

R E P O R T R E S U M E S

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THE ILLINOIS JUNIOR COLLEGE SYSTEM.
ILLINOIS STATE CHAMBER OF COMMERCE, CHICAGO

PUB DATE 66

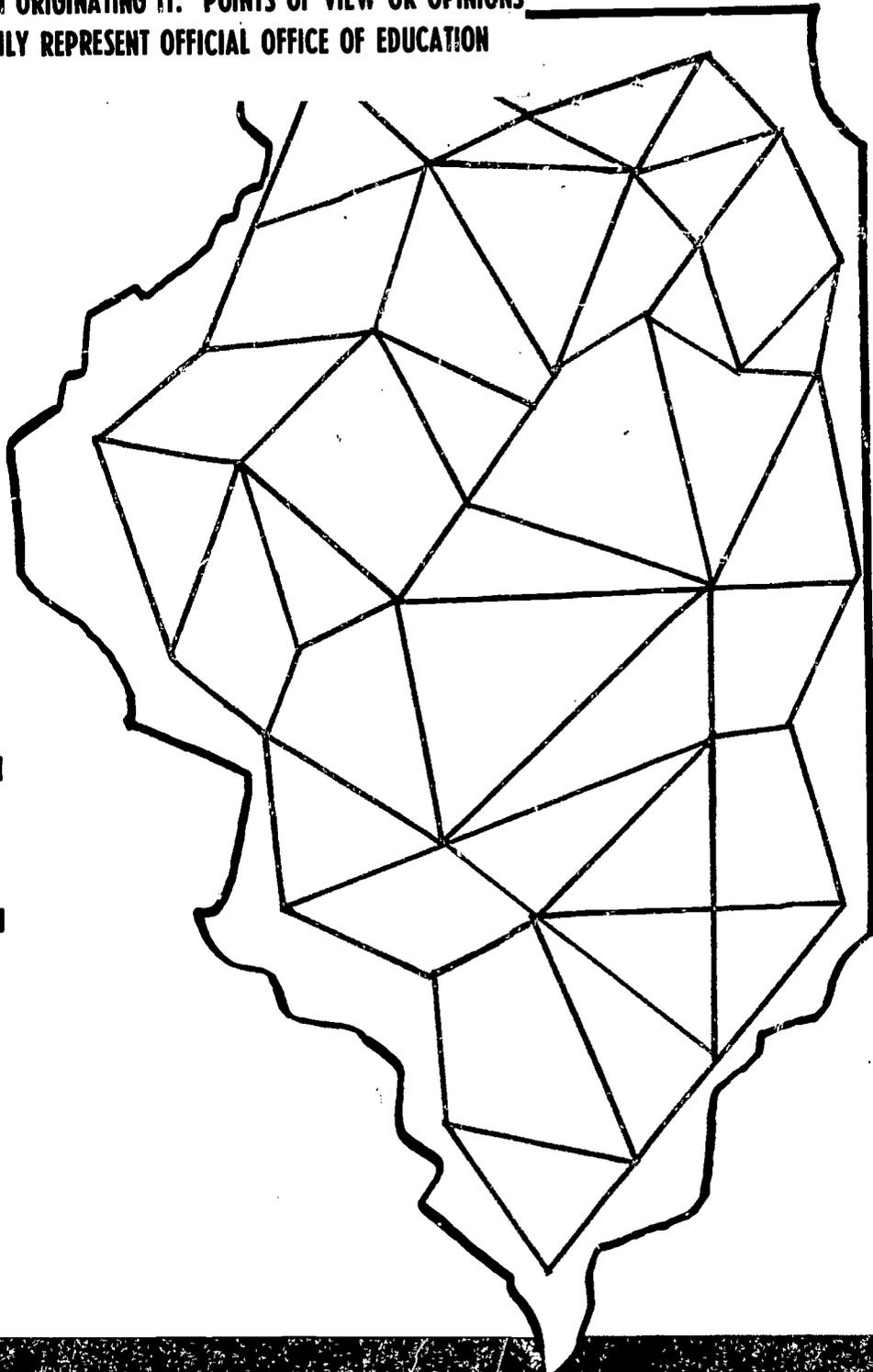
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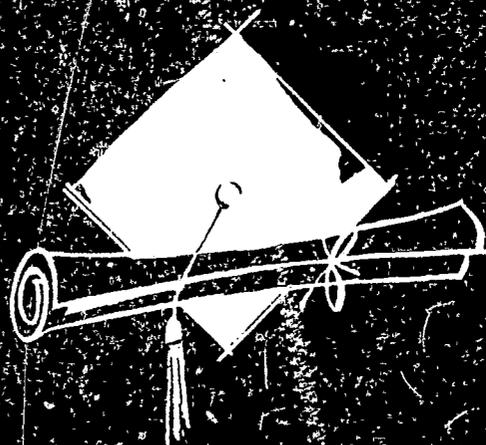
LIKE THE BOARDS FOR THE OTHER SEGMENTS OF ILLINOIS PUBLIC HIGHER EDUCATION, THE STATE JUNIOR COLLEGE BOARD OPERATES WITHIN THE JURISDICTION OF THE ILLINOIS BOARD OF HIGHER EDUCATION AND IS RESPONSIBLE FOR (1) FEASIBILITY STUDIES FOR PROPOSED INSTITUTIONS OR FOR UPGRADING ALREADY EXISTING COLLEGES, (2) CREATION OF NEW DISTRICTS AND ANNEXATION OF TERRITORY, (3) ALLOCATION OF STATE AID AND ADMINISTRATION OF FEDERAL FUNDS, (4) DETERMINATION OF STANDARDS FOR ESTABLISHMENT, LOCATION, AND MAINTENANCE OF JUNIOR COLLEGES, AND (5) COOPERATION WITH JUNIOR COLLEGES IN CONTINUING STUDIES FOR BETTERMENT OF THE PROGRAM. CLASS I (STATE SYSTEM) JUNIOR COLLEGES MUST (1) SERVE A CONTIGUOUS AND COMPACT TERRITORY NOT INCLUDED IN AN EXISTING JUNIOR COLLEGE DISTRICT, (2) HAVE A MINIMUM EQUALIZED ASSESSED VALUATION OF \$75 MILLION, (3) HAVE IN THE DISTRICT AT LEAST 30,000 PEOPLE, (4) HAVE A PROJECTED ENROLLMENT OF AT LEAST 1,000 FULL-TIME STUDENTS, AND (5) PROVIDE A COMPREHENSIVE PROGRAM OF LIBERAL ARTS AND SCIENCES, GENERAL EDUCATION, ADULT EDUCATION, AND OCCUPATIONAL EDUCATION. FINANCIAL SUPPORT INCLUDES A \$100,000 INITIAL GRANT FROM THE STATE, LOCAL PROPERTY TAXES, APPORTIONMENT BASED ON A PER STUDENT-CREDIT-HOUR ALLOWANCE, STUDENT TUITION FEES, AND STATE ASSISTANCE IN CAPITAL PROJECTS. A HISTORY AND REVIEW OF THE PROGRAM'S CURRENT STATUS ARE INCLUDED. (WD)

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THE ILLINOIS JUNIOR COLLEGE SYSTEM



- *How it came to be*
- *How it will operate*
- *How it will be financed*
- *How it will meet future needs*



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Education Department

ILLINOIS STATE CHAMBER OF COMMERCE

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UNIVERSITY OF ILLINOIS
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ILLINOIS STATE CHAMBER OF COMMERCE
JUNIOR COLLEGE
INFORMATION

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 **ILLINOIS**
STATE CHAMBER OF COMMERCE
20 NORTH WACKER DRIVE • CHICAGO 60606 • TELEPHONE FRANKLIN 2-7373

April 1966

Dear Member:

An unprecedented expansion of knowledge has matched the population explosion which promises to flood college campuses across the nation for many years to come. The State of Illinois proposes to solve its mounting crisis in higher education by adapting a time-tested concept to the modern setting. The primary weapon will be a system of junior colleges that was legally constituted in September 1965, just sixty-four years after America's first public junior college was founded in Joliet, Illinois. Extraordinary effort and keen insight will be required in order to accommodate the rapidly growing number of degree-credit students--the 305,000 enrolled this year in Illinois will soar to over 500,000 by 1975. The task is great and the time is short.

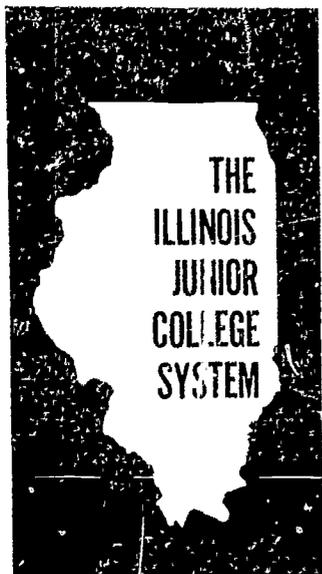
Since the State Chamber was organized almost a half century ago, it has considered the education system, especially the many excellent private and public institutions of higher learning, one of the State's most valuable resources and has directed much of its effort toward improving the quantity and the quality of education. The evolution of a state system of community colleges places a special obligation on business and industry because firms must be involved in the development of the system if junior colleges are to be successful. Success in this case is a two-way street: First, a willingness on the part of educators to share with businessmen responsibility for setting goals and determining objectives; second, close cooperation and active participation on the part of the business firms in carrying out programs which will relate education and training to the economy and bring forth qualified employees to take productive places in society.

This brochure reviews State Chamber projects in higher education leading up to the establishment of the Illinois Junior College System and tells of its leadership and involvement in the enactment of this legislation. More important, however, it points out to business leaders what a local community college can mean to the future of their companies and how it can be a dynamic force in the future economic growth of Illinois.

Sincerely yours,

Burnham P. Spann

Burnham P. Spann
President



ILLINOIS STATE CHAMBER SUPPORT AND LEADERSHIP

THE IMPACT of the national population explosion which began in the mid-forties was felt very soon in the State of Illinois. While local communities were responding to the immediate needs of public elementary and secondary education, efforts were being made to study and plan for greater post-secondary educational opportunities. The Illinois State Chamber of Commerce shared the concern of many that if higher education in Illinois was to keep pace with population increases and the growth of the State's economy, investments in higher education, public and private, would have to be increased substantially. It was apparent that if investments were to produce maximum returns, considerable planning and coordination of higher education would be necessary.

Promoting Financial Support For Private Higher Education

Immediately following World War II, private colleges and universities absorbed a large part of the avalanche of veterans returning to Illinois campuses. In the decade that followed, private institutions in Illinois with expanded facilities and increased faculties maintained an unusually high percentage of the State's total college enrollment even though their share dropped from an impressive 66.9% in 1946 to 55% 10 years later, still more than 10% above the national average of 42.9% in 1956.

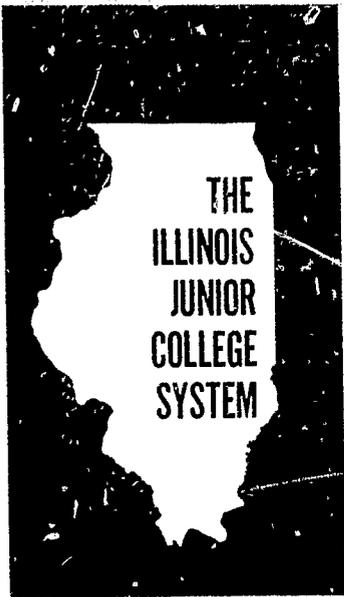
In a publication released in 1957 entitled *Why and How Illinois Business is Helping Higher Education*, the State Chamber tried to make the Illinois business community, as well as the individual citizen, aware of the financial needs of private colleges and universities caused by expansion and rising costs. Based on a survey of 436 business firms, large and small, this brochure set forth current practices of companies in establishing contributions to higher education. It also pointed out to business firms: (1) that they have an obligation to support private institutions in their immediate communities, and (2) that they have a responsibility also to support higher education beyond the locality and encouraged them to extend their giving state-wide by establishing continuing programs to aid private education through a convenient and effective agency such as the Associated Colleges of Illinois.

According to the Council for Financial Aid to Education, corporate support for private higher education nationally reached an all time high of \$275 million last year. Since 1957, Illinois companies have increased their investment in private higher education through the Associated Colleges of Illinois from \$462,000 to over \$808,000, an increase of almost 75% in eight years.

The present and future emphasis on building community colleges and expanding public higher education facilities must not distract business and industry from its responsibility to increase financial support to non-public institutions. While the role of private colleges and universities will be less prominent in the future, devotion to the liberal arts, freedom to innovate and experiment, and dedication to quality education will continue to make private institutions an indispensable part of higher education in Illinois.

Urging Coordination and Planning For Public Higher Education

By the late 1950's, conservative projections clearly indicated that student enrollment in Illinois would more than double in twenty years and it was evident that private education could not absorb students in the same high proportion as it had in the past. It was obvious, too, that Illinois higher education needed coordination. Competition was mounting between existing public institutions which was not conducive to effective state budgeting, hindered long-range education planning, and fostered suspicion and discontent within the education community. After thoroughly researching existing state systems for coordination, voluntary and compulsory, the State Chamber in 1961 released the brochure *Chaos or Coordination, Which Way for Higher Education?* in which it urged support for legislation before the Illinois General Assembly to create a State Board of Higher Education. Approval of Senate Bill No. 766 on August 22, 1961, with its specific charge to develop a Master Plan for Higher Education, moved Illinois education from a chaotic situation to the threshold of cooperative planning and sensible administration.



HOW IT CAME TO BE

ILLINOIS moved into a new era in higher education when the 72nd General Assembly created a top level coordinating board to oversee the State's higher education institutions and to chart their future.

The Illinois Board of Higher Education

Under the 1961 law, the new State Board of Higher Education was composed of 15 members as follows: eight members appointed by the Governor; the respective chairmen of the Board of Trustees of the University of Illinois, the Teachers' College Board, and the Board of Trustees of Southern Illinois University; one member of each of the three foregoing Boards selected by the membership of each board; and the Superintendent of Public Instruction. Ben W. Heineman was designated by Governor Kerner to be the Board's first chairman.

In its capacity as a permanent coordinating planning agency, the newly organized Board, through its staff, began immediately to work with the several state colleges and universities to coordinate operating and

presidents, public and private; another composed of 21 faculty members from both private and public institutions; and finally a committee of 19 Illinois citizens knowledgeable in higher education, including several members of the State Chamber and the Manager of the Education Department.

From its organization until March of 1964 when it released the Provisional Master Plan for Higher Education, the Board's accomplishments were outstanding both in quality and quantity. Especially significant was the acceptance of its first coordinated budget request for higher education by the Illinois General Assembly in 1963.

A Blueprint for Public Higher Education

After a thorough and exhaustive review of the 13 study and advisory reports and the resulting Provisional Master Plan, the State Chamber gave testimony before the Board of Higher Education at three of the several public hearings held over the State during the first half of 1964. The State Chamber endorsed the Plan, in the broadest context, as a practical and reasonable plan to provide adequate educational opportunities for Illinois college-age youth. Most important of the State Chamber's policy statements was that endorsing the development of a State system of two-year colleges and urging that this project have top priority.

Other recommendations referred to strengthening the public voting majority of the Board; consolidating and improving administrative functions for higher education; improving utilization of faculties and facilities; requiring students to pay a greater share of the cost of public higher education; and expanding financial assistance to needy students, especially those wishing to attend non-public colleges and universities.

The final Master Plan for Higher Education, in July 1964, incorporated several State Chamber recommendations. The first three major features set forth in the Plan's summary clearly indicated that a state system of junior colleges was the foundation on which the Plan was built. These were as follows:



capital budget requests, proposals for new instruction programs, and research and public service projects. Concurrently the Board formed study committees, composed of experts in each area, to develop factual information required to formulate a comprehensive state plan for higher education.

These committees had the following specific assignments: (1) College enrollments; (2) Admissions and Retention of Students; (3) Faculty; (4) Collegiate Programs; (5) Research; (6) Two-Year Colleges; (7) Extension and Public Service; (8) Vocational, Technical and Adult Education; (9) Physical Facilities; and (10) Financing of Higher Education. To review and react to these ten specialized studies, three additional over-all advisory committees were formed by the Board: one representing 16 college and university

- “1. The Plan emphasizes the development of colleges and universities to serve commuter students. This will be less costly to the state and to the student and will, in addition, stimulate the college attendance of qualified students.
2. The plan places the two-year college clearly in the realm of higher education, provides them with a state board for planning and coordination, and provides sharp increases in state support for those meeting established standards.
3. It expands technical and semi-technical education, as well as programs designed to serve seriously under-educated youth.”

The State Chamber threw its full support behind the Master Plan with only one major serious disagreement, that being the Plan's recommendation that state-system junior colleges not be allowed to charge students tuition. Considerable effort was made to rally support for the Plan from the Illinois business community prior to the meeting of the General Assembly in 1965.

The Illinois General Assembly Creates a State Junior College System

In December, 1964, Governor Otto Kerner called the first of several high level meetings with legislative leaders from both political parties, members of the Board of Higher Education and staff, and selected governmental officials to develop support for the Master Plan prior to the 74th General Assembly. In his January “State of the State” address and later in his budget message, the Governor clearly established top priority for legislation to implement the Master Plan and for the financial requirements of higher education.

State Chamber Negotiates Compromise

During the early months of the General Assembly, after the tuition-free plan for junior colleges was

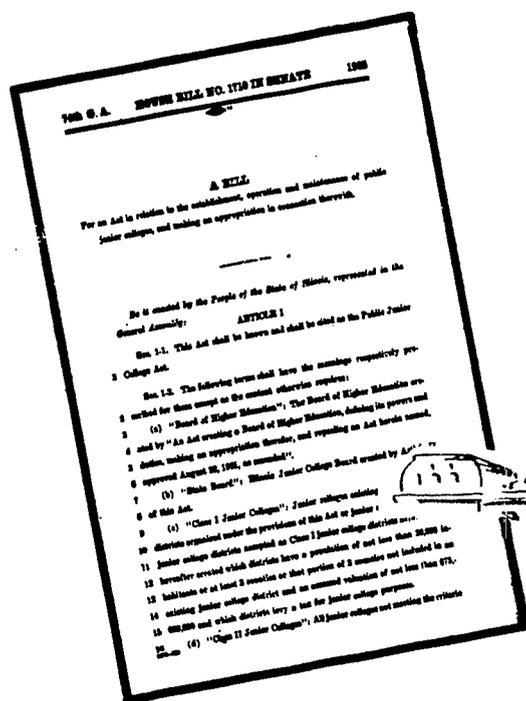
changed to a permissive tuition plan, it was apparent that strong bipartisan support had developed for the Master Plan. However, there were several areas of disagreement which cast a shadow over the legislation to create a state system of junior colleges.

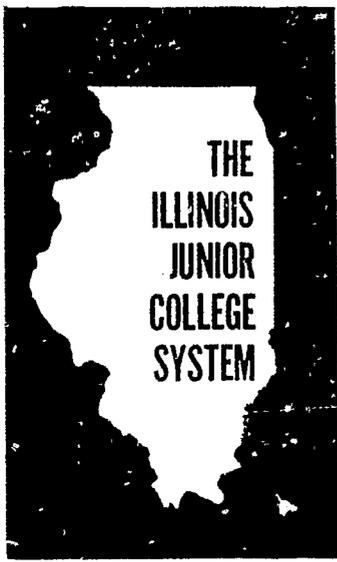
It was after the 25 Master Plan bills were introduced in the House on May 13, 1965 (and matched by identical bills in the Senate five days later) that the major exceptions in the junior college proposal could be defined. They were: the ceiling on permissive tuition — the per cent of total education cost which the junior college district could charge the student; the level of state support for operating cost — providing \$11.50 per student semester hour financial support for state system colleges but a lesser amount for junior colleges not choosing to join the state system; and the “charge-back” provision for out-of-district students — how the college would assess the local district of the student from outside, and how the student's local district would tax to pay these charges levied against it. Differing views fell into three categories: those proposed by the Board of Higher Education in the Master Plan; views reflected by the Executive branch; and opinions of legislative leaders which largely reflected the views of existing junior colleges in Illinois.

Realizing the urgency of the situation in the closing days of the session, the State Chamber stepped in and provided leadership which resulted in a compromise. Confidence in the State Chamber to assume this role of negotiator was the result of many things: its deep involvement in the development of the Master Plan over the preceding two years; its close liaison and cooperation with many education groups; and its active participation in legislative subcommittee hearings reviewing the original bills. Intensive negotiation over a two-day period resulted in agreement and amendments to the bill were submitted in the House and concurred in by the Senate the last day of the Session.

Junior College Bill Becomes Law

Passage of House Bill 1710 and its approval by the Governor on July 15, 1965 gave the State of Illinois one of the best junior college laws in the United States. More important, however, was the overwhelming legislative endorsement which demonstrated its commitment to the people of Illinois that the pressing needs for higher education would be met through a dynamic community college program extending education to more students at minimum cost to the State. Without a doubt Illinois is on the threshold of a new and exciting era in education, one which demands close cooperation between labor, industry, and government. This state system of community colleges will be the key to meeting the challenge of technological change which has developed so rapidly and which will accelerate even more in the future.





HOW IT WILL OPERATE

THE ILLINOIS Junior College System falls into the pattern of governance for state colleges and universities and through its new status inherits the recognized prestige and many benefits of Illinois higher education.

State Supervision

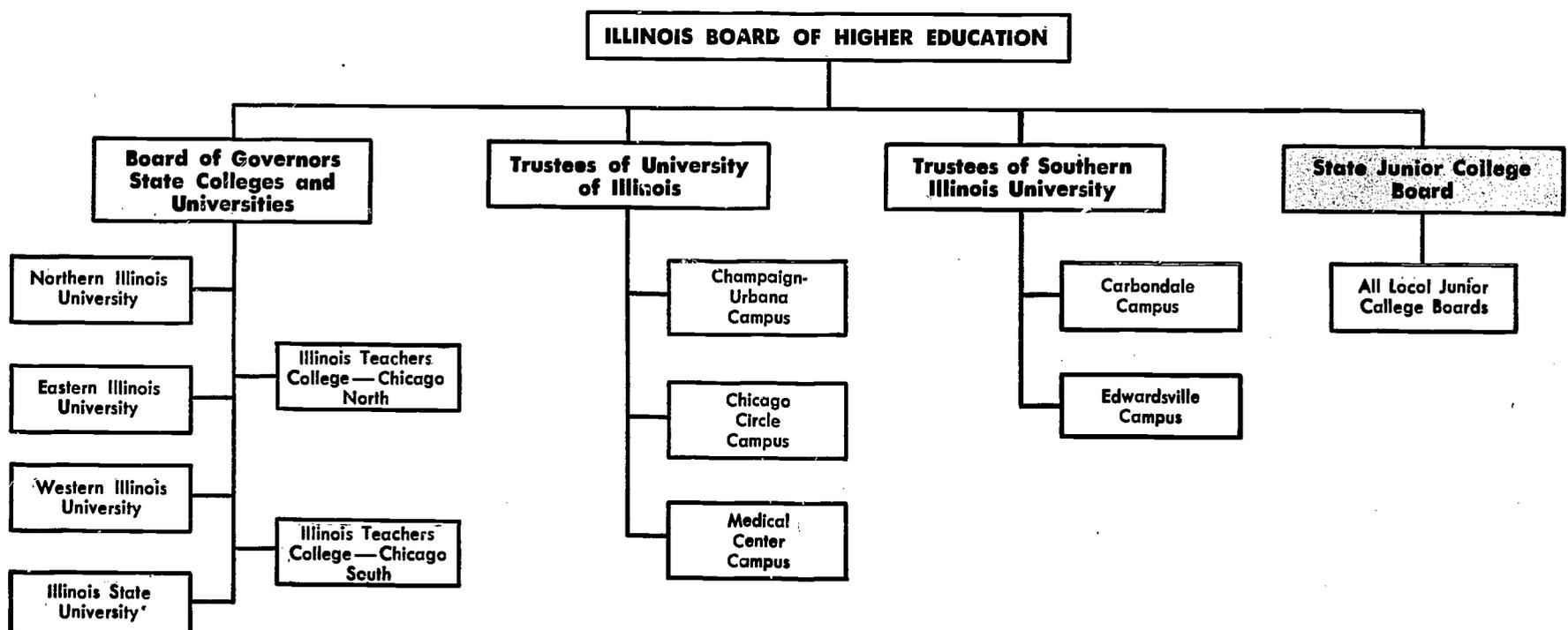
Historically, junior colleges have been developed and operated by local boards of education in Illinois. Legislation relating to junior colleges was part of the Common School Code and general supervision, allocation of state financial aid, and other matters were the responsibility of the State Superintendent of Public Instruction. It was not uncommon for junior colleges to use the facilities of elementary and secondary schools and generally they were administered as a part of the high school system. Each of these two-year colleges, from America's oldest public junior college in Joliet to the last organized prior to the enactment of the new law, should be commended for its foresight and initiative in making possible greater educational opportunities for young people and adults. Their record of accomplishment is outstanding in spite of limited administrative attention, sharing of faculties and facilities, and inadequate financial support.

Under the new law, existing junior colleges (and two-year colleges to be organized in the future) may become part of the State higher education system. State regulation and supervision was transferred from the Superintendent of Public Instruction to the Illinois

Junior College Board. This Board, composed of eight members appointed by the Governor — for six-year overlapping terms, and the Superintendent of Public Instruction, met to organize on September 6, 1965 with Frank F. Fowle designated by the Governor to be the first Chairman.

By law, the Board is responsible for planning and coordination of programs, services, and state aid for public junior colleges and participates in the overall planning and coordination for higher education through its chairman who is also a member of the Illinois Board of Higher Education. General powers and duties of the State Junior College Board include:

1. Responsibility to organize and conduct feasibility surveys for new two-year colleges or for existing institutions wishing to join the State system.
2. Fulfill the mechanics set forth in the law for the creation of new Junior college districts and annexation to existing districts.
3. Allocate state aid and accept federal funds and plan for proper disposition of such monies.
4. Determination of standards to establish, locate, and maintain junior colleges.



5. Cooperation with junior colleges in continuing studies on various matters such as admission standards, grading policies, transfer students and classification of facilities, for the betterment of comprehensive junior college programs.

The actions of the State Junior College Board, within the governance pattern of higher education, will affect every sector of the Illinois economy. Its decisions will have far reaching effects on the lives of people who wish to improve their earning capacities; business, industry and government can gain many benefits; and many Illinois communities will experience substantial economic development not otherwise possible.

Locally Initiated and Controlled

Great care was taken in drafting Master Plan legislation to respect the rights of existing junior colleges. Because of this, essentially there are three different classes of junior colleges possible under the law: Class I—state system junior colleges; Class II—junior colleges which have separate tax rates, individual boards, but which do not qualify or wish to join the state system; and 13th and 14th grade of common school district colleges—carried over from old law to provide for colleges which did not have a tax rate separate from the common school. However, the future success of junior colleges in Illinois depends almost entirely on the development of Class I districts and the law was designed to give those who joined the state system additional financial incentives. Provisions have been made for the transition of 13th and 14th grade junior colleges to Class II status either by regular or "back door" referendum, or by reorganizing. Class II junior colleges may become Class I by a two-thirds vote of its board and a subsequent election (or appointment in the case of Chicago) of a new board.

The requirements for state system (Class I) junior colleges were spelled out in the law:

1. The district must be a contiguous and compact territory, no part of which is included within any common school district maintaining a junior college.
2. The equalized assessed valuation of the district shall not be less than \$75 million.
3. Population of the district shall not be less than 30,000 or at least three entire counties or that portion of three counties not included in an existing junior college district.
4. Projected enrollment of full-time students in five years must be at least 1000 in districts outside Chicago and 2000 in Chicago.
5. Program must be "comprehensive" as defined in the law (include vocational-technical and adult education in addition to the two-year transfer program.)

The law relies heavily on local initiative in the de-

velopment of a system of junior colleges which will eventually blanket the state. The drafters of the legislation expected that broad public support, guidance from the State Junior College Board, and ultimate voter approval would produce moderate results in Illinois in the first 24 months after the law was signed. Local initiative has far exceeded these expectations for within eight months 98 of the 102 Illinois counties were involved in some junior college promotion, ranging from the exploratory stage to the actual establishment of a junior college. This response has created problems not contemplated; nevertheless, these are far less serious than if the public had not responded.

Local control of a Class I junior college is vested in an elected seven-member board. All members must be residents of the district and none shall be a member of a common school board. Provisions are made for representation from unincorporated areas in the district. The duties, powers, and responsibilities of the local junior college board deal with policy matters affecting the day-to-day operations of the institution but fall within the broad context of general supervision prescribed by law for the State Junior College Board.

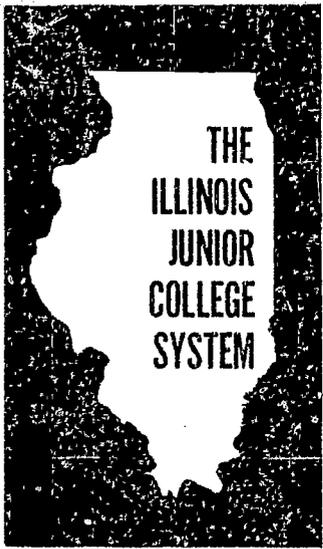
Comprehensive Programs Required

In order to be approved as Class I, a junior college must offer a comprehensive program. The law defines "a comprehensive junior college program" as one which includes:

1. Courses in liberal arts and sciences and general education;
2. Adult education courses;
3. Courses in occupational, semi-technical or technical fields leading directly to employment, and these shall constitute at least 15% of all courses but not more than one-half of such courses shall be in business education.

The requirements of the law, with corresponding financial benefits, guarantees that existing and new junior colleges in Illinois will be more than a duplication of the first two years of college and university study. Financial benefits will make it possible for institutions to offer technical and semi-technical courses, become centers for adult and continuing education, and fulfill a new and important role in training and retraining workers for a technologically advancing society. The success of each junior college will hinge on its ability to devise programs which are responsive to requirements of business and industry.

Because junior colleges may enroll students for such a variety of programs, including preparatory courses, college administrators have a special obligation to provide expert guidance which will place students in programs according to their interests and abilities. The quality of transfer programs must be maintained so that successful completion in the junior college will assure the student of success in upper division study at any college or university to which he transfers.



HOW IT WILL BE FINANCED

GENEROUS provisions have been made in the law to provide sound financial support from the State for building and operating junior colleges. This reflects the high confidence which the legislators have in junior colleges as the best approach to provide greater education opportunities for the rapidly increasing number of college-age young people at the least possible cost to the State and that through comprehensive junior college programs, training and retraining needs for the State's expanding and changing economy can best be met. In addition to state aid, junior colleges will have the right to charge students reasonable tuition which will minimize the tax burden on property owners in the junior college district.

Financial Aid From the State

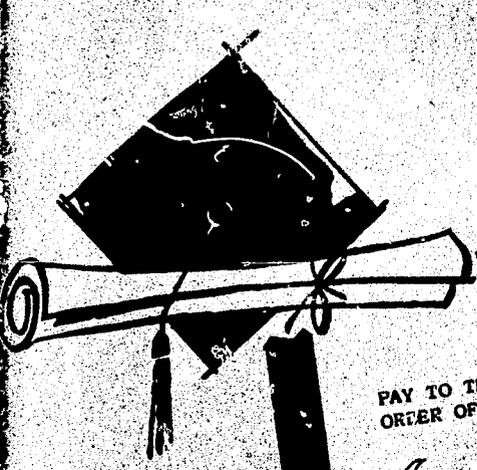
Funds available from the State of Illinois fall into three categories: (1) initial grants for the purpose of facilitating administrative organization; (2) continuing aid for operations based on student attendance; and (3) State funds for use in capital construction.

After the Class I junior college district has been legally formed and its board elected and organized, it is entitled to "seed" money from the State Junior College Board in the form of a grant. A grant shall not exceed \$100,000 and is computed by multiplying the projected full-time student equivalent enrollment which the State Junior College Board determines will be in the first year of operation by \$300. These funds are intended to eliminate hardships which normally result immediately after organization when districts have no funds.

For each school year ending June 30, Class I junior colleges recognized by the State Board are entitled to claim \$11.50 for each semester hour or equivalent

carried through each mid-term by each student in attendance. After September 1, 1966, junior colleges other than Class I will be entitled to only \$9.50 for each student semester hour or equivalent. This provision is added incentive to become part of the state system of junior colleges. State aid for operation was designed to reimburse Class I schools for approximately 50% of the education cost of each student. If education costs increase in the future, it is possible that the Illinois General Assembly will increase the \$11.50 rate to keep state-aid at 50% of total operating costs.

For building purposes, only Class I junior colleges are entitled to state funds. The law specifies that up to 75% of the total cost of capital projects which have been approved both by the State Junior College Board and the Illinois Board of Higher Education will be met by the State. Junior college districts may benefit in two ways: first, the State's share may be paid from funds appropriated by the General Assembly for such purposes; and secondly, after payment of its 25%



STATE OF ILLINOIS

PAY TO THE ORDER OF Community College \$ 100,000.00

One Hundred Thousand and 00/100 DOLLARS

[Signature]
State Treasurer

STATE OF ILLINOIS

Application for

STATE AID

Junior College

32,000 student semester hours X \$11.50 = \$368,000.00

share to the Illinois Building Authority, a junior college district may arrange for construction and/or purchase by the Authority of the building and enter into a lease with that agency where payments on the lease are to be made solely and only from appropriations by the General Assembly. Title to the property is not transferred to the junior college district until the securities sold by the Authority to finance the project have been retired.

The General Assembly did not choose to appropriate funds for direct payments to Class I projects. Instead it authorized the Illinois Building Authority to provide \$20.5 million for construction of junior colleges. This amount, plus monies available to the State under the federal higher education legislation passed in 1963 and 1965, will make available approximately \$25 million for construction of junior college facilities in the 1965-67 biennium. This combination of state and federal monies will represent the 75% commitment provided for in the law for this biennium.

In practice the State Junior College Board makes initial grants as official requests are received from duly organized local junior college districts. State aid of almost \$23 million for operations was appropriated by the legislature and this is expected to meet claims for such aid. If this amount is not sufficient, the General Assembly can be counted on to honor deficiencies requested in the early days of the next session just as it has in prior years. Limited funds for building is more serious. The State Junior College Board, the Board of Higher Education and local boards must plan with great care so that maximum benefits may be obtained in the first two years of the system. Because of the rapid development of junior colleges over the state, it is expected that the 75th General Assembly will need to provide perhaps as much as \$150 million to meet its 75% commitment for building junior college campuses over the State.

Student Tuition

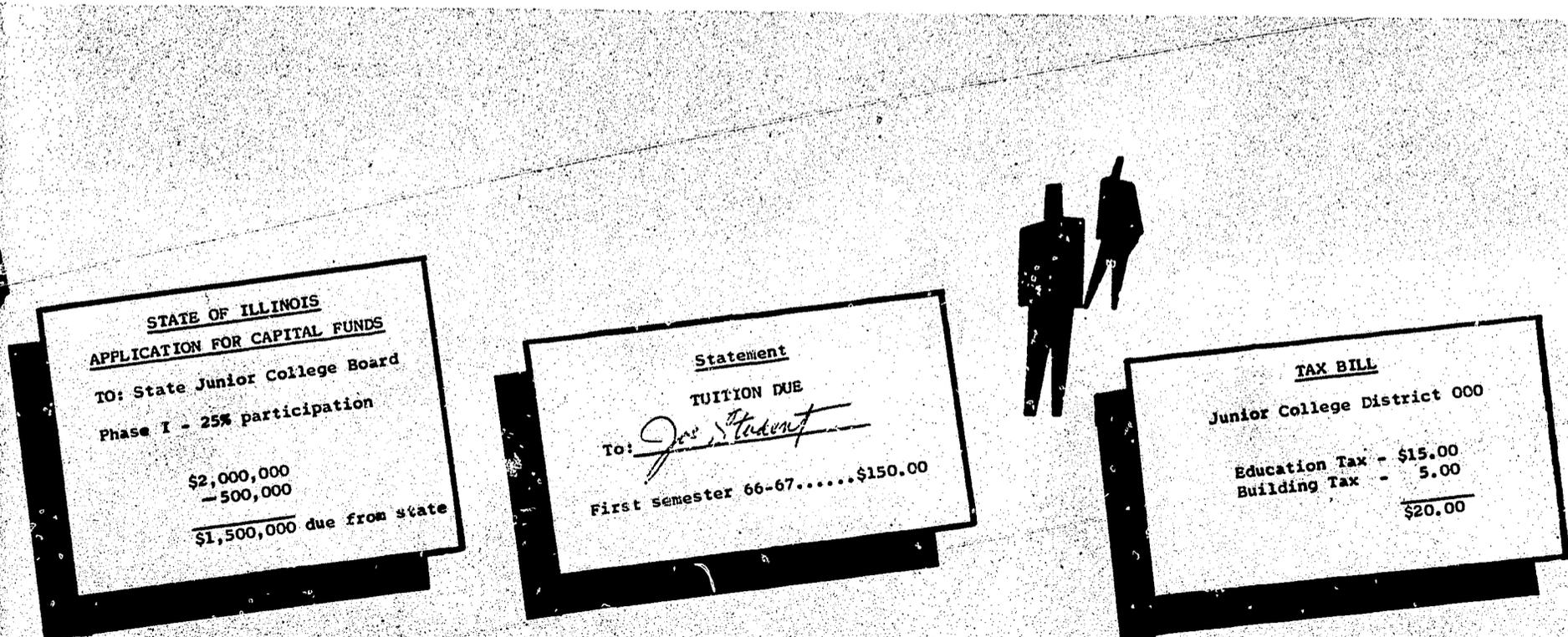
Class I junior colleges are permitted to charge a tuition not to exceed one-third of the per capita cost

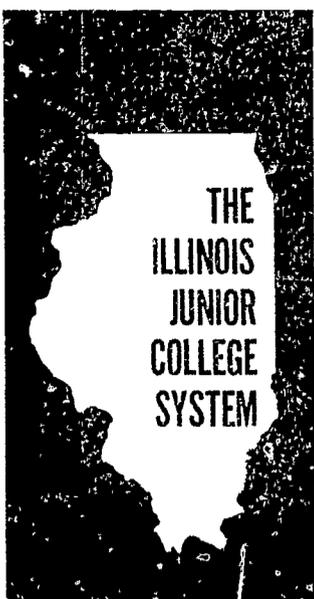
of students in the college transfer and liberal arts program. Provision is made also for students from a school district not maintaining a junior college. Charge-back costs for out-of-district students may not exceed the per capita cost of maintaining the junior college attended, less state-aid grants and tuition paid by the student. The law authorizes the common school district in which such students reside to levy an additional annual tax, not to exceed three cents per \$100 of equalized assessed valuation, for the payment of this charge-back.

Historically, the Chicago Junior Colleges have been tuition-free, however, many other junior colleges in Illinois charge tuitions ranging from \$100 to \$300 for the normal school year. It is expected that most junior colleges will charge tuition in the future in order that already high tax burdens on property owners will be minimized. It is reasonable to expect that students benefiting directly from the particular educational programs should pay a small part of the cost of their education if they are financially able to do so.

Local Tax Support

Local support for Class I junior colleges is derived from taxes levied on property within the junior college district. Because the law requires districts to have a minimum assessed valuation of not less than \$75,000,000, the tax burden is spread over a broad base. The maximum tax rate shall not exceed .75% of full, fair cash value, as equalized or assessed by the Department of Revenue for education purposes and .1% for building purposes and the purchase of school grounds. Junior college districts have 500,000 or more population (Chicago) may levy an annual tax at the rate of not higher than .13% for education purposes and shall not exceed .05% for building purposes. At year end 1965, only two junior college districts were approved Class I districts and they had tax rates of .175% and .08% for education purposes and .075% and .03% for building purposes.





HOW IT WILL MEET FUTURE NEEDS

COMMUNITY colleges are in a unique sense "opportunity schools." For state and local governments they provide at minimum cost greater opportunity to train the unskilled for gainful employment, to retrain those whose skills have become obsolete, and to hold young people in the communities with meaningful education programs and add significantly to the economic growth of the region and the state. Community colleges provide opportunities for business and industry to become directly involved in higher education in ways not before possible. For individuals, community colleges bring higher education within their financial and geographical reach and offer opportunities which will develop human resources in tune with advancing technology.

Expansion of Education Opportunities

There are over twenty states which have a higher percentage of 18 years olds going on to college than does Illinois. While the college-going rate in Illinois continues to rise (from 37% in 1960 to over 40% in 1965), the State has not maintained its relative position nationally. Master Plan studies brought out some alarming facts regarding high ability youth and their record of educational attainment beyond high school. Based on rank in graduating classes, 25% of Illinois students in the upper one-fourth and 44% in the upper one-half do not go on to college from high school. If human resources are to be extended to their full potential, the college-going rate must be increased rapidly and dramatically for high ability youth in Illinois.

Because many of the social and economic problems of both urban and rural areas relate directly to low educational achievement, it is urgent that special efforts be made to encourage post secondary education for those who do not rank in the upper 50% of their high school graduating classes. It will be appropriate for some junior colleges to design remedial programs of instruction to upgrade students who have not taken full advantage of high school years or who did not get a high quality high school education. Local junior colleges, with an "open door" admissions policy, offering well structured remedial courses, providing good advising, and requiring reasonable tuitions, are expected to push Illinois' percentage of college-going youth over 60% by 1970 and to almost 70% by 1975. This will occur even though four-year institutions will become more selective in admitting students to college.

Technological changes which have occurred since World War II have far exceeded expectations and those which lie ahead cannot be fully comprehended. It is

expected that future changes will require the average 1966 high school graduate to be trained and retrained four or five times during his working years if he is to keep pace with the advances in technology which will affect his occupation. The locally situated junior college can provide such needed training and there are many who feel that continuing or adult education will someday dominate the community college program. It will be the primary machinery in combating human obsolescence for people displaced by advances sure to be made in science and technology.

Local College Campuses

Students of the junior college movement agree that bricks and mortar are vital in the success of community colleges. Functional but attractive facilities situated on a campus setting play an important role in generating local enthusiasm and public acceptance. Up to now, junior colleges in Illinois have been severely handicapped in their progress because they could not obtain funds for needed building programs. The new junior college law of Illinois, with its commitment of state monies up to 75% of capital construction, will enable existing junior colleges which join the State Junior College System to expand facilities or, if necessary, to move to more desirable locations.

When Illinois' General Assembly authorized \$20.5 million for the Illinois Building Authority to meet the State's 75% share of capital cost for building junior colleges, it expected that perhaps five or six junior colleges would be established during the biennium. Within a very short time, however, state-wide acceptance and local enthusiasm for junior colleges gives sufficient reason to believe that 15 to 20 Class I junior colleges

may be approved and become eligible for building funds before July 1967. This creates problems which can be met only by careful state-wide planning that will establish priorities for allocating state and federal funds. It is reasonable to expect that three courses of action will be necessary:

1. The State Junior College Board will require each junior college district in the system to submit long range plans eight to ten years into the future. Plans would be divided into several phases or stages of development and the State Board would authorize funds for each stage as projections on student enrollment justify additional facilities.
2. In order to assure equitable allocation of funds between junior colleges desiring to build, some degree of uniformity will be required. Because local junior college boards will have less discretion in the development of the campuses, architects will have particular responsibilities to design attractive facilities within the prescribed limits which are set down by the State Board and the Building Authority.
3. Many junior colleges will have to improvise in the early development of the State System. Existing colleges wishing to relocate may be forced to use present buildings longer and some new colleges may choose to use temporary facilities in order to begin operations before funds are available from the State for building.

Some junior colleges may choose to move cautiously in developing programs and facilities but others will respond to the urgency to provide post secondary education opportunities for young people in their communities. An example of what can be done in a very short period of time is the case of Rock Valley College in Rockford, Illinois. It accomplished in several months what would ordinarily require several years for another college. Five months after its president was selected, the college began classes in temporary quarters (a local high school and the Navy reserve training center) with an enrollment of over 1,000 students. While it was working under these temporary arrangements, officials began working with architects on plans for a permanent campus on an attractive 217 acre site which in its first stage is expected to accommodate over 2,000 students.

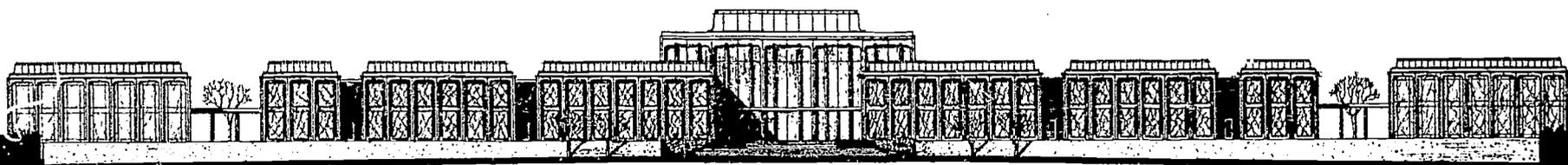
Another imaginative junior college development has taken place in Danville, Illinois under the sponsorship of the Danville Chamber of Commerce. Early in 1964 efforts began to secure from the federal government approximately 50 acres of land formerly used by the Veterans Administration. A local fund raising campaign raised \$850,000 to pay the junior college 25% share of capital improvements which would be required to renovate the property for education purposes. Two buildings were occupied under a lease arrangement in 1965 and negotiations with the federal government have resulted in acquisition of this attractive well located campus so that the total operation can be moved from the old location of the junior college to the new when renovations are completed on existing buildings.

Fears that the State will not meet its commitment on building costs are unfounded. The Illinois General Assembly, by its overwhelming acceptance of the junior college plan, has resolved to meet the growing college enrollment crisis primarily through the State Junior College System. It is safe to predict that in 1967, the financial requirements for Illinois will include substantial increases for building community colleges and by 1972 Illinois will have a state-wide network of junior colleges second to none.

The importance of junior college building programs in strengthening the local economy cannot be overlooked. Employment of workers to build campuses, purchases of materials and services, and the increased purchasing power of employees and students will add substantially to the economic stability of the region. Junior colleges will also be an important factor in attracting new industries to communities because of opportunities that will be available for securing new qualified employees, upgrading present workers, and education-industry cooperative projects.

Broad Diversified Curriculum

A junior college is exposed to three serious hazards. The first is a tendency to neglect vocational-technical and adult education when the college is just beginning because it is relatively easy and much less costly to formulate, staff, equip and house programs in general education. The second hazard is the continuing problem which plagues education, giving special status to the transfer courses and a corresponding downgrading



TYPICAL CURRICULUM OF AN ESTABLISHED COMMUNITY COLLEGE

Pre-Professional Transfer Programs

**Agricultural
Architecture
Art
Business Administration
Dentistry
Economics
Engineering
Forestry
Health & Physical Education
Journalism
Liberal Arts
Mathematics
Medical Technology
Medicine
Nursing
Pharmacy
Science
Social Work
Teacher Education**

Two-Year Career Programs

**Accounting
Aerospace Technology
Air Conditioning & Refrigeration
Architectural Technology
Business & Office Administration
Dental Assisting
Electronic Data Processing
Electronics Technology
Fashion Design
Food Service Management
Graphic Arts Science
Insurance Adjusting
Interior Design
Law Enforcement
Marketing and Retailing
Municipal Public Administration
Nursing
Recreational Leadership
Secretarial Science
X-Ray Technology**

Certificate Programs

**Advertising-Public Relations
Auto Body Repair
Automotive Technology
Cosmetology
Insurance Salesmanship
Photography
Practical Nursing
Secretarial Training
Real Estate Salesmanship
Welding**

of terminal education programs. Thirdly, when the college has a sizable student body and has developed an extensive program and an attractive physical plant there are pressures from students, alumni, community leaders, local politicians, and not least faculty and administrators to expand into a four-year institution.

It was the intention of those who developed the Master Plan, as well as the legislators who passed the junior college bill into law, that junior colleges should remain two-year institutions and therefore no provision was written into the law to permit them to become four-year colleges. In order to guarantee that junior colleges have diversified curriculum, considerable care was taken to promote the comprehensive program by offering colleges substantial financial incentives. If a junior college wishes to receive the financial benefits set forth in the law for Class I colleges, it maintains an acceptable program in both vocational-technical and adult education. However, the success of a junior college will depend not on meeting the minimum requirements of the law for financial aid from the state but depends largely on the emphasis it places on vocational-technical and adult education and the ability of the college administrators to give equal status to every program offered under the comprehensive plan.

Within a few years high school programs in vocational education will be reevaluated and restructured to put them into proper context with the expanding role of the junior college in technical education. It is generally agreed that vocational education in the junior colleges will produce far better results than have come forth from secondary education because students will be more receptive because of greater maturity; more cooperation will be possible with business and industry than was possible in the high schools; there will be more flexibility in using qualified technicians in teaching assignments; and funds from state and federal sources will be better coordinated for a dynamic program for technical education.

Career counseling and guidance will take on new meaning also in junior colleges because schools will have as their primary function matching students to the various programs offered. It will be a continuing process starting from the day the student enrolls and continuing to the day he is ready for placement in a job or moves into a transfer program at a college or university. During the time he is at the junior college, considerable effort and thought will be put into advising the student of his capabilities and where his best potential is, and then enrolling him in programs best suited to his talents. In this way, junior colleges can truly fulfill their function to students and to the communities.

Business and Industry Directly Involved in Education

Junior college administrators have special responsibility in relating curriculum to manpower needs if students are to be trained for occupations and prepared for careers which will not become obsolete in the changing world. Through close liaison with governmental agencies, trade associations, research institutes, and individual firms located in the area, administrators must plan the college curriculum on the basis of fact and project program requirements so that funds will be used efficiently and effectively.

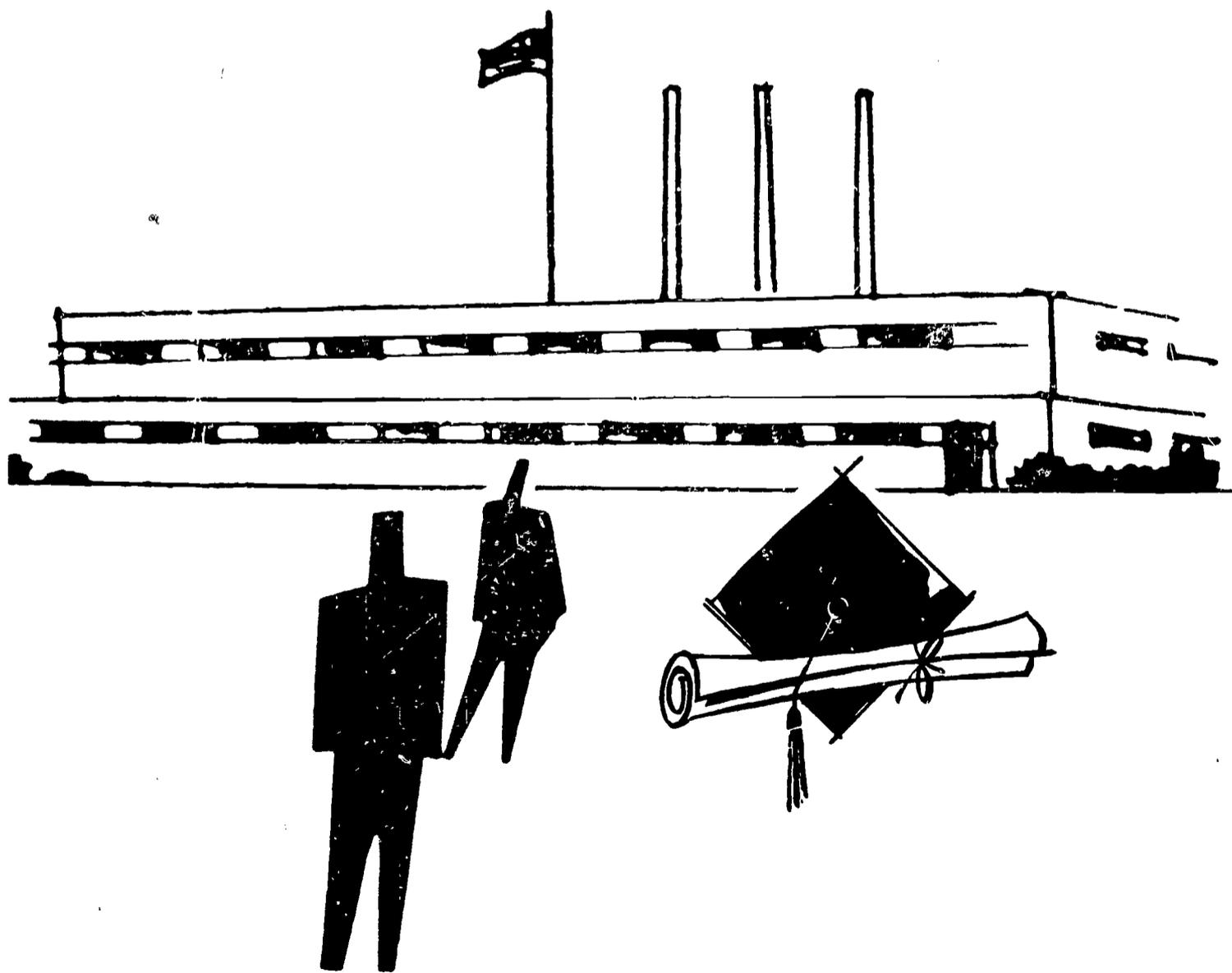
A comprehensive survey of business and industry in the region is a proven method of determining current and expected manpower needs. Usually undertaken by local chambers of commerce, response to well designed questionnaires is normally excellent and proves invaluable to a school setting up vocational-technical programs. Such surveys should be undertaken periodically and studied carefully so that the college can adjust to and even anticipate changes taking place in the economy. Administrators must guard against a strict provincial outlook on vocational opportunities and be knowledgeable of developments in neighboring areas. They should know also the overall needs of the entire state and be aware of the national picture.

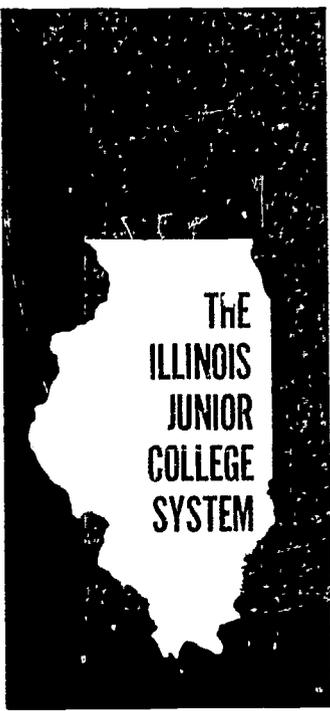
Advisory councils or committees are valuable also in guaranteeing current and meaningful curriculum. Using advisory groups composed of experts in their own fields and each person knowledgeable of the manpower

needs of his own industry, develops remarkable cooperation between college personnel and the business community. In addition to steering a true course towards fulfilling manpower needs, these advisory groups give guidance directors and student counselors realistic pictures of local job opportunities and bring them into direct contact with the everyday operations of the business world. Once confidence has been established, it is not uncommon for industry to rely heavily on the school with excellent vocational programs as the primary source of trained personnel.

It is important that administrators work along with business and industry and governmental agencies to bring state and federal programs under the colleges' direction. Not only will this make possible better use of the school personnel and facilities but more than often will result in more effective programs when conducted within the educational framework of the junior college. Programs in basic education, manpower development and training, apprentice training, and others fall into the framework of the vocational program of most junior colleges.

All business is interested in keeping its talented personnel and in hiring new people who will contribute to successful operations. It joins with government to try to stop the migration of talent to areas outside the state. While the talent drain cannot be stemmed completely by local two-year colleges, they will hold many young people in the community and attract new families to the community, thereby adding to the economic stability of the area.





ILLINOIS JUNIOR COLLEGES

Status—April, 1966

Accepted as Class I Area Junior Colleges

Black Hawk College Moline	Kaskaskia Junior College Centralia
DuPage Junior College* Wheaton	Rock Valley College Rockford
District 301* Palatine	Sauk Valley College* Sterling
East Central Illinois* Champaign	Triton Junior College Northlake

Approved as Class I Area Junior Colleges

Effective When Separate Board is Organized

Chicago City Junior College Chicago	Elgin Community College Elgin
Danville Junior College Danville	Thornton Junior College Harvey

*Not yet in operation

Local Junior Colleges—13th and 14th Years of High School District

BELLEVILLE JUNIOR COLLEGE (Belleville)—To be absorbed by newly organized Class I area district composed primarily of St. Clair County.

BLOOM COMMUNITY COLLEGE (Chicago Heights)—Applying for Class I status and plans annexation of surrounding area in Cook County.

JOLIET JUNIOR COLLEGE (Joliet)—To be absorbed by newly organized Class I area district to include Will and parts of Kendall and Grundy Counties.

LYONS TOWNSHIP JUNIOR COLLEGE (La Grange)—Plans are indefinite. May merge into district with Morton Junior College or may annex to neighboring Class I districts such as DuPage or Triton or join with newly organized district in southwestern Cook County.

Class II Junior College Districts

Formerly part of High School or Unit District

CANTON COMMUNITY COLLEGE (Canton)—Seeking to form new area junior college district which will absorb existing college.

FREEPORT COMMUNITY COLLEGE (Freeport)—Petition filed April 1966 for new Class I area district to include Stephenson, parts of Jo Daviess, Carroll, and Oglesby Counties. Existing college to be absorbed.

LA SALLE-PERU-OGLESBY JUNIOR COLLEGE (LaSalle)—Referendum May 1966 for new Class I area district to include east half of Bureau, west half of LaSalle, and most of Putnam Counties. Existing college to be absorbed.

MORTON JUNIOR COLLEGE (Cicero)—Plans indefinite. Probably will apply for Class I status preparatory to annexing adjoining territory or might merge with Lyons Township Junior College.

MT. VERNON COMMUNITY COLLEGE (Mt. Vernon)—Petition on file for new Class I area district to include portions of several nearby counties. Existing college would be absorbed.

OLNEY COMMUNITY COLLEGE (Olney)—Petition on file to establish Class I area district including Richland, most of Jasper, all of Lawrence, a small portion of Edwards and most of Clay Counties. Existing college would be absorbed.

SOUTHEASTERN ILLINOIS COLLEGE (Harrisburg)—Study in progress to organize Class I area district covering approximately five southeastern counties. Existing college would be absorbed.

WABASH VALLEY COLLEGE (Mt. Carmel)—Petition on file for new Class I area district to include neighboring territories. Existing college would be absorbed.

Petitions Filed for Junior College Districts

Counties or Portions Thereof

AURORA AREA—Kane, Will, Kendall, DeKalb and LaSalle.

DECATUR AREA—Christian, Coles, DeWitt, Douglas, Logan, Macon, Moultrie, Piatt, Sangamon, and Shelby. Referendum on May 21, 1966.

OLNEY AREA—Jasper, Crawford, Clay, Richland, Lawrence, Wayne, and Edwards.

WABASH AREA—Wabash, Lawrence, Edgar, White, and Wayne.

FOUR COUNTY AREA—Williamson, Perry, Franklin and Jackson.

REND LAKE AREA—Jefferson, Washington, Perry, Franklin, Wayne, Hamilton, and White.

TRI-COUNTY AREA—Peoria, Tazewell, Woodford, McLean, and Marshall. Referendum on May 14, 1966.

LAKE COUNTY AREA—All of County.

Projects and Studies

Twenty-five studies for potential Class I Junior College Districts are in progress. Some of these include areas now served by local junior colleges but others cover areas not served by junior colleges. The Illinois Junior College Board has employed consultants to do two large area studies: one covering four counties in the northeast corner of Illinois which contains approximately 60% of the State's population and the other covering approximately the southern one-third of Illinois. Negotiations are in progress for a study to cover fifteen counties in West Central Illinois. Only four of the one hundred and two Illinois counties are not covered by an existing junior college district or included in proposals for Class I districts.

FALL, 1965 ENROLLMENT ILLINOIS JUNIOR COLLEGES

Class I Junior Colleges	Full Time Equivalent	Head Count	Class II Junior Colleges	Full Time Equivalent	Head Count
Chicago City:			Canton	813	964
Amundsen-Mayfair	2216	3566	Freeport	529	650
Bogan	2118	4753	LaSalle-Peru-Oglesby	864	1360
Crane	1123	2325	Morton	1495	2046
Fenger	670	1730	Mt. Vernon	520	594
Loop	3078	6580	Olney	311	326
Southeast	1922	3371	Southeastern Illinois	392	462
Tilden	3288	5017	Wabash Valley	391	495
Wright	5943	9136	Total Class II	5315	6897
Total Chicago	20358	36478	13th and 14th Year High School District		
Black Hawk	1646	2287	Belleville	2602	3448
Danville	814	1168	Bloom	971	1377
Elgin	1049	1801	Joliet	2766	3650
Kaskaskia	652	750	Lyons Township	917	1482
Rock Valley	723	1040	Total 13th and 14th Year	7256	9957
Thornton	1514	2351	Grand Total	40106	63972
Triton	779	1243			
Total Class I	27535	47118			

Source: Bureau of Institutional Research
University of Illinois

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