 | 17,500 |
| Gifford | 44 1,050 | 2,688 14,947 | ${ }_{2} 238$ | 130 109 | - 140 | 3,240 24 | ${ }_{206}^{216}$ |  | 28 1.485 | 3,268 | 2,500 | 850 | 3,350 |
| Homer Com | 1,050 125 | 14,947 10 | 4,225 | 700 | 6,055 800 | 16,080 | 259 | 1,578 | 1,485 | 27,426 16080 | 100,000 | 10,000 | 110,000 |
| Ludlow---..- |  | 3,180 | +270 | 100 |  | 1,550 | 197 |  |  | 13,550 | 26,000 6 | 1,200 | 7,200 |
| Mahomet Com | 325 | 11,818 | 2,250 | 905 | 267 | 15,565 | 183 |  | 138 | 15,703 | 115,000 | 15,000 | 130,000 |
| Ogden Com | 180 | 9,984 | 1,582 | 749 | 482 | 12,977 | 188 |  | 193 | 13,170 | 75,000 | 11,050 | 86,050 |
| Penfield. | 100 | 4,158 | 500 | 620 | 600 | 5,978 | 213 | 600 | 240 | 6,818 | 8,000 | 4,000 | 12,000 |
| Pesotum Com | 12 | 4,635 | 645 | 271 | 308 | 5,871 | 202 |  | 1,194 | 7,065 | 20,000 | 3,500 | 23,500 |
| Philo.- | 25 | 4,185 | 980 | 280 |  | 5,470 | 170 |  |  | 5,470 | 6,000 | 1,500 | 7,500 |
| Rantoul Twp | 399 | 26,421 | 3,568 | 10,516 | 150 | 41,054 | 180 | 200 | 300 | 41,554 | 125,000 | 25,000 | 150,000 |
| Sadorus. | 248 | 6,908 | 1,434 | 1,291 | 462 | 10,343 | 181 | 500 | 127 | 10,970 | 30,000 | 4,000 | 34,000 |
| Sidney | 119 | 5,598 | 1,322 | 2,484 | 39 | 9,562 | 191 |  | 1,323 | 10,885 | 41,600 | 4,300 | 45,900 |
| St. Joseph Co | 35 | 13,852 | 2,557 | 3,045 | 230 | 19,719 | 186 | 3,156 | 752 | 23,627 | 115,000 | 10,000 | 125,000 |
| Thomasboro- |  | 1,700 | - 350 |  |  | 2,050 | 410 |  |  | 2,050 | 5,000 | 500 | 5,500 |
| Tolona Com |  | 11,857 | 2,106 | 1,924 | 59 | 15,996 | 219 | 183 |  | 16,179 | 72,750 | 4,500 | 77,250 |
|  |  |  |  |  |  |  |  |  |  |  |  |  |  |
|  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |
| Edinburg Twp - | 88 | 10,236 |  | 1,015 | 1,203 | 11,532 | 125 |  | 788 | 12,320 |  | 1,500 | 1,500 |
| Harvel Com. | 99 | 4,951 | 732 | 58 | 1,299 | 7,139 | 158 |  |  | 7,139 |  | 3,000 | 3,000 |
| Kincaid -- | 75 | 7,028 | 480 |  |  | 7,584 | 66 | 2,500 |  | 10,084 |  | 1,000 | 1,000 |
| Morrisonville Com | 59 | 11,059 | 242 | 448 | 8,000 | 19,808 | 227 |  |  | 19,808 |  | 6,500 | 6,500 |
| Mt. Auburn Com | 173 | 6,521 | 1,358 | 1,776 | 110 | 9,938 | 166 |  |  | 9,938 | 40,000 | 6,000 | 46,000 |
| Owaneco | 25 | 3,850 | 482 | 25 | 260 | 4,642 | 119 | 3,582 |  | 8,224 | 10,500 | 1,200 | 11,700 |
| Palmer- |  | 2,523 | 428 | 82 |  | 3,033 | 189 |  |  | 3,033 | 1,800 | 1,200 | 3,000 |
| Pana Twp | 3,725 | 33,192 | 5,361 | 3,807 | 7,000 | 53,085 | 133 |  | 729 | 53,814 | 250, 000 | 42,000 | 292,000 |
| Rosemond |  | 3,314 |  | 104 | 79 | 4;384 | 151 |  |  | 4,384 |  | 2,000 | 2,000 |
| Taylorville Twp. | ${ }_{2} 108$ | 16,335 | 3,032 | 5,126 |  | 20,784 | 179 |  | 191 | 21,275 | 90,000 | 25,000 | 115,000 |
| Taylorville Twp. | 2,286 | 62,080 | 6,803 | 5,447 | 9,689 | 86,305 | 147 | 9,433 | 1,723 | 97,461 | 200,000 | 50,000 | 250,000 |


TABLE 42-Continued.

| Counties and districts. | Current expenses. |  |  |  |  |  | Average cost per enment. | Capital outlay. |  | Total expenditures. | Value of high school property. |  |  |
| :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: |
|  | General control. | $\begin{gathered} \text { In- } \\ \text { struc- } \end{gathered}$ tion. | Operating school plants. | Maintenance repairs, insurance, etc. | Auxiliary, library, rent, etc. | Total current ex- penses. |  | New grounds and build- ings. | New equipment. |  | Sites and buildings. | Equipment. | Total value. |
| 1 | 2 | 3 | 4 | 5 | 6 | 7 | 8 | 9 | 10 | 11 | 12 | 13 | 14 |
| Cook-Concluded. | $\$ 8,920$18,86877 | $\begin{array}{r} 109,301 \\ 187,165 \\ 44,948 \end{array}$ | $\$ 16,230$34,519 | $\$ 11,162$7,047$\mathbf{8}$ | $\begin{array}{r} 1,900 \\ 14,830 \end{array}$ | $\begin{array}{r} 147,513 \\ 262,429 \end{array}$ | $\begin{gathered} 234 \\ 194 \end{gathered}$ | 6,046 | $\begin{array}{r} 8,713 \\ 3,503 \\ 0 \end{array}$ | 156,226271,978309,076 | 400,000825,000630,000 | $\begin{array}{r} \$ 55,000 \\ 70,000 \\ 62,000 \end{array}$ | $\$ 455,000$895,000692,000 |
| Riverside-Brookfield Twp... |  |  |  |  |  |  |  |  |  |  |  |  |  |
| Thornton Frac |  |  | 9,158 | 2,358 | 6,882 | 71,326 | 142 | 214,988 | 22,762 |  |  |  |  |
| Chicago-Austin- |  | 625,460 | 56,908 | 50,483 | 2,621 | 735,472 | 162 | $\begin{array}{r} 1,525,558 \\ 1,148 \end{array}$ | $\begin{array}{r} 389 \\ 1,017 \end{array}$ | $\begin{array}{r} 2,261,419 \\ 395 \end{array}$ | $3,600,400$611,500 | 135,000105,300 | $3,735,400$76,800 |
| Bowen. |  | 339,630 | 37,530 | 14,572 | 1,333 | 393,065 | 175 |  |  |  |  |  |  |
| Calumet |  | 394, 850 | 59,626 | 15,672 | 1,317 | 471,465 | 155 | $\begin{aligned} & 1,148 \\ & 4,320 \end{aligned}$ | $\begin{aligned} & 1,795 \\ & 4,565 \end{aligned}$ | $\begin{array}{r} 477,580 \\ 1,169,010 \end{array}$ | $\begin{aligned} & 2,740,000 \\ & 3,235,600 \end{aligned}$ | 97,200548,000 | $2,837,200$$3,783,600$ |
| Crane Tech |  | 1,020,136 | 94,877 | 37,014 | 3,047 | 1,155,074 | 285 | 9,371 |  |  |  |  |  |
| Englewood |  | 471,128 | 60,044 | 54,985 | 1,733 | 533,890 | 197 | 2,011 | 1,596 | $537,497$ | 1,702,400 | 110,20082,200 | $1,812,600$$2,800,200$ |
| Fenger-... |  | 272, 874 | 56,640 | 15,634 | 827 | 345,975 | 206 | 1,722 | 1,277 |  |  |  |  |
| Flower Tech |  | 136,368 | 42,958 | 9,331 | -819 | 189,476 |  | 6,391 |  | 348,974 196,158 | 1,555,000 | $\begin{array}{r} 67,000 \\ 176.000 \end{array}$ | $1,622,000$ $1,506,000$ |
| Harrison Tech |  | 648,775 | 76,347 | 87,302 | 2,173 | 814,597 <br> 559 | 244 146 | 602 16,538 | 584 | 815,783 $\mathbf{5 7 5}, 618$ | $1,330,000$ 897,000 | 176,000 92,000 | $1,506,000$ 989,000 |
| Hyde Park |  | 467,677 | 57,797 54,858 | 32,237 28,879 | 1,416 1,101 | 519,127 490,525 | 146 | 16,538 15,353 | 2,456 | 508,334 | 768,000 | $\begin{array}{r} 95,000 \\ 254,900 \end{array}$ | 863,000$1,252,900$ |
| Lake View |  | 745,252 | 84,253 | 67,107 | 1,603 | 898,515 | 288 | 29,021 | $5,966$ | $\begin{aligned} & 933,502 \\ & 686,066 \end{aligned}$ | $\begin{aligned} & 1,198,000 \\ & 1,359,400 \end{aligned}$ |  |  |
| Lindblom |  | 591,065 | 58,613 | 31,647 | 1,996 | 683,321 | 187 | 1,628 |  |  |  | $\begin{array}{r} 254,900 \\ 99,100 \end{array}$ | 1,458,500 |
| Marshall |  | 480,015 | 38,117 | 12,087 | 1,608 | 531,827 | 153 | 730,154 | 1,220 | 1, 262,021 | $1,590,500$504,800 | 75,00035,000 | $1,665,500$339,800 |
| McKinley |  | 217,954 | 29,375 | 31,524 | 669 | 279,522 | 260 | 1,472 |  |  |  |  |  |
| Medill |  | 107,427 | 24,961 | 9,248 | 334 | 141,970 | 396 | 953 | 1,540 58 88 | 143,463 | $\begin{array}{r} 443,000 \\ 1,126,000 \end{array}$ | 57,400 | $\begin{array}{r} 505,400 \\ 1,213,500 \end{array}$ |
| Morgan Par |  | 169,805 | 28,911 | 11,168 | 426 <br> 354 | 220,331 |  | 879 2.804 | 609 |  |  | 87,500 46,000 | $1,2123,500$ 423,000 |
| Parker- |  | 115,058 202,937 | 22,146 | 13,100 20,104 | 354 | 150,658 247,548 | 198 | 2,804 |  | 1552,542 | 451,000 | 40,300 50,3 | 501,300 |
| Roosevelt |  | 502,593 | 64,546 | 17,938 | 1,655 | 586,732 | 135 | 4,106 | 2,743 | 593,581$1,046,643$ | $2,708,000$$2,750,000$ | 85,000281,000 | $2,793,000$$3,031,000$ |
| Schurtz |  | 926,332 | 85,519 | 29,763 | 2,807 | 1,044,421 | 162 | 1,703 | 519 |  |  |  |  |
| Senn. |  | 500,826 | 52,034 | 21,889 | 1,801 | 576,550 | 133 | 2,665 | $\begin{array}{r} 720 \\ 20,082 \end{array}$ | 1,579,935 | $\begin{array}{r} 876,500 \\ 2,615,200 \end{array}$ | 140,000588,300 | $\begin{aligned} & 1,006,500 \\ & 3,203,500 \end{aligned}$ |
| Tilden |  | 642,719 | 74,014 | 35,765 | 2,107 | 754,605 | 224 | 23,182 |  | 797,869 |  |  |  |
| Tuley |  | 293,699 | 47,639 | 19,757 | 1,174 | ${ }_{263} 36269$ | 186 | 11,779 | 1,872 | $\begin{aligned} & 375,920 \\ & 265,183 \end{aligned}$ | $\begin{array}{r} 1,063,800 \\ 622,000 \end{array}$ | 62,400 38,000 | $1,126,200$660,000 |
|  |  |  |  |  |  |  |  |  |  |  |  |  |  |
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TABLE 42-Continued.

| Counties and districts. | Current expenses. |  |  |  |  |  | Average cost per en-rollment. | Capital outlay. |  | Total expenditures. | Value of high school property. |  |  |
| :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: |
|  | General control. | $\begin{aligned} & \text { In- } \\ & \text { struc- } \\ & \text { tion. } \end{aligned}$ | Operating school plants. | Maintenance repairs, insurance, etc. | Auxiliary, library, rent, etc. | Total current penses. |  | $\begin{aligned} & \text { New } \\ & \text { grounds } \\ & \text { and } \\ & \text { build- } \\ & \text { ings. } \end{aligned}$ | New equipment. |  | Sites and buildings. | Equipment. | Total value |
| 1 | 2 | 3 | 4 | 5 | 6 | 7 | 8 | 9 | 10 | 11 | 12 | 13 | 14 |
| DuPage-Coneluded. |  |  |  |  |  |  |  |  |  |  |  |  |  |
| Hinsdale Twp. | \$ 7,785 | \$5, 2,724 | \$12,156 | 4,218 | 86,352 | \$ 83,235 | 171 | \$ 11,501 | $\$ 4,089$ 241 | \$ 87,324 | $\$ 300,000$ 170,000 | $\$ 20,000$ 12,000 | $\$ 320,000$ 182,000 |
| West Chicago Com | 4,082 | 31,444 | 8,102 | 4,939 | 1,614 | 50,181 | 216 | 2,978 | 2,224 | 55,383 | 150,000 | 33,000 | 183,000 |
| Wheaton Com. | 6,482 | 53,889 | 9,367 | 3,193 | 1,245 | 74,176 | 162 | 4,093 | 2,028 | 80,297 | 320,000 | 32,000 | 352,000 |
| York Com. | 14,000 | 77, 934 | 25,911 | 37,800 | 4,850 | 160,495 | 219 | 232,169 | 5,762 | 398,426 | 500,000 | 50,000 | 550,000 |
| Edgar- | 55 |  |  |  |  | 12,296 | 212 |  | 2,239 | 14,535 | 72,000 | 3,500 | 75,500 |
| Chrisman Twp | 100 | 16,768 | 2,101 | 2,010 | 351 | 21,330 | 183 |  |  | 21,330 | 97,800 | 10,000 | 107,800 |
| Grandview. | 5 | 1,694 | 75 | 102 |  | 1,876 | 156 |  |  | 1,876 | 2,100 | 700 | 2,800 |
| Hume 'Twp. | 146 | 11,668 | 1,260 |  | 1,556 | 14,630 | 215 |  | 370 | 15,000 |  |  |  |
| Kansas- | 470 | 12,120 | 1,013 | 1,482 | 157 | 15,242 | 163 |  |  | 15,242 | 2,500 | 5,000 | 7,500 |
| Metcalf Twp | 130 | 7,623 | 1,893 | 1,645 |  | 11,291 | 275 | 150 | 799 | 12,240 | 150,000 | 13,500 | 163,500 |
| Paris.- | 5,673 | 44,339 | 7,550 | 4,934 | 1,642 | 64,138 | 100 |  | 226 | 64,364 | 300,000 | 30,000 | 330,000 |
| Redman Com | 25 | 8,396 | 1,003 | 362 | 123 | 9,909 | 206 |  | 1,190 | 11,099 | 80,000 | 2,000 | 82,000 |
| Scotland Cons | 60 | 4,555 | 709 | 201 | 144 | 5,669 | 188 |  | 215 | 5,884 | 23,750 | 750 | 24,500 |
| Vermilion. | 6 | 1,955 | 223 | 801 |  | 2,985 | 175 |  |  | 2,985 |  |  |  |
| Edwards- | 414 | 18,732 | 2,554 | 1,865 | 1,218 | 24,783 | 112 |  |  | 24,783 | 150,000 | 15,000 | 165,000 |
| Bone Gap Com | 115 | 6,212 | , 600 |  | 2,123 | 9,050 | 156 |  |  | 9,050 |  | 3,000 | 3,000 |
| Browns Com. | 82 | 4,700 | 397 |  | 1,165 | 6,344 | 158 | 252 |  | 6,596 |  | 1,000 | 1,000 |
| West Salem. | 34 | 9,424 | 1,086 | 239 | 552 | 11,335 | 121 |  |  | 11,335 | 1,300 | 1,900 | 3,200 |
| Effingham- |  |  |  |  |  |  |  |  |  |  |  |  |  |
| Altamont Com Becher City | $\begin{array}{r}54 \\ 15 \\ \hline\end{array}$ | 11,428 4,485 | 409 | 189 | 3,648 219 | 15,130 5,317 | 143 |  | 305 | 15,435 5,317 | 6,500 12,500 | 1,500 | 6,500 13,000 |
| Dietrich. | 25 | 3,230 | 565 | 400 |  | 4,220 | 124 |  |  | 4,220 | 12,000 | 1,000 | 13,000 |
| Edyewood | 10 | 2,981 | 502 | 680 | 230 | 4,403 | 104 |  |  | 4,403 | 6,000 | 2,000 | 8,000 |
| Effingham. | 2,100 | 20,000 | 2,699 | 3,875 | 23 | 28,697 | 131 |  | 5,388 | 34,085 | 100,000 | 9,000 | 109,000 |
| Mason. | 23 | 2,639 | 150 | 160 | 150 | 3,122 | 164 |  |  | 3,122 | 6,400 | 1,000 | 7,400 |
| Moccasin. | 5 | 954 | 129 | 29 | 49 | 1,166 | 72 |  |  | 1,166 | 1,800 | 160 | 1,960 |
| Montrose | 20 | 3,055 | 483 | 278 | 111 | 3,947 | 140 |  |  | 3,947 | 6,000 | 2,000 | 8,000 |
| Shumway | 11 | 2,707 | 221 | 45 | 217 | 3,201 | 100 |  | 108 | 3,309 | 2,400 | 1,200 | 3,600 |
| Teutopolis Twp | 76 | 5,557 | 1,187 | 1,821 | 167 | 8,808 | 157 | 71,981 | 3,143 | 83,932 | 80,000 | 4,000 | 84,000 |
| Watson------ | 10 | 3,234 | 253 |  |  | 3,587 | 99 |  |  | 3,587 | 8,000 | 2,000 | 10,000 |


TABLE 42-Continued.

| Counties and districts. | Current expenses. |  |  |  |  |  | $\left\lvert\, \begin{gathered} \text { A ver- } \\ \text { age } \\ \text { cost } \\ \text { per } \\ \text { en- } \\ \text { roll- } \\ \text { ment. } \end{gathered}\right.$ | Capital outlay. |  | Total expenditures. | Value of high school property. |  |  |
| :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: |
|  | General control. | In-struction. | Operating school plants. | Maintenance repairs, insurance, etc. | Auxiliary, library, rent, etc. | Total current penses |  | New grounds and buildings. | New equipment. |  | Sites and buildings. | Equipment. | Total value. |
| 1 | 2 | 3 | 4 | 5 | 6 | 7 | 8 | 9 | 10 | 11 | 12 | 13 | 14 |
| Gallatin- |  |  |  |  |  |  | 106 |  |  |  |  |  |  |
| Oquality Twp. | - 178 | \$1,020 | \$1,608 | - 71 | \$1,052 | - ${ }^{\mathbf{5}, 376}$ | 158 |  |  | -5,376 | \$ 8,000 | -1,000 | 7, 9 |
| Ridgeway Com | 15 | 10,590 | 345 | 60 | 2,211 | 13,221 | 117 |  | 186 | 13,407 | 17,000 | 10,000 | 27,000 |
| Shawneetown. | 75 | 8,680 | 1,256 | 2,131 | 992 | 13,134 | 145 |  |  | 13,134 | 50,000 | 10,000 | 60,000 |
| Greene- <br> Carrollton | 185 |  |  | 891 | 872 | 19,682 | 118 |  |  | 19,682 | 25,000 | 3,000 | 28,000 |
| Eldred. | 10 | 3,515 | 340 | 55 |  | 3,920 | 98 |  |  | 3,920 | 9,000 | 1,000 | 10,000 |
| Greenfield Com | 100 | 15,413 | 1,723 |  | 250 | 17,486 | 121 |  |  | 17,486 | 48,000 | 4,000 | 52,000 |
| Hillview. | 30 | 4,304 | 611 | 161 |  | 5,106 | 145 |  |  | 5,106 | 1,200 | 1,000 | 2,200 |
| Kane. | 37 | 3,926 | 496 | 149 | 392 | 5,000 | 116 |  |  | 5,000 | 13,000 | 1,200 | 14,200 |
| Patterson | 35 | 4,157 | 640 | 206 | 76 | 5,114 | 150 |  |  | 5,114 | 3,000 | 500 | 3,500 |
| Rockridge Com | 50 | 5,610 | 725 |  | 125 | 6,510 | 210 |  |  | 6,510 | 23,000 | 2,500 | 25,500 |
| Roodhouse Com | 167 | 11,663 |  | 12 | 3,574 | 15,416 | 85 |  |  | 15,416 | 20,000 | 2,000 | 22,000 |
| Whitehall | 180 | 12,342 | 1,910 | 253 |  | 14,685 | 64 |  |  | 14,685 | 40,000 | 5,000 | 45,000 |
| $\begin{aligned} & \text { Grundy- } \\ & \text { Coal City Twp } \end{aligned}$ | 152 | 13,200 | 4,180 | 1,050 | 172 | 18,754 | 163 |  |  | 18,754 | 84,000 | 6,000 | 90,000 |
| Gardner-So. Wilming |  |  |  |  |  |  |  |  |  |  |  |  |  |
| Twp.... | 191 20 | 12,935 3,408 | 2,948 | 1,644 | 3,378 | 21,096 4,041 | 133 |  | 1,762 | 22,858 4,041 | 160,000 9,000 | 9,000 1,800 | 169,000 10,800 |
| Mazon Twp | 28 | 10,396 | 2,307 | 2,872 |  | 15,603 | 169 |  | 1,086 | 16,689 | 45,000 | 9,000 | 54,000 |
| Minooka | 100 | 3,907 | 1,025 | 231 | 924 | 6,187 | 229 |  |  | 6,187 | 22,000 | 3,000 | 25,000 |
| Morris | 395 | 29,870 | 3,900 | 1,022 | 683 | 35,870 | 119 | \$720 |  | 36,590 | 125,000 | 27,000 | 152,000 |
| Hamilton- |  |  |  | 330 |  |  | 170 |  |  |  |  |  |  |
| Broughton. | 17 | 4,327 | 370 | 55 | 20 | 4,789 | 133 |  |  | 4,789 | 4000 | 1,000 | 5,000 |
| Dahlgren. | 14 | 5,518 | 448 | 57 | 231 | 6,268 | 85 |  |  | 6,268 | 8,000 | 1,000 | 9,000 |
| Dclaticld. |  | 1,970 | 82 | 98 | 168 | 2,318 | 154 |  |  | 2,318 |  | 500 | 500 |
| McLeansboro | 3,290 | 14,603 | 1,456 | 190 | 4,506 | 24,045 | 81 |  |  | 24,045 | 75,000 | 12,000 | 87,000 |
| Macedonia | 10 | 4,313 | 209 | 48 | 987 | 5,569 | 111 |  |  | 5,569 |  | 500 | 500 |
| Piopolis |  | 1,221 | 38 | 110 | 180 | 1,549 | 172 |  |  | 1,549 |  |  |  |
| Walpole | 40 | 4,819 | 451 | 50 | 240 | 5,600 | 140 |  |  | 5,600 | 5,000 | 800 | 5,800 |
| Hancock- <br> Augusta Com | 533 | 15,031 | 3,244 | 2,325 | 76 | 21,209 | 178 |  | 403 | 21,612 | 125,000 | 10,000 | 135,000 |
| Basco. | 15 | 4,094 | 383 | 43 | 412 | 4,947 | 145 |  | 25 | 4,972 | 7,000 | 600 | 7,600 |
| Burnside. | 50 | 3,065 | 282 | 75 |  | 3,472 | 144 |  | 16 | 3,488 | 8,750 | 2,000 | 10,750 |



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TABLE 42-Continued

| Counties and districts. |  | Current expenses. |  |  |  |  |  | Average cost ner en-rollment | Capital outlay. |  | Total expenditures. | Value of high school property. |  |  |
| :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: |
|  | - | General control. | $\begin{aligned} & \text { In- } \\ & \text { struc- } \\ & \text { tion. } \end{aligned}$ | Operating school plants. | Maintenance repairs, insurance, ete. | Auxiltary, library, rent, ete. | Total current ex- penses. |  | $\begin{aligned} & \text { New } \\ & \text { grounds } \\ & \text { and } \\ & \text { build- } \\ & \text { ings. } \end{aligned}$ | New equipment. |  | Sites and buildings. | Equipment. | Total value. |
| 1 |  | 2 | 3 | 4 | 5 | 6 | 7 | 8 | 9 | 10 | 11 | 12 | 13 | 14 |
| Iroquois C melurled. |  |  |  |  |  |  |  |  |  |  |  |  |  |  |
| Milford Twp |  | \$ 69 | \$15,148 | \$ 2,075 | \& 583 | \$ 668 | \$18,543 | 159 |  |  | \$18,543 | \$ 35,000 | \$ 6,500 | \$ 41,500 |
| Sheldon Com |  | $\begin{array}{r}143 \\ 89 \\ \hline\end{array}$ | 19,766 14,592 | ${ }_{2,663}$ | 2,093 |  | 24,897 | 194 | 75 | \$ 720 | 25,692 | 100,000 | 10,000 | 110,000 |
| Stockland Twp |  | 25 | 9,485 | 1,928 | 2,910 |  | 14,348 | 270 | 48 | 1,453 | 15,849 | 48,000 | 8,000 5,00 | 85,000 53,000 |
| Thawville Com |  | 79 | 5,593 | 866 | 1,103 | 1,534 | 9,175 | 286 | 35,543 | 4,383 | 49,101 | 45,000 | 7,000 | 52,000 |
| Watseka Com. |  | 748 | 29,474 | 2,998 | 16 | 405 | 33,641 | 140 |  | 1,200 | 34,841 | 3,500 | 3,000 | 6,500 |
| Woodland. .- |  | 50 50 | 7,478 2,200 | 2,003 | ${ }_{170}^{215}$ | 400 | 9,746 | 191 |  | 451 | 10,197 | 30,000 | 5,000 | 35,000 |
|  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |
| Ava Com- |  | 282 | 7,073 | 593 | 313 | 500 | 8,761 | 136 |  |  | 8,761 |  | 4,000 | 4,000 |
| Campbell Hill Com |  | 77 | 5,469 | 72 |  | 50 | 5,668 | 182 |  |  | 5,668 |  | 1,250 | 1,250 |
| Carbondale Com |  | 2,555 | 47,785 | 4,270 | 3,091 | 2,550 | 60,251 | 115 | 18 | 1,755 | 62,024 | 175,000 | 30,000 | 205,000 |
| Elkville Com |  | 227 | 20,475 | 2,008 | $\begin{array}{r}38 \\ 658 \\ \hline\end{array}$ | 83 57 | ${ }_{23}^{2,191}$ | 141 |  |  | 2,191 |  |  |  |
| Gorham Com |  | 761 | 5,583 | , 891 | 271 | 751 | 8,257 | 150 |  |  | - ${ }^{2}, 258$ | 78,800 | 4,500 |  |
| Grand Tower Com |  | 100 | 5,311 | 1,407 | 376 | 258 | 7,452 | 158 | 11,711 |  |  |  |  | 8,3000 |
| Makanda- |  | 5 | 1,273 | 190 | 19 | 73 | 1,460 | 104 | 11,11 |  | 19,148 1,460 | 40,000 | 5,000 300 | 45,000 |
| Murphysboro 'Twp |  | 245 | 80,610 | 6,253 | 3,297 | 399 | 90,804 | 214 |  | 698 | 91,502 | 400,000 | 40,000 | 440,000 |
| Pomona-- ${ }^{\text {Vergennes }} \mathrm{Com}$ |  | 12 59 | 1,310 4,862 | 104 | $8{ }^{4}$ | 14 100 | 1,444 | 131 |  |  | 1,444 |  | 1,500 | 1,500 |
|  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |
| Newton Com |  | 595 | 23,826 | 3,159 | 2,434 | 6,680 | 36,694 | 156 |  |  | 36,694 | 175,000 | 25,000 | 200,000 |
| Rosehill |  | 13 | 2,445 | 160 | 232 | 231 | 3,081 | 68 |  |  | 3,081 | 3,500 | 1,200 | 4,700 |
| Ste. Marie |  | 4 | 1,594 | 101 | 27 | 250 | 1,976 | 76 |  |  | 1,976 | 3,000 | 1,000 | 4,000 |
| Willow Hill 'Twp <br> Wheeler |  | 50 | 6,383 1,340 1 | 780 166 | 1,490 | 550 | 9,253 | 171 |  |  | 9,253 | 45,000 | 15,000 | 60,000 |
| Yale.- |  | 10 | 1,273 | 170 | 125 | 100 | 1,797 | 112 |  |  | 1,859 | $\stackrel{2,000}{2,000}$ | 1,000 | 3,000 2,500 |
| Jefferson- |  |  |  |  |  |  |  |  |  |  |  |  |  |  |
| Belle Rive |  | 10 | 2,474 | 122 | 75 | 205 | 2,886 | 115 |  |  | 2,886 | 6,400 | 1,400 | 7,800 |
| Bluford |  | 10 | 3,004 | $\begin{array}{r}58 \\ 140 \\ \hline\end{array}$ | 105 | 370 | 3,547 | 118 |  |  | 3,547 |  |  |  |
| Dix.... |  | 14 | 3,200 | 149 | 250 | 340 180 | 3,560 3,938 | 138 |  | 50 | 3,560 <br> 3 | 2,400 | 2,000 | 4,400 |
| Ina |  | 42 | 2,667 | 246 | 195 | 260 | 3,410 | 83 |  |  | 3,410 | 3,500 | 500 |  |
| Mt. Vernon Twp. |  | 7,401 | 59,021 | 6,827 | 15,254 | 1,000 | 89,503 | 125 |  |  | 89,503 | 250,000 | 5,000 | 255,000 |


TABLE 42-Continued

| Counties and districts. | Current expenses. |  |  |  |  |  | Average cost per ell-rollment | Capital outlay. |  | Total expenditures. | Value of high school property. |  |  |
| :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: |
|  | General control. | $\begin{aligned} & \text { In- } \\ & \text { strue- } \\ & \text { tion. } \end{aligned}$ | $\begin{gathered} \text { Operat- } \\ \text { ing school } \\ \text { plants. } \end{gathered}$ | Maintenance repairs, insurance, ete. | Auxiliary, library, rent, etc. | Total current expenses. |  | New grounds and build- ings. | New equip ment. |  | Sites and buildings. | Equipment. | Total value |
| 1 | 2 | 3 | 4 | 5 | 6 | 7 | 8 | 9 | 10 | 11 | 12 | 13 | 14 |
| Kankakee-Coneluded. |  | \$68,915 |  |  | \$ 1.600 |  | 108 |  | \$ 730 | \$ 91.136 | \$ 552,000 | \$ 34,500 | \$ 586,500 |
| Manteno Twp | - 300 | 11,150 | 2,185 | , 570 |  | - 14,205 | 123 | 795 |  | 15,000 | 65,000 | 10,000 | 75,000 |
| Momenee Com | 2,659 | 19,860 | 2,179 |  | 1,279 | 25,977 | 108 |  | 686 | 26,663 |  | 5,000 | 5,000 |
| Reddiek Com | 110 | 10,887 | 1,785 | 615 | 2,076 | 15,473 | 191 |  | 275 | 15,748 | 65,000 | 7,000 | 72,000 |
| St. Anne Com | 141 | 11,075 | 360 |  | 1,325 | 12,901 | 124 | 135,000 | 12,000 | 159,901 |  |  |  |
| St. George | 12 | 2,633 | 280 |  | 88 | 3,013 | 131 |  | 385 | 3,398 |  |  |  |
| Kendall- |  |  | 189 | 54 |  | 1,673 | 111 |  | 30 | 1,703 | 2,000 | 500 | 2,500 |
| Newark | 15 | 5,018 | 628 | 246 |  | 5,907 | 120 |  |  | 5,907 | 15,000 | 4,000 | 19,000 |
| Oswego | 100 | 9,205 | 3,060 | 752 |  | 13,117 | 174 | 1,000 | 540 | 14,657 | 35,000 | 1,400 | 36,400 |
| Plano Com | 2,118 | 10,095 | 3,299 | 1,209 |  | 16,721 | 127 |  |  | 16,721 | 70,000 | 1,000 | 71,000 |
| Plattville. | 2 | 1,750 | 215 |  | 37 | 2,004 | 117 |  | 10 | 2,014 | 6,000 | 200 | 6,200 |
| Yorkville | 550 | 12,733 | 3,327 | 1,514 | 200 | 18,324 | 130 |  | 240 | 18,564 | 75,000 | 3,500 | 78,500 |
| KnoxAbingdon |  |  |  |  | 236 | 22,574 | 113 |  | 579 | 23,153 | 100,000 | 7,500 | 107,500 |
| Galesburg | 9,187 | 97,253 | 20,108 | 8,297 | 1,355 | 136,200 | 102 | 8,663 | 2,102 | 146,965 | 390,500 | 34,500 | 425,000 |
| Haw Creek Twp | 10 | 5,007 | 918 |  | 150 | 6,085 | 138 |  |  | 6,085 | 23,000 | 1,000 | 24,000 |
| Knoxville | 412 | 26,428 | 3,851 | 1,619 | 12,826 | 45,136 | 273 | 10,693 | 1,900 | 57,729 | 35,000 | 2,000 | 37,000 |
| Maquon | 8 | 3,980 | 346 |  | 464 | 4,798 | 123 |  | 529 | 5,327 | 8,000 | 1,400 | 9,400 |
| Oneida Twp | 2 | 8,421 | 429 | 420 | 1,055 | 10,327 | 147 |  | 498 | 10,825 | 14,000 | 1,000 | 15,000 |
| Rio Cons | 20 | 5,292 | 763 | 785 | 2,316 | 9,176 | 262 |  | 716 | 9,892 | 13,000 | 1,000 | 14,000 |
| Vietoria | 16 | 6,562 | 899 | 1,042 | 42 | 8,561 | 114 |  | 90 | 8,651 | 34,000 | 8,000 | 42,000 |
| Walnut Grove Twp | 74 | 9, 822 | 1,543 | 128 | 147 | 11,714 | 142 | 13,117 |  | 24,831 | 22,000 40 | 2,000 | 24,000 45,000 |
| Wataga Twp--.- | 25 | 7,143 | 1,458 2,025 | 553 800 | 280 790 | 9,440 11,870 | 147 124 | 601 | 135 | 10,176 11,870 | 40,000 83,000 | 5,000 5,000 | 45,000 88,000 |
| Yates City Com. | 85 | 8,357 | 1,581 | 51 | 1,337 | 11,411 | 148 | 345 |  | 11,756 | 20,000 | 3,000 | 23,000 |
| Lake- |  |  |  |  |  |  |  |  |  |  |  |  |  |
| Antioch Twp - | 1,126 | 23,702 | 5,909 | 3,701 | 650 | 35,088 | 181 | 296 | 2,209 | 37,593 | 145,700 | 27,800 | 173,500 |
| Deerfield-Shields Twp | 24,600 | 183,580 | 41,960 | 15,000 | 53,800 | 318,940 | 267 | 2,195 | 17,699 | 338,834 | 824,000 | 269,000 | 1,093,000 |
| Ela Twp | 346 | 12,222 | 2,615 | ${ }_{6} 694$ | 1,542 | 17,419 | 228 | 8,782 | 2,015 | 28,216 | 103,400 | 10,000 | 113,400 |
| Liberty ville Twp | 1,139 | 38,481 | 9,824 | 2,686 | 1,008 | 53,138 | 155 | 88,150 | 2,063 | 143,351 | 300,000 | 25,000 | 325,000 |
| Warren Twp (Gurnee) | 1,250 | 37,989 | 10,987 | 5,497 |  | 55,723 | ${ }_{223}^{221}$ | 3,245 | ${ }^{907}$ | 59,875 | 200,000 | 75,000 | 275,000 104,000 |
| Wauconda Twp. | - 26,510 | 9,792 250,732 | 3,424 48,354 | 20, 2016 | 13, ${ }^{2097}$ | 13,842 359,509 | ${ }_{232}^{223}$ |  | 2,570 1,695 | 16,412 361,204 | 1,000,000 | 6,000 200,000 | 1,200,000 |



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TABLE 42-Continued

| Counties and districts. | Current expenses. |  |  |  |  |  | Average cost per en-rollment. | Capital outlay. |  | Total expenditures. | Value of high school property. |  |  |
| :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: |
|  | General control. | In-struction. | Operating school plants. | Maintenance repairs, insurance, ete. | Auxiliary, library, rent, etc. | Total current expenses. |  | New grounds and build- ings. | New equipment. |  |  | Equipment. | Total value. |
| 1 | 2 | 3 | 4 | 5 | 6 | 7 | 8 | 9 | 10 | 11 | 12 | 13 | 14 |
| Logan- |  |  |  |  |  |  |  |  |  |  |  |  |  |
| Atlanta Com |  | \$ 12,033 | \$,438 | -1,178 |  | -13,097 | 189 |  | - 27 | \$13,124 | \$ ${ }_{90}$,000 | 5,000 | \$ 35,000 |
| Chestnut Cons | 50 | 3,475 | 680 | 100 | 109 | 4,414 | 133 |  |  | 4,414 | 22,500 | 2,000 | 24,500 |
| Elkhart Com. | 275 | 9,629 | 2,496 | 1,230 | 136 | 13,766 | 141 |  | 1,020 | 14,786 | 98,000 | 9,000 | 107,000 |
| Emden. | 25 | 3,610 |  |  | 1,800 | 5,435 | 187 |  |  | 5,435 |  | 1,000 | 1,000 |
| Hartsburg Con | 25 | 7,456 | 1,674 | 701 |  | 9, 856 | 234 |  | 263 | 10,119 | 58,500 | 4,000 | 62,500 |
| Latham Com |  | 7,179 | 2,011 | 725 | 550 | 10,465 | 183 |  | 594 | 11,059 | 80,000 | 10,000 | 90,000 |
| Lincoln Com | 580 | 56,142 | 9,055 | 2,360 | 1,309 | 69,446 | 103 |  | 2,376 | 71,822 | 265.000 | 17,000 | 282,000 |
| Middletown | 20 | 3,735 | 427 | 839 | 450 | 5,471 | 130 |  |  | 5,471 | 5,000 | 1,000 | 6,000 |
| Mt. Pulaski Twp | 461 | 12,517 | 3,907 | 1,729 | 79 | 18,693 | 121 | \$ 9,972 | 1,002 | 29,667 | 100,000 | 10,000 | 110,000 |
| New Holland Com | 77 | 8,986 | 1,238 | 389 | 245 | 10,935 | 198 |  | 6 | 10,941 | 12,000 | 5,000 | 17,000 |
| MeDonough- | 95 | 8,060 |  | 590 | 45 | 10,760 | 145 | 500 | 300 | 11,560 | 75,000 | 8,000 | 83,000 |
| Bardolph Com | 155 | 10,883 | 2,339 | 734 | 305 | 14,416 | 192 |  |  | 14,416 | 80,000 | 4,000 | 84,000 |
| Blandinsvill | 266 | 10,886 | 1,400 | 2,333 | 125 | 15,010 | 134 |  | 200 | 15, 210 | 20,000 | 5,000 | 25,000 |
| Bushnell | 199 | 18,643 | 3,231 | 1,096 |  | 23,159 | 106 |  |  | 23,159 | 85,000 | 7,000 | 92,000 |
| Colehester Com | 40 | 17,245 | 2,510 | 5,000 | 540 | 25,335 | 125 | 500 | 500 | 26,335 | 75,000 | 10,000 | 85,000 |
| Good Hope Com | 118 | 11,994 | 1,992 | 2,290 | 168 | 16,562 | 145 |  |  | 16,562 | 100,000 | 20,000 | 120,000 |
| Industry Twp | 36 | 9,832 | 1,946 | 378 |  | 12,192 | 108 |  | 302 | 12,494 | 40,000 | 2,000 | 42,000 |
| Macomb | 2,980 | 33,432 | 5,890 | 3,000 | 500 | 45,802 | 105 | 6,293 |  | 52,095 | 80,000 | 6,000 | 86,000 |
| Prairie City Com. | 18 | 6,069 |  |  | 1,500 | 7,593 | 165 |  |  | 7,593 |  | 2,000 | 2,000 |
| Mchenry- |  |  |  |  |  |  |  |  |  |  |  |  |  |
| Alden Com. |  | 5,894 | 80 | 26 | 1,321 | 7,340 | 282 |  | 86 | 7,426 |  |  |  |
| Crystal Lake Com | 2,700 | 33,111 | 9,572 | 1,890 | 6,748 | 54,940 | 169 | 74,837 | 6,498 | 136,275 | 190,000 | 10,000 | 200,000 |
| Harvard Com | 2,340 | 29,510 | 6,871 | 4,665. | 463 | 44,509 | 166 | 10,401 | 2,405 | 57,315 | 240,000 | 10,000 | 250,000 |
| Hebron. |  | 13,440 | 2,475 | 2,485 | 280 | 18,755 | 191 |  | 1,700 | 20,455 | 80,000 | 2,000 | 82,000 |
| Huntley Cons. |  | 8,446 | 1,962 | 265 | 1,917 | 12,747 | 131 |  |  | 12,747 | 90,000 | 2,000 | 92,000 |
| MeHenry Com |  | 15,654 | 3,940 | 2,008 | 721 | 22,458 | 131 |  | 316 | 23,591 | 175,000 | 15,000 | 190,000 |
| Marengo Coin - | 1,980 | 21,711 | 4,620 | 1,035 | 5 149 | 30,944 | 135 | 3,169 | 57 | 34,170 | 155,000 | 19,500 | 174,500 |
| Richinond Com. |  | 10,130 | 525 | 110 | 5,200 | 16,015 | 296 |  |  | 16,015 |  | 3,000 | 3,000 |
| Woodstock Com | 2,000 | 35, 203 | 8,797 | 1,540 | 572 | 50,636 | 160 | 3,006 | 5,254 | 58,896 | 270,000 | 18,500 | 288,500 |
| $\begin{aligned} & \text { McLean- } \\ & \text { Anchor Com } \end{aligned}$ | 25 | 6,948 | 1,554 | 388 | 113 | 9,028 | 282 |  |  | 9,028 | 12,000 | 500 | 12,500 |
| Arrowsmith Com |  | 7,346 | 1,945 | 88 | 445 | 9,824 | 196 | 1,133 | 646 | 11,603 | 53,000 | 2,000 | 55,000 |



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TABLE 42-Continued


| $\begin{aligned} & 88 \\ & 88 \\ & 50 \\ & 40 \end{aligned}$ | 88888888 013081 <br>  | $\begin{aligned} & 8888 \\ & 888 \\ & \text { Nザ } \\ & \text { Nin } \end{aligned}$ |  |  | $\begin{aligned} & 8.88 \\ & 8.08 \\ & 506 \pm 15 \end{aligned}$ | 888888888888 0000以0n0000m <br>  |
| :---: | :---: | :---: | :---: | :---: | :---: | :---: |
| $\begin{aligned} & 88 \\ & 88 \\ & 50 \end{aligned}$ |  | $\begin{aligned} & 8888 \\ & 888 \\ & \text { Mi से } \end{aligned}$ | $\begin{aligned} & 88888 \\ & 8080 \\ & \text { N以 } \\ & \text { Nin } \end{aligned}$ | $\begin{aligned} & 888888888 \\ & 888880 \\ & \text { nin } \end{aligned}$ | $\begin{aligned} & 8888 \\ & 8068 \\ & \text { mimn } \end{aligned}$ |  |
| 88 88 108 | $\begin{aligned} & 8888888 \\ & 888888 \\ & \text { 8NM Higis } \end{aligned}$ | $\begin{aligned} & 8888 \\ & 8888 \\ & \text { ज4in家 } \end{aligned}$ | $\begin{aligned} & 88888 \\ & 8.088 \\ & 1004158 \end{aligned}$ |  | $\begin{aligned} & \text { 8888 } \\ & \text { 88以 } \\ & \text { 欠in } \end{aligned}$ |  |
| $\begin{aligned} & \mathrm{N} \\ & 7 \mathrm{E} \\ & \mathrm{~F} \\ & 0 \end{aligned}$ |  |  |  |  | $\begin{aligned} & 10080 \\ & 10.2 \\ & =耳 190 \end{aligned}$ |  |




| $\begin{gathered} \text { Nig } \\ \text { No } \end{gathered}$ |  <br>  |  |  | ৪ి心8 | $\infty$ | が俞侖 | $\begin{aligned} & \infty \infty \\ & 1-8 \\ & \infty \end{aligned}$ |  <br>  |
| :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: |
| $\cdots$ | －i | हों |  |  |  |  |  |  |





| Verna Twp Wenona． |  |
| :---: | :---: |
| Mason－ |  |
| Bath－Lynchburg Comn |  |
|  |  |
| Forrest City |  |
| Havana Com |  |
| Kilbourne＇Twp．－－－－－ |  |
| Manito Com．．－ |  |
| Mason City Com－－－－－－－－．－ San Jose Com |  |
|  |  |
| Massac－ |  |
| Brookport－－－－－－－－－－－－－－－－ |  |
| Joppa Com |  |
| Metropolis Com <br> New Columbin |  |
|  |  |
| Menard－ |  |
| Athens Com |  |
| Greenview． |  |
| Petersburg |  |
| Rocк Creek |  |
| Tallula Com－－－－－－ |  |
| Mercer－ |  |
| Aledo． |  |
| Joy Cons． |  |
| Keithsburg Com |  |
| Mathersville． |  |
| New Boston |  |
| New Windsor Com．－ |  |
| Seaton Cons |  |
| Sherrard Com．－－－－－－－－－－－－ |  |
| Viola Com．－ |  |
| Monroe－ |  |
| Columbia Com－－－－－－－－－－－－－ |  |
| Maeystown Com－－－－－－－－－－－－－－ |  |
| Valmeyer Com．－ |  |
| Waterloo－－－－－－－－－－－ |  |
| Montgomery－ Butler |  |
|  |  |
| Coffeen |  |
| Donnellson Com． <br> Farmersville Com |  |
|  |  |
| Filmore－－－－－－－－－－－－－－－－－－－－－－－－－ |  |
| Hillsboro Com－－－－－－－－－－－－－－－－ |  |
| Irving－－－－－－ |  |
| Litchfield Com－－－－－－－－－－－－－－－－－－－－ |  |
| Nokomis Twp－－－－－－－－－－－－－－ |  |
| Raymond Com－－－－－－－－－－－－－－－－－ |  |
| Waggoner Com－－－－－－－－－－－－－ |  |
|  | Witt．．．－． |

TABLE 42-Continued.

| Counties and distriets. | Current expenses. |  |  |  |  |  | $\begin{gathered} \text { Aver- } \\ \text { age } \\ \text { eost } \\ \text { per } \\ \text { en- } \\ \text { roll- } \\ \text { ment. } \end{gathered}$ | Capital outlay. |  | Total expenditures. | Value of high sehool property. |  |  |
| :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: |
|  | General control. | $\begin{aligned} & \text { In- } \\ & \text { struc- } \\ & \text { tion. } \end{aligned}$ | Operat- ing school plants. | Maintenance repairs, insurance, ete | Auxiliary, library, rent, ete. | Total current ex- penses. |  | New grounds and build- ings. | New equipment. |  | $\begin{aligned} & \text { Sites } \\ & \text { and } \\ & \text { build- } \\ & \text { ings. } \end{aligned}$ | Equipment. | Total value. |
| 1 | 2 | 3 | 4 | 5 | 6 | 7 | 8 | 9 | 10 | 11 | 12 | 13 | 14 |
| Morgan- |  |  |  |  |  |  |  |  |  |  |  |  |  |
| ${ }^{\text {Alexander }}$ Chapin | \$ $\quad 5$ | \$ 3,446 | \$ 550 | \$ 685 |  | \$ 4,686 | 156 |  | \$ 415 | \$ 5,101 | \$ 16,000 | \$ 1,500 | \$ 17,500 |
| Coneord | 10 | 1,844 | ${ }_{216}$ | 340 | - 212 | 2,813 2,410 | 18.5 |  |  | 8,813 2,410 | 13,000 | 2,000 | 15,000 |
| Franklin Com | 23 | 9,229 | 284 | 129 | 1,929 | 11,599 | 156 |  | 153 | 11,752 | 12,500 | 1.200 | 5,500 13 |
| Jacksonville | 4,608 | 63,560 | 10,900 | 27,152 | 2,6.50 | 108,870 | 128 |  | 170 | 109,340 | 415,000 | 48,000 | 13,700 463 |
| Literberry | 6 | 1,670 | 193 | 26 | 10 | 1,905 | 130 |  |  | 1,905 | 410,000 | 18,000 500 | 463,500 6,500 |
| Meredosia Com. |  | 5,619 | 43 |  | 1,175 | 6,837 | 184 |  |  | 6,837 | 17,000 | 1,500 | 18,500 |
| Murayville Com | 27 20 | 6, 1938 |  |  | 2,068 | 8,588 | 130 |  | 247 | 8,835 | 11,000 | 1,500 | 12,500 |
| Waverly Twp | ${ }_{22} 5$ | 22,180 | 2,100 | 230 |  | 24,560 | 163 | \$ 28t |  | 24,844 | 120,000 | 25,000 | 145,000 |
| Moultric- |  | 3,293 | se5 | 202 |  | 3,858 | 16 |  |  | 3,858 | 10,000 | 1,200 | 11,200 |
| Bethany Twp | 50 | 13,422 | 2,276 | 918 | 254 | 16,920 | 146 |  | 170 | 17,090 | 70,000 | 5,000 | 75,000 |
| Dalton City | 40 | 4,805 | 315 |  |  | 5,210 | 274 |  | 20 | 5,230 | 8,000 | 1,200 | 9,200 |
| Gays-.... | 34 | 3,629 | 602 | 628 | 150 | 5,043 | 140 |  |  | 5,043 |  | 1,000 | -1,000 |
| Lovington-... Sullivin | 58 | 18,454 | 4,504 | 2,651 |  | 25,667 | 184 |  |  | 25,667 | 13,100 | 11,000 | 24, 100 |
| Sullivan Tw | 2,063 | 38,509 | 5,586 | 5,943 | 217 | 52,318 | 209 |  | 392 | 52,710 | 150,000 | 12,500 | 162,500 |
| 13yron Com. | 32 | 10,106 |  |  | 3,448 | 13,586 | 151 |  | 317 | 13,903 | 30,000 | 2,000 | 32,000 |
| Creston-. | 20 | 3,595 | 377 | 558 |  | 4,550 | 217 |  |  | 4,550 | 7,000 | 1,000 | 8,000 |
| Forreston | 217 | 10,927 | 1,512 | 4,546 | 860 | 18,062 | 190 |  |  | 18,062 | 33,500 | 6,500 | 40,000 |
| Kings-....-..... | 51 1,058 | 4,415 | ${ }_{2} 933$ |  | 3,270 | 8,669 | 298 |  |  | 8,669 |  | 3,000 | 3,000 |
| Monroo Center Con | 1,058 | 5,692 | 2,235 | 245 | 428 74 | 10,090 6,878 | 165 196 | 159 | 78 | 10,327 6,878 | 90,000 17 | 5,500 2 | 95,500 |
| Mt. Morris Com. | 135 | 14,424 | 2,830 | 372 | 260 | 18,021 | 109 | 1,170 | 430 | 19,621 | 45, 000 | $\begin{array}{r}2,500 \\ 7 \\ \hline\end{array}$ | 20,000 |
| Oregon. | 125 | 19,058 | 4,278 | 400 | 325 | 24,186 | 162 |  | 185 | 24,371 | 45,00 | 4,000 | 52,500 4,000 |
| Polo. | 280 | 19,110 | 5,580 | 9,552 | 815 | 35,337 | 159 |  |  | 35,337 | 220,000 | 8,000 | 228,000 |
| Rochelle Twp.-.... | 596 293 | 29,028 | 4,830 | 954 | 918 | 36,326 | 157 | 837 | 3,668 | 40,831 | 225,000 | 8,000 | 233,000 |
| Peoria- | 293 | 7,813 | 1,966 | 216 | 4,399 | 14,687 | 179 | 356 | 732 | 15,775 | 40,000 | 3,000 | 43,000 |
| Brimfield.- | 35 | 11,161 | 336 | 91 | 2,293 | 13,916 | 146 |  |  | 13,916 |  | 2,500 | 2,500 |
| Chillicothe Twp | 224 | 23,735 | 4,261 | 1,086 | 417 | 29,723 | 158 | 1,205 | 920 | 31,848 | 200,000 | 10,000 | 210,000 |
| Dunlap Twp-- | 50 444 | 10,831 14,065 | 115 |  | 3,722 | 14,718 | 253 |  | 250 | 14,968 | 30,000 | 900 | 30,900 |
| Glasford Twp. | + 50 | 14,063 8,673 | 1,399 | 513 | +1,933 | 20,192 10,801 | 169 | 50,000 | 797 915 | 20,989 61,716 | 45,000 | 2,900 5,000 | 2,900 |


TABLE 42-Continued.

| Counties and districts. | Current expenses. |  |  |  |  |  | $\begin{gathered} \text { A ver- } \\ \text { age } \\ \text { cost } \\ \text { per } \\ \text { en- } \\ \text { roll- } \\ \text { ment. } \end{gathered}$ | Capital outlay. |  | Total expenditures. | Value of high sehool property. |  |  |
| :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: |
|  | General control. | $\begin{aligned} & \text { In- } \\ & \text { struc- } \\ & \text { tion. } \end{aligned}$ | Operating school plants. | Maintenance repairs, insurance, ete. | Aux- <br> iliary, <br> library, rent, etc. | Total eurrent penses. |  | $\begin{aligned} & \text { New } \\ & \text { grounds } \\ & \text { and } \\ & \text { build- } \\ & \text { ings. } \end{aligned}$ | New equipment. |  | Sites and buildings. | Equipment. | Total value. |
| 1 | 2 | 3 | 4 | 5 | 6 | 7 | 8 | 9 | 10 | 11 | 12 | 13 | 14 |
| Putnam-Concluded. |  |  |  |  |  |  |  |  |  |  |  |  |  |
| Jno. Swaney Twp. | \$ 50 | \$ 8,797 | \$ 1,373 | \$ 1,466 | \$ 256 | \$ 11,942 | 277 |  |  | \$ 11,942 | \$ 55,000 | \$ 4,300 | \$ 59,300 |
| Magnolia Twp | 166 | 7,037 | 25 | 40 | 2,923 | 10,191 | 237 |  |  | 10,191 |  | 500 | 500 |
| Senachwine Twp |  | 4,463 |  |  | 1,758 | 6,229 | 207 |  |  | 6,229 | 7,500 | 800 | 8,300 |
| Randolph- |  |  |  |  |  |  |  |  |  |  |  |  |  |
| $\xrightarrow{\text { Baldwin }}$ Chester | 10 | 3,025 | 284 | 353 |  | 3,672 | 141 |  |  | 3,672 | 3,500 | 700 | 4,200 |
| Chester--i. | 278 | 16,781 | 1,831 | 1,081 | 73 150 | 20,064 | 108 |  |  | 20,064 | 111,500 | 9,500 | 121,000 |
| Coulterville | 40 3 | 6,010 | 1,000 | 200 | 150 | 7,400 | 83 |  |  | 7,400 | 26,000 | 3,500 | 29,500 |
| Evansville | 20 | 4 | 441 | 145 |  | 4,887 | 163 |  |  | 1,611 | 1,250 | 800 | 2,050 |
| New Kaskaskia |  | 1,800 | 300 | 97 |  | 2,100 | 233 |  |  | 2,100 | 5,000 | 150 | 17,000 |
| Percy. | 50 | 3,472 | 247 | 21 | 50 | 3,840 | 101 |  |  | 3,840 | 14,000 | 1,500 | 15,500 |
| Prairie du R | 10 | 1,654 | 120 |  | 28 | 1,812 | 72 | 60 | \$ 40 | 1,912 |  | 700 | 700 |
| Red Bud. | 42 | 5,943 | 662 | 117 | 50 | 6,814 | 91 | 440 | 400 | 7,654 | 16,500 | 2,000 | 18,500 |
| Sparta Twp | 527 | 33,416 | 4,108 | 793 | 750 | 39,894 | 136 |  |  | 39,894 | 65,000 | 10,000 | 75,000 |
| Steeleville | 35 | 3,375 | 275 | 162 | 80 | 3,927 | 101 |  | 75 | 4,002 | 8,000 | 400 | 8,400 |
| Tilden-.- | 25 | 1,843 | 241 | 149 | 65 | 2,323 | 93 |  |  | 2,323 | 4,800 | 500 | 5,300 |
| RichlandCalhoun. |  |  |  |  |  |  | 174 |  |  |  |  |  |  |
| Claremount | 3 | 1,574 | 156 | 240 |  | 1,973 | 116 |  |  | 1,973 | 1,500 | , 500 | 2,000 |
| Dundas. |  | 1,872 | 231 | 220 |  | 2,323 | 96 |  |  | 2,323 | 3,000 | 1,000 | 4,000 |
| Noble. | 10 | 6,376 | 508 | 58 |  | 6,952 | 89 |  |  | 6,952 | 17,500 | 1,500 | 19,000 |
| Olney Twp | 2,766 | 33,262 | 3,260 | 1,851 |  | 41,139 | 102 |  |  | 41,139 | 85,000 | 17,000 | 102,000 |
| Parkersburg |  | 2,000 | 136 | 118 |  | 2,254 | 125 |  |  | 2,254 | 3,000 | 1,000 | 4,000 |
| Rock IslandCoal Valley Com | 50 | 4,197 |  |  | 1,060 | 5,907 | 179 |  | 130 | 6,037 | 11,000 | 2000 | 13,000 |
| Cordova Com. | 76 | 6,179 | 1,831 | 814 | 16 | 8,916 | 234 | 539 | 668 | 10,123 | 45,000 | 4,000 | 49,000 |
| Hillsdale Com | 125 | 7,410 | 2,720 | 900 | 150 | 11,305 | 150 |  |  | 11,305 | 90,400 | 6,500 | 96,900 |
| Moline | 7,124 | 126,748 | 18,519 | 7,176 | 3,710 | 163,277 | 115 | 1,508 | 393 | 165,178 | 360,000 | 55,000 | 415,000 |
| Port Byron Com | 50 | 8,831 | 2,334 | 612 | 1,352 | 13,182 | 194 |  | 136 | 13,318 | 50,000 | 5,000 | 55,000 |
| Reynolds Com. |  | $\begin{array}{r}3,912 \\ 80 \\ \hline 07\end{array}$ |  |  | 1,550 | 5,980 | 146 |  |  | 5,980 | 1,300 | 300 | 1,600 |
| Rock Island. United Twp. (E. Mol | 2,092 6,170 | 80,507 38,530 | 10,953 6,157 | 18,228 1,161 | 913 585 | 112,693 | 79 103 | 318 157,417 | 1,701 | 114,712 210,880 | 422,000 | 59,000 | 481,000 |


TABLE 42-Continued.

| Counties and districts. | Current expenses. |  |  |  |  |  | Average cost per en-rollment. | Capital outlay. |  | Total expenditures. | Value of high sehool property. |  |  |
| :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: |
|  | General control. | $\begin{gathered} \text { In- } \\ \text { struc- } \end{gathered}$ tion. | $\left\lvert\, \begin{gathered} \text { Operat- } \\ \text { ing sehool } \end{gathered}\right.$ plants. | Maintenance repairs, insurance, etc. | Auxiliary, library, rent, ete. | Total current expenses. |  | $\begin{aligned} & \text { New } \\ & \text { grounds } \\ & \text { and } \\ & \text { build- } \\ & \text { ings. } \end{aligned}$ | New equipment. |  | Sites and buildings. | Equipment. | Total value. |
| 1 | 2 | 3 | 4 | 5 | 6 | 7 | 8 | 9 | 10 | 11 | 12 | 13 | 14 |
| Shelby- |  |  |  |  |  |  | 122 |  |  |  |  |  |  |
| Cowden Com | \$ $\begin{array}{r}10 \\ 174\end{array}$ | $\$ 10,154$ 10,695 | \$ 1,270 | \$ 852 | \$ 2, 223 | \$ 12,280 | 157 |  | \$ 332 | -13,424 | -10,000 | - 2,500 | -12,500 |
| Herrick Com |  | 2,702 | 229 | 263 | 11 | 3,205 | 66 |  | 16 | 3,221 | 10,000 | 1,000 | 11,000 |
| Lakewood | 25 | 3,178 | 400 | 250 | 120 | 3,973 | 110 |  | 1,696 | 5,669 | 5,000 | 600 | 5,600 |
| Moweaqu | 25 | 14,615 | 1,560 | 500 | 100 | 16,800 | 100 | \$ 2,000 | 400 | 19,200 | 30,000 | 5,000 | 35,000 |
| Oconce - | 5 | 3,237 | 450 | 100 | 100 | 3,842 | 150 |  |  | 3,842 | 4,800 | 1,200 | 6,000 |
| Shelbyville | 3,700 | 23,880 | 3,120 | 2,412 | 900 | 34,012 | 139 | 4,465 | 577 | 39,054 | 80,000 | 17,000 | 97,000 |
| Stewardson | 16 | 9,165 | 933 | 450 | 60 | 10,624 | 99 |  |  | 10,624 | 5,500 | 1,000 | 6,500 |
| Strasburg | 8 | 3,355 | 550 | 100 | - 25 | 4,038 | 106 |  | 150 | - ${ }_{12,038}$ | 25,000 8,000 | 5,000 2,000 | 30,000 |
| Tower Hill Com | 82 64 | 9,890 $4,48 \overline{5}$ | 571 1,335 1,05 | 108 30 | 1,614 42 | 12,265 5,956 | 123 74 |  |  | 12,45 5,956 | 50,000 | 3,000 | 53,000 |
| Windsor Com. | 919 | 16,893 | 1,056 | 750 |  | 19,618 | 132 |  |  | 19,618 | 20,000 | 4,000 | 24,000 |
| Stark- |  |  |  |  |  |  |  |  |  |  |  |  |  |
| Bradford Twp. | 1,260 | 13,845 | 1,021 | 460 | 964 | 17,550 | 123 | 55,475 | 564 | 73,589 |  | 3,000 | 3,000 |
| LaFayette Twp | 1,089 | 6,839 | 1,623 | 215 | 55 | 9,821 | 200 | 925 | 237 | 10,983 | 28,000 | 2,000 | 30,000 |
| Toulon Twp. | 273 | 18,537 | 3,741 | 7,464 | 242 | 30,257 | 183 |  | 85 | 30,342 | 145,000 | 14,000 | 159,000 |
| Wyoming Com | 212 | 13,785 | 2,493 | 883 | 825 | 18,198 | 132 |  | 540 | 18,738 | 75,000 | 10,000 | 85,000 |
| Stephenson- |  |  |  | 25 | 50 | 2,010 | 251 |  |  | 2,010 | 2,000 | 300 | 2,300 |
| Cedarville.- | 75 | 8,060 | 901 | 540 | 850 | 10,426 | 132 |  |  | 10,426 |  | 250 | 250 |
| Davis Com | 28 | 4,358 | 705 | 310 | 84 | 5,485 | 322 |  |  | 5,485 | 14,000 | 1,600 | 15,600 |
| Freeport | 4,147 | 89,283 | 17,171 | 7,672 | 16,171 | 134,390 | 136 | 6,520 | 2,816 | 143,726 | 636,000 | 106,000 | 742,000 |
| Lena Com. | 226 | 11,589 | 2,288 | 278 | 1,304 | 15,685 | 123 | 108 | 16 | 15,809 |  | 10,000 | 10,000 |
| Orangeville Com | 28 | 9,338 | 802 | 775 | 1,055 | 11,998 | 153 |  | 285 | 12,283 | 10,000 | 3,000 | 13,000 |
| Pearl City Com. |  | 6,468 | 687 | 70 | 1,008 | 8,233 | 235 |  |  | 8,233 | 23,000 | 2,000 | 25,000 |
| Winslow-- | 28 | 9,108 | 1,038 | 300 | 627 | 11,101 | 156 |  | 224 | 11,325 | 7,000 | 500 | 7,500 |
| Tazewell- Armington Twp | 17 | 9,662 | 1,717 | 540 |  | 11,936 | 181 |  |  | 11,936 | 40,000 | 3,000 | 43,000 |
| Deer Creek Com | 1,259 | 6,344 | 1,707 | 426 | 21 | 9,757 | 287 | 52 | 476 | 10,285 | 65,000 | 6,000 | 71,000 |
| Delavan Com | 166 | 15,246 | 2,520 | 676 | 90 | 18,698 | 158 |  |  | 18,698 | 150,000 | 10,000 | 160,000 |
| East Peoria | 1,905 | 34,577 | 6,584 | 3,778 |  | 46,844 | 210 | 84,680 | 2,956 | 134,480 | 225,000 | 33,000 | 258,000 |
| Green Valley Com | 138 | 6,473 | 331 | 460 | 2,257 | 9,659 | 169 | 36,873 | 140 | 46,672 |  | 2,000 | 2,000 |
| Hopedale Com. | 110 | 11,761 | 2,639 | 925 | 217 | 15,652 | 237 |  | 133 | 15,785 | 114,000 | 16,000 | 130,000 |
| Maekinaw Twp | 188 | 11,135 | 1,718 | 891 | 360 | 14,292 |  |  | 328 | 14,620 | 30,000 | 5,000 | 35,000 |


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TABLE 42-Concluded


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Spring Bay Twp
Washburn Twp
CITY ELEMENTARY SCHOOL STATISTICS—1930.
TABLE 43-CITIES HAVING A POPULATION OF 1,000 OR OVER, SCHOOL CENSUS, ENROLLMENT, VALUE OF SCHOOL PROPERTY, NUMBER AND
(NOTf.-Data in this table relate to work in kindergarten and grades one to eight, inclusive.)

| City. | County. | Population (Federal census 1930). | School <br> census 6-21 <br> (1930). | Enrollment. | Value of school property | Teachers and salaries. |  |  |  | ```Number of nurses and phy- sicians.``` | Current expenses 1929-30. |
| :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: |
|  |  |  |  |  |  | Men. |  | Women. |  |  |  |
|  |  |  |  |  |  | Number. | Salary | Number. | Salary |  |  |
| 1 | 2 | 3 | 4 | 5 | 6 | 7 | 8 | ¢ | 10 | 11 | 12 |
| Illinois |  | 5,962,492 | 1,532,897 | 789,725 | \$255,223,700 | 1,619 | \$2,380 | 19,859 | \$1,940 | 67 | \$70,949,527 |
| Abingdon | Knox-- | 2,771 | 823 | 529 | \$ 53,000 |  |  | 17 | \$ 18,250 |  | \$ 22,880 |
| Albion. | Edwards | 1,666 | 519 | 361 |  |  |  |  |  |  |  |
| Aledo.--- | Mercer--- | 2,203 | 426 | 355 | 40,000 | 1 | \$ 1,200 | 9 | 9,954 |  | 11,699 |
| Altamont | Effingham | 1,225 | 404 | 198 | 58,000 | 1 | 1,800 | 7 | 5,340 | 1 | 10,703 |
| Alton. | Madison. | 30,151 | 8,404 | 5,449 | 1,375,000 | 10 | 21,850 | 131 | 166,150 | 2 | 281,853 |
| Amboy | Lee. | 1,972 |  | 251 | 100,000 | 2 | 2,640 | 9 | 9,720 |  | 12,045 |
| Anna. | Union. | 3,436 | 744 | 619 | 100,000 | 5 | 8,085 | 16 | 15,649 | 1 | 33,307 |
| Antioch | Lake. | 1,101 | 346 | 244 | 62,400 | 1 | 2,500 | 8 | 9,810 |  | 17,780 |
| Arcola | Douglas | 1,686 | 383 | 290 | 39,500 | 1 | 2,250 | 11 | 11,205 |  | 18,593 |
| Arlington Heigh | Cook. | 4,997 | 1,260 | 470 | 205,000 | 2 | 4,350 | 14 | 18,200 |  | 28,227 |
| Arthur------- | $\left\{\begin{array}{l}\text { Douglas... } \\ \text { Moultrie. }\end{array}\right.$ | 1,361 | 433 | 239 | 83,500 | 1 | 2,100 | 9 | 8,208 |  | 14,348 |
| Ashland. | Cass------ | 1,007 | 309 | 213 | 18,500 | 1 | 1,515 | 8 | 6,660 |  | 15,450 |
| Assumption. | Christian. | 1,554 | 543 | 294 | 45,000 | 2 | 3,510 | 8 | 7,605 |  | 13,676 |
| Astoria - | Fulton. | 1,189 | 307 | 190 | 27,000 | 1 | 1,125 | 5 | 4,140 |  | 14,398 |
| Athens. | Menard | 1,019 | 400 | 257 | 24,000 | 1 | 1,185 | 7 | 5,107 |  | 8,916 |
| Atlanta | Logan. | 1,169 | 266 | 230 | 120,000 | 2 | 2,260 | 8 | 9,018 |  | 15,706 |
| Auburn | Sangamon | 2,242 | 980 | 510 | 32,000 | 1 | 2,220 | 16 | 15,875 |  | 28,534 |
| Augusta. | Hancock. | 1,011 | 380 | 163 | 30,000 | 1 | 1,400 | 6 | 6,070 |  | 11,322 |
| Aurora, E | Kane. | 46,589 | 7,220 | 3,715 | 2,515,000 | 5 | 18,712 | 102 | 160,681 | 1 | 279,463 |
| Aurora, W | Kane- |  | 3,402 | 2,287 | 1,460,000 | 6 | 11,525 | 66 | 89,875 |  | 162,000 |
| Barrington. | Cook Lake | 3,213 | 631 | 519 | 91,000 | 2 | 6,807 | 15 | 22,010 | -------- | 65,093 |
| Barry | Pike. | 1,506 | 345 | 221 | 44,000 |  |  | 8 | 6,805 |  | 9,891 |
| Bartonville | Peoria | 1,886 | 594 | 395 | 136,000 | 1 | 2,100 | 11 | 10,935 |  | 17,578 |
| Batavia. | Kane. | 5,045 | 1,288 | 893 | 310,000 | 2 | 2,900 | 31 | 41,600 | 1 | 68,514 |
| Beardstown | Cass | 6,344 | 1,459 | 1,119 | 306,000 | 3 | 3,875 | 37 | 40,328 | 1 | 50,267 |
| Belleville. | St. Clair | 28,425 | 8,002 | 2,913 | 925,000 | 14 | 28,500 | 82 | 120,287 | 2 | 207,132 |
| Bellwood. | Cook.- | 4,991 | 1,432 | 1,090 | 342,800 | 3 | 6,850 | 26 | 31,260 |  | 51,930 |



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TABLE 43-Continued.










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TABLE 43－Continued．

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TABLE 43-Continued.

| City. | County. | Population (Federal census 1930). | School census 6-21 (1930). | Enrollment. | Value of school property. | Teachers and salaries. |  |  |  | Number of nurses and physicians. | Current expenses 1929-30. |
| :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: |
|  |  |  |  |  |  | Men. |  | Women. |  |  |  |
|  |  |  |  |  |  | Number. | Salary | Number. | Salary. |  |  |
| 1 | 2 | 3 | 4 | 5 | 6 | 7 | 8 | 9 | 10 | 11 | 12 |
| Morrison | Whiteside | 3,067 | 764 | 478 | \$ 65,000 |  |  | 15 | \$ 16, 220 |  | \$ 20489 |
| Morton | Tazewell | 1,501 | 316 | 248 | 103,000 | 2 | \$ 2,610 | 7 | 6,345 |  | 14,209 |
| Morton Grove | Cook | 1,974 | 414 | 247 |  | 1 | 2,500 | 8 | 11,250 |  | 16,613 |
| Mound City | Pulaski | 2,548 | 739 | 549 | 172,000 | 1 | 2,055 | 14 | 1,095 |  | 23,035 |
| Mounds | Pulaski | 2,129 | 780 | 558 | 123,000 | 3 | 3,305 | 14 | 10,200 |  | 20,184 |
| Mount Carmel | Wabash | 7,132 | 1,947 | 1,082 | 120,000 | 6 | 5,820 | 26 | 26,620 |  | 45,267 |
| Mount Carroll | Carroll | 1,775 | 352 | 243 | 110,000 | 4 | 3,000 | 10 | 10,750 |  | 18,622 |
| Mount Morris | Ogle_----- | 1,902 | . 690 | 271 | 71,500 | 1 | 2,000 | 9 | 10,030 |  | 17,665 |
| Mount Olive... | Macoupin | 3,079 | 1,489 | 415 | 88,000 | 1 | 2,100 | 14 | 12,542 |  | 25,114 |
| Mount Prospect | Cook.- | 1,225 | 269 | 127 | 81,000 |  |  | 3 | 3,705 |  | 8,087 |
| Mount Pulaski. | Logan. | 1,445 | 349 | 230 | 45,000 | - |  | 9 | 11,060 |  | 15,810 |
| Mount Sterling | Brown.- | 1,724 | 444 | 216 | 35,000 |  |  | 9 | 11,067 |  | 11,247 |
| Mount Vernon. | Jefferson | 12,375 | 3,975 | 2,732 | 355,000 | 10 | 14,590 | 62 | 58,920 |  | 90,398 |
| Moweaqua- | Shelby | 1,478 | 383 | 273 | 20,000 | 1 | , 900 | 7 | 5,940 |  | 23,812 |
| Mundelein | Lake.-. | 1,011 | 200 | -122 | 32,000 | 1 | 1,700 | 3 | 4,600 |  | 8,827 |
| Murphysboro | Jackson. | 8,182 | 2,152 | 1,167 | 562,000 | 3 | 5,625 | 26 | 20,250 |  | 56,582 |
| Nameoki --- | Madison | 2,257 | +167 | 138 | 51,500 | 1 | 1,575 | 3 | 2,472 |  | 3,597 |
| Naperville | DuPage..-- | 5,118 | 1,157 | 611 | 150,000 | 2 | 7,250 | 18 | 27,915 | 1 | 54,346 |
| Nashville.-. | Washington. | 2,243 | 539 | 314 | 30,000 |  | -250---- | 8 | 6,574 |  | 15,363 |
| New Athens | St. Clair. | 1,269 | 391 | 178 | 31,200 | 2 | 2,720 | 6 | 4,026 |  | 9,684 |
| New Baden | Clinton. | 1,243 | 480 | 145 | 52,000 | 1 | 990 | 3 | 2,146 |  | 6,122 |
| Newman | Douglas. | 1,054 | 228 | 184 | 32,500 | 1 | 1,800 | 8 | 7,065 |  | 11,209 |
| Newton- | Jasper.-- | 2,076 | 542 | 357 | 75,000 | 1 | 1,035 | 10 | 8,840 |  | 14,603 |
| Niles | Cook | 2,135 | 947 | 140 | 62,000 |  |  | 5 | 7,845 |  | 10,291 |
| Niles Center | Cook. | 5,007 | 524 | 327 | 151,000 | 2 | 4,800 | 8 | 10,862 |  | 14,071 |
| Nokomis.- | Montgomery | 2,454 | 671 | 390 | 77,500 | 2 | 3,377 | 15 | 13,000 |  | 23,900 |
| Normal | McLean...- | 6,768 | 933 | 642 | 235,000 | 2 | 3,850 | 22 | 28,040 |  | 46,082 |
| Norris City Northbrooke | White. | 1,109 | 304 | 203 | 32,500 | 1 | 1,105 | 5 | 3,740 |  | 9,017 |
| North Chicago | Lake. | 1,193 | 289 | 186 | 78,000 |  |  | 6 | 7,400 |  | 26,171 |
| Dist. 63 | --do. |  | 2,003 | 505 | 1,450,000 | 3 | 5,400 | 15 | 19,700 |  | 38,313 |
| Dist. 64---- | --do-. |  | 1,464 | 779 | - 325,000 | 2 | 5,800 | 26 | 42,451 | 1 | 71,245 |
| North Chillicoth | Peoria-- | 1,004 |  |  |  |  | , |  |  |  |  |
| North Utica. | LaSalle. | 1,120 | 270 | 98 | 9,600 | 1 | 1,575 | 3 | 3,600 |  | 7,121 |



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TABLE 43-Continued.





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| Taylorville. |
| Thornton |
| Tilton. |
| Toluca |
| Toulon |
| Trenton |
| Troy- |
| Tuscola |
| Urbana |
| Valier |
| Vandalia |
| Venice |
| Villa Grov |
| Villa Park |
| Virden |
| Virginia |
| Wamac |
| Warren |
| Warsaw |
| Washington |
| Washington |
| Waterloo. |
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TABLE 43--Concluded.

\begin{tabular}{|c|c|c|c|c|c|c|c|c|c|c|c|}
\hline \multirow[t]{3}{*}{City.} \& \multirow[t]{3}{*}{County.} \& \multirow[t]{3}{*}{} \& \multirow[t]{3}{*}{\[
\begin{aligned}
\& \text { School } \\
\& \text { census } \\
\& 6 .-21
\end{aligned}
\]} \& \multirow[t]{3}{*}{Enroll-} \& \multirow[t]{3}{*}{Value of school property} \& \multicolumn{4}{|l|}{Teachers and salaries.} \& \multirow[t]{3}{*}{} \& \multirow[t]{3}{*}{\[
\begin{gathered}
\text { Current } \\
\text { expenses } \\
1929-30 .
\end{gathered}
\]} \\
\hline \& \& \& \& \& \& \multicolumn{2}{|l|}{Men.} \& \multicolumn{2}{|l|}{Women.} \& \& \\
\hline \& \& \& \& \& \& Number. \& Salary. \& Number. \& Salary. \& \& \\
\hline 1 \& 2 \& 3 \& 4 \& 5 \& 6 \& 7 \& 8 \& 9 \& 10 \& 11 \& 12 \\
\hline Wheaton- \& \multirow[t]{10}{*}{\begin{tabular}{l}
DuPage \\
Greene \\
Will. \\
Macoupin \\
Scot \\
Cook \\
Montgomery \\
McHenry \\
Madison \\
Stark \\
Franklin \\
Lake
\end{tabular}} \& 7,258 \& 1,886 \& \multirow[t]{10}{*}{\[
\begin{array}{r}
1,121 \\
499 \\
1,658 \\
258 \\
344 \\
208 \\
1,995 \\
351 \\
1,567 \\
716 \\
141 \\
262 \\
941 \\
363
\end{array}
\]} \& \multirow[t]{4}{*}{\(\begin{array}{r}\text { 3 } \\ 300,000 \\ 100 \\ 935000 \\ 937 \\ 27 \\ 21,000 \\ \\ \\ \hline 1,000\end{array}\)} \& \(\cdots\) \& \$4,250 \& \multirow[t]{4}{*}{40
15
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8} \& \multirow[t]{2}{*}{\[
\begin{array}{r}
55,811 \\
12.545 \\
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\]} \& 1 \& \multirow[t]{2}{*}{} \\
\hline Wilmette-- \& \& 2,
15,238
1,741
1 \& \[
\begin{aligned}
\& 688 \\
\& 3,287
\end{aligned}
\] \& \& \& 5 \& 16,720 \& \& \& \& \\
\hline Wilsonville-- \& \& 1,220 \& \[
\begin{aligned}
\& 300 \\
\& 775
\end{aligned}
\] \& \& \& \multirow[t]{2}{*}{\({ }_{1}^{2}\)} \& 1,800 \& \& - 4,888 \& \& \\
\hline Winchester- \& \& 1,532 \& \& \& \& \& 1,700 \& \& \multirow[t]{2}{*}{158,875} \& \& \multirow[t]{2}{*}{126,451} \\
\hline Witt \({ }_{\text {annetka }}\) \& \& 12,166 \& \({ }^{3,321} 513\) \& \& \[
\begin{array}{r}
1,128,000 \\
43,000 \\
\hline
\end{array}
\] \& 11 \& \multirow[t]{2}{*}{38,699} \& 80
10 \& \& \& \\
\hline Wood River \& \& 8,136 \& \& \& 43,000
20000 \& 7 \& \& \multirow[t]{2}{*}{37
23} \& 49,850 \& \& \(\begin{array}{r}8,381 \\ \hline 5,660\end{array}\) \\
\hline Woodstock \& \& 5,471 \& 2,248
1,283

1,28 \& \& \multirow[t]{2}{*}{2960000
33,000} \& 3 \& 14,950
2, \& \& \multirow[t]{2}{*}{27,100
4} \& \& \multirow[t]{2}{*}{49,216
6,800} <br>
\hline Wyoming-. \& \& 1,141
1,408 \& \& \& \& \multicolumn{2}{|l|}{\multirow[t]{3}{*}{2,580
5,600}} \& ${ }_{9}^{4}$ \& \& \& <br>
\hline Zeigler-- \& \& 3,816 \& 1,138
1

1,603 \& \& \multirow[t]{2}{*}{$$
\begin{aligned}
& 51,000 \\
& 65,0,00 \\
& 27,500 \\
& 25,50
\end{aligned}
$$} \& \& \& \multirow[t]{2}{*}{19

13
13} \& 8,722
13
13
1800 \& \multicolumn{2}{|l|}{\multirow[t]{2}{*}{28,939
34,304}} <br>
\hline \& \& 5,991 \& 1,693 \& \& \& \& \& \& 15, 221 \& \& <br>
\hline
\end{tabular}

ILLINOIS SCHOOL STATISTICS-1930.
TABLE 44-CITIES HAVING A POPULATION OF 10,000 OR OVER (1930 U. S. CENSUS)

| Cities. | $\begin{aligned} & \text { Popula- } \\ & \text { tion (U.S. } \\ & \text { census. } \\ & 1930 \text { ). } \end{aligned}$ | Current expenses. |  |  |  |  |  | Average cost per pupil enrolled. | Capital outlay. |  | $\begin{aligned} & \text { Total } \\ & \text { expendi- } \\ & \text { tures. } \end{aligned}$ |
| :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: |
|  |  | General control. | Instruction. | Operating school plant. | Maintenance, repairs, insurance, etc. | Auxiliary libraries rent, etc. | Total current expenses. |  | New grounds and buildings. | New equipment. |  |
| 1 | 2 | 3 | 4 | 8 | 6 | 7 | 8 | 9 | 10 | 11 | 12 |
| Total | 4,938,880 | \$2,834,769 | \$38,684,667 | \$12,549,161 | \$3,855,046 | \$2,972,802 | \$60,896,445 | \$97 | \$14,532,140 | \$438,154 | \$75,855,058 |
| Alton. | 30,151 46,589 | \$ 10,862 | \$ 205,567 | \$ 41,376 | \$ 14,888 | \$ 10,059 | \$ 282,752 | \$ 51 | \$ 1,127 | \$ 90 | \$ 283,969 |
| East |  | 10,279 | 219,782 | 42,799 | 3,302 | 2,886 | 279,048 | 75 | 111,788 | 24,200 | 415,036 |
| West |  | 11,325 | 114,603 | 24,371 | 9,598 | 2,230 | 162,127 | 70 | 2,933 | 1,753 | 166, 813 |
| Belleville | 28,425 | 22,306 | 137,049 | 27,113 | 14,404 | 6,159 | 207,031 | 71 | 150,248 | 2,279 | 359,558 |
| Berwy Bloore- | 47,027 | 3,970 | 86,436 | 39,845 | 5,681 | 80,813 | 216,745 | 65 | 2,304 | 9,040 | 228,089 |
| Bloomington | 30,930 | 4,016 | 154,482 | 39,492 | 8,479 | 41,077 | 247,546 | 67 | 6,681 | 3,893 | 258,120 |
| Blue Island. | 16,534 | 655 | 43,907 | 10,735 | 5,135 | 20,000 | 80,432 | 44 | 20,677 |  | 101,109 |
| Brookfield | 10,035 | 2,968 | 10,992 | 6,644 | 3,671 | 16,300 | 40,575 | 39 | 734 | 587 | 41,896 |
| Cairo-- | 13,532 | 6,852 | 60,356 | 15,557 | 4,707 | 1,055 | 88,527 | 40 |  |  | 88,527 |
| Calumet City | 12,298 | 3,642 | 22,768 | 8,568 | 859 |  | 35,837 | 59 | 12,224 |  | 48,061 |
| Canton-- | 11,718 | 2,946 | 53,782 | 15,475 | 2,867 | 14,051 | 89,121 | 46 |  |  | 89,121 |
| Centralia | 12,583 | 9,594 | 75,314 | 14,276 | 12,322 | 82 | 111,588 | 47 |  |  | 111,588 |
| Champaign | 20,348 | 12,221 | 139,032 | 30,883 | 38,707 | 5,478 | 226,321 | 85 | 3,189 | 12,855 | 242,365 |
| Chicago | 3,376,438 | 2,000,000 | 27,989, 179 | 10, 149,865 | 2,829,964 | 2,332,922 | 45,301, 930 | 111 | 11,258,138 |  | 56,560,068 |
| Chicago Heights | 22,321 | 13,235 | 145,157 | 45,519 | 2,527 | 1,024 | 207,462 | 58 | 61,406 | 1,267 | 270,135 |
| Cicero. | 66,602 | 18,635 | 383,633 | 127,409 | 83,683 | 15,575 | 628,935 | 83 | 27,040 | 6,424 | 662,399 |
| Danville | 36,765 | 13,817 | 237,327 | 35,827 | 29,109 |  | 316,080 | 48 | 95,881 | 4,587 | 416,548 |
| Decatur | 57,510 | 21,019 | 464,671 | 103,836 | 10,231 | 18,462 | 618,219 | 68 | 128,360 | 79,700 | 826,279 |
| East Moline | 10,107 | 6,956 | 56,664 | 13,433 | 7,348 | 1,511 | 85,912 | 54 | 9,150 | 1,940 | 97,002 |
| East St. Loui | 74,347 | 60,822 | 707,559 | 129,719 | 164,112 | 25,055 | 1,087,267 | 90 | 480,625 | 5,413 | 1,573,305 |
| Elgin.--- | 35,929 | 12,507 | 251,683 | 36,229 | 17,301 | 6,080 | 323,800 | 78 | 5,753 | 5,560 | 335,113 |
| Elmhurst---- | 14,055 | 11,357 | 103,067 | 27,067 | 2,619 |  | 144,110 | 71 | 188,570 | 9,726 | 342,406 |
| Evanston Park | 63,338 | 1,152 | 56,476 | 16,526 | 10,378 | 572 | 85,104 | 43 | 2,130 | 496 | 87,730 |
| Dist. No. 75 |  | 18,097 | 407,644 | 98,498 | 26,338 | 25,256 | 575,833 | 114 | 12,994 | 4,571 | 593,398 |
| Dist. No. 76 |  | 10,927 | 223,629 | 54,267 | 14,091 | 16,462 | 319,376 | 91 | 103,963 | 24,510 | 447,849 |
| Forest Park | 14,555 | 4,227 | 130,820 | 15,607 | 1,806 | 9,980 | 162,440 | 96 | 1,350 | 490 | 164,260 |
| Freeport | 22,045 | 6,054 | 114,038 | 25,890 | 16,599 | 1,469 | 164,050 |  | 105 | 1,865 | 166,020 |

TABLE 44-Concluded

| Cities. | $\begin{gathered} \text { Popula- } \\ \text { tion (U.S. } \\ \text { census } \\ 1930) . \end{gathered}$ | Current expenses. |  |  |  |  |  | Averagecost perpupil enrolled | Capital outlay. |  | $\begin{aligned} & \text { Total } \\ & \text { expendi- } \\ & \text { tures. } \end{aligned}$ |
| :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: |
|  |  | General control. | Instruction. | Operating school plant. | Mainrepairs, insurance, etc. | Auxiliary rent, etc. | Total expenses. |  |  | New equipment. |  |
| 1 | 2 | 3 | 4 | 5 | 6 | 7 | 8 | 9 | 10 | 11 | 12 |
| Galesburg | \$ 28,830 | 9 | \$131,653 | \$ 19,249 | \$18,435 | \$ 2,694 | 172,040 | 44 | \$ 31,010 | \$ 1,296 | 204,346 |
| Granite City |  | ,44 |  |  |  | ,921 | 290, |  | 85,966 |  | 380,211 |
| Harrisburg | 116,625 16,54 | 5,22 6,566 | 62,868 72,768 | 9,144 29,193 | 5,333 <br> 5,514 | 677 <br> 5,919 | 83,244 119,960 | 34 61 | 434 5,000 | 5,000 | 83,774 129,960 |
| Highland Park | 12,203 | 9,044 | 86,328 | 22,724 | 12,354 | 4.203 | 134,653 | 139 | 67.488 | 7172 | 209,313 |
| Dist. No. 108 |  | 7,274 | 83,694 | 20,961 | 3,821 | 2,101 | 117,851 | 139 | 10,114 | 1,820 | ${ }_{129}$ |
| Jacksonville | 17,747 | 4,820 | 72,397 | 12,348 | 4,386 | 1,400 | 95,351 | 50 | 495 | 6,928 | 102,774 |
| Joliet-- | ${ }^{42,993}$ | 21,139 | 405,300 | 101,789 | 33,050 | 12,633 | 573,911 | 73 | 101,882 | 10,760 | 686,553 |
| Kankakee | ${ }_{1}^{20,620}$ |  | 98,223 | ${ }^{31,225}$ | 4,637 | 13,421 | 147,506 | 58 | 37,20 |  | 184,706 |
| LaGrange | ${ }_{10,103}$ | ${ }_{9}^{4,902}$ | 64, ${ }^{2651}$ | - | ${ }_{8}^{8,364}$ | 1,512 | 124,241 | 49 | 20,871 | 14,209 | ${ }_{209} 221$ |
| LaSalle | 13,149 | 8,725 | 71,607 | 17,346 | 17,874 | 1,136 | 116,688 | 85 |  | 15 | 116,703 |
| Lincoln- | 12,855 | 3,742 <br> 3 <br> 501 | 63,762 65803 | 14,896 11819 | 4,761 | - 2,764 | 89,925 | 75 |  | 427 | 90,352 |
| Maywood | $\stackrel{\text { 25, } 229}{14,61}$ | ${ }_{13,058}$ | - 65,893 181,169 | 37,772 | 13,717 | 8,171 | 102,983 | 40 | 53130 | 59 | 102,903 |
| Melrose Park | 10,741 |  |  |  |  |  |  |  |  |  |  |
| Moline-- | ${ }^{32,236}$ | 11,426 | 252,550 | 54,961 | 22, 183 | 808 | 341,928 | 76 | 177,220 | 6,856 | 526,004 |
| Oak Park | 63,982 | 18,404 | 521,134 | 125,581 | 60,911 | 81,512 | 807.542 | 117 | 1-3 $\overline{6}, 966$ | 14.674 | 959,182 |
| Ottawa | 15,094 | 6,901 | 84,638 | 19,302 | 11,273 | 2,847 | 124,961 | 60 | 20,291 | 2,636 | 147,888 |
| Park Ridge | 10,417 | 6, 131 | 57,837 | 10, 291 | ${ }^{356}$ | 8,125 | ${ }^{82,740}$ | ${ }_{5}^{62}$ | 59,799 | 8, 194 | 150,733 |
| Pekin- | 10,129 | 6,317 | 92,975 | 16,492 | 5,066 | 1,020 | 121,870 | 52 | 296,726 | 541 | 418,554 |
| Peoria | 104,969 | 216,060 | 598,833 | 104,399 | 62,318 | 24,944 | 1,006,554 | 80 | 48,981 | 6,851 | 1,062,386 |
| Rockfor | 85, 864 | ${ }_{37} 10.860$ | ${ }_{625}^{250,804}$ | - ${ }^{40,952}$ | 19,894 | 14.920 | 321,029 | 70 | 75.893 | 8,516 | 405,438 |
| Rock Island | 37,953 | 11,842 | 271,291 | 52,990 | 8,666 | 5,990 | 350,779 | 67 | 127,180 | 13,613 <br> 13 | 1,491,572 |
| Springfield | 71,864 | 24,817 | 498,058 | 84,874 | 49,345 | 68,059 | 725, 153 | 72 | 33,219 | 12,044 | 768,398 |
| Sterling Dist. No. 10 | 1,012 |  |  |  | 2,923 |  |  | 81 |  | 783 | $45,27 \overline{7}$ |
| Dist. No. 11 |  | 4,571 | 43,359 | 7,644 | 4,513 | 1,396 | 61,483 | 66 |  | 2,034 | ${ }_{63,517}$ |
| Streator | 14,728 | 8,331 | 106, 114 | 24,117 | 6,801 | 2,801 | 148,164 | 69 | 348 | 629 | 149, 141 |
| Urbana- | 13,060 | 3,492 | 75,306 | 25,823 | 8,375 | 7,845 | 120,841 | 55 | 286 | 1,500 | 113,627 |
| Waukegan | 33,499 | 12, 293 | ${ }^{274,029}$ | 54,550 | 17,845 | 4,729 | 363,446 | 73 | 40,033 | 2,810 | 406,289 |
| Wilmette.-. | ${ }_{15,233}$ | 11,983 | 145, 132 | ${ }_{39,636}^{10,31}$ | 15,329 | 12,593 | 224,673 | $\begin{array}{r}40 \\ 135 \\ \hline\end{array}$ | 78.355 | 8,836 | ${ }_{311,864}$ |
| Winnetka | 12,166 | 22,272 | 226,645 | 46,771 | 17,129 | 3,634 | 316,451 | 158 | 74,806 | 15,243 | 406,500 |

TABLE 45-EVENING SCHOOLS AND VACATION SCHOOLS SUPPORTED WHOLLY BY PUBLIC FUNDS

| City or district. | Elementary schools. |  |  |  | High schools. |  |  |  | Trade schools. |  |  |  | Total. |
| :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: |
|  | Of school age. |  | Adults. |  | Of school age. |  | Adults. |  | Of school age. |  | Adults. |  |  |
|  | Boys. | Girls. | Men. | Women. | Boys. | Girls | Men. | Women. | Boys. | Girls. | Men. | Women. |  |
| 1 | 2 | 3 | 4 | 5 | 6 | 7 | 8 | 9 | 10 | 11 | 12 | 13 | 14 |
| E. Aurora |  |  | 101 | 28 | 63 |  | 53 | 40 |  |  |  | 13 | 129 |
| Chicago- | 2,38 | 1,328 | 5,727 | 2,654 | 10,331 |  | 11,563 | 7,784 |  |  |  |  | 39,604 |
| East St. Louis. |  |  | $\begin{array}{r}34 \\ 59 \\ \hline\end{array}$ | 30 19 | 38 |  | 183 | 156 |  |  |  |  | 501 78 |
| Peoria. | 68 | 103 | 123 | 100 | 10 |  |  |  |  |  |  |  | 417 |
| Rockford |  |  |  |  | 8 |  | 400 98 | 172 |  |  |  | 80 | 1,498 |
| Waukegan.- |  |  | 48 | 15 |  |  |  |  |  |  |  |  |  |

B-NUMBER OF TEACHERS AND EXPENDITURES OF EVENING SCHOOLS—1930.

| City or district. | Number of schools. | Date of- |  | Sessions per week. | Hours per session. | Number of teachers. | Expenditures. |  |  |
| :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: |
|  |  | Opening. | Closing. |  |  |  | Teachers. | Other expenditures | Total. |
| 1 | 2 | 3 | 4 | 5 | 6 | 7 | 8 | 9 | 10 |
| East Aurora .. | 1 | Oct. 8 | Mar. 10 |  | 2 | 4 | \$ 497 | \$ 310 | \$ 807 |
| Belleville Twp | 1 | Oct. 1 | Apr. 2 | 2 | 3 | 22 | 3,651 | 125 | 3,776 |
| Chicago--.--- | 25 | Sept. 16 | June 12 | 4 | 3 | 996 | 427,042 | 206,480 | 633,522 |
| East St. Louis | 2 | Oct. 8 | May 8 | 6 | 2 | 59 | 11,023 | 1,354 | 12,377 |
| Moline..----- | 1 | Oct. 14 | Mar. 12 | 2 | $\stackrel{2}{2}$ | 3 | ${ }^{312}$ | 70 | 382 |
| Peoria---- | 1 | Sept. 15 | Apr. 23 | 5 | $\stackrel{2}{2}$ | 13 | 2,815 | 72 | 2,887 |
| Rockford | 3 | Oct. 6 | Mar. 26 | 2 | 2 | 47 |  |  | 954,651 |
| Quincy ---- | 1 | Oct. 88 | Feb. 17 | 3 2 | 4 2 | 19 | 3,788 | 522 94 | 4,310 611 |
| Waukegan.- | 1 | Sept. 28 | Mar. 26 | 2 | 2 | 2 | 517 | 94 | 611 |

C-VACATION SCHOOLS, SUMMER OF 1930.

| City or district. | Date of- |  | $\begin{gathered} \text { Days } \\ \text { in } \\ \text { session } \end{gathered}$ | Enrollment. |  |  | $\begin{aligned} & \text { Number } \\ & \text { of } \\ & \text { teachers. } \end{aligned}$ | Amount paid teachers. | Other expenses. | Total expenses. | Number of pupils attending |  |  |  |  |  |
| :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: |
|  | Opening. | Closing. |  | Boys. | Girls. | Total. |  |  |  |  | 10 days. | 15 days. | 20 days. | 25 days. | 30 days. | $\begin{gathered} \text { More } \\ \text { than } 30 \\ \text { days. } \end{gathered}$ |
| 1 | 2 | 3 | 4 | 5 | 6 | 7 | 8 | 9 | 10 | 11 | 12 | 13 | 14 | 15 | 16 | 17 |
| East Aurora | June 30 | Aug. 8 | 35 | 38 | 45 | 83 | 9 | \$ 1,136 |  | \$ 1,136 |  |  |  |  |  |  |
| Chicago- | June 30 | Aug. 22 | 40 | 20,805 | 16,309 | 37,114 | 1,109 | 509,642 | \$44,364 | 554,006 |  |  |  |  |  |  |
| Peoria. | June 15 | July 24 | 30 | 351 | ${ }_{246}^{125}$ | 597 | 20 | 1,028 4,151 | 90 | 1,028 | 32 | 14 | 19 | ${ }_{553}^{120}$ |  |  |
| Quincy. | June 16 | July $2 \overline{5}$ | 30 | 54 | 43 | 97 | 10 | 1,398 |  | 1,398 |  |  |  |  | 97 |  |

TABLE 46-PUBLIC SCHOOL KINDERGARTENS—1930.

| Name of city. | Number kindergartens maintained. | Enrollment. |  | Number of teachers. | Teachers' salaries. | Total current expenses for year. |
| :---: | :---: | :---: | :---: | :---: | :---: | :---: |
|  |  | Boys. | Girls. |  |  |  |
| Illinois... | 568 | 31,776 | 31,925 | 851 | \$1,724,908 | \$1,826,050 |
| Quiney | 11 | 192 | 227 | 10 | \$15,325 | \$18,325 |
| Belvidere. | 2 | 46 | 46 | 2 | 1,287 | 1,287 |
| Savanna. | 1 | 20 | 22 | 1 | 1,100 | 1,600 |
| Robinson. | 1 | 42 | 37 | 1 | 1,125 | 1,175 |
| Oblong | 1 | 13 | 8 | 1 | 990 | 990 |
| Syeamore | , | 35 | 28 | 1 | 1,900 | 2,150 |
| DeKalb | 2 | 67 | 72 | 2 | 2,400 | 2,900 |
| Sandwich --.... | 1 | 22 | 14 | 1 | 1,378 | 1,478 |
| Downers Grove |  | 71 | 74 | 4 | 5,075 | 5,175 |
| Elmhurst.. | 4 3 | 73 50 | 79 | 4 | 3,530 3,625 | 3,545 |
| Naperville. | 1 | 32 | 24 | 1 | 1,250 | 1,527 |
| Roselle | 1 | 2 | 7 | 1 | , 550 | - 575 |
| West Chieago | 1 | 23 | 24 | 1 | 1,377 | 1,930 |
| Wheaton.- | 4 | 70 | 51 | 2 | 2,575 | 2,725 |
| Kewanee | 3 | 64 | 68 | 3 | 3,002 | 3,002 |
| Geneseo | 2 | 32 | 22 | 1 | 900 | 900 |
| West Aurora | 5 | 113 | 102 | 5 | 6,025 | 11,025 |
| East Aurora | 8 | 187 | 168 | 4 | 6,546 | 11,546 |
| Batavia.- | 1 | 30 | 31 | 1 | 1,600 | 2,200 |
| Geneva. | 1 | 23 | 25 | 1 | 1,350 | 1,950 |
| St. Charles | 1 | 35 | 32 | 1 | 1,400 | 2,400 |
| Elgin--- | 7 | 195 | 194 | 7 | 10,400 | 11,050 |
| Plano.- | 1 | 24 | 18 | 1 | 1,170 | 1,377 |
| Waukegan. | 8 | 320 | 319 | 8 | 13,250 | 13,250 |
| North Chicago | 3 | 46 | 38 | 2 | 2,900 | 3,075 |
| Lake Bluff | 1 | 12 | 12 | 1 | 2,000 | 2,175 |
| Libertyville. | 1 | 35 | 28 | 1 | 1,200 | 1,300 |
| Highland Park- |  |  |  |  |  |  |
| Distriet No. 107 | , | 57 | 60 |  | 3,300 | 4,580 |
|  | 3 | 53 | 59 | 3 | 6,200 | 6,400 |
| Deerfield | 1 | 10 | 15 | 1 | 1,215 | 1,415 |
| Highwood | 1 | 27 | 38 | 1 | 1,350 | 1,600 |
| Lake Forest | 2 | 33 | 39 | 3 | 5,150 | 5,450 |
| Streator. | 4 | 76 | 66 |  | 2,225 | 2,225 |
| Peru... | 1 | 36 | 41 | 1 | 1,050 | 1,110 |
| Ottawa | 6 | 81 | 94 | 3 | 4,175 | 4,550 |
| Dixon. | 1 | 38 | 42 | 2 | 2,400 | 2,400 |
| Harvard. | 1 | 10 | 18 | 1 | 1,250 | 1,475 |
| Woodstock | 1 | 45 | 65 | 1 | 1,450 | 1,700 |
| McHenry | 1 | 14 | 10 |  |  |  |
| Highland. | 1 | 33 | 24 |  | 1,290 | 1,290 |
| Alton.- | 5 | 160 | 144 | 3 | 3,450 | 3,450 |
| Peoria. | 21 | 640 | 668 | 21 | 31,831 | 32,421 |
| Monticello | 1 | 24 | 21 | 1 | 210 | 250 |
| East Moline | 4 | 84 | 59 | 2 | 2,659 | 7,436 |
| Moline | 11 | 272 | 209 | 11 | 14,318 | 14,474 |
| Roek Island | 10 | 390 | 338 | 9 | 10,917 | 11,578 |
| Union (St. Clair Coun | 1 | 14 | 14 | 1 | 1,125 | 1,125 |
| Belleville. | 8 | 188 | 196 | 8 | 12,175 | 12,995 |
| Signal Hill. | 1 | 22 | 16 | 1 | 1,045 | 1,045 |
| Springfield. | 17 | 463 | 427 | 9 | 10,952 | 10,952 |
| Danville. | 4 | 93 | 97 | 3 | 4,050 | 4,050 |
| Roekford. | 21 | 671 | 671 | 18 | 23,521 | 23,872 |
| Sterling-- |  | 138 | 113 |  |  |  |
| Barrington | 1 | 23 | 29 | 1 | 1,250 | 1,295 |
| Chicago... | 307 | 24,704 | 25,123 | 600 | 1,383,930 | 1,395,855 |
| DesPlaines. | 1 | 34 | 31 | 1 | 1,200 | 1,650 |
| Evanston- <br> District No 75 | 9 | 315 | 239 | 9 | 15,550 | 60,064 |
| District No. 76 | 4 | 180 | 182 | 8 | 11,050 | 22,500 |
| Glencoe.- | 3 | 52 | 63 | 3 | 4,850 | 4,850 |
| Kenilworth | 1 | 32 | 28 |  | 1,600 | 1,800 |
| LaGrange. | 4 | 116 | 137 | 8 | 8,050 | 8,050 |
| Morton Grove | 1 | 14 | 10 | 1 | 600 | 630 |
| Niles Centcr. | 1 | 23 | 32 | 1 | 1,350 | 1,650 |
| North Berwyn. | 3 | $5 \overline{5}$ | 69 | 2 | 2,700 | 3,844 |
| Oak Park. | 11 | 305 | 294 | 21 | 24,630 | 24,630 |
| Riverside.. | 3 | 88 | 71 | 5 | 6,800 | 6,800 |
| Sharp Corner-. | 1 | 12 | 9 | 1 | 180 | 180 |
| Western Springs | 2 | 53 | 41 | 2 | 2,650 | 3,400 |
| Wilmette.- | 4 | 103 | 101 | 5 | 8,835 | 9,232 |
| Winnetka...... | 3 | 121 | 97 | 3 | 7,145 | 7,371 |

TABLE 47-DEAF, DUMB AND BLIND CHILDREN-1930

| District and county. | Number between ages 3 and 21 distriets. reported indistriets. |  | Number being sent to State institutions |  | Number being educated in special sehools or elasses in districts. |  | Number teachers employed full time. |  | $\begin{array}{\|c} \text { Salaries } \\ \text { paid } \\ \text { tachers. } \end{array}$ |  | Value of sehool buildings, and equipment. | Total expense. |
| :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: |
|  | Boys. | Girls. | Boys. | Girls. | Boys. | Girls. | Men. | Women. |  |  |  |  |
| Distriet No. 107, DeKalb Count | 12311112 |  | 1131 | -..------- |  |  |  | --............. | $\qquad$ |  | ---.-....---- |  |
| Distriet No. 129, Kane County-- |  |  |  |  |  |  |  |  |  |  |  |  |
| District No. 37, Macon County |  | 1 |  |  |  |  |  |  |  |  |  |  |
| Distriet No. 4, Macon County- |  |  |  |  |  |  |  |  |  |  |  |  |
| Distriet No. ${ }^{\text {dism, Macon County- }}$ |  |  |  |  |  |  |  |  |  |  |  |  |
| Distriet No. 60, Macon County |  | 1 |  |  |  |  |  |  |  |  |  |  |
| Distriet No. 77 , Macon County | $10^{7}$ | ${ }_{9}$ |  |  |  |  |  |  |  |  |  |  |
|  |  |  |  |  | 4 | 5 |  | 1 | 81,695 |  |  | \$1,695 |
| Moline, Rock Island County -- |  |  |  |  | $\begin{array}{r} 10 \\ 406 \end{array}$ | $\begin{array}{r} 3 \\ 9 \\ 282 \end{array}$ |  |  | $\begin{array}{r} 1,845 \\ 3,352 \\ -\cdots \cdots \\ \hline \end{array}$ |  | 8400 | ${ }_{4}^{1,845}$ |
| Rookford, Winnebago County |  |  |  |  |  |  |  |  |  |  |  |  |
| Chicago.-.-.-.-.------.-- |  |  |  |  |  |  |  |  |  |  |  |  |
|  |  |  |  |  |  |  |  |  |  |  |  |  |

TABLE 48-CRIPPLED CHILDREN-1930

| District and county. | Number between ages 5 and 21 reported by truant officer. |  | Number enrolled in special district school or classes. |  | Number of teachers employed full time. |  | Salaries paid teachers. | Number of separate schools. | Value of school buildings, grounds and equipment. | Total eurrent expense for year. |
| :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: |
|  | Boys. | Girls. | Boys. | Girls. | Men. | Women. |  |  |  |  |
| Robinson, Crawford County | 1 | 1 |  |  |  | 1 | \$ 450 |  |  | 450 |
| Oblong, Crawford County | 1 |  |  |  |  | 1 | 234 |  |  | 370 |
| District No. 27, DeWitt County |  |  |  |  |  | 1 | 400 | 1 | ----------- | 400 |
| Gibson Citv, Ford County - |  |  | , |  |  | 1 | 558 | 1 |  | 558 |
| Lewiston, Fulton County - | 1 |  | 1 |  |  | 1 | 360 360 |  |  | 360 360 |
| Carthage, Hancock County-.- | 1 |  | 1 |  |  |  | 360 <br> 350 | --- | ------------ | 360 350 |
| District No. 162, Henry County |  | 1 | 8 |  |  |  | 350 1,315 |  |  | 1,315 |
| Aurora (West) Kane County | 5 |  |  | 3 |  | 1 | 750 | ---- | -- | 850 |
| Finoxville, Knos County- |  | 1 |  | 1 |  | 1 | 324 |  | -- | 324 |
| Galesburg, Kinox County | 1 | -..----- | 1 |  |  | 1 | 240 |  |  | 240 |
| Elm Place, Lake County | 9 |  |  |  |  |  |  |  | --------- | --- |
| Nortl Chicago, Lake County | 3 |  |  |  |  |  |  |  |  | 360 |
| Grays Lake, Lake County- | 1 |  |  |  |  | 1 | 360 500 |  | ------------ | 500 |
| Fairbury, Livingston County Atlanta, Logan County | 1 |  |  |  |  |  | 500 |  |  | 600 |
| Atlanta, Logan County <br> Middletown, Logan County |  | 1 |  |  |  |  | 37 |  |  | 37 |
| District No. 117, Macon County | 1 |  |  |  |  |  |  |  | --------- | -------- |
| District No. 118, Macon County |  | 1 |  |  |  |  |  |  |  |  |
| Peoria, Peoria County---- |  |  | 4 | 8 |  | 12 | 1,613 |  |  | 1,613 |
| Moline, Rock Island County |  |  | 10 | 8 |  |  |  |  | --------- | 4,948 |
| Springfield, Sangamon County |  |  | 8 | 10 |  | $?$ | 2,988 |  | ---------- | 2,988 |
| District No. 4, Stark County - |  |  |  | 1 |  | $!$ | 490 |  |  | 490 |
| Washington, Tazewell County |  | 1 |  |  |  | 1 | 450 |  |  | 465 |
| Allendale, Wabash County - | 1 |  | 1 |  |  | 1 | 315 |  | --------- | , 315 |
| Rockford, Winnebago County |  |  | 10 | 6 |  | 2 | 2,745 |  |  | 4,413 |
| District No. 2, Woodford County |  |  |  | 1 |  | 1 | 220 |  |  | 220 |
| Chicago |  | -------- | 798 | 704 |  |  |  |  |  |  |

.

## INDEX.

PAGE
Accountancy, The Board of ..... 353
Activities in Physical Education ..... 202
Agriculture and Experiment Station, The College of ..... 326
Agricultural Education ..... 242
Agriculture,-Vocational Education ..... 5
Alumni Records Office. ..... 358
Annexation of Territory ..... 97
Annie Louise Keller Memorial ..... 91
Annual Financial Report, Board for Vocational Education ..... 236
Apparatus and Playground Space ..... 197
Appendix A-Statistical Report, 1929 -
I. General summary of statistical reports-1929-
(a) General statistics ..... 1
(b) Two-, Three-, and Four-year High Schools ..... 11
(c) Cities of 1,000 or more ..... 13
II. Tables compiled from Reports of County Superintendents-Table No. Subjects.

1. Population and school census ..... 14
2. Enrollment for first four years in elementary schools ..... 16
3. Enrollment for second four years in elementary schools ..... 18
4. Enrollment for third four years or in secondary (high) schools ..... 20
5. Total enrollment, attendance, length of term ..... 22
6. Promotions, graduates, tuition pupils, and qualifications of teachers ..... 24
7. Number of teachers, average and annual salaries and num- bel of vacancies ..... 28
8. Teachers' length of service in same district ..... 30
8a. Teachers' total teaching experience ..... 34
9. Number of elementary school teachers receiving less than $\$ 1,700.00$ per annum ..... 38
10. Number of elementary school teachers receiving $\$ 1,700.00$ or more per annum ..... 42
11. Number of secondary (high) school teachers receiving less than $\$ 1,700$ per annum ..... 44
12. Number of secondary (high) school teachers receiving $\$ 1.700 .00$ or more per annum ..... 48
13. Number of districts, school buildings, seats or sittings and libraries ..... 50
14. Value of school property, tax levy and bonded debt ..... 52
15. Private schools, teachers and enrollment ..... 54
16. District funds-receipts ..... 56
17. District fund-expenditures by subdivisions ..... 60
18. District fund-expenditures-subdivisions itemized ..... 64
19. District fund - expenditures - subdivisions itemized (con- tinued) ..... 68
20. Township distributive fund-receipts ..... 72
21. Township distributive fund-expenditures. ..... 4
22. Township loanable fund-receipts ..... 78
23. Township loanable fund-expenditures ..... 82
24. Income from and amount of land belonging to township fund ..... 84
25. County distributive fund-receipts
26. County distributive fund-expenditures ..... 86 ..... 86
27. County institute fund-receipts ..... 88 ..... 88
28. County institute fund-expenditures. ..... 98
92
29. County superintendent's salary and expenses ..... 94
30. Teachers' new certificates issued ..... 96
31. Teachers' certificates - issued, renewed, registrations and failures in examination ..... 100
32. County examinations, institutes and associations, central and final examinations and Normal School Scholarships
104
104
33. County superintendents, assistants, new consolidated schools State course of study, and contribution to institute fund ..... 106
34. Districts, organizations, junior hig! schools, district tax levies raised, conferenees of school oflicers and kinder girlens ..... 110

## INDEX—Continued.

35. Condition of buildings, enrollment in small schools, begin- ning teachers and their qualifications and district endow- ments ..... 112
36. Special teachers ..... 116
37. The promotion of health and attendance, illiteracy, depart- mental work ..... 118
38. New school houses built ..... 122
39. Non-high school district statistics ..... 124
40. Consolidated schools ..... 128
41. High schools - enrollment, graduates, attendance, courses, number of teacher's. ..... 134
42. High schools-expenditures ..... 176
43. Elementary schools in cities of 1,000 population and over. ..... 202
44. Elementary schools in cities of 10,000 population and over- Financial ..... 212
45. Evening schools and vacation schools. ..... 214
46. Public school kindergartens ..... 216
47. Deaf, dumb and blind children ..... 217
48. Crippled children ..... 218
49. Delinquent children ..... 218
Appendix B-Statistical Report, 1930 -
I. General summary of statistical reports- 1930 -
(a) General statistics ..... 1
(b) Two-, Three-, and Four-year High Schools
(b) Two-, Three-, and Four-year High Schools ..... 11 ..... 11
(c) Cities of 1,000 or more. ..... 13
II. Tables compiled from Reports of County Superintendents-Table No. Subjects.
50. Population and school census ..... 14
51. Enrollment for first four years in elementary schools. ..... 16
Enrollment for second four years in elementary schools ..... 18
52. Enrollment for third four years or in secondary (high) schools ..... 20
53. Total enrollment, attendance, length of term. ..... 22
54. Promotions, graduates, tuition pupils, and qualifications of teachers ..... 24
55. Number of teachers, average and annual salaries and num- ber of vacancies ..... 28
56. Teachers' length of service in same district ..... 30
8a. Teachers' total teaching experience ..... 34
57. Number of elementary school teachers receiving less than $\$ 1,700.00$ per annum. ..... 38
58. Number of elementary school teachers receiving $\$ 1,700.00$ or more per annum ..... 42
59. Number of secondary (high) school teachers receiving less than $\$ 1,700.00$ per annum ..... 44
60. Number of secondary (high) school teachers receiving $\$ 1,700.00$ or more per annum ..... 48
61. Number of districts, school buildings, seats or sittings and libraries ..... 50
62. Value of school property, tax levy and bonded debt ..... 52
63. Private schools, teachers and enrollment ..... 54
64. District funds-receipts ..... 56
65. District fund-expenditures by subdivisions ..... 60
66. District funds-expenditures-subdivisions itemized ..... 64
67. District fund - expenditures - subdivisions itemized (con- tinued) ..... 68 ..... $\begin{array}{r}68 \\ 72 \\ \hline\end{array}$
68. Township distributive fund-receipts.
69. Township distributive fund-receipts. 21. Township distributive fund-expenditures ..... 74
70. Township loanable fund-receipts ..... 78
71. Township loanable fund-expenditures ..... 82
72. Income from and amount of land belonging to township fund ..... 84
73. County distributive fund-receipts ..... 86
74. County distributive fund-expenditures ..... 88
75. County institute fund-receipts. ..... 90
76. County institute fund-expenditures ..... 92
77. County superintendent's salary and expenses ..... 94
78. Teachers' new certificates issued ..... 96
79. Teachers' certificates - issued, renewed, registrations and failures in examination ..... 100
80. County examinations, institutes and associations, central and final examinations and Normal School Scholarships ..... 104
81. County superintendents, assistants, new consolidated schools, State course of study, and contribution to institute fund.. ..... 106
82. Districts, organizations, junior high schools, district tax levies raised, conferences of school officers and kinder- gartens ..... 110

## INDEX-Continued.

PAGE.
35. Condition of buildings, enrollment in small schools, begin- ning teachers and their qualifications and district endow- ments ..... 112
36. Special teachers ..... 116
37. The promotion of health and attendance, illiteracy, depart- mental work ..... 118
38. New school houses built ..... 122
39. Non-high school district statistics ..... 124
40. Consolidated schools ..... 128
41. High schools - enrollment, graduates, attendance, courses, number of teachers ..... 134
42. High schools-expenditures ..... 176
43. Elementary sclıols in cities of 1,000 population and over ..... 202
44. Elementary schools in cities of 10,000 population and over- Financial ..... 213
45. Evening schools and vacation schools ..... 215
46. Public school kindergartens. ..... 217
47. Deaf, dumb and blind children ..... 218
48. Crippled children ..... 219
Apportionment and Distribution of the Common School Fund ..... 137
Approved Vocational Courses-Map ..... 241
Architect's Office, The ..... 306
Arts and Sciences, The College of ..... 311
Athletic Badge Tests for Boys and Girls-
Boys' Events ..... 215
Girls' Events ..... 215
Directions for Badge Tests. ..... 215
Attendance Law ..... 142
Attendance Law, The Compulsory ..... 51
Beginning Teachers, Qualifications, by Counties ..... 53
Blind, Deaf and Defective Vision ..... 155
Blind, The Illinois School For, Jacksonville ..... 423
Board Bill, County ..... 49
Board for Vocational Education, Annual Report ..... 234
Board of Education-
Appointed ..... 97
Elected ..... 100
Elected in Certain Districts ..... 101
Board of Examiners in Accountancy ..... 353
Board for Vocational Education-Annual Financial Report ..... 236
Board for Vocational Education-Rehabilitation ..... 267
Board of Education, Elected ..... 144
Bonds-
Certain School Districts ..... 103
Board of Education ..... 104
Registration ..... 106
Validated ..... 106
Bonds, Legalized ..... 146
Book List for Physical Education ..... 231
Boundaries, Changes in, Validated ..... 107
Budgets, County and state School ..... 131
Buildings, University of Illinois ..... 307
Cahokia Permanent School Fund ..... 107
Certificating Bill, The ..... 50
Certificate of Age for Minors over 16 Years ..... 180
Certificates, Teachers ..... 146
Changes in Boundaries, School Districts- Changes in Boundaries ..... 152-153
Legalized ..... 154
Changes in Twenty Years- ..... 107-154
County Superintendents
68
68
City Superintendents ..... 70
Check Shect, Health Habit ..... 225
Chicago-Play Grounds ..... 163
Child Labor ..... 176
Child Welfare, Quotations from President Hoover's Speech ..... 85
Circuit Court Opinion, Section 91a
82
82
Cities Conducting Vocational Courses
237
237
City Superintendents, Changes in Twenty Years ..... 70
73
Commission on Illiteracy, St
82
82
Common School Fund, Distribution of ..... 137
Common School Lands, Sale of ..... 172
Community Consolidated School Districts, Legalized ..... 108-109-110
Community High School Districts-

## INDEX—Continued.

Comptroller's Office
PAGE
Compulsory Attendance Law, The ..... 51
51
Conferences, County Superintendents ..... 47
Conference, High School ..... 306
Constructing Equipment and Laying Out Courts ..... 219
County and State School Budgets, Report of ..... 131
County Board Bill ..... 49
County Superintendents, Changes in Twenty Years ..... 68
County Superintendents' Conferences ..... 47
County Superintendents, Elected ..... 83
County vs. City Superintendents, Tenure of Office ..... 68
Course in Management ..... 187
Course of Study in the State ..... 85
Courts and Outlines ..... 220-221
Creed of a Future Farmer ..... 63
Crippled Children and State Reimbursement ..... 66
Curriculums, University of Illinois ..... 303
Deaf, Blind and Defective Vision ..... 15
Deaf, The Illinois School for, Jacksonville ..... 429
Dean, U. of I. Men ..... 346
Women ..... 348
Dean of Men and Women, University of Illinois ..... 305
Deaths, Faculty ..... 310
Defective Vision, Deaf and Blind ..... 155
Degrees Conferred, Summary ..... 380
Degrees Held by Principals of Four Year High Schools ..... 61
Dentists, School ..... 171
Dentistry, The College of ..... 340
Department of Military Service ..... 345
Department of Physical Welfare ..... 342
Detailed Report of County and State School Budgets, 1927 ..... 131
Director, Duties of ..... 187
Director of Physical Education ..... 63
Distributive Fund ..... 156
Distributive Fund, Increase
$\begin{array}{r}47 \\ \hline\end{array}$
Distributive Fund, The State
Distributive Fund, The State
Distribution of Common School Fund, 1927 ..... 137
Domain, Eminent ..... 113
Duties of the Director ..... 187
Eastern Illinois State Teachers College, Charleston, Report of ..... 405
Economic Analysis of Rehabilitation ..... 270
Edison Scholarship, Illinois Candidate ..... 60
Education and Bureau of Research, The College ..... 315
Education, Agriculture ..... 242
Education, Home Economics ..... 257
Education Law The Physical ..... 64
Education, Industrial ..... 253
Eight Months' Term Bill, The ..... 59
Elections, Building High Schools ..... 159
Election for Sale of Common School Lands. ..... 172
Elections, School, Under Special Charter ..... 113
Election of Trustees ..... 159
Eminent Domain ..... 113
Employment Certificate ..... 179
Engineering and Experiment Station, The College of ..... 316
Enrollment and Instructional Staff ..... 307
Enrollment and Reimbursement, Industrial Education ..... 254
Enrollment and Reimbursement, Home Economics ..... 260
Enrollment and Reimbursement Department of Tocational Agriculture ..... 245
Enrollment Statistics ..... 363
Equipinent ..... 216
Equipment, Minimum ..... 200
Examination, Teachers ..... 44
Existing Indebtedness ..... 114
Expenditures and Wealth of the United States ..... 79
Farm Practice, Supervised ..... 242
Financial Report, Board for Vocational Education ..... 236
Financial Statements ..... 358
Financial Statement, Pension Fund ..... 45
Foreign Languages Taught in Four Year High Schools ..... 62
Future Farmer, Creed of ..... 63
Games-
202
Indoor ..... 202
Outdoor .....
203 .....
203
Older Group
Older Group205
General Statement of Physical and Health Education ..... 194
General Suggestions, One-Teacher Schools ..... 191

## INDEX-Continued.

PAGE.
Graduate School ..... 335
Health Education, Objectives ..... 194
Health Habit Check Sheet ..... 225
Health Instruction, Suggestions for ..... 223
Health Service, The University ..... 344
High School Conference ..... 306
High School Districts .....
161 .....
161
Legalized 114-115-116-117-118-162
High School Districts
High School Districts
High School Visitor ..... 352
Home Economics Education ..... 257
Home Economics, Enrollment and Reimbursement. ..... 260
Home Projects-Home Economics ..... 257
Illinois' Candidate for Thomas A. Edison Scholarship ..... 60
Illinois State Normal University, Normal, Report of ..... 385
Illiteracy Commission, The ..... 82
Illiteracy, Illinois State Commission ..... 73
Important Annual Bills in the United States ..... 81
Improvement of Rural Schools ..... 43
Indebtedness, Existing ..... 114
Industrial Education ..... 253
Industrial Department, Enrollment and Disbursements ..... 254
Interest Paid by School Districts in Illinois-1928 ..... 71
Instructional Staff, Summary ..... 376
Joliet School District ..... 119
Journalism, The School of ..... 333
Kankakee School District ..... 120
Keller, Annie Louise ..... 87
Kaskaskia Permanent School Fund ..... 121
Key to Map on Distribution of Approved Vocational Courses ..... 241
Lands, School
Lands, School ..... 172
Languages Taught in the Four Year High Schools, Foreign
Languages Taught in the Four Year High Schools, Foreign ..... 62 ..... 62 ..... 201
Leaders, Student, in Physical Education
Leaders, Student, in Physical Education
Leadership, Physical Education
Leadership, Physical Education ..... 65 ..... 65
Lesson Plan. Physical Education ..... 196
Library Reference Books in High Schools ..... 62
Library School
Library School ..... 334 ..... 334
Library, The University ..... 305-350
Lunch Hour, Supervised ..... 228
Management, Course in ..... 187
Medicine, The College of ..... 336
Memorial, Annie Louise Keller ..... 88-90
Memorial, Dedication Program. ..... 92-93
Military Service, The Department of ..... 345
Much for Little ..... 41
Music, The School of ..... 332
Need for Rehabilitation Service ..... 271
New Appointment in the Staff. ..... 307
New President for Northern Illinois State Teachers' College ..... 62
Normal University, Normal, Report of ..... 385
Northern Illinois State Teachers' College, the New President ..... 62
Northern Illinois State Teachers' College, DeKalb, Report of ..... 399
Objectives of Health Education ..... 194
One-Teacher Schools, Special Training for Teachers ..... 183
Organization, Physical Education ..... 195
Other Activities-
Older Group
206
Younger Group ..... 214
Pension Fund, Financial Statement ..... 45
Pharmacy, The School of ..... 341
Physical and Health Education ..... 193
Physical Education, Director of
63
63
Physical Education Law, The ..... 64-230
Physical Education Program for Rural Schools ..... 82
Physical Welfare, The Department of
342
342
Pension Fund ..... 122
Play Grounds ..... 126
Play Grounds-Chicago ..... 163
Polling Places ..... 164
Play Ground Space and Apparatus ..... 197
Policy, General, State University
299
299
Practice Schools, Rural ..... 190
President-Elect H. A. Brown, Normal ..... 74
Press, The University
306-356
306-356
Principals, Degrees Held by, Four-Year High Schools ..... 61
Procedure Suggested-One-Teacher School ..... 188
Program to Exceptional Schools ..... 200
Program, Physical Education65
Program, Memorial Dedication, Annie Louise Keller ..... 92-93

## INDEX—Continued.

PAGE
Programs, Physical Education ..... 196
Promotions in the Staff ..... 309
Qualifications of Beginning Teachers, By Counties ..... 53
Realty, Sale of ..... 127
Reformatory School, Pontiac ..... 451
Rehabilitation, Annual Report ..... 267
Rehabilitation
Economic Analysis ..... 270
Need for Service ..... 271
Casualty Report ..... 272
Report of the Secretary of the State Examining Board ..... 288
Report of the Secretary of the Teachers Pension and Retirement Fund ..... 277
Report of the Schools of the State Charitable Institutions- Illinois School for the Blind, Jacksonville ..... 423
Illinois School for the Deaf, Jacksonville ..... 429
Lincoln State School and Colony, Lincoln ..... 435
Soldiers' Orphans' Home Training School, Normal ..... 440
State Training School for Girls, Geneva ..... 443
St. Charles School for Boys, St. Charles ..... 446
Illinois State Reformatory School, Poritiac. ..... 451
Reports of the State Educational Institutions University of Illinois, Urbana ..... 299
Illinois State Normal University, Normal ..... 385
Southern Illinois State Normal University, Carbondale ..... 392
Northern Illinois State Teachers College, DeKalb ..... 399
Eastern Illinois State Teachers College, Charleston ..... 405
Western Illinois State Teachers College, Macomb. ..... 413
Requirements for A. B. Degree ..... 313
Research, University of Illinois ..... 303
Resignations from the Staff ..... 310
Retirement of Teachers ..... 164
Revenue-
165
165
Revenue
Play Grounds ..... 170
Rural Schools-
Improvement of ..... 43
Program for Physical Education ..... 82
Rural Practice Schools ..... 19
Rural Training Department, Essentials of. ..... 185
Salaries and Wages for Teachers' Colleges ..... 59
Sale of Common School Lands ..... 172
Sale of Realty ..... 127
School Dentists ..... 171
School Expenditures vs. Life Insurance, Luxuries, Automobile, etc ..... 81
School for Boys, St. Charles ..... 446
School of Journalism ..... 333
School Lands ..... 172
School Law of Illinois-56th General Assembly ..... 142
School Law--Special Acts ..... 97
School of Music ..... 332
School of Pharmacy ..... 341
School Year, Length of ..... 172
Section 91a, Circuit Court Opinion ..... 82
Service by the School Teachers ..... 86
Special Charter Districts, Election ..... 113
Southern Illinois State Normal University, Carbondale, Report of ..... 392
Special Acts, Discontinued ..... 127
Special Acts-School Law ..... 97
Special Events ..... 227
State Aid to Illinois Public Schools, Distributive Fund. ..... 77
State Commission on Illiteracy ..... 73
State Course of Study ..... 85
State Distributive Fund, The ..... 47
School Districts, Interest Paid By ..... 71
Staff, Enrollment and Instructional ..... 307
State Examining Board, Report of ..... 288
State Institutions Fund-Pensions ..... 46
State Reimbursement for Crippled Children ..... 66
State School and Colony, Lincoln ..... 435
State Teachers' Pension and Retirement Fund, Report of ..... 277
Student Scholarship, University of Illinois ..... 304
Student Leaders in Physical Education ..... 201
Suggestions for Health Instruction ..... 223
Suggestions for Special Training for Teachers ..... 183
Summary of Students, 1928-29 ..... 364
Summary of Students, 1929-30 ..... 370
Superintendents, Changes in Twenty Years-
County Superintendents ..... 68
City Superintendents ..... 70

## INDEX-Concluded.

PAGE.
Supervising Architect, Office of ..... 306-360
Supplementary Report ..... 273
Teachers' Certificates ..... 146
Teachers' Colleges, Salaries and Wages Appropriation ..... 59
Teachers' Examination ..... 44
Teachers' Pension and Retirement Fund, Report of ..... 277
Teachers, Retirement of ..... 164
Teacher Training, Vocational Agriculture ..... 243
Tenure of Office of County vs. City Superintendents ..... 68
Ten-Year Comparison, Number of Teachers-Salaries ..... 41
Time Allotment, Physical Education ..... 64
Township 41N, Range 14E ..... 128
Township High School Districts, Legalized ..... 128-129
Training School for Girls, State, Geneva ..... 443
Training School, Soldiers' Orphans' Home, Normal ..... 440
Trustees, Election of ..... 159
University Health Service ..... 344
University Library ..... 305-350University of Illinois, Urbana-
College of Agriculture and Experiment Station ..... 326
College of Commerce and Busiriess Administration ..... 314
College of Dentistry ..... 340
College of Education and Bureau of Research ..... 315
College of Engineering and Experiment Station ..... 316
College of Liberal Arts and Sciences ..... 311
College of Medicine ..... 336
Commerce and Business Administration, College of ..... 314
University Press, The ..... 306-356
Visitor, The High School ..... 352
Vocational Agriculture, Enrollment and Disbursements ..... 245
Vocational Courses, Cities Conducting ..... 237
Vocational Home Economics Classes ..... 257
Vocational Education-Agriculture ..... 56
Vocational Education, Report of. ..... 234
Warrants ..... 174
School Inspectors, Anticipation
175
Chicago ..... 175
Wealth and Expenditures in the United States ..... 79
Welfare, Child, Address by President Hoover ..... 8.
Western Illinois State Teachers' College, Macomb, Report of ..... 413
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[^0]:    * Data not available in 1900.

[^1]:    * Data not available in 1900 .

[^2]:    * Data not available in 1900 .

[^3]:    The provisions of section 211 of the General School Law as published herein require the Auditor of Public Accounts to set aside out of the $\$ 8,057,000.00$ annually appropriated as a school fund, certain amounts to be paid districts in which certain State institutions are situated. These amounts totaled $\$ 2,663.84$ in 1927. This left available for apportionment to the counties a total of $\$ 8,054,336.16$. The total amount claimed by the county budgets of the State was $\$ 8,834,202.71$.

    The first paragraph of section 211 (e) requires the Auditor to reduce the county budgets proportionately to bring the total to the amount available. Hence each county budget total was multiplied by .91172191 producing the amounts shown in the fourth column of the table.

    Then in compliance with the provisions of section 211 (a) and (b) the amounts going from the school fund into the State Teachers' Pension and Retirement Fund were computed and set aside by counties as indicated in column five of the table. Also in compliance with section 211 (c) and "An Act concerning fees and salaries and to classify the several counties of the State with reference thereto," the amounts of the county superintendents' salaries are set aside by counties as shown in column six of the table. Column seven shows the amounts remaining by counties after the deductions described herein.

    Orders for these amounts are sent by the Auditor to the county superintendents who are to present the same to the county treasurers for payment from State taxes in their hands.

[^4]:    - $\mathbf{8 6 , 0 9 8 . 6 3}$ of this amount was sent to the Pension Fund of the City of Peoria.

[^5]:    Name of minor
    Residence of minor
    Date of birtly of minor
    Signature of minor
    I hereby certify that the above named minor is able to read and write legibly simple sentences in the English language; that he has completed the work of the. grade in the
    school (location)
    that he has
    completed a course of study equivalent to the work prescribed for the first eight years of the public elementary school in spelling, reading, writing, arithmetic to and including fractions, geography and history, and that he has attended scliool for.
    .......................days during the year preceding the date of issuance of this school record, or between his thirteenth and

[^6]:    * Supplementary materials may be obtained from "Health and Physical Education" which is on the Illinois Teachers' Reading Circle List for 1929 and 1930.

[^7]:    * One day a week, preferably on Monday, the lunch period may be shortened for those acting as leaders without a serious loss to lunch habit development.

[^8]:    * See descrintion of stunts for older group under Other Activities, page -...

[^9]:    * See Health Habit Checking Sheet on page 225.

[^10]:    * February, 1930, issue Iygeia.

[^11]:    * Local communities expended a corresponding sum.

[^12]:    ${ }^{1}$ Lowric, S. Gale: "The Proper Function of a State Budget," Annals of the American Academy of Political and Social Science, 1915.

[^13]:    ${ }^{1}$ "Histnry of the Growth and Development of the Campus Plan of the University of Illinois," by Leon Deming Tilton and Thomas Edward O'Donnell.

[^14]:    ${ }^{1}$ Promoted in 1928 ; resigned, 1929.

[^15]:    ${ }^{1}$ Note on Proficiency Examinations. Proficiency examinations in rhetoric and foreign languages will be offered before the end of the second week in each semester. Students expecting to take these examinations will register for the courses in these subjects indicated by their previous preparation, and apply to the departments concerned for examination. If such examinations are passed, students will apply to the office of the dean to be transferred to other courses, as they are permitted to do by present regulations. No university credit hours will be carned by passing such proficiency examinations, but the successful applicants will be excused from taking the parallel courses, thereby increasing the number of free electives which they may offer for graduation.

[^16]:    199. The Measurement of Air Quantities and Energy Losses in Mine Entries, Part IV, by Cloyde M. Smitl.
    200. Investigation of Endurance of Bond Strength of Various Clays in Moulding Sand, by Carl H. Casberg and William H. Spencer.
    201. Acid Resisting Sheet Iron Corer Enamels, by Andrew I. Andrews.
    202. Laboratory Tests of Reinforced Concrete Arch Ribs, by Wilbur M. Wilson.
    203. Dependability of the Theory of Concrete Arches, by Hardy Cross.
    204. The Hydroxylation of Double Bonds, by Sherlock Swann, Jr.
    205. A Study of the Ikeda (Electrical Resistance) Short-Time Tests for Fatigue Strength of Metals, by Herbert F. Moore and Seichi Konzo.
    206. Studies in Electrodeposition of Metals, by Donald B. Keyes and Sherlock Swann, Jr.
    207. The Flow of Air Through Circular Orifices with Rounded Approach, by Joseph A. Polson, Joseph G. Lowther, and Benjamin J. Wilson.
    208. A Study of Slip Lines, Strain Lines, and Cracks in Metals under Repeated Stress, by Herbert F. Moore and Tibor Ver.
    209. Heat Transfer in Ammonia Condensers, Part III, by Alonzo P. Kratz, Horace J. Macintire, and Richard E. Gould.
    210. Tension Tests of Rivets, by Wilbur M. Wilson and William A. Oliver.
    211. The Torsional Effect of Transverse Bending Loads on Channel Beams, by Fred B. Seely, William J. Putnam, and William L. Schwalbe.
    212. Stresses Due to the Pressure of One Elastic Solid upon Another, by Howard R. Thomas and Victor A. Hoersch.
    213. Combustion Tests with Illinois Coals, by Alonzo P. Kratz and Wilbur J. Woodruff.
    214. The Effect of Furnace Gases on Sheet Steel Enamel, by Andrew I. Andrews and Emanuel A. Hertzell.
    215. The Column Analogy, by Hardy Cross.
    216. Embrittlement in Boilers, by Frederick S. Straub.
    217. Washability Tests of Illinois Coals, by Alfred C. Callen, and David R. Mitchell.

    Circular No.
    18. The Construction, Rehabilitation and Maintenance of Gravel Roads Suitable for Moderate Traffic, by Carroll C. Wiley.
    19. Equipment for Gas-Liquid Reactions, by Donald B. Keyes.
    20. The Equilibrium in the Action of $\mathrm{H}_{3} \mathrm{~S}$ on Iron and Its Application to the Problem of Corrosion in Oil Refineries, by Henry $F$. Johnstone.
    H. H. Jordsx, Assistunt Déan.

[^17]:    *The sources of revenue for State Appropriations mentioned were as follows:

[^18]:    * Leave of absence, 1929-1930.

[^19]:    * Leave of absence, 1929-1930
    ${ }^{3}$ Secretary and Business Manager after January 1, 1930.

[^20]:    ${ }^{1}$ Jacob C. Kelson, Mathematics; A.B., A.M., Ph.D., Harvard University.
    ${ }^{2}$ Lorna Doone Dixon (December 17, 1929), Mathematics; B.Ed., Eastern

[^21]:    ${ }^{1}$ Fall Quarter, 1929.
    ${ }^{2}$ Winter and Spring Quarters, 1929-1930.
    ${ }^{4}$ From January 2, 1930.
    ${ }^{5}$ Resigned, 1929.

[^22]:    * Term expired 1:29.

[^23]:    * On leave of absence for one year.
    $\dagger$ Appointed for one year to fill vacancy caused by leave of absence.
    $\ddagger$ Served but 1928-29.
    § Served but 1929-30.

[^24]:    * On leave of absence for one year.
    $\dagger$ Appointed for one year to fill vacancy caused by leave of absence.

[^25]:    * Includes large number of pupils in Chicago in continuation and other classes.

[^26]:    Amount of taxes levied A ugust, 1928
    $\$ 142,088,248$
    School bonds outstanding June 30, 1929
    69,562,040
    A mount of orders outstanding June 30, 1929
    A mount of anticipation warrants issued during year
    13,758, 196
    f $69,447,201$

[^27]:    (*Note-The districts received $\$ 662,050.28$ from the State board for vocational education. The difference, $£ 73,765.51$, belongs in some other item.)

[^28]:    * Cook County not reported.

[^29]:    * No entry in column 5, due to delay in tax collection.

[^30]:    * Chicago not included.

[^31]:    * Chicago reported in totals only- 181,081 in elementary school and 15,620 in high school.
    $\dagger$ Collections in Cook county not completed
    $\ddagger$ Note. -The districts received $\$ 636,898.30$ from the State Board for Vocational Education. The difference, $\$ 76,654.39$, belongs in some other item.

[^32]:    - Cook County not reported.

[^33]:    - Includes about 78,000 pupils in junior high schools, continuation schools and special classes.

[^34]:    ＊Includes attendance of pupils in continuation and other special classes．

[^35]:    airmont City

