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BOND ISSUE--WHAT SHALL WE DO. TECHNIQUES USED IN PROMOTING  
SCHOOL BOND ELECTIONS.

TEXAS EDUCATION AGENCY, AUSTIN

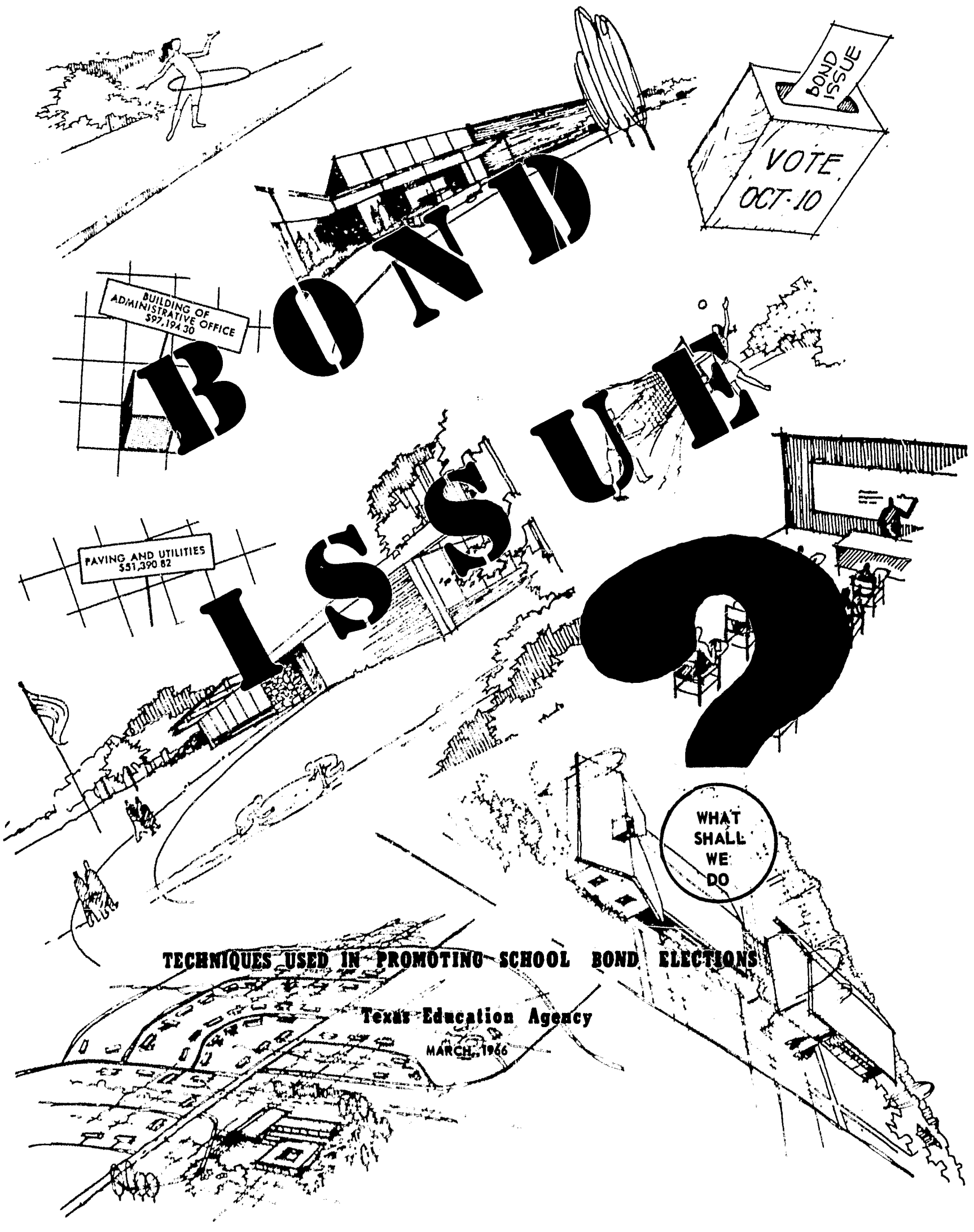
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TEXAS

THIS REPORT OUTLINES SUGGESTIONS FOR CONDUCTING SCHOOL  
BOND CAMPAIGNS. ONE OF THE FIRST STEPS AN ADMINISTRATOR  
SHOULD TAKE IS TO EVALUATE THE FACTORS IMPORTANT TO THE  
SELLING OF BONDS--STIMULATE INTEREST IN INVESTMENT DEALERS  
THEREBY INCREASING COMPETITION FOR BONDS, PREPARE A COMPLETE  
ACCURATE PROSPECTUS, CIRCULATE THE PROSPECTUS AMONG BOND  
DEALERS, ANSWER ALL INQUIRIES PROMPTLY AND ACCURATELY, IF NOT  
RATED, INVESTIGATE THE POSSIBILITY OF BECOMING RATED. ANOTHER  
PRE-CAMPAIGN MEASURE IS TO ESTABLISH LINES OF COMMUNICATION  
FOR DISSEMINATING INFORMATION TO THE PUBLIC. MASS MEDIA,  
PUBLIC SPEAKERS, AND CITIZENS COMMITTEES UTILIZING GRAPHS,  
CHARTS, ETC. MAY BE USED TO CARRY THE CAMPAIGN TO THE PUBLIC.  
A PUBLIC RELATION PROGRAM IS SUGGESTED AS A MEANS FOR  
STIMULATING COMMUNITY ACTION. SAMPLES OF SPEECHES, BROCHURES,  
GRAPHS, BLUEPRINTS, FINANCIAL REPORTS AND OTHER CAMPAIGN  
MATERIALS ARE CITED IN THE REPORT. (GM)

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**TECHNIQUES USED IN PROMOTING SCHOOL BOND ELECTIONS**

**Texas Education Agency**

**MARCH, 1966**

EF 000480

**U.S. DEPARTMENT OF HEALTH, EDUCATION & WELFARE  
OFFICE OF EDUCATION**

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**BOND  
ISSUE  
?**

**WHAT  
SHALL  
WE  
DO**

**TECHNIQUES USED IN PROMOTING SCHOOL BOND ELECTIONS**

**Texas Education Agency**

**MARCH, 1966**

## INTRODUCTION

Historically, the public schools of Texas have been governed by local boards of trustees which appoint an administrator to develop the educational program and to operate the school. One of the major responsibilities of a local board of trustees is that of providing adequate and suitable housing facilities in which to conduct the school.

All schools in Texas desiring to operate as State accredited schools must comply with the "Principles and Standards for Accreditation" as set forth in Texas Education Agency Bulletin 560, September 1961. Principle X in this bulletin states in part: "The school plant is suitable in design and size to meet the needs of the instructional program of the community..."

Building funds are usually provided in school districts under the statutory authority given to local boards of trustees to issue and sell bonds by the vote of the local taxpayers. Since majority approval is required, taxpayers should be fully informed on the needs of the school and the purposes for which the requested money is to be used. The ways and means for providing such information must be planned and carried out by the board and the administration well in advance of the school bond election.

In planning the issuance of school bonds, school authorities should seek advice from properly qualified sources. The bond business is a highly specialized field, both from legal and financial standpoints. Only those persons who have had the necessary training and experience in bond matters should be consulted and employed to carry the bond issue to completion. There have been numerous instances where bond issues have been unnecessarily delayed and have entailed unnecessary expense through mistakes made by inexperienced persons employed in good faith by school district officials. In nearly every case of this type, mistakes could have been prevented by employing competent bond attorneys to prepare legal proceedings.

The purpose of this publication is to make available to school boards and administrators contemplating a bond election some of the material which has been used successfully by a number of Texas districts. This material has been collected, edited to eliminate repetition, and modified to facilitate reproduction. In selecting the material, a definite effort was made to provide examples from schools of different sizes and geographical areas of the State.

It is hoped that this publication will assist in the dissemination of information on ideas which have been successful and will help local administrators to develop new techniques and plans. The techniques used in one community may not be appropriate for others. However, it is hoped that some of the ideas will help all districts in promoting bond elections.

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STATUTORY AUTHORITY FOR ISSUANCE OF SCHOOL BONDS  
Article 2784e-1, Vernon's Civil Statutes

Article 2784e-1. Taxing power; maximum for maintenance and bonds--  
Section 1. The Commissioners Court for the common school districts in its county, and trustees of rural high school districts, and trustees of all other school districts, shall have the power to levy and cause to be collected the annual taxes and to issue the bond herein authorized, subject to the following provisions:

1. In common and independent school districts, rural high school districts, and cities and towns constituting independent school districts, and in all other school districts for the further maintenance of public free schools, an annual ad valorem tax may be levied not to exceed, in districts having a bonded indebtedness of seven per cent (7%) or less of its total assessed value of taxable property, One Dollar and Fifty Cents (\$1.50) on the One Hundred Dollars (\$100.00) assessed value of taxable property in the district. For each one per cent (1%) or major fraction thereof, increase in bonded indebtedness beyond seven per cent (7%) of the assessed value of taxable property in such school district the maximum maintenance rate shall be decreased by Ten Cents (10¢). The maximum maintenance rates which may be levied annually in any district shall conform to the following schedule:

Bonded indebtedness in the amount of seven per cent (7%) or less of the assessed value of taxable property	\$1.50
Bonded indebtedness in the amount of eight per cent (8%) of the assessed value of taxable property	\$1.40
Bonded indebtedness in the amount of nine per cent (9%) of the assessed value of taxable property	\$1.30
Bonded indebtedness in the amount of ten per cent (10%) of the assessed value of taxable property	\$1.20

Provided, however, that such annual ad valorem tax levied may not exceed the maximum established by a majority vote of the resident qualified tax-paying voters of the district, voting in an election or elections held for such purpose.

2. In common school and independent districts, rural high school districts, and all other school districts, for the purchase, construction, repair or equipment of public free school buildings, and the purchase of necessary sites therefor, said districts may issue bonds and may levy ad valorem taxes in an amount sufficient to pay the interest on and principal of all bonds issued for such purpose, provided that bonds shall never be issued by any district in an amount which would exceed ten per cent (10%) of the assessed value of taxable property in such school district, according to the then last completed and approved tax rolls of such district.

3. No tax shall be levied, collected, abrogated, diminished, or increased, and no bond shall be issued hereunder until such action has been authorized by a majority of the votes cast at an election held in the district for such purposes, at which none but property taxpaying qualified voters of such district, whose property has been duly rendered for taxation, shall be entitled to vote.

4. All property in a common school district shall be assessed for school purposes at the same value as said property is assessed for State and county purposes.

Section 2. Except as otherwise provided in this Act, General Laws applicable to each of the several types and classes of school districts herein named prescribing the manner of calling and holding of tax and bond election shall govern such district in the calling and holding of the election permitted or required under this Act, and the applicable laws prescribing the method and manner of levying, assessing, and collecting taxes and issuing bonds, shall govern the levying, assessing, and collecting of taxes and issuing of bonds authorized herein.

Section 3. The provisions of this Act shall be cumulative of other laws; provided, however, that this Act shall not apply to any school district until and unless a maintenance tax hereunder is adopted by majority vote of the resident, qualified, property taxpaying voters of the district who own taxable property therein and which has been duly rendered for taxation, voting at an election therefor, and if such tax is so adopted, then the provisions of this Act shall apply to such district; provided, further, that elections for bonds under this Act may be held at the same time as maintenance tax elections (including the first maintenance tax election called and held under this Act). (As amended Acts 1957, 55th Leg., p. 167, ch. 74.)

Section 3a. If any provision or section of this Act is held unconstitutional or invalid, such invalidity shall not effect the remaining provisions hereof, but all other parts shall remain in full force and effect. (Acts 1955, 54th Leg., p. 1635, ch. 528; Acts 1957, 55th Leg., p. 167, ch. 74, sec. 1.)

#### Notes on Rulings of Attorney General

Article 2784e-1 is not unconstitutional. Bonds voted under provisions of Article 2784e, and refunding bonds for same, are limited and subject to the 50¢ tax limitation in that article. If a school district accepts the provisions of Article 2784e-1 it cannot return to its former status under Article 2784e under present statutory provisions. A school district is not required to adopt the provisions of Article 2784e-1. A school district may vote the full \$1.50 maintenance tax authorized by Article 2784e-1 even though it may not be able to levy the full \$1.50 rate because of the amount of outstanding bonds. Decrease in assessed value of taxable property in a district

by increasing ratio of debt to assessed value will lower the maximum tax rate for maintenance authorized by Article 2784e-1. Adoption of provisions of Article 2784e-1 requires three elections, one for "qualified voters of such district who own property which has been duly rendered for taxation on the tax rolls of the county," one for "qualified electors who own taxable property in the \*\*\*district\*\*\* and who have duly rendered the same for taxation" (except this is not necessary in a common school district), and one for poll tax holders, all of which elections may be held at the same time and place and with the same officials, (S-171, September 2, 1955)



## GENERAL FACTORS TO BE CONSIDERED WHEN SELLING BONDS

A practical and effective means of dealing with high interest costs is that of stimulating greater interest in the bond sale among investment dealers and to increase competition for the bonds.

When selling bonds, school authorities should give careful consideration to the following items:

1. Plan financial matters with the Bond Market in mind--aim to improve credit standing as much as possible.
2. Prepare a complete prospectus if there is to be a large issue of bonds and one of interest to the general market.

The information usually contained in a prospectus can be broken down into two broad classifications. One is the general information pertaining to the district and the community and the other is the financial information.

3. Make certain all information placed in the prospectus is correct.
4. Send copies of prospectus to interested bond dealers and financial institutions at least two weeks prior to the date of sale. Make copies of prospectus available to successful bidder.
5. Requests for information from financial institutions, investors and bond rating agencies should be answered promptly and accurately.
6. If the district's bonds are not rated, investigate the possibility of getting a rating on the bonds.
7. Advertise the sale in the Texas Bond Reporter and, if the issue is of national interest, in The Bond Buyer.
8. Make every effort to deliver the bonds as soon after the sale as possible.

If an issue is small and not of interest to the general market, certain of the above factors would not apply. In any event, complete information on an issue of bonds should be provided for investors and those interested in bidding.



**SAMPLE PROCEDURES AND MATERIALS  
USED FOR THE  
PUBLIC RELATIONS PROGRAM**

**Before the campaign starts, the Administration should . . . . .**

1. Develop understanding and complete agreement between the board and administration on plans and procedures.
2. Inform all staff members (teaching, non-teaching) and request their cooperation.
3. Prepare campaign materials, such as graphs, curves, charts.
4. Inform and enlist vigorous support of Parent-Teacher Association.
5. Evaluate any opposition which has or may develop.
6. Appoint Advisory Committee such as
  - . Committee for School Bonds
  - . Committee for Quality Schools
  - . Good Schools Committee
7. Appoint small steering committee from the overall citizens advisory committee which should meet frequently.
8. Set timetable which includes one month of concerted action.
9. Establish a speakers' bureau and select public speakers.
10. Prepare speech materials which include campaign theme and message.
11. Use all sources of publicity; radio, television, newspapers, letters to parents, pamphlets for general distribution; contact service clubs, church groups, parent-teacher organizations, and other community groups.
12. Determine geographical areas for intensive coverage by personal contacts and telephone.
13. **BE POSITIVE** in all phases of the campaign.
14. Project at the forefront at all times image of the school child.

### Suggested Procedures for Public Relations Program

1. In appointing a citizens committee, the board of education and administration should choose from a cross section representing all segments of the community.
2. After personal contacts have been made, a letter from the president of the board of education should be sent to all who have been invited to serve.
3. A meeting of the proposed members of the committee with the board of education and the administration should then be called, preferably a dinner meeting in one of the school cafeterias.
4. A chairman for this dinner meeting should be appointed in advance as well as a co-chairman who should serve as head of the speakers' bureau.
5. The administration should prepare, before the dinner meeting, specific data on:
  - (a) growth of school population;
  - (b) expenditure of last school bond money;
  - (c) status of indebtedness of the district with ratio of the debt to present valuations;
  - (d) amount of bonds that can be currently voted and sold;
  - (e) a break down on building needs for the next 5 years;
  - (f) the amount of bonds needed to cover these needs;
  - (g) the effect on the tax rate allocation to the sinking fund in retiring the new issue;
  - (h) graphs showing increased enrollment by grades and years;
  - (i) graph showing anticipated expenditures by elementary, junior and senior high schools.
  - (j) graphs showing a comparison of building costs of the local system and others of the same size in the state for the last year or two.
6. At the dinner meeting, the committee and others present should discuss, and accept or reject, all materials and their proposed use.
7. Materials should be prepared for all persons serving as public speakers for the campaign.
8. The Speakers' Bureau should establish a schedule set by the administration to include all service clubs, Chamber of Commerce meetings, Parent-Teacher Units, City Council, and other places where a number of people gather. A member of the board of education should attend each of these speaking engagements, along with a member of the administrative staff.
9. The citizens committee should submit the petition to the board of education requesting the call for a school bond election.
10. An intensive campaign of not more than one month from the "kick-off" date should be planned.
11. Handout material should be prepared for distribution during the month's campaign preceding the election.

**SAMPLE SPEECH**

**PREPARED FOR SPEAKERS BUREAU**

**USED IN 1964 BY**

**AUSTIN PUBLIC SCHOOLS**

**AUSTIN, TEXAS**

(Speech)

A community has no greater responsibility than to provide for its youth educational opportunities adequate for the times. And certainly in these times we see evidence on every hand that points to the extreme necessity for every community in our land to keep its youth in school and to provide for them the very best possible educational services.

We must find answers to the dropout problem. Our youth need to stay in school for their own personal and economic well being and for the good of the nation. We must provide whatever training is needed to equip the 40% of students who do not go on to colleges and universities to become productive citizens in a highly complex society which will soon have no place for the unskilled or the uneducated.

It is the concern for our youth and for the tasks facing our Austin school system about which we want to talk with you for a few minutes.

Specifically, we want to explain a few facts about the School Bond Issue which is needed to provide school facilities over the five-year period from 1965-66 through 1970-71 which will be adequate to serve the 54,000 students who are expected by that time.

(SHOW THE BIRTH CHART)

Austin is a growing community. This chart showing the number of live births in Travis County is one evidence of this fact--if you need any evidence beyond what you see about you every day.

In 1950, the number of births was 3,500. In 1963, the number was 5,250. Children born in the fifties are already in school and will still be in school through the mid seventies. Children born in the years 1960 through 1963 will be entering the school system during the years 1966 through 1969.

The building program proposed for the period 1965-66 through 1970-71 is planned to provide for children who are already here, as well as for those yet to come.

(SHOW AUSTIN POPULATION CHART)

Here is more evidence of Austin's steady and consistent growth--a chart showing the City's total population from 1920 to the present, and estimated to 1970.

You will recall that the 1960 census report pegged Austin's population at 186,545. City officials estimate that today's population numbers 218,784, and that ~~by 1970, it will be 250,000~~---a quarter of a million people!

(SHOW SCHOOL ENROLLMENT CHART)

Here, in the final analysis, is the best reason for the need for additional school building funds -- the number of children who will be coming into the schools during this period.

The first five bars indicate Austin school enrollments at five-year intervals from 1939-40 to 1959-60. From an enrollment of just under 15,000 in 1939-40, the number of students increased to nearly 34,000 in 1959-60.

This year, the schools will have more than 42,000 students, and in 1970-71, the schools expect to have 54,000 students! This will mean an increase of more than 10,000 students during the five-year period for which this building program is planned.

(SHOW "ADDITIONAL FACILITIES" CHART)

In order to have classrooms properly designed and equipped for a modern school program ready for these children, the Austin schools will need 538 classrooms and all the supporting facilities, such as libraries, cafeterias, gymnasiums, visual aids rooms, offices, and the like.

By school level, the breakdown is 222 elementary rooms, 180 junior high rooms, and 136 senior high rooms. More sites will be needed to continue the program of acquiring sites around the growing edges of the school district well in advance of building needs. This plan saves money because acreage can be bought in undeveloped areas at more reasonable prices than land can be purchased after development occurs.

And, of course, the classrooms will have to be furnished and equipped to fit the instructional program.

The cost of this phase is estimated at \$19,217,828.

It should be pointed out that these plans call for fewer elementary and more secondary rooms than were constructed during the 5-year program now being completed. One reason is that the "wave" of postwar children who swelled school enrollments so drastically in the mid-fifties is now moving through the high school grades. Another is that in 1968 the Austin schools must return University Junior High School to the University of Texas, and a 40-room building must be provided to replace it.

(SHOW PHYSICAL EDUCATION PROGRAM - 14 ADDITIONAL GYMS CHART)

The great emphasis placed upon physical fitness of youth has been much in evidence nationwide and in Austin. Pressures have been placed on schools to do a better job in physical development for ALL students. Obviously, physical activities programs require space.

In the last five years, the Austin schools have added 13 physical education rooms--small, elementary-size gymnasiums--at elementary schools which did not have them. This program needs to be continued for the few schools which still lack them.

But an imperative need at this time is for a small gymnasium to be added to each of 14 existing junior high and senior high schools to house the physical education program for girls.

Girls have been receiving physical education instruction for many years, but because both boys and girls have been accommodated in one gymnasium at each school, both programs have been hampered. With separate gymnasiums, the variety of activities for both groups can be greatly expanded for much more effective instruction. This phase of the building program, of course, will benefit all students.

The estimated cost of this phase of the building program is \$1,160,922.

(KEEP SAME CHART AND DIRECT ATTENTION TO LOWER HALF FOR NEXT MAJOR PHASE ON MODERNIZATION FOR AIR CONDITIONING)

The third major element in the proposed building program will also benefit all students. This phase will provide funds for renovation and modernization to include air conditioning for existing schools.

More than a year ago, the School Board came to the conclusion that schools in this area should be air conditioned to promote better teaching and learning. It was reasoned that since practically all public facilities--offices, stores, public buildings--are air conditioned for more efficient working conditions, air conditioning in schools would certainly make better work possible for both teachers and pupils.

Further, schools are being used more and more during the summer months. Last summer, 30 Austin school buildings were used during June and July--with some being used even in early August--for a summer school program involving more than 5600 students.

Many people think that this action was delayed too long. A former Board member once remarked, after the Board had approved plans for a school without air conditioning, "Well, we'll just have another brand new obsolete building!"

Following the decision to air condition all new construction, small six to 12-room additions have been air conditioned at Reilly, Read, St. Elmo, Walnut Creek and Johnston schools. Austin's two newest elementary schools, Barton Hills and Blanton, opened this month as completely air conditioned units. Reagan High School, scheduled to open in September, 1966, will also be completely air conditioned. And air conditioned additions to 11 other elementary schools are now, or soon will be, under construction.

Upon completion of all of these projects, there will be 228 air conditioned classrooms in 19 schools in various parts of the City.

As a practical and logical matter, in order to provide the same incentive for better work by both teachers and pupils in all schools, the proposed building program includes funds for modernizing existing schools to include air conditioning.



(SHOW SUMMARY CHART)

Here, once again, in summary, is the proposed building program:

- (1) 538 classrooms and related facilities; sites; furniture; and equipment.
- (2) 14 small gymnasiums to be added to existing secondary schools.
- (3) Renovation and modernization, including air conditioning, of existing schools.

Total Estimated Cost: \$24,500,000.

(CONTINUE SHOWING SUMMARY CHART--DIRECT ATTENTION TO LOWER HALF)

At the bottom of this chart is a projection of the estimated debt service tax rate which will be required to finance this program. The greatest portion of this cost, by far, will be borne by increased evaluations as a result of the normal growth and development of new properties in the City and the school district. The projected tax rate increase is very small, indeed, when compared to the needs this program will fill.

The present debt service tax rate is 39 cents per \$100 valuation. From the chart, you can see that an increase of two cents is projected for next year for a 41-cent rate for 1965; then a 1-penny increase to 42 cents, to remain at that level rate for four years, 1966 through 1969; then a penny reduction back to 41 cents for 1970.

(CONTINUE SUMMARY CHART)

As an illustration of the stringent efforts made by the School Board and by the Administration to keep tax rates as low as possible, let me quickly review and compare the debt service rates projected in 1959 with the rates actually levied for the last six years:

	School Debt Service Rates					
	<u>1959</u>	<u>1960</u>	<u>1961</u>	<u>1962</u>	<u>1963</u>	<u>1964</u>
Projected	.34	.37	.40	.39	.40	.41
Actual	.34	.34	.35	.35	.35	.39

From this review, you can see that the present rate of 39 cents is two cents less than the rate projected for 1964 when the last bond issue was approved in 1959. This is evidence of careful planning by the School Board and the Administration to keep the tax rates as low as possible. In fact, the total school tax rate has been the same, now -- \$1.21 -- for five straight years.

(CONTINUE SUMMARY CHART)

To repeat, -- this is an extremely small tax increase in comparison with the facilities to be provided over the next five years.

As we said at the beginning when we showed the birth chart--the children are already born and living in our community, and many others are already in school, who will be needing these classrooms over the five-year building program.

The responsibility to provide for them is ours. May I urge you to give this program your thoughtful consideration and to vote in the School Bond Election on Saturday, October 17.

Just a reminder--several voting precincts are combined in school elections, so your polling place may be different from the one you normally use in City and General Elections. Please watch your local newspapers for a list of the polling places.

### Quotes for use in Promoting Bond Issues

"Good schools cost more; poor schools cost most."

\* \* \*

"To provide an adequate program a school system needs a 10 million dollar valuation for each 1,000 pupils, or \$10,000 valuation for each child."

\* \* \*

"Annual expenditure for school facilities is about one-fourth of the total school budget."

\* \* \*

"To employ a baby-sitter at 50¢ per hour for one child for seven hours per day would cost a family \$3.50 per day or \$630 for a period of nine months. Education is cheaper to the average homeowner than hiring a baby-sitter."

\* \* \*

"School taxes are deductible on income taxes."

\* \* \*

"Increase in school population means increase in school costs, classrooms, and teachers."

\* \* \*

"Inflation effects the school as it does any other business."

\* \* \*

"Shall I let a few dollars stop the progress of education in my community (name)?"

\* \* \*

"Our building needs are determined by our ability to pay, together with the kind of school the community wants."

\* \* \*

"Poor schools are the most expensive tax burden in the United States."

\* \* \*

"Education is a debt due from the present to the future generations."

"Buildings can and do become obsolete, just as business buildings, churches, and automobiles."

\* \* \*

"The public school represents the aspiration of parents for the future of their children, and all citizens for the welfare of our country."

\* \* \*

"The public schools began as one of the first ideals of a free world."

\* \* \*

"Free public education is the result of three centuries of experience, it is the basic idea of a free world."

\* \* \*

"The public school touches the life of every citizen."

\* \* \*

"The public school keeps alive the spirit of American enterprise."

\* \* \*

"The prosperity of the American people owes much to the public schools as ignorance and prosperity have never been teammates."

\* \* \*

"The public school is our Republic's greatest gift to civilization."

\* \* \*

"Can I do more for my children than to give them the opportunity to get an education?"

\* \* \*

"Our schools must keep pace with our needs and with other schools of the state."

\* \* \*

"Keep the faith and trust that enabled our forefathers to build this great nation of which we are privileged to be a part."

\* \* \*

"Problems confronting schools today demand careful planning and unity of action by all people interested in education."

\* \* \*

"The schools belong to the people, and the people must answer to their children."

\* \* \*

"Do we have faith in our community?"

\* \* \*

"Get the facts yourself; inspect the school facilities."

\* \* \*

"This nation founded by cooperation and compromise."

\* \* \*

"What is our obligation to posterity?"

\* \* \*

#### OTHER SUGGESTIONS FOR USE IN PROMOTING BOND ISSUES

Use dollar graph to show what school tax dollar provides in current year.

\* \* \*

Give comparison of per capita cost of instruction with schools of similar size.

\* \* \*

Give an example of actual value of property in school district and per cent of assessment, annual tax rate.

\* \* \*

Show with illustrations the ratio between State versus local support.

\* \* \*

Show financial status of district--bonded debt, etc.

\* \* \*

Be completely honest in presentation of facts. Misinformation and misleading facts lead to misunderstanding and mistrust.

\* \* \*

Use graphs to show population growth and maps to show school residence population locations.

\* \* \*

Show building needs now and in the future.

\* \* \*

Show what the school district has; what it needs.

\* \* \*

Invite citizens to write out the program when too critical.

\* \* \*

Keep the public informed, and remember that the school belongs to the people.

\* \* \*

The educational program must not only be explained in terms of "what" and "how," but also the "why."

## Techniques to be Used During the Last Week of the Campaign Drive

Constant reminder to the voters are necessary in the last weeks of the drive. No stone should be left unturned to promote the campaign. This is the reason for the committee made up of persons from different areas of the city whose opinions and thoughts are needed.

The following suggestions may not work in all communities, but with variations, they can be useful in any community. The superintendent, business manager, or whoever is heading the bond drive should call in his principals, other administrators, teacher representatives, lay persons, and the president of the Parent-Teacher Association to determine what needs to be done during the last weeks of the campaign.

Such suggestions might include: (1) "spots" on the radio every thirty minutes or every hour on the hour. If the bond election is to be on Saturday, radio coverage should be every thirty minutes on Thursday, Friday and Saturday. (2) two or three minute "spots" on the six o'clock or six-thirty news cast on the television stations, Friday, to "get out the vote" before the election on Saturday. (3) thirty or forty seconds on other local programs, including Spanish speaking programs, to urge people to get out and vote for the bond issue. (4) a contest for the preparation of posters by art students under their teachers guidance, with a top prize of \$15.00, second prize \$10.00, third prize \$5.00 or some other denomination. A committee may be chosen to select the best posters, which will appear in key positions throughout the building and community. (5) Posters printed on 8 x 11 size paper to get out the vote on election day to be displayed in all buildings, on the front door or bulletin board where parents and children may see them.

Information to be used on the radio and television should be planned by the citizens committee with the help of the school board or the school administration.

Radio and television time can be purchased if necessary with funds donated to the citizen's committee by groups or individuals interested in the success of the bond election, but most stations will make use of the material furnished them as a public service.



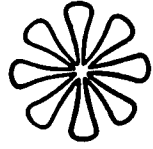
**Experience shows that . . . . .**

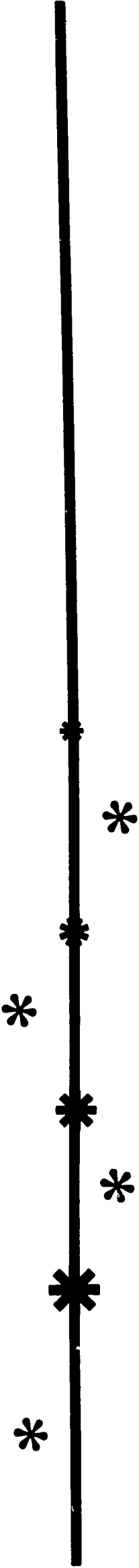
- \* Every school district needs to develop "LONG-RANGE PLANS" for future school building needs. A proposed bond issue should be adequate to meet the building needs for a minimum of five years.
- \* School officials should agree at an early date on the type of presentation to be made. (Will the presentation be done solely by board and staff members or will citizens groups and committees be used?)
- \* It is preferable and more economical to vote a 20-year bond issue rather than one for 25 or 30 years.
- \* A careful analysis of a "CHEAP BUILDING" versus an "ECONOMICAL BUILDING" should be made in the early planning stages. (This not only helps determine the amount of money needed to build the building but also emphasizes the amount of money needed to maintain the building during its useful life.)
- \* It cost no more to build a compact, climate-controlled plant than one of conventional design.
- \* A master program for selecting sites may be the determining factor in the success or failure of a bond election. The purchase of adequate sites before the need for buildings has developed usually brings about public acceptance of future buildings on these sites.
- \* The best time to call a bond election is in the fall of the year.
- \* The intensive promotion period for a bond issue should usually not exceed one month.
- \* Terms which are confusing or which may cause dissension should be avoided. (For example, use "teacher work room" in lieu of "teachers lounge," or use the term "climate-controlled" rather than "air-conditioned.")
- \* The primary function of a school is to render service to the boys and girls of the community; therefore, the image of the child must be kept in the forefront of any phase of a public school presentation.
- \* Business and industry will generally support an adequate school program if they know they are getting value received for their tax dollars and if they feel they are being treated fairly in the community tax program.
- \* After bonds have been voted and sold, the money should be invested, as permitted by law, because sufficient interest will often be earned before funds are needed. This additional money can be used to pay for some of the equipment needed.
- \* In some communities the creation of one or more study groups or committees can lay the groundwork for a successful bond election.
- \* An architect and a financial advisor should be employed on a contingent basis to assist in developing the proposed bond program.



**ILLUSTRATIONS OF MATERIALS USED**

**BY SCHOOL DISTRICTS INDICATED**




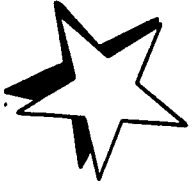


**Clear Creek \* \* \* \***

The following material on Clear Creek was printed as a single fold 5½ X 8½ pamphlet.

**Big Spring \* \* \* \***

The following material on Big Spring was printed in the form of a 4 X 8½, eight page pamphlet. 



**CLEAR  
CREEK**

**FOR  
1<sup>ST</sup>  
THINGS  
FIRST  
VOTE  
FOR  
SCHOOL  
BONDS  
ON  
SATURDAY,  
APRIL 27,  
1963!**

**1<sup>ST</sup>  
THINGS  
FIRST!**

(FOR OUR SCHOOL CHILDREN)

## **WHY THE SCHOOL BOND ISSUE IS A NECESSITY!**

The far-sighted thoughtfulness, patience and work of public-spirited leaders of our community in the past have placed our schools among the top of the nation's educational systems.

This has not been an easy task, and maintaining the Clear Creek schools in this variable position always will be a struggle.

But those who desire to see our educational facilities and opportunities second to none — who desire to see our children secure the best education possible — are reluctant to cease their vigilance even briefly.

This fervor desire to maintain our schools among the nation's best led to the passage of a \$1.85 Million bond issue in 1960 which brought our schools up to a modern level in physical facilities — a bond issue unprecedented in our area.

Now, with the physical and economic growth which NAMA undoubtedly will bring to the Clear Creek community, again we face the challenge of meeting additional responsibilities.

Many of the same citizens who helped the community to focus attention on the needs of the schools during the 1960 bond election are among those urging the community to pass the school bond issue currently being discussed. They recognize the importance to the schools and to the entire economic welfare of the area.

One of the primary reasons NAMA was attracted to our area was the excellence of our school system and facilities. New residents, as well as the government which brought them here as welcome newcomers to our area, have expressed their willingness to help finance the additional facilities which they — along with the normal growth our area would have experienced — have necessitated.

Together, proceeding a united front on behalf of all children of the Clear Creek community, all residents must work together to provide adequate educational opportunities.

**VOTE FOR SCHOOLS ON APRIL 27!**

## **WHAT THE APRIL 27 BOND ISSUE WILL PROVIDE**

The proposed \$3,500,000 bond issue will provide funds for improvements considered basically minimum in all existing districts of the Clear Creek Consolidated Independent School District.

Funds provided would be earmarked to bring the high school, the junior high school and the four elementary schools to the full economical operating capacity.

This would mean that facilities at each of the elementary schools would be increased to include four sections of each grade — kindergarten through the sixth grade — providing 30 minimum grade sections for a maximum of 700 students with 30 in each classroom. If necessary, the teacher-pupil load could be increased to 30 or more in a classroom.

Funds also will be provided for other facilities such as additions to maintenance and administration units, furniture and equipment for new buildings, and probable future ones.

The contemplated additions at each school are listed:

**Kimble Elementary School** — Additional typical classrooms (12 minimum), science department, cafeteria addition, teacher work area facilities, required physical education addition, bus drive, additional air-conditioning.

**Webster Elementary School** — Typical classroom additions (10), additional work, supply and storage areas, convert present cafeteria space to two rooms, new cafeteria, some additional air-conditioning.

**Southwest Elementary School** — Typical classroom additions (minimum of 10), remodeling of old main building, remove old building, fencing, additional air-conditioning.

**Longue City Elementary School** — Typical classroom additions (4 minimum), remodel present cafeteria into classroom, remodel existing small gymnasium-athletic area into large library, teachers' work space, and needed storage, new cafeteria with stage similar to Southwest's, new physical education-gymnasium unit, new necessary

### **We Pay LESS for SCHOOLS Than Our Neighbors!**

School	Tax On \$10,000 Value
Spring Branch	\$92.40
Pasadena	87.50
Texas City	81.00
La Marque	75.60
Dickinson	72.80
La Porte	72.00
<b>CLEAR CREEK</b>	<b>56.25</b>

A 12-cent increase in the tax rate will retire the bonds approved on April 27. On a \$10,000 home, this will cost only \$5.40 per year.

covered walls, remove frame building, some additional air-conditioning.

**Clear Creek Junior High School** — additional typical classrooms (16), addition to science laboratories, reading laboratory, greatly expanded cafeteria facilities, expand by remodeling existing library, add to physical education dressing areas for increased load, repair terrazzo concrete floors and repair Coria damaged gym floor, add to parking area, remodel offices to need, needed addition to music department, storage, fence back and sides of campus, track (redwood), some additional air-conditioning.

**Senior High School** — Typical classroom additions (15), new or greatly enlarged library, double cafeteria capacity, additions to physical education dressing rooms, needed addition to the field house, girls' gymnasium for physical education caused by increase in enrollment, additions to asphalt parking, physical education and band marching area, outside physical education field, athletic field lights, language area building (English, speech, large teaching area grouping), addition to football bleachers, some additional air-conditioning.

### **WHERE DO YOU VOTE?**

**SEABROOK AT THE COMMUNITY HALLS  
KIMBLE AT THE ELEMENTARY SCHOOL CAFETERIA  
LONGUE CITY AT THE ELEMENTARY SCHOOL  
WEBSTER AT THE ELEMENTARY SCHOOL**

## **WHY WE MUST NOT FAIL!**

We cannot and must not think about defeat. But if the bond issue fails, the result will mean dangerously overcrowded classes and double-sections. Double-sections mean half-day school sessions for our children! They will receive only half of the education to which they are entitled.

If the bond issue fails, we shall be forced to pay the maximum tax levy to provide a minimum capital outlay for temporary housing. The economics of the situation indicate that while passage of the tax issue will cause a 12% tax increase now, rejection of the issue will mean an almost immediate tax increase of 20%.

With the tremendous growth of the area, caused primarily by the construction of NAMA and associated industries and homes for these new citizens, within five years' time tremendous value will be added to the school district's tax rolls.

If we take care of the anticipated growth of our schools now, in all probability we shall not be required to pay any of the principal until the added tax values will take care of both the interest and the principal.

Failure of the bond issue will be a grave tragedy for our children and an indictment of our failure to have them secure the education which responsible citizens desire for generations to follow them. We cannot and must not fail our children.

### **Both Propositions Must Pass!**

With the school bond issue, the voters have the opportunity of passing a maintenance tax — Proposition 1 on the ballot. Purpose of this measure is to save the taxpayers money — because the bonds will sell at a lower interest rate than they would otherwise. Proposition 1 DOES NOT pass if money is to be provided for the retirement of the bonds. In other words, this maintenance tax must be passed, or the school bond issue automatically fails.



## We can do it!

One-time financing for a long-term program to reach every school and every phase of educational activity. The District has the means to pay for this at its present tax rate if valuations increase normally, and bonds can be marketed at not over 4 per cent.

No school bonds have been issued since 1958, so that this "5-year program" really means that we are caring for 10-year growth. Every project is needed now; however your Board of Trustees proposes to chart these on the basis of priority where the need is greatest, and to carry on an orderly development of our school system to where progressive citizens expect it to be.

A total of \$5,500,000 bonds are proposed, to be issued as projects can feasibly be undertaken. Fiscal agents have worked out a schedule so that the ratio of total bonded debt to annual taxable value does not exceed 7 per cent.

This is within the limits of safety prescribed by the State. It is a better ratio than some neighboring districts have made to provide a first class physical setting for the schools. The District can safely meet this new obligation, barring some phenomenal demand, such as unprecedented gains in enrollment.

## A MASTER PLAN

for our

### Children's Future

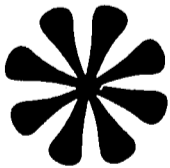
To meet a growing need for  
a growing city and  
a growing school population

Read here of the long-range program for  
the Big Spring Public Schools—one to be  
carried out through bonds approved in the

**ELECTION**  
**Saturday, May 23, 1964**



**BIG  
SPRING**



—Remodeling of  
three buildings on this campus to take care  
of 600 students. New physical education gym  
for girls, dressing room facilities, storage  
for band and music.

New heating, wiring, lighting, complete mod-  
ernization. Present administration unit for  
use of band and chorus. Old Central Ward  
for much needed shop and pre-vocational  
courses.

in  
College Park area. Land already owned. A  
plant of 18 classrooms planned, with possibly  
some space to be used for Special Education.

—An  
adequate transportation service center and  
general school maintenance shops plan-  
ned at the old South Ward School location  
(makes available land development at the  
old stadium for better physical education  
facilities).

— To house  
all administrative personnel now separated;  
central book warehouse; audio-visual center;  
professional library and conference rooms.

## THE NEED IS NOW!

*It will grow in the future!*

Big Spring Public School  
enrollment, 1953-54

4,654

Big Spring Public School  
enrollment, 1963-64

7,632

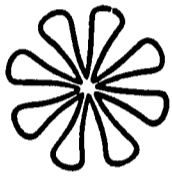
Enrollment projected for 1969-70

9,131

(Some reliable projections place this as high  
as 10,450)

400 Students without adequate housing now!  
1,500 additional students expected by 1970!

Will we take care of them?



The School Development program must meet long-range requirements. It proposes:

- New classrooms where they are needed
- Additional facilities for existing buildings
- Renovation of older buildings (Wiring, plumbing, heating, etc.)
- Acquisition and development of sites
- Cafeteria and library additions at many schools
- Greatly improved physical education facilities

This proposal is the result of long study, based on current and future needs. It is, in truth, a "Master Plan" for our children's future.

**KENTWOOD**—Expansion to 11 classrooms with needed auxiliary facilities.

**BOYDSTUN**—Complete remodeling, addition of cafeteria, library, office facilities, campus development.

**MARCY**—Addition of four classrooms, library, auxiliary facilities.

**CEDAR CREST**—Remodeling and up-dating of building, addition of two classrooms, cafeteria and library.

**BAUER**—Remodeling, conversion for library, addition of cafeteria.

**COLLEGE HEIGHTS**—Remodeling, with addition of cafeteria, library, office space and teachers' workroom.

**WASHINGTON PLACE**—Conversion for library and workroom, more textbook storage and enlargement of cafeteria.

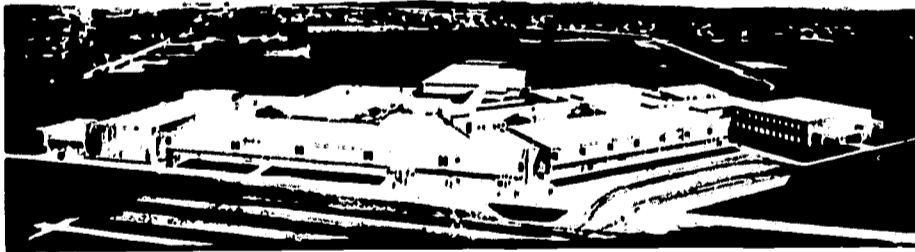
**AIRPORT**—Remodeling, addition of two classrooms, offices for nurse and speech therapist.

**KATE MORRISON**—Some change to warehouse space, addition of library.

**PARK HILL**—Provision for library and facilities for school nurse and speech therapist.

**GAY HILL**—Conversion of space to library, remodeling.

**LAKEVIEW** — Addition of cafeteria, campus development.



- 185,000 square feet of new construction
- Plant far more than doubled in size
- 45 new classrooms
- New laboratories, shops
- Athletic Field Improvements

- Space for band, choir, speech
- Enlarged auditorium
- Enlarged cafeteria
- Complete new units for physical education for both boys and girls

The immediate need is for an enlarged High School, one that will accommodate 2,500 students. This envisions that Big Spring, for many years, will have one Central High School. It will be a four-year school, thus relieving the pressure at the Junior Highs, so that they may function competently. Land availability and location (as related to the city's growth pattern) dictate expansion of the present plant. The proposed plan more than doubles the size of the present plant—an absolute necessity to house the oncoming throng of High School age students. It includes auxiliary facilities that have been inadequate—or totally lacking—for many years. A considerable portion of this improvement gives Big Spring for the first time a greatly developed physical training set-up, to put the community in line with the national physical fitness program.



**BIG  
SPRING**

IT'S AS SIMPLE AS—



ANNEXATIONS



BUILDINGS

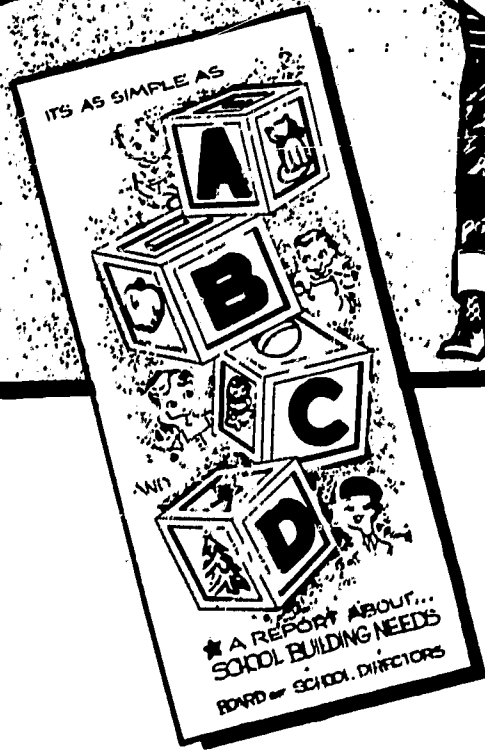


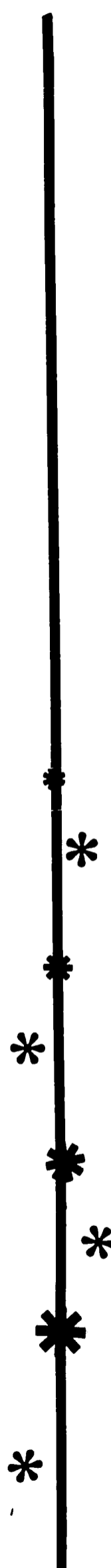
CHILDREN



and

DOLLARS





## **Lubbock \* \* \* \***

**The first item illustrates the amount of the bond indebtedness of Lubbock Independent School District**

**The second item indicates the classrooms needed in the local school system.**

**The third item indicates when the bond election ends and some of their needs.**

**The fourth item compares the cost of Lubbock Schools, the Texas Schools, and the Nation's Schools.**

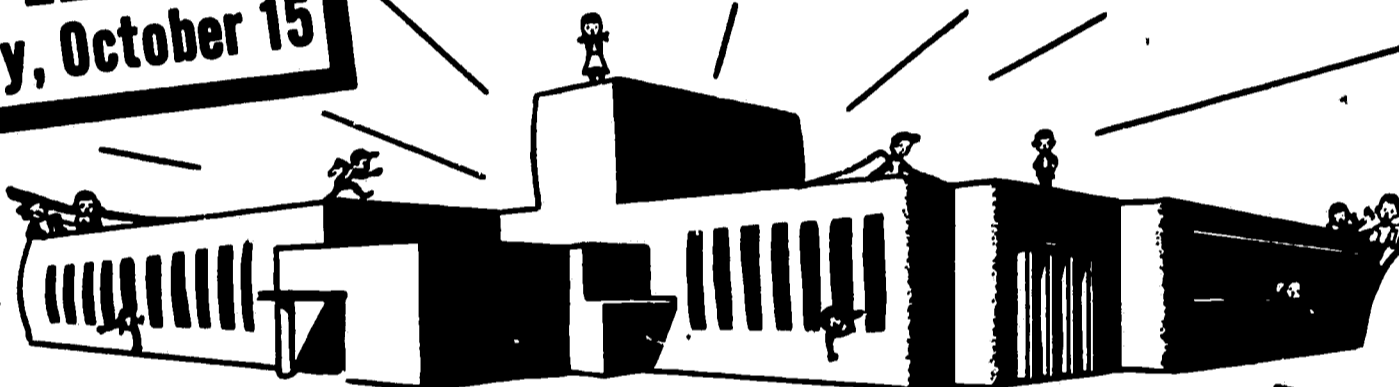


# OUR SCHOOLS



**SCHOOL  
BOND ELECTION**  
Saturday, October 15

**... AND STILL THEY COME!**



Since the first bond issue of \$25,000 was authorized by the voters of Lubbock Independent School District in 1909, the demand for additional school facilities has continued without much relief.

In September, 1955, 18,782 students were enrolled in all grades. The average annual membership for 1955-56 is expected to be 19,641 instead of the 18,859 estimated in July, 1955. Carefully-planned estimates have been exceeded consistently.

Using the present 765 classrooms in the system over the next five years to accommodate the present enrollment plus an expected increase of 11,916, almost every elementary school will have to operate on half-day shifts by 1960.

What has been done with \$5.5 million in bonds voted in 1952 and 1954?

What enrollment is expected five years from now?

What plans have been made to care for this increase?

How will your school tax money be used to retire bonds voted?

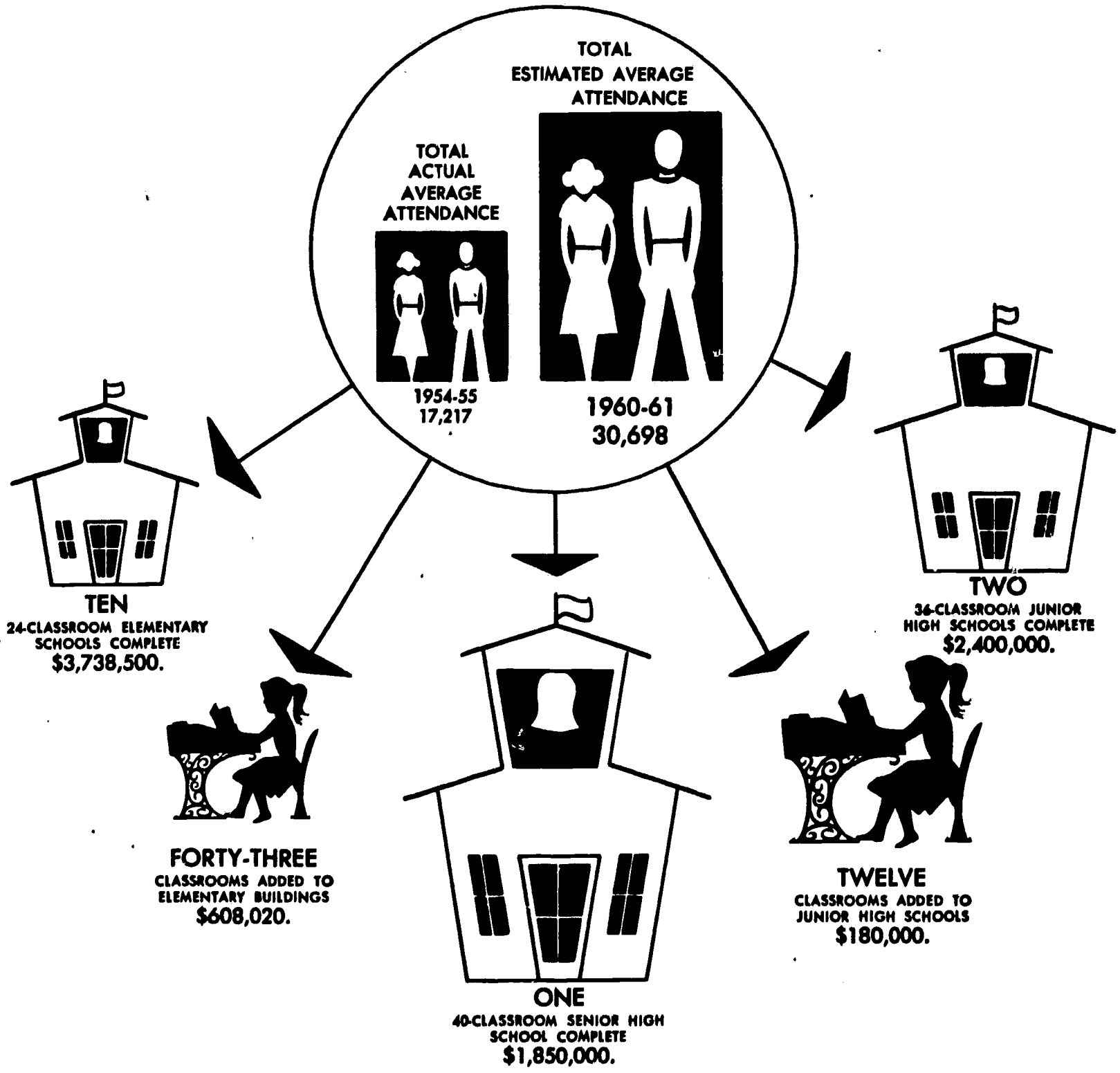
Is there an opportunity for you to share in solving this problem?

THE ANSWERS ARE ON THE FOLLOWING PAGES . . .





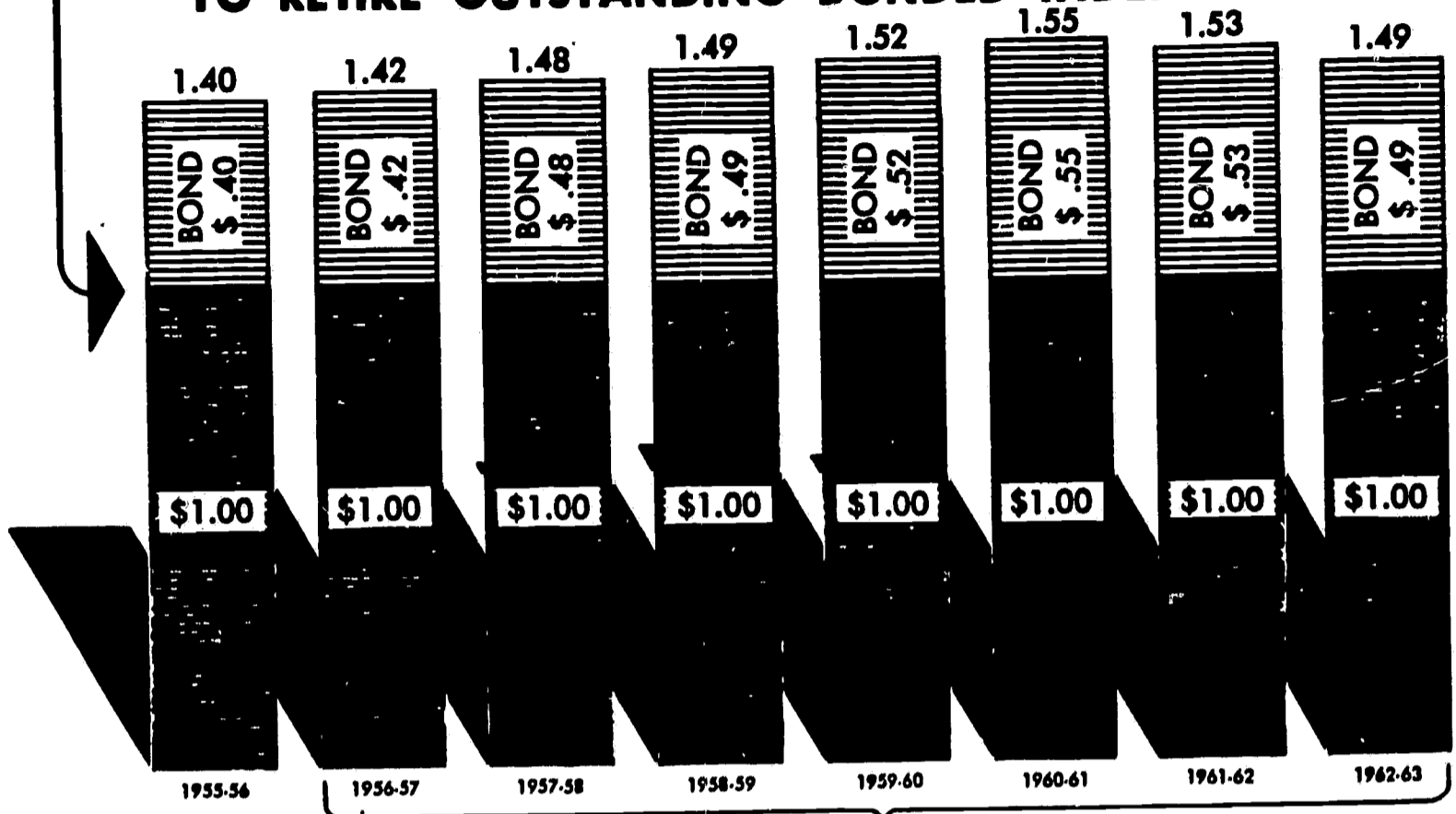
**\$8,800,000. SHOULD BE MADE AVAILABLE TO YOUR SCHOOL SYSTEM NOW FOR USE OVER THE NEXT 5 YEARS**



By Selling these \$8.8 million in bonds **ONLY AS NEEDED** and upon favorable bond markets during the next five years, minimum additional classroom space as shown above can be provided for the continued pupil increase estimated by the Board of Education. The past proves these growth forecasts conservative.



**HOW MUCH OF YOUR SCHOOL TAX WILL BE USED TO RETIRE OUTSTANDING BONDED INDEBTEDNESS?**



ACTUAL

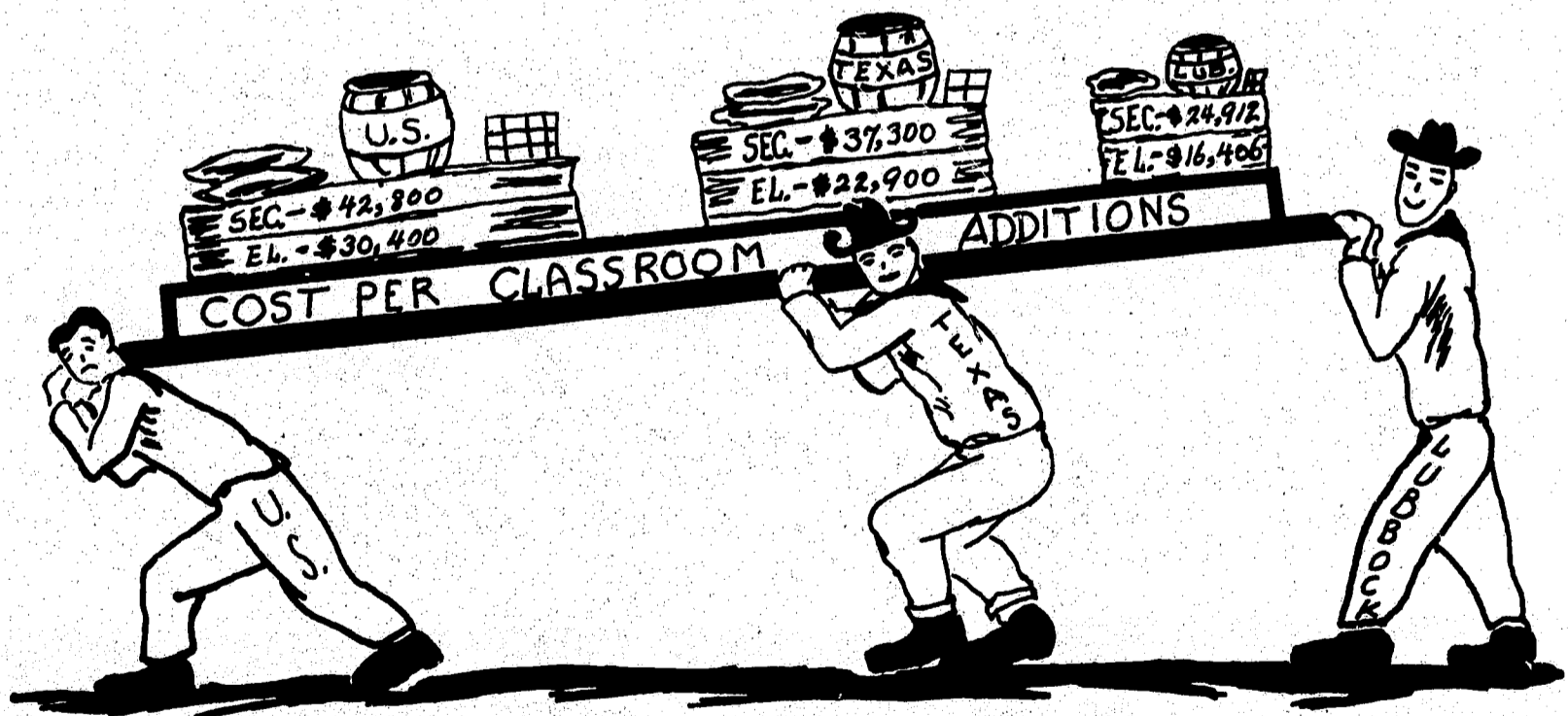
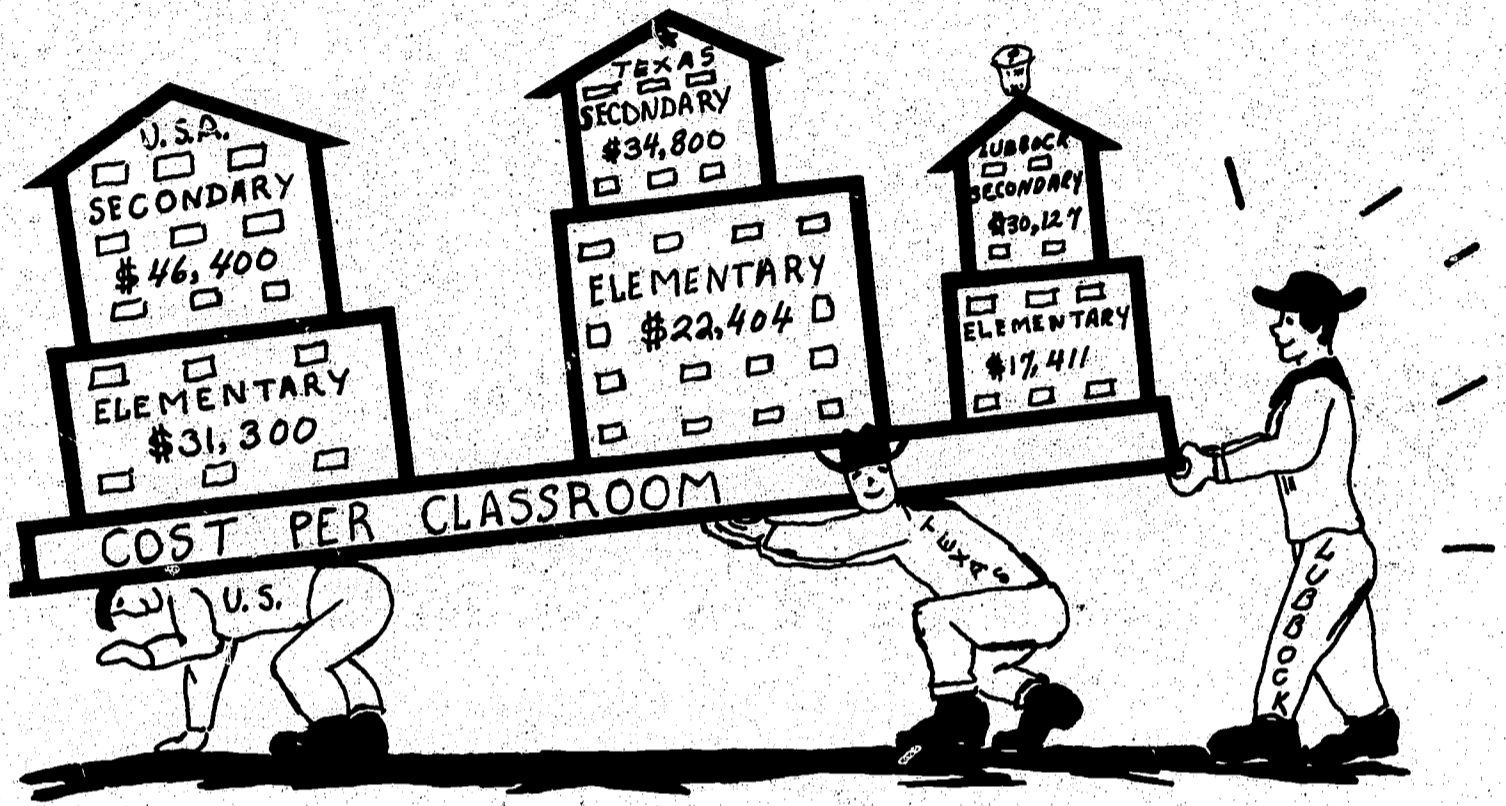
ESTIMATED

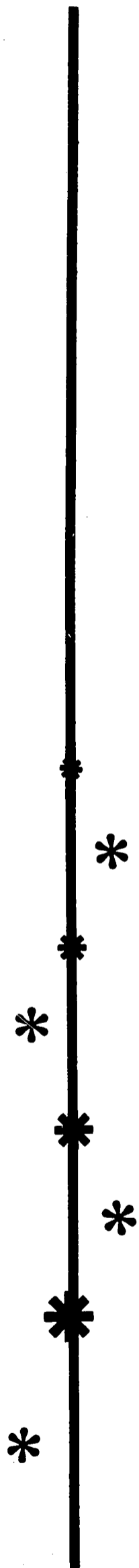
Retirement of the proposed \$8.8 million in bonds, as indicated in white above, is based on a conservative estimate of the rate of Lubbock's growth. The shaded pennies represent the amount required for maintenance and operation.

**BE SURE TO VOTE!** Bond Election Will Be Held Saturday, October 15.

Your ballot October 15 is your opportunity to share in solving classroom space problems, which are imminent during the next five years. By all means vote Saturday, October 15.







### **Corpus Christi \* \* \* \***

**The first item indicates the needs of the Corpus Christi Independent School District and the amount of growth.**

**Item number two indicates once again, the needs of the school district and some of their growth.**

**The third sheet gives a summary of the needs of Corpus Christi issues in the current bond issue program.** ➔



CORPUS CHRISTI PUBLIC SCHOOLS  
Corpus Christi, Texas

SUMMARY

- Approximately 7,000 Corpus Christi Public Schools' pupils will be forced into half-day classes within four to six years unless more classrooms are built within this period.
- These 7,000 boys and girls need 238 classrooms, so that each will have a classroom seat for a full day. Funds are available for only 28 classrooms, the proposed Schanen Estates Junior High School to be occupied in 1964-65.
- The anticipated pupil growth rate of 1,700 yearly is based upon factual records, not guesses.
- Capital expenditure is geared to basic needs for quality education... classrooms and related facilities...only when and if enrollments justify. Time and conditions may alter plans.
- In 1956 the district's tax rate on bonded indebtedness was 27 cents. This is the rate used for the 1963-64 budget.
- The bond issue, school officials believe, probably can be financed without an increase in the district's school tax rate. Normal financial growth within the district reflected in a \$10 million to \$15 million yearly increase in assessed valuations plus continued economical operations are expected to finance the \$6.5 million issue.



# HOW DO WE GET 238 MORE CLASSROOMS?

A \$6.5 MILLION BOND ISSUE  
WILL BE SUBMITTED TO  
CORPUS CHRISTI VOTERS  
SEPTEMBER 21

approval of these  
**BONDS** will

Fulfill our responsibility today to these 7,000 boys and girls who will be **THE LEADERS** tomorrow

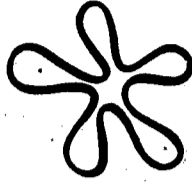
our **CHILDREN** are  
our **FUTURE!**



HOW MAY WE, YOU  
AND I, HELP?

**VOTE FOR  
Our Children**

School Bond Election, September 21



## WHAT COULD HAPPEN?

**HALF-DAY SESSIONS FOR 7,000  
WITHIN FOUR TO SIX YEARS**

These **COULD** HAPPEN Also

- Crowd more and more pupils into classrooms
- Overload teachers with more pupils than they can adequately teach
- Eliminate special programs and services that meet the needs and abilities of individual pupils

\*\*\*

### READ THIS

**Q:** Will the bond issue affect the present school tax rate?

**A:** School officials believe the \$6.5 million bond issue can be financed without an increase in the school tax rate. Their belief is based upon these factors:

1. Corpus Christi will continue to grow
2. The district's growth in assessed valuation of \$10 to \$15 million each year will continue

**AND VOTE FOR**

our children  
September 21  
School Bond Election

For Corpus Christi's  
**youth**



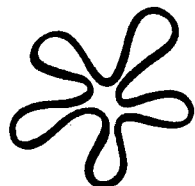
**VOTE**  
for the School Bonds  
— Saturday, Sept. 21

These Bonds Will

- Build six new schools—four elementary . . . one junior high . . . one senior high
- Build additional classrooms at existing elementary and junior high schools as they are needed
- Provide sites and schools in the fast-growing residential areas
- Furnish equipment and facilities for quality educational programs

**We must make room  
for 7,000 by 1967-68**





## What's the Answer?

**238 new classrooms  
for 7000 pupils by  
1967-68**

### WE NEED

- Permanent housing for the 1,700 yearly increase to reduce the use of temporary classrooms, which are not suitable for modern approaches to teaching and learning
- Space for expanding school enrollments to relieve excessive class loads
- Equipment and furnishings for quality teaching
- School sites in new and fast-growing residential areas
- Library facilities to meet the standards of space-age education
- Cafeteriums to allow for the conversion of three existing ones into classrooms

**Each year 1,700 more pupils will attend the Corpus Christi Public Schools**

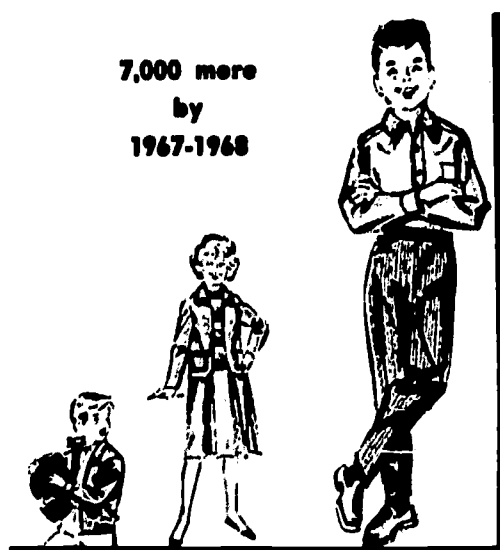
**our public school enrollment is  
INCREASING!**

**OUR BOYS & GIRLS  
today  
ARE THE LEADERS  
tomorrow**

Builders . . . doctors . . . laborers . . . lawyers . . .  
teachers . . . astronauts . . . scientists . . . technicians  
. . . homemakers . . . parents . . . community leaders  
who will pick up our tasks—yours and mine—and  
carry on. How they do their job depends upon what  
you and I do for them today.



7,000 more  
by  
1967-1968



1958-59  
35,476

1963-64  
40,386

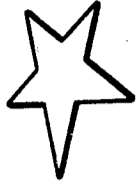
1967-68  
46,949

Who can vote?  
Property owners who hold poll  
tax receipts

**VOTE**  
September 21

**LET'S MEET THE NEEDS**





*We Dare Not Fail Him ...*

**VOTE FOR SCHOOL BONDS**  
December 7

VOTING BOX AT THE BAYTON HIGH SCHOOL

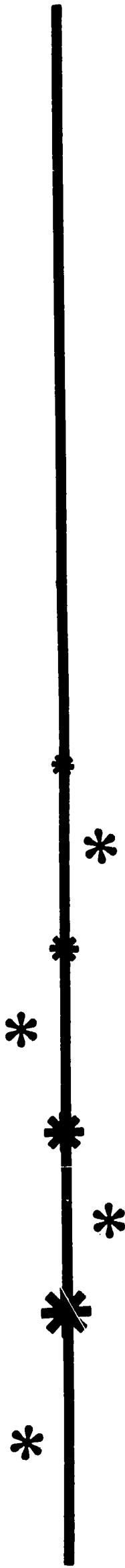
*"A Boy is Trunk with dirt on its face...  
Widam with bubble gum in its hair...  
The Hope of the Future with a frog in its pocket."*

**Invest In His Future**  
**Vote FOR School Bonds**  
December 7

CALL THE BALLOT AT THE BAYTON HIGH SCHOOL







## **Mount Pleasant \* \* \***

**This material contains several fine examples of illustrated presentations with emphasis on the importance of the children of the community.**

**The detailed information concerning what was needed and what was planned, the financial status of the district, submitted to the patrons in one pamphlet shortly before the election.**

**Some material has been deleted because it was contained elsewhere in this publication.**

**They  
Depend  
On YOU!**

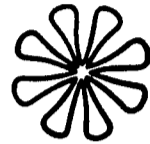


Don't worry!  
Our Mothers and Daddys  
won't let the bond issue  
fail. They want the best  
for us.



**Vote FOR School Bonds**

DECEMBER 7  
MOUNT PLEASANT HIGH SCHOOL



*Hello*

I just called to ask your help in educating our children. The world is changing so rapidly, and there is so much to learn. The challenges of the future are so great that we must make it possible for them to equip themselves to meet them.

I want to ask you to vote FOR the bond issue on December 7. It's true that it will mean an increase in taxes, but I'd rather spend my money for the benefit of my children and yours than for anything else I can think of.

So much depends on the success of this bond election. Not only is the educational future of our children at stake, but the growth and development of our town will be affected too. So, in a very real sense, we are voting for our future, and the future of our children, when we vote Saturday, December 7.

Vote FOR Community Growth!

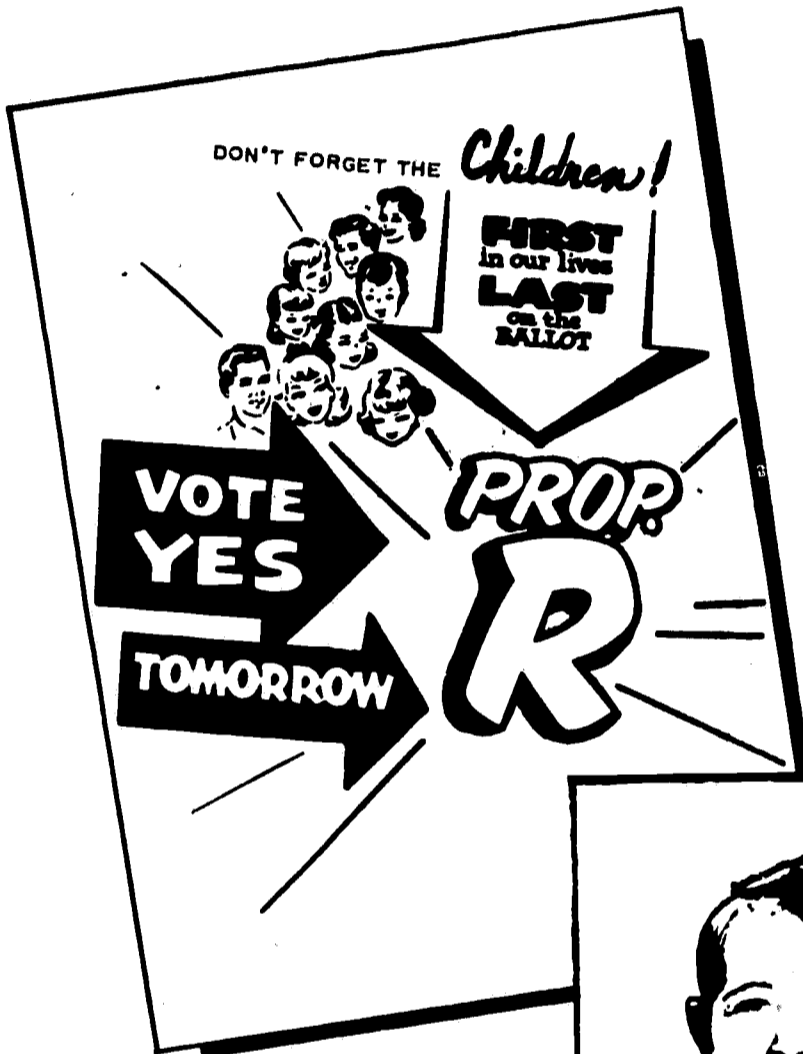
Vote FOR Excellence in Education!

Vote FOR the Youth of Mount Pleasant!

Thank you so much.

'Bye





\_\_\_\_\_  
MOUNT PLEASANT PUBLIC SCHOOLS  
\_\_\_\_\_

The purpose of this brochure is to set forth the physical problems of the Mount Pleasant Independent School District at this time and for the next five years. Some suggestions are set out whereby these problems may be met. These are not represented as being the only approaches possible; they are, in the opinion of school officials, the methods most commonly used in similar situations.

The Board of the Mount Pleasant Independent School District realizes full well that there is no easy way to meet building needs. They have consistently been very reasonable in their request on the tax payers of this district. This fact can be verified very easily by any unprejudiced study of values placed on similar properties in other school districts who provide equal educational opportunities. The Board's only desire is to make available to the students of Mount Pleasant Independent School District adequate facilities and an instructional program which will permit them to compete educationally with students from other sections of the state.

In submitting the following statistical information we do not imply that it is without error. It has been honestly compiled with only one purpose in mind--to give a true picture of expansion needs, the approximate cost of these facilities, and possible ways the funds might be secured. While statistical errors may be present, the information is certainly accurate enough for tentative plans to be made on this basis.



## QUESTIONS AND ANSWERS ABOUT SCHOOL IMPROVEMENT PROGRAM

1. What are the basic reasons for proposing such a program at the present time?

There are several pressing reasons for proposing a new program now:

- (a) Enrollment of about 3,000 students by 1967-68 (over 800 in grades 9-12). This is a projection of students who are here NOW and not a prediction based on possible area growth or probable industrial expansion. Our present high school plant is not only overcrowded but obsolete. Additional rooms need to be added at the white elementary schools, a negro elementary school is needed, because of crowded conditions and to separate the negro high school students from the elementary students. The present negro school plant needs renovations in order to take care of the negro high school. A cafeteria for the negro schools is a must. Wallace Junior High needs an additional wing in order to house the 9th grade. Also at Wallace a music and a P. E. building is needed in order to have a good Physical Education, band and choir program.
- (b) Quality personnel, a curriculum to decrease drop-outs, prepare students for college entrance, adequate teaching materials, tools, and resources are equally important ingredients to an effective school program and should be provided for in a school improvement program. These phases of a school program cost money -- in some instances more than classrooms.

2. How did the program take shape?

It is the outcome of deliberate study by the Board of Education, architects, engineers, and lay citizens. The Texas Education Agency assisted by making a study of present campuses and their needs. The program has been carefully designed and has involved the thinking of many people, along with visits to other school districts with problems similar to this district's. Immediately after the election, the Board of Education plans to visit new buildings in other districts and make comparisons, so that the needs of this district may be met by intelligent planning.



HOW DO WE COMPARE

In the many school districts throughout Northeast Texas, various conditions exist that create favorable or unfavorable conditions on the teachers and children involved. A number of school districts are highly favored in that they are advantageously located in areas where high valuation exists while on the other hand, many districts are less fortunate.

In comparisons shown in the tables to follow, this is how Mount Pleasant compares with other school districts of comparable size.

	1961-62 Assessed Valuation	TAX RATE	OUTSTANDING BONDS	EXPENDITURES PER ADA	BUDGET
Nacogdoches	\$25,794,110	\$1.62	\$1,199,000	\$339.93	\$1,298,796
Kilgore	40,336,410	1.70	336,500	449.96	1,330,708
Paris	35,392,500	1.50	1,920,000	486.07	2,756,092
Sulphur Springs	16,005,310	1.35	1,152,000	346.13	805,940
Greenville	23,318,567	1.90	1,429,000	345.12	1,314,686
Gladewater	62,494,740	1.42	415,000	730.74	1,309,737
Bonham	8,891,025	1.60	619,300	368.36	538,935
Mt. Pleasant	15,479,475	1.70	1,178,800	398.57	909,918
Jacksonville	34,987,218	1.55	1,670,000	406.99	1,206,981
Henderson	24,063,129	1.35	1,601,500	407.91	997,814
Terrell	21,108,002	1.00	490,000	318.53	855,695
Athens	13,643,745	1.60	1,198,000	515.94	783,658
Waxahachie	16,452,378	1.50	374,000	322.73	946,200
McKinney	23,315,880	1.52	2,277,000	448.65	1,387,563
Palestine	21,104,679	1.20	564,900	333.85	1,099,218

The above figures are the latest figures available for comparison.

1963-64

Mount Pleasant	\$26,336,072	\$1.15	\$1,149,800	\$323.57	\$ 967,442
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*A Letter To Parents.....*

*These are the things  
I want for your child.*

**CAN YOU  
WANT ANY LESS?**

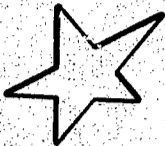
*Sincerely yours,  
W. H. Byrnes*  
Superintendent of Schools



**WHAT OF THE FUTURE  
of  
YOUR CHILD**

*P.S.* There is no magic way to finance a school program, so to provide the kind of educational opportunities you want for your child, it will be necessary to vote bonds which will increase the tax rate.  
The cost is small, however, compared to the rich harvest of benefits which will come to the students of Mount Pleasant Public Schools - and to the City itself.

**SUPPORT YOUR SCHOOLS AND YOUR TOWN  
VOTE FOR SCHOOL BONDS**      **DECEMBER 7**



*Dear Parents,*

*I want for your child -*



comfortable,  
well-kept,  
attractive buildings

and capable,  
well-trained,  
cultured teachers.

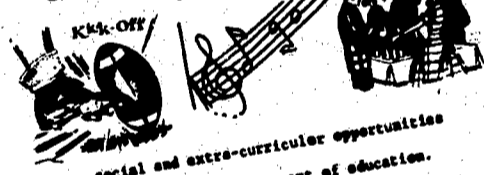


*I want for your child -*



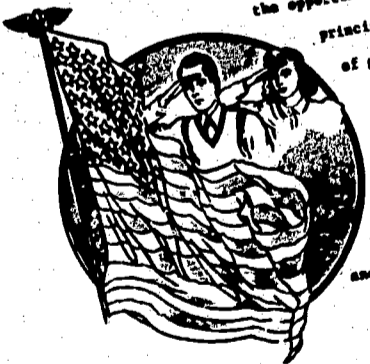
a strong academic program at all grade levels, with opportunity for all students to develop to their fullest potential. I want programs for the exceptional child, the average, and the gifted; for the college bound or the terminal student.

*I want for your child -*

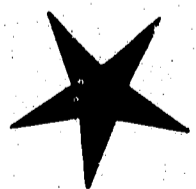


social and extra-curricular opportunities for these are also a part of education.

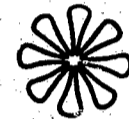
*I want for your child -*



the opportunity to learn the principles and ideals of good citizenship so he may become a responsible and informed citizen -- now as a student, and later as an adult.



<u>Year</u>	<u>Assessed Valuation</u>	<u>Tax Rate</u>	<u>Total Budget</u>	<u>Operation</u>	<u>Debt Service</u>
1958	\$10,665,694	\$1.75	\$793,249	\$740,405	\$52,844
1959	11,768,370	1.75	744,220	679,077	65,143
1960	12,116,311	1.80	731,938	660,719	71,219
1961	15,479,475	1.70	997,368	897,979	99,389
1962	25,848,479	1.10	973,551	880,301	93,250



BOND INFORMATION

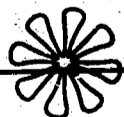
<u>BOND SCHEDULE--ORIGINAL ISSUE</u>		<u>AMOUNT OUTSTANDING NOW</u>
1964	\$175,000	\$ 69,000
1951	\$300,000	\$275,000
1954	\$300,000	\$287,000
1957	\$250,000	\$226,000
1960	\$300,000	\$283,000
1951	\$ 5,250	\$ 2,400
1952	\$ 7,000	\$ 2,400
1953	\$ 8,000	\$ 5,000

AMOUNT OF BONDED INDEBTEDNESS June 30, \$1,149,800.

The Mount Pleasant Schools have spent \$1.94 per student per year for the last 17 years for construction of new school facilities, the state average is \$3.75.

Assessed value for tax purposes is based on one half of value of property. Bonds issued from this program will cost the tax payer 38¢ per hundred dollars.

Example: Value of property-----\$4,000  
 Tax Purpose valuation-----\$2,000  
 Tax \$ 7.60





# CAST YOUR VOTE FOR...OUR CHILDREN AND OUR COMMUNITY

"FOR THE ISSUANCE OF BONDS AND THE  
LEVYING OF TAX IN PAYMENT THEREOF"

"MAKING THE ISSUANCE OF BONDS AND  
THE LEVYING OF TAX IN PAYMENT  
THEREOF"



## WHO CAN VOTE? DECEMBER 7

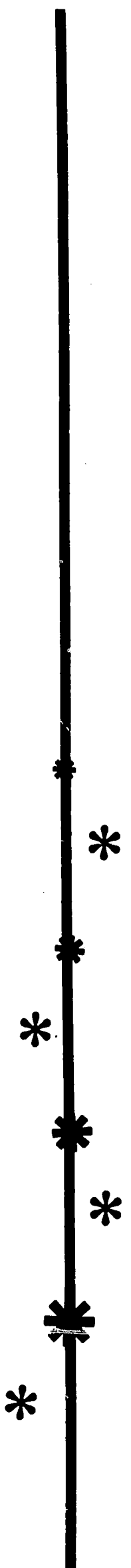
ANY RESIDENT OF THE MOUNT PLEASANT INDEPENDENT SCHOOL DISTRICT WHO OWNS  
PROPERTY WHICH IS ON THE DISTRICT'S TAX ROLL AND WHO HAS PAID HIS POLL  
TAX FOR THE CURRENT YEAR IS ELIGIBLE TO VOTE.

### WHERE?

THE ELECTION WILL BE HELD AT THE HIGH SCHOOL BUILDING ONLY ON DECEMBER 7, 1963  
8 A. M. - 7 P. M.

**YOUR VOTE FOR  
THE  
SCHOOL BONDS  
IS AN  
INVESTMENT  
IN THE FUTURE!**





**Richardson** \* \* \* \*

**This illustrates a type of handbill with  
all pertinent information on one page.**



# **FACTS...**

About the

\$7,250,000

Richardson Independent School District

Schoolhouse

Bond Election

\*\*\*



## **VOTE**

April 6, 1963

FOR

The \$7,250,000 Schoolhouse Bonds

Questions and Answers

on

RICHARDSON INDEPENDENT SCHOOL DISTRICT

and the

ELECTION

on

April 6, 1963

## **VOTE**

April 6, 1963

FOR

The \$7,250,000 Schoolhouse Bonds

*About  
the Election..*



1. When will the election be held? ..... Saturday, April 6, 1963.
2. When will the polls open and close? ..... Open at 7:00 AM - Close at 7:00 PM.
3. At what places will the election be held?
  1. Richardson High School, 1250 Belt Line Road, Richardson
  2. Richardson Heights Elementary School, 100 North Floyd, Richardson
  3. Richardson Junior High School, 450 Abrams Road, Richardson
  4. Hamilton Park School, 8301 Texas Street, Dallas
  5. Lake Highlands Elementary School, 9501 Ferndale, Dallas
4. Can a voter vote by absentee? ..... Yes, starting March 18, at Dallas County Courthouse at the Office of the County Clerk.
5. Who may vote in the election? ..... Any resident of the District who has rendered property (real or personal) for school tax purposes in 1962 or 1963; who has lived in Texas one year and in the County 6 months and in the District on the day of the election; and who has paid his (or her) poll tax or has an exemption.
6. What is the purpose of the election? ..... To vote on the issuance of bonds for the purposes, to wit: "the purchase, construction, repair or equipment of public free school buildings and the purchase of necessary sites therefor, within the limits of said District".
7. How many bonds are to be voted? ..... \$7,250,000
8. How will the bonds mature? .... Serially, and not to exceed a 30 year period from their date.
9. The present tax rate of the District is \$1.00. Of this amount 43 cents is required for debt service. Based on the District's past growth history, it is believed the \$7,250,000 bonds being voted upon at this election can be issued with only a 4 cents increase in the bond tax rate.  
Of the 57 cents left for operation and maintenance of the District, there is certainly a possibility that this figure could be raised by a few pennies over the three year period in order for the school district to be able to operate the new buildings that are to be built in the three year period. It is estimated that the maximum increase in total tax rate should not exceed 10 cents.
10. For what purposes will the proceeds from the bonds be used?

*About  
the Bonds..*



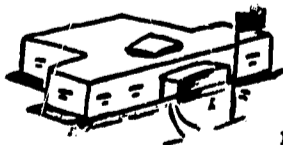
**PROPOSED BUILDING PROGRAM FOR THREE YEARS**  
(To Increase School Facilities to Accommodate a Total of 22,000 Pupils)

Year Construction Starts	Elementary Building	Secondary Building	Architect's Estimates for Costs by years
63-64	30 Classrooms, offices, gyms and auxiliary facilities with necessary sites and equipment Special Education Building	Lake Highlands High School and necessary equipment Richardson area junior high and necessary equipment	\$3,000,000*
64-65	40 Classrooms, offices, gyms and auxiliary facilities with necessary sites and equipment	Richardson area junior high and necessary equipment School warehouses Addition to Lake Highlands High School and equipment	\$2,950,000
65-66	40 Classrooms, offices, gyms and auxiliary facilities with necessary sites and equipment	Addition to Richardson area junior high and equipment Auditorium at Richardson High	\$2,800,000

Total Building for three years ----- \$8,750,000  
Less unspent funds of last issue ----- \$1,500,000  
Recommended issue ----- \$7,250,000

\*\$3,000,000 includes \$1,500,000 from previous bond issue and \$1,500,000 from recommended issue.

*District..*

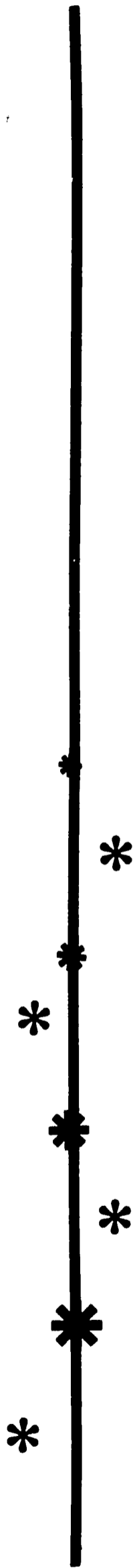


11. What is the area of the Richardson Independent School District? ..... 38.52 square miles
12. Is the District growing in Assessed Valuation? ..... Yes. It has had a fast natural growth as follows:
 

Valuation - 1960 -- \$131,305,234	Estimated Valuation - 1963 -- \$225,500,000
Valuation - 1961 -- 165,110,950	Estimated Valuation - 1964 -- 255,500,000
Valuation - 1962 -- 195,477,790	Estimated Valuation - 1965 -- 285,500,000
	Estimated Valuation - 1966 -- 315,500,000
	Estimated Valuation - 1967 -- 345,500,000
13. What ratio is this debt to the Assessed Valuation? ..... The ratio of net debt to the 1962 Assessed Valuation is 8.53%. This ratio will not be allowed to exceed 10%, and in all probability will remain below the present figure due to the rapidly increasing valuation.
14. Is the scholastic or pupil population increasing? ..... Yes, as follows:
 

1959-60 School Term -- 6,239	Estimated 1963-64 School Term -- 14,347
1960-61 School Term -- 7,966	Estimated 1964-65 School Term -- 16,796
1961-62 School Term -- 9,888	Estimated 1965-66 School Term -- 19,301
1962-63 School Term -- 12,038	Estimated 1966-67 School Term -- 21,673

The above makes it imperative that the proposed building program be begun immediately so that facilities will be available when these children reach school age.



**Muleshoe \* \* \* \***

**This material contains some fine examples of illustrated plans of work to be done at various school plants in the system.**



MULESHOE INDEPENDENT SCHOOL DISTRICT

PROPOSED \$900,000 SCHOOL BOND ISSUE ----- APRIL 4, 1964

For more than two years, the School Board has been giving careful study to the educational program and facility needs of our district. Much improvement has been made in our academic and educational program over the past years but as our population has increased, our facility needs have also increased. The School Board asked special consultants from the Texas Education Agency, an educational consultant, professional school architect and financial specialist to consult with them. The additional facilities needed to carry on an adequate educational program for our children can only be provided through a bond issue.

THIS PROGRAM WILL INCLUDE THE FOLLOWING IMPROVEMENTS FOR OUR SCHOOL:

ELEMENTARY SCHOOL BUILDING

A new 24 classroom elementary school unit to replace two old buildings at Mary DeShazo campus.

1. Safety is the prime factor for these recommendations:
  - A. Lighting is inadequate--Electrical fixtures and wiring are inadequate and unsafe for present use.
  - B. Heating facilities are not sufficient.
  - C. Plumbing and plumbing fixtures are inadequate.
  - D. Fire escapes from 2nd floor areas are sub-standard.
  - E. The Mary DeShazo School is over 38 years old.

2. It is planned to utilize the present cafeteria and gymnasium. The School Board has studied all the aspects of whether or not to construct a new building or re-model the old one. It would cost at least 2/3 of the cost of a new building to re-model. The cost of insurance and operation expense would be much higher if we re-modeled. We feel that it would be less expensive in the long run to build a new building.

JUNIOR HIGH SCHOOL BUILDING

1. Eight classrooms will be added to accommodate sixth grade students who will be moved to relieve the over-crowded conditions in the elementary schools.
2. A new gymnasium will also be added for physical education and recreation.

SENIOR HIGH SCHOOL BUILDING

1. A new vocational-agriculture building to replace present temporary structure. Some new vocational courses will also be included in the curriculum, such as, Auto-Mechanics, Woodworking and Metal Shop. This has been recommended by the State Board of Education for students who do not plan to attend college and to discourage students from dropping out of school.

2. Convert the present cafeteria into homemaking, art and distributive education classrooms.
3. Re-model old homemaking rooms into conventional classrooms.

NEW CAFETERIA

1. This building will seat 500-600 people and will serve both junior and senior high school pupils.
2. It would also serve the community for a place to hold large functions.

COST OF THE PROGRAM

It will be necessary to increase our school taxes by approximately 15% of what we are now paying to finance the additional improvement bonds that will be issued. In other words, if you are now paying \$100.00 in school taxes, your school tax will be increased to \$115.00.

WHO MAY VOTE

**WHO:** Every legally qualified voter who resides in the school district. The voter must have rendered property on the school tax roll, have paid their poll tax or be in the exempt class. The rendered property can be either real or personal.

**WHEN:** Saturday, April 4, 1964, from 8:00 A. M. to 7:00 P. M.

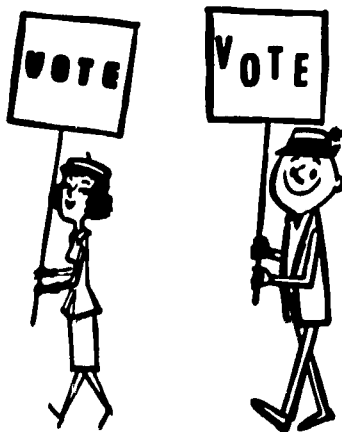
**WHERE:** Voting at Muleshoe Junior High School.

Each School Board Member wants to personally invite every person that lives in our School District to come by the school before the election to inspect the proposed improvement program and ask any questions that they might have.

MULESHOE INDEPENDENT SCHOOL DISTRICT

Board Members:

John Smith	Eugene Black
James E. Green	Ralph Douglas
W. E. Meyers	B. R. Putman
	Claude Riley



TO THE TAXPAYERS OF MULESHOE INDEPENDENT SCHOOL DISTRICT

For more than two years, your Board of Education of the Muleshoe Independent School District has been giving careful study to the educational program for the children of this district. We have studied the educational needs in every area, such as population trends, student population trends, increase in holding power, curriculum needs, and increase in educational facilities. Great improvements have been made in many areas of our educational program during the recent years, with the exception of educational facilities. The improvement and increase in educational facilities of the Muleshoe Independent School District is the greatest need at the present time. The additional facilities needed to carry on an adequate educational program for our children can only be provided through a bond issue approved by the taxpayers of the district.

The Board of Education has brought special consultants from the Texas Educational Agency to study, appraise, evaluate, survey, and recommend to the Board of Education the facilities needed for the education program of our children. Mr. J. A. Anderson, Assistant Director, Division of Administrative Services and Mr. C. Lyman Ellis, Jr., Consultant Architect of School Plant Services were the consultants. Your Board has also had surveys made by consultants of private firms, and studied carefully and evaluated the surveys and reports presented to them by the administration of the school system.

After employing an architectural firm to prepare preliminary sketches and estimate costs of the facilities needed, and after employing financial consultants relative to the amount of bonds that can be voted, the Board of Education has unanimously approved the following program of building facilities for the Muleshoe Independent School District.

We, therefore, submit to you, the taxpayers of Muleshoe Independent School District, this program with our recommendation to be studied carefully, and voted upon Saturday, April 4, 1964.

The Board welcomes your inquiries and visits to the proposed installations.

Respectively submitted by your Board of Education.

\_\_\_\_\_  
President of Board

\_\_\_\_\_  
Vice President of Board

\_\_\_\_\_  
Member of Board

\_\_\_\_\_  
Secretary of Board

\_\_\_\_\_  
Member of Board

\_\_\_\_\_  
Member of Board

\_\_\_\_\_  
Member of Board



**HOW WE COMPARE WITH OUR NEIGHBORS**

School	Assessed Valuation	Per Cent of Actual Valuation	Tax Rate Total	Bond Rate	Bonds Outstanding	Pupil roll- Cost	ment	Current Budget
Muleshoe	24,614,790	33 1/3%	1.60	.37	1,060,000	\$333.	2100	799,184
Abernathy	20,400,000	49%	1.90	.62	1,279,000	360.	1350	625,000
Canyon	26,342,000	40%	1.85	.57	1,931,000		1970	904,440
Dimmitt	27,426,924	70%	1.50	.50	2,050,000	386.	1552	703,072
Friona	14,000,000	25%	1.90	.40	794,000	345.	1209	509,485
Hereford	47,669,626	40%	1.60	.50	2,443,000	420.	3500	1,180,797
Littlefield	22,500,000	48%	1.80	.52	1,583,000		2400	907,681
Morton	14,193,695	26%	1.80	.60	1,200,000	354.	1350	550,559
Olton	13,000,000		1.80	.45	784,000	338.	1500	550,000
Tulia	27,000,000	33 1/3%	1.47	.37	1,130,000		2057	862,000

**AVERAGE PER PUPIL COST COMPARED WITH STATE AND NATIONAL AVERAGES**



NATIONAL PER PUPIL COST.....\$432.  
 STATE PER PUPIL COST.....379.  
 MULESHOE PER PUPIL COST.....333.



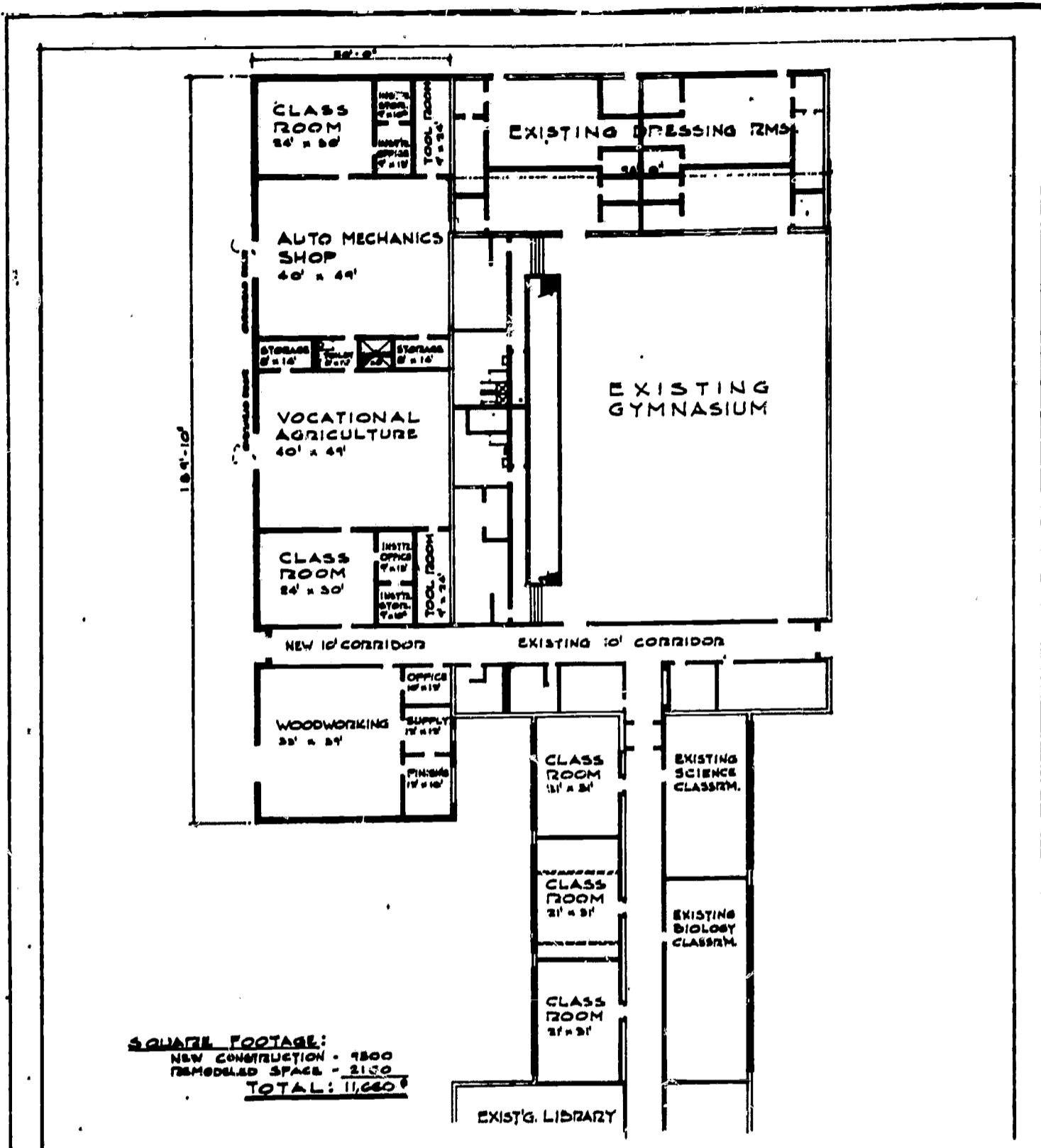
**MULESHOE INDEPENDENT SCHOOL DISTRICT**

**PROPOSED \$900,000 SCHOOL BOND ISSUE ----- APRIL 4, 1964**

**WHAT IT COST**

It will be necessary to increase our school taxes by approximately 15% of what we are now paying to finance the additional improvement bonds that will be issued.

If The Assessed Valuation Of Your Property On The School Tax Roll Is:	Your Present Yearly Taxes Are:	After Bond Issue Your Annual School Tax Will Then Be:	Increase Per Year After Bond Issue:
\$ 100.00	\$ 1.60	\$ 1.85	\$ .25
300.00	4.80	5.55	.75
500.00	8.00	9.25	1.25
800.00	12.80	14.80	2.00
1,500.00	24.00	27.75	3.75
2,000.00	32.00	37.00	5.00
2,500.00	40.00	46.25	6.25
3,000.00	48.00	55.50	7.50
4,000.00	64.00	74.00	10.00
5,000.00	80.00	92.50	12.50
10,000.00	160.00	185.00	25.00



**FLOOR PLAN** Scale: 1-16" — 1'-10" - Proposed Shops and Classrooms, Additions & Remodeling for the Muleshoe Independent School Dist. Muleshoe, Texas  
 Rittenberry & Rittenberry & Associates Architects, Amarillo, Texas

**VOCATIONAL BUILDING AND REMODELED CLASSROOMS**

The present Vocational Building was moved to its present location as a temporary building. It has outlived its usefulness. It is beyond economical repair. The Committee from the State Department of Education made the following suggestions:

"Remove the present Agriculture Building and construct Vocational Shops, including Agriculture, on the south side of the Senior High School adjacent to the Gymnasium."

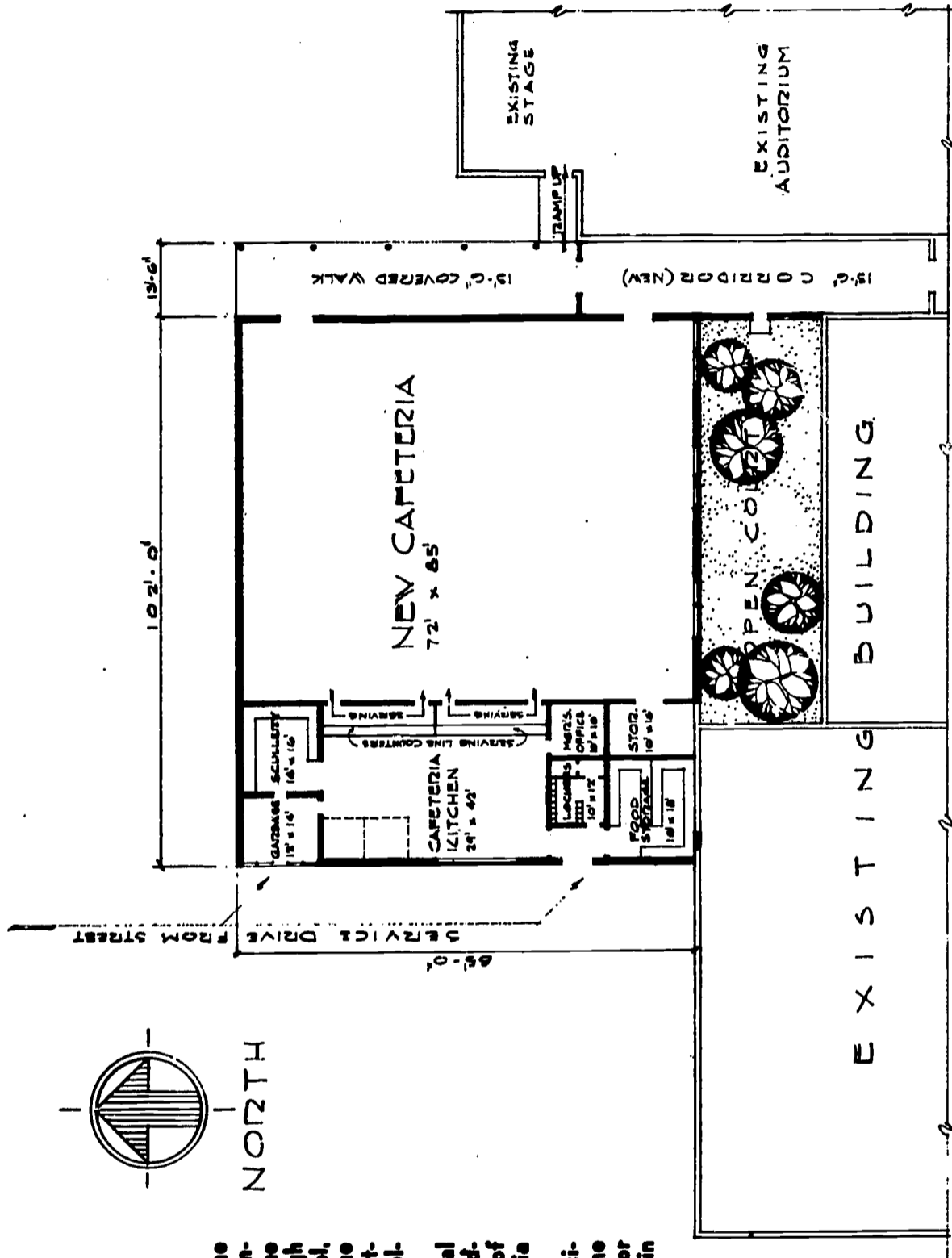
This building would include a complete Vocational Program including Auto Mechanics, Vocational Agriculture, Wood Working and Sheet Metal Work. It would also include Class Rooms, Office Space, Supply Room, Rest Rooms, and Storage Rooms. This will more adequately serve the students of the High School, especially those who do not plan to attend college. With a Vocational Program it will also help solve the "drop-out" problem.

Old Homemaking Department remodeled into three conventional classrooms that are needed now.

**NEW CAFETERIA:**

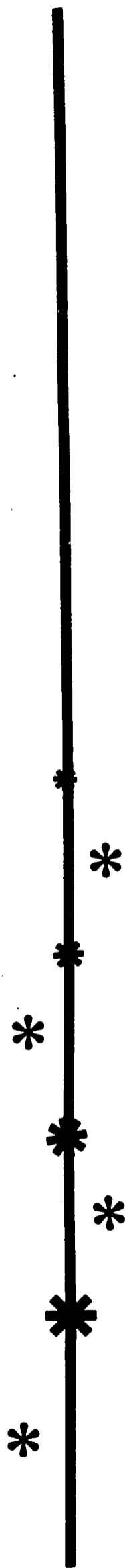
The present Cafeteria, located in the High School Building, is entirely inadequate to serve the students of the High School and the Junior High School and the Junior High School, and also community functions. The Committee from the State Department of Education suggested the following:

"Build a new Cafeteria in the general area of the present Agriculture Building to accommodate a minimum of 500. Convert the present Cafeteria into a Home Making Department." The new Cafeteria with all of its facilities will be adequate to serve the students of the High School, Junior High School, and large functions in the community.



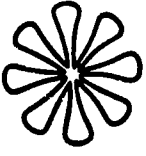
FLOOR PLAN · SCALE: 1/16" = 1'-0" · 9650 #

PROPOSED CAFETERIA ADDITION FOR THE  
 MULESHOE INDEPENDENT SCHOOL DISTRICT MULESHOE, TEXAS  
 BITTENBERRY & BITTENBERRY & ASSOCIATES · ARCHITECTS  
 AMARILLO, TEXAS



## **Northside San Antonio**

Here is a good example of a cartoon illustrated brochure and a good set of graphs. ➡



PLANNING SURVEY OF 1963

NORTHSIDE INDEPENDENT SCHOOL DISTRICT  
Bexar, Bandera & Medina Counties, Texas

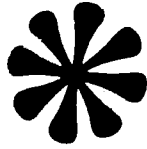
BOARD OF TRUSTEES

CARLOS W. COON	President
HENRY G. HOWELL	Vice-President
BILLE F. BUSBY	Secretary

JOHN BRYANT  
JIMMY L. ELROD

MURRAY E. BOONE, Superintendent of Schools

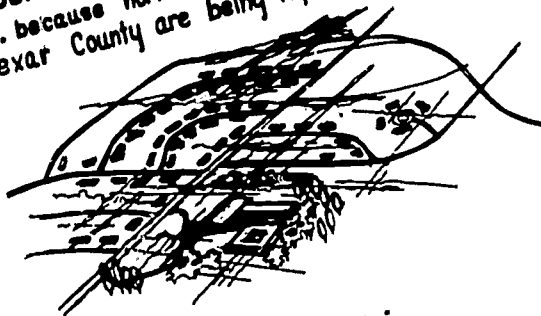
MILLARD JUDSON  
RUSSELL L. MASON



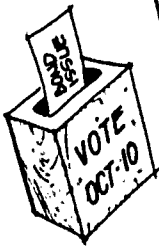
WE ARE FACING A  
CRITICAL PROBLEM ...



YET, THE GROWTH WILL BE  
MUCH MORE SPECTACULAR  
... because northwest & west sections of  
Bexar County are being rapidly developed...



WE NEED ANOTHER JUNIOR HIGH  
BY SEPT. 1960.  
WE NEED 10 MORE ELEMENTARY  
CLASSROOMS BY SEPT. 1960.  
WE NEED TWO ADDITIONAL  
ELEMENTARY SCHOOLS BY SEPT. 1961



IN ORDER TO MEET THESE  
MINIMUM REQUIREMENTS A  
BOND ISSUE OF \$1,250,000.  
ON OCT. 10 MUST HAVE THE  
APPROVAL OF THE PEOPLE OR  
WE FACE THE PROBABILITY  
OF HALF-DAY SESSIONS WITHIN  
THE NEXT 12 MONTHS.

Within the coming year :

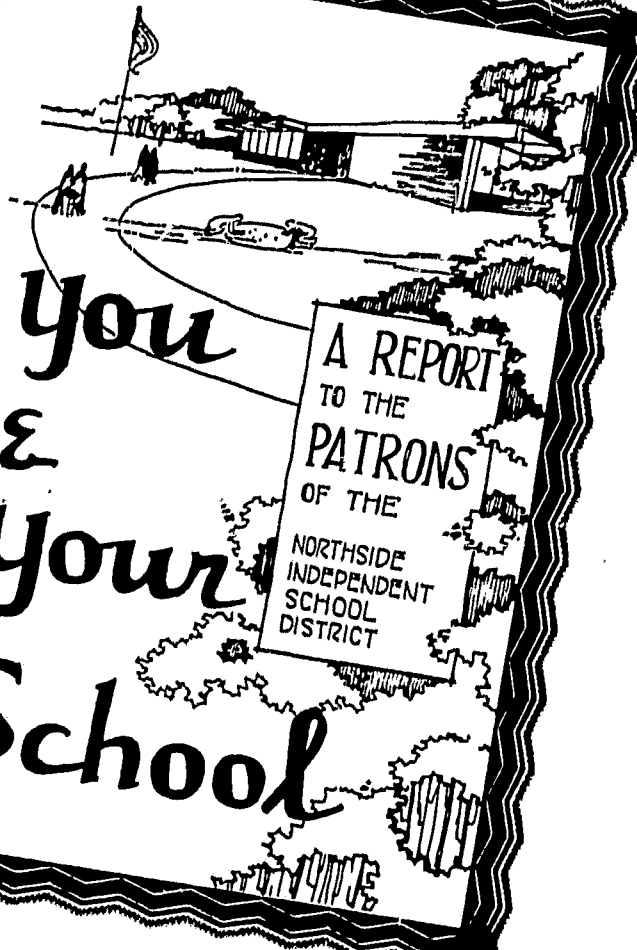
- INSPIRATION HILLS
- GLENDAKS PARK
- OAKHILL #2
- SCIENCE CITY
- THUNDER BIRD HILLS
- LACKLAND CITY
- LACKLAND HEIGHTS
- WESTWOOD-VILLAGE
- LACKLAND TERRACE
- DEL OAKS

These subdivisions will add over 1,000  
new homes to our district NEXT year!

NORTHSIDE INDEPENDENT  
SCHOOL DISTRICT  
Route 2, Box 1434A  
SAN ANTONIO 1, TEXAS

You  
&  
Your  
School

A REPORT  
TO THE  
PATRONS  
OF THE  
NORTHSIDE  
INDEPENDENT  
SCHOOL  
DISTRICT

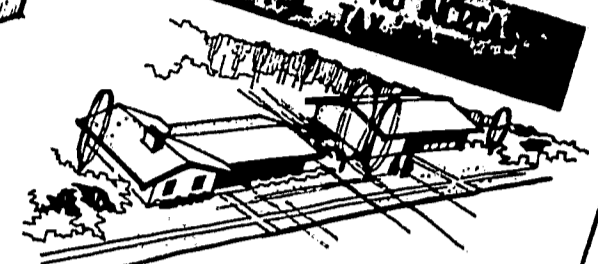


from the rural district  
of a few years ago....

OUR DISTRICT  
HAS COME A  
LONG WAY



THERE WILL BE NO SLEEPS  
IN THE TAX



HERE ARE A FEW  
FACTS & FIGURES:

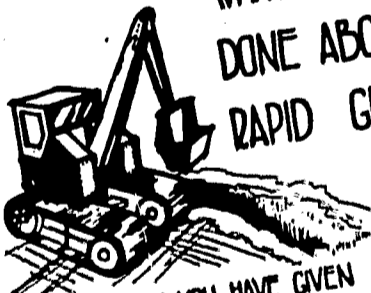
STUDENTS	1954	1959
Nº OF SCHOOLS	1349	3150
Nº OF CLASSROOMS	7	10
Nº OF TEACHERS	42	106
	65	120

THE ADDITIONAL TAX  
REVENUE FROM NEW  
GROWTH IN THE DISTRICT  
WILL PAY FOR THESE  
BONDS.

YOUR CONSTANT SUPPORT IS  
NECESSARY TO PROVIDE ADEQUATE  
FACILITIES FOR OUR CHILDREN!



WHAT HAS BEEN  
DONE ABOUT THIS  
RAPID GROWTH?



THE SUPPORT YOU HAVE GIVEN TO THE  
DISTRICT AND THE BONDS YOU HAVE VOTED-

- BUILT ----- 70 NEW CLASSROOMS
- RENOVATED ----- 2 SCHOOLS
- UNDER CONSTRUCTION- 2 ELEMENTARY SCHOOLS

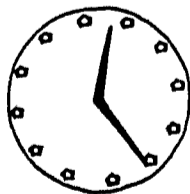


BUT THE GREAT CHALLENGE  
IS AHEAD ....

3000 NEW HOMES  
ARE EXPECTED IN  
THE NEXT 5 YEARS



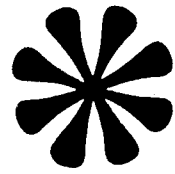
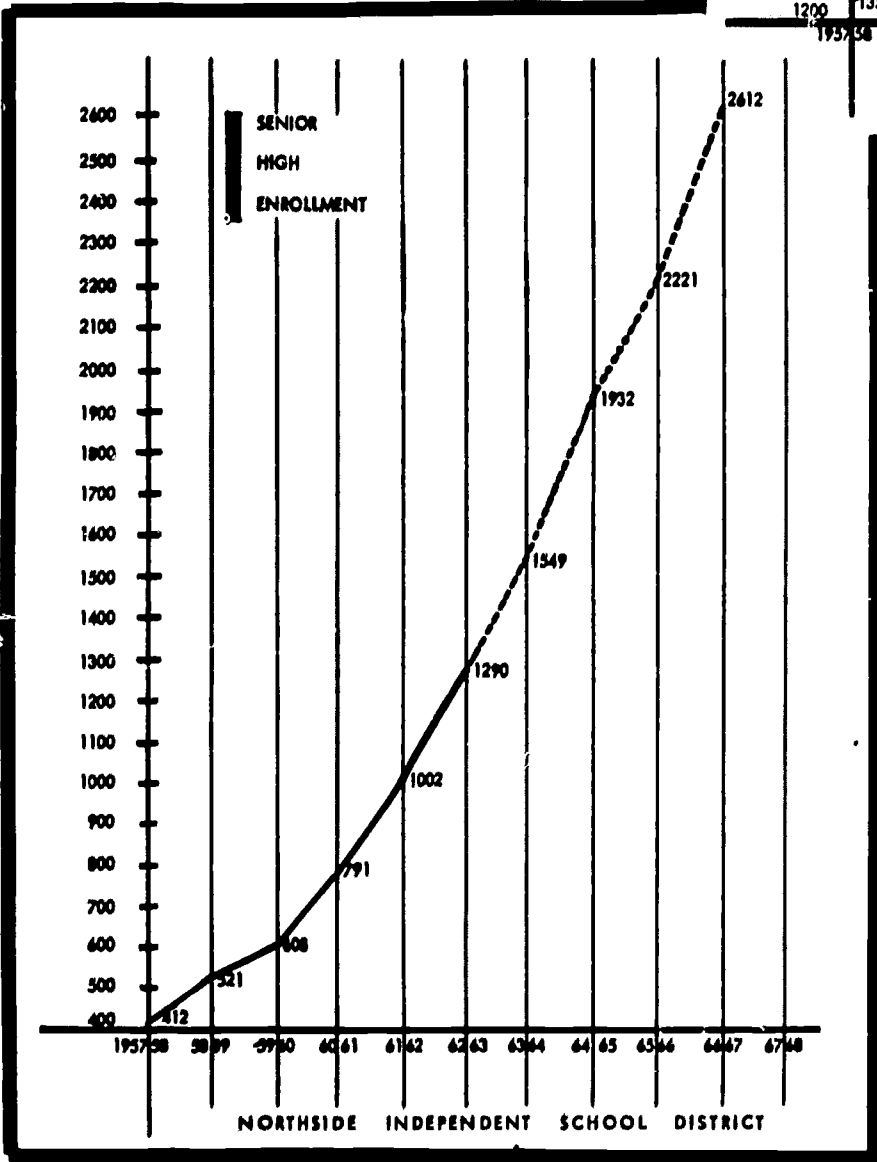
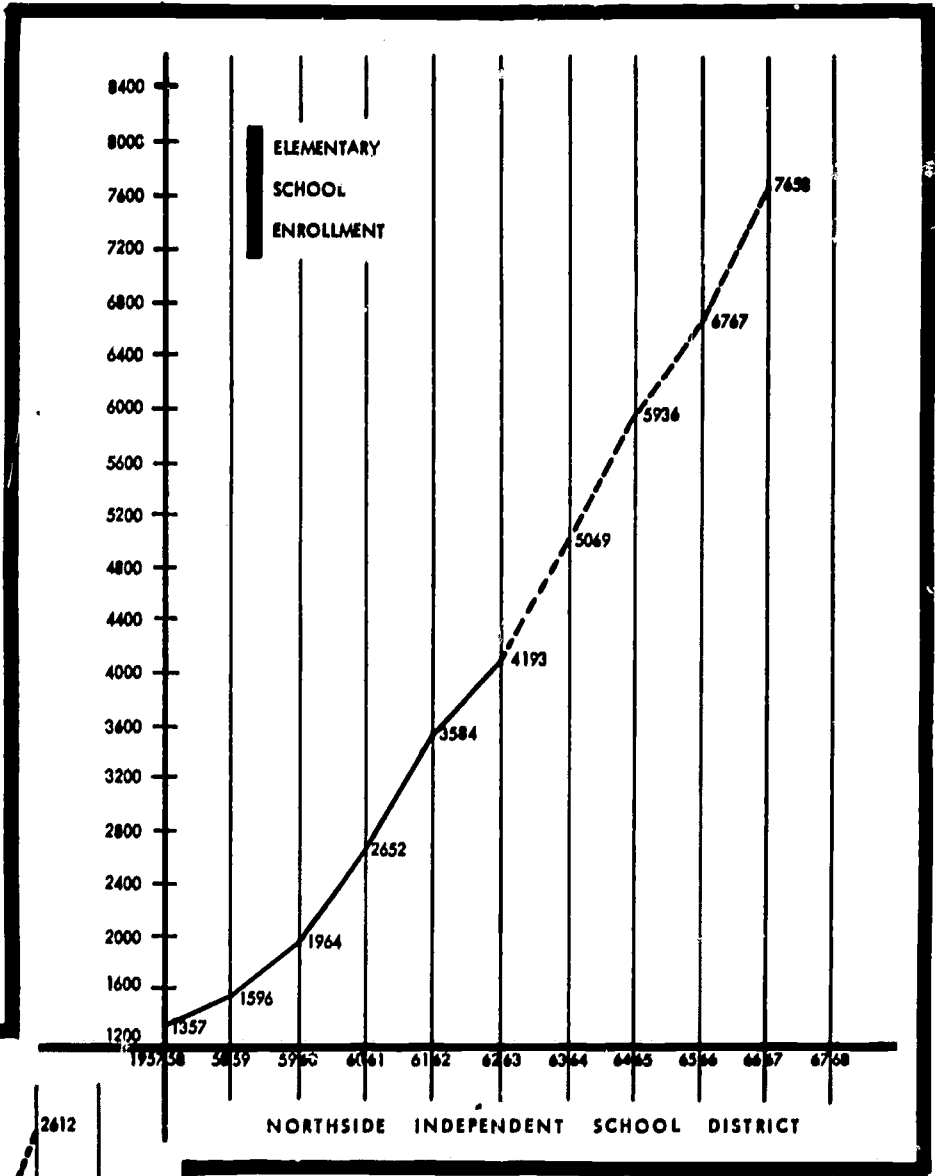
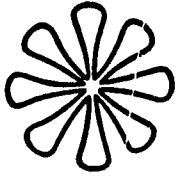
WE WILL HAVE 5269 SCHOOL  
CHILDREN BY 1962



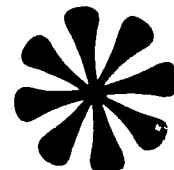
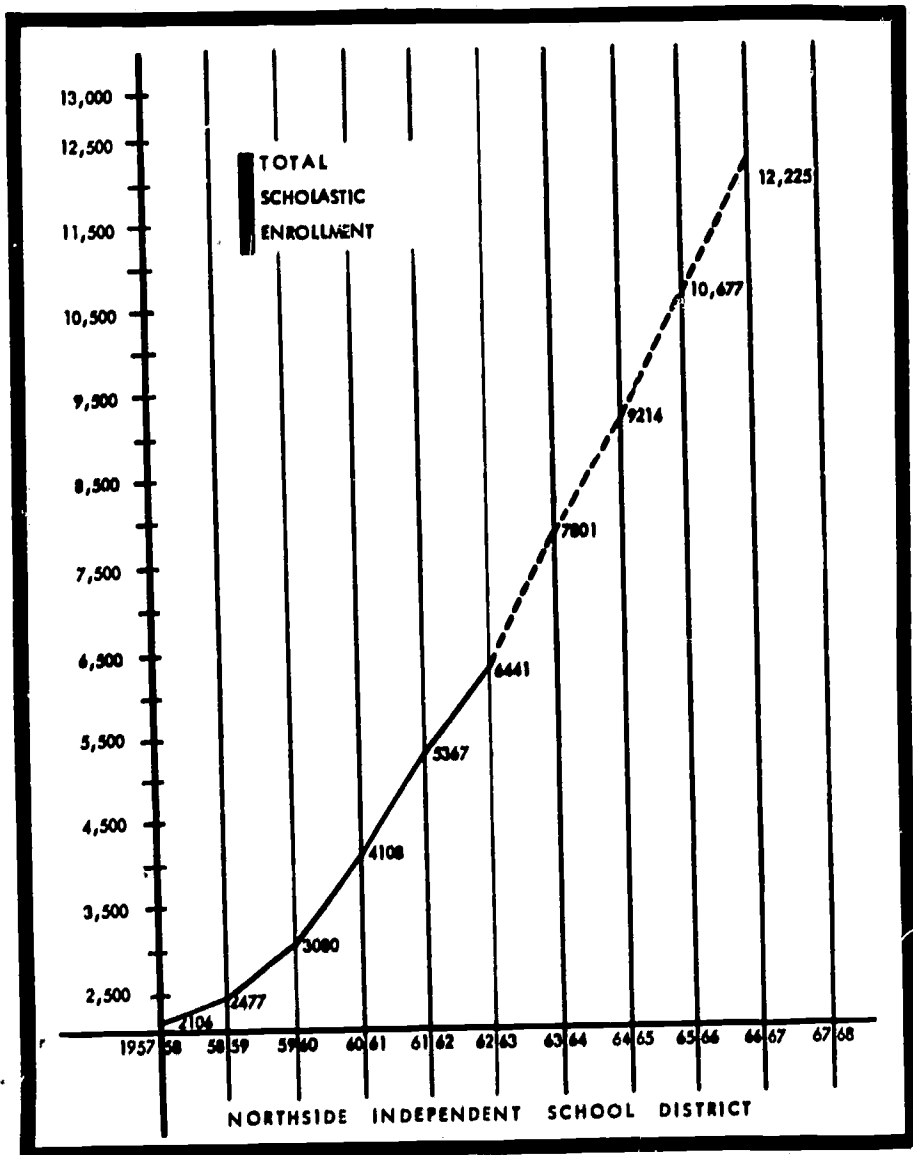
70 MORE CLASSROOMS  
WILL BE NEEDED  
BY THAT TIME

NOW THE DISTRICT ....

- HAS EXPANDED THE CURRICULUM
- AND IS FULLY ACCREDITED BY TEXAS  
EDUCATION AGENCY & SOUTHERN ASSOC.  
OF COLLEGES & SECONDARY SCHOOLS.





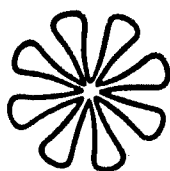


SCHOOL YEAR	NUMBER OF STUDENTS	CLASSROOMS REQUIRED	CLASSROOMS EXISTING	CLASSROOMS TO BE BUILT	PROJECTION OF NEEDS FOR ELEMENTARY SCHOOLS	REMARKS
SEPTEMBER 1963	5,049	169	170	0		USE TWO AUXILIARY CLASSROOMS AT SUNSET, KEEP 6TH GRADE AT RAYBURN, AND USE LIBRARIES AS CLASSROOMS AS REQUIRED TO ACCOMMODATE GROWTH DURING YEAR & SPECIAL EDUCATION
SEPTEMBER 1964	5,936	198	170	28		ADDITIONS AS REQUIRED AT THE FOLLOWING SCHOOLS: 12 Glenn 4 Gleneaks 12 Hull 12 T-Bird 6 Valley-Hi 12 Cable
SEPTEMBER 1965	6,767	226	198 +	28		ASSUME 28 CLASSROOMS BUILT DURING 64-65 SCHOOL YEAR COMPLETE ADDITIONS AT REMAINING SCHOOLS
SEPTEMBER 1966	7,658	256	226 +	30		ASSUME 28 CLASSROOMS BUILT DURING 65-66 SCHOOL YEAR START TWO NEW SCHOOLS

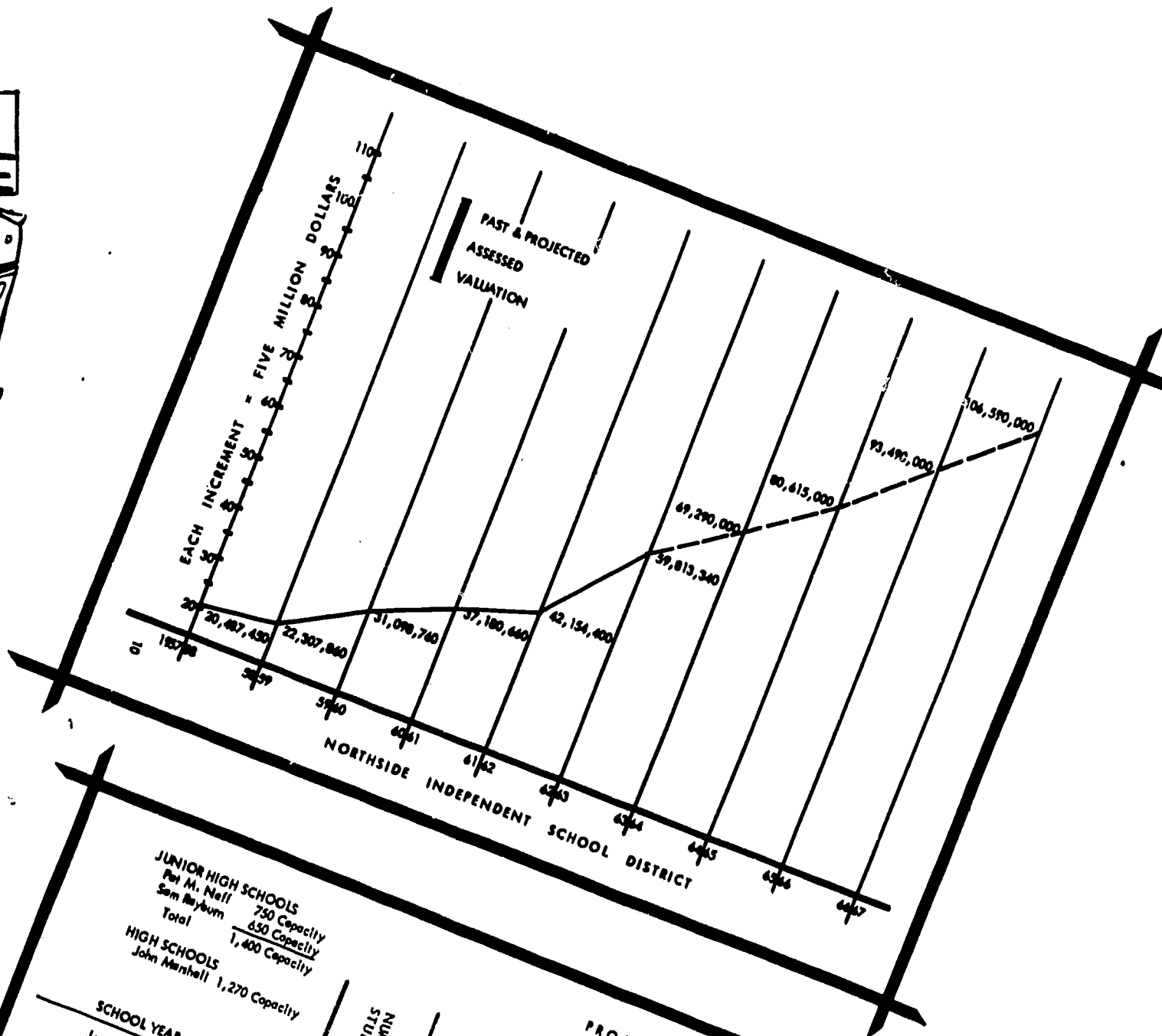
CLASSROOMS AT EXISTING SCHOOLS:

19 Sunset *	4 Cable	12 Glenn
12 Lockhill	5 Mackey	12 Thunder Bird Hills
11 Leon Valley *	21 Lockland City *	12 Valley-Hi
4 Holtes	23 Westwood Terrace *	12 Hull
3 Leon Springs	16 Gleneaks	
	Total	170 Classrooms

\* Indicates Library



**VOTE**



**PROJECTION OF NEEDS FOR JUNIOR & SENIOR HIGH SCHOOLS**

**JUNIOR HIGH SCHOOLS**  
 Pat M. Neff 750 Capacity  
 Sam Rayburn 650 Capacity  
 Total 1,400 Capacity

**HIGH SCHOOLS**  
 John Marshall 1,270 Capacity

SCHOOL YEAR	NUMBER OF STUDENTS	CAPACITY OF EXISTING SCHOOLS	NEW CONSTRUCTION REQUIRED
Junior High School			
SEPTEMBER 1963	1,183	1,400	
SEPTEMBER 1964	1,346	1,400	
SEPTEMBER 1965	1,679	1,400	
SEPTEMBER 1966	1,955	1,400	NEED TO OPEN NEW JUNIOR HIGH
Senior High School			
SEPTEMBER 1963	1,549	2,200 +	+ ASSUME 3RD JUNIOR HIGH BUILT DURING 1965-66 SCHOOL YEAR
SEPTEMBER 1964	1,932	1,270	USE AUXILIARY CLASSROOMS
SEPTEMBER 1965	2,221	2,470	HOLMES HIGH SCHOOL WILL OPEN 1,200 STUDENT CAPACITY
SEPTEMBER 1966	2,612	2,470	COMPLETE ADDITION TO HOLMES HIGH SCHOOL FOR 1,800 STUDENT CAPACITY



**Waller \* \* \* \***

**This is a fine illustrative example from a small school. Much similar material was omitted because of shortage of available space.**



WALLER PUBLIC SCHOOLS  
Waller, Texas



Dear Friends:

We, the Board of Trustees of the Waller Consolidated Independent School District, submit herewith a report setting forth the need for additional school facilities and a method for financing the improvements.

We realize that you have entrusted us with the responsibility of planning a school system that will meet the needs of our children. This improvement program has been carefully considered. We visited new schools in this area, talked with experts about the practical day-to-day operation of a school, and have spent many hours of study to determine the improvements which are absolutely necessary to meet the educational needs of our children.

A petition bearing 102 signatures was presented to us requesting that we call an election for the approval of a bond issue in the amount of \$380,000 and the adoption of Senate Bill 116. Based upon this petition, we have called an election to be held on Saturday, September 7th.

We want you to have full and complete knowledge of the program; therefore, we welcome any inquiry that will clarify your understanding of the need for these improvements to our schools.

Please express your opinion by voting in the election.

Respectfully submitted,

\_\_\_\_\_  
President, Board of Trustees

\_\_\_\_\_  
Vice President, Board of Trustees

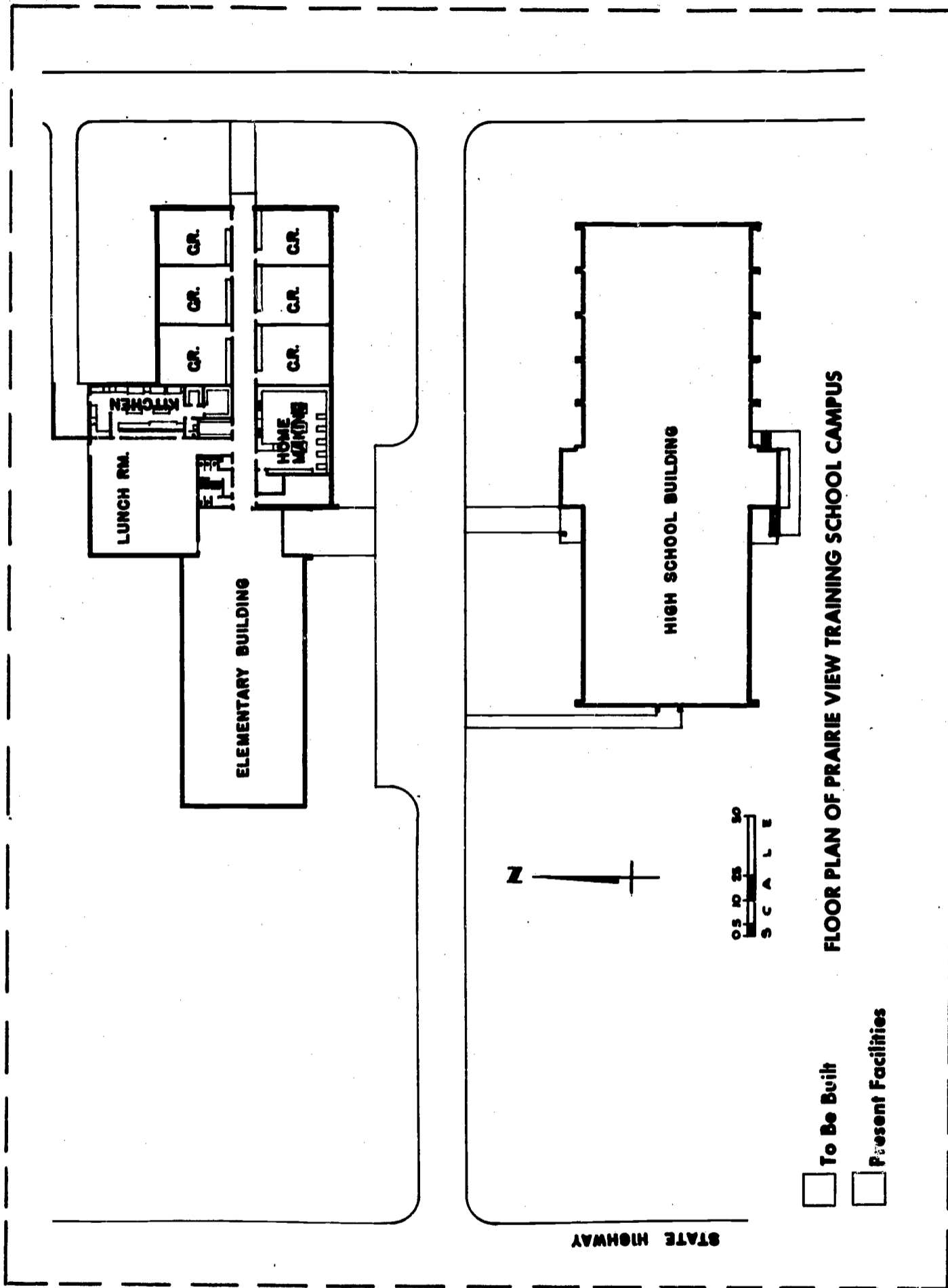
\_\_\_\_\_  
Secretary, Board of Trustees

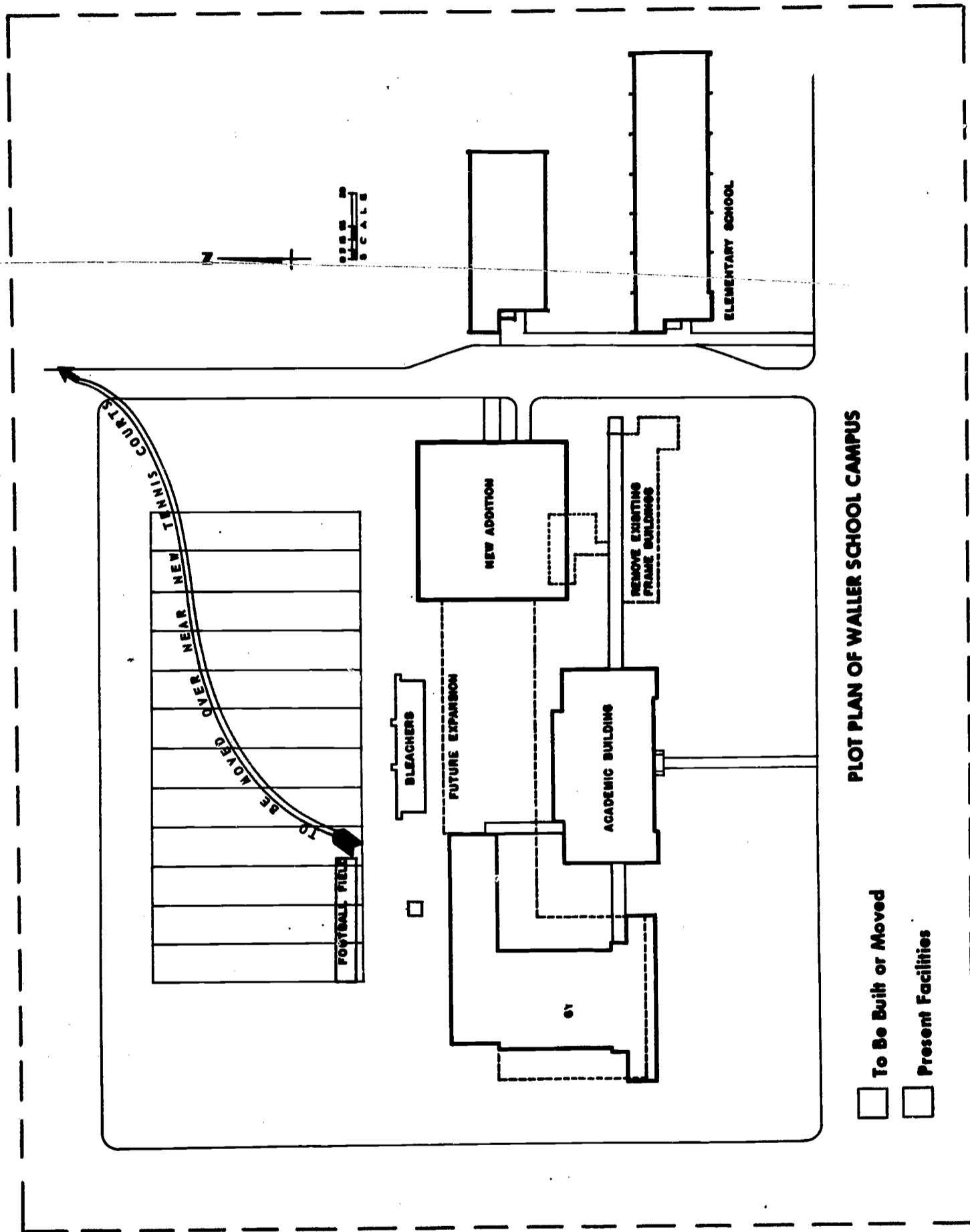
\_\_\_\_\_  
Member, Board of Trustees

\_\_\_\_\_  
Member, Board of Trustees

\_\_\_\_\_  
Member, Board of Trustees







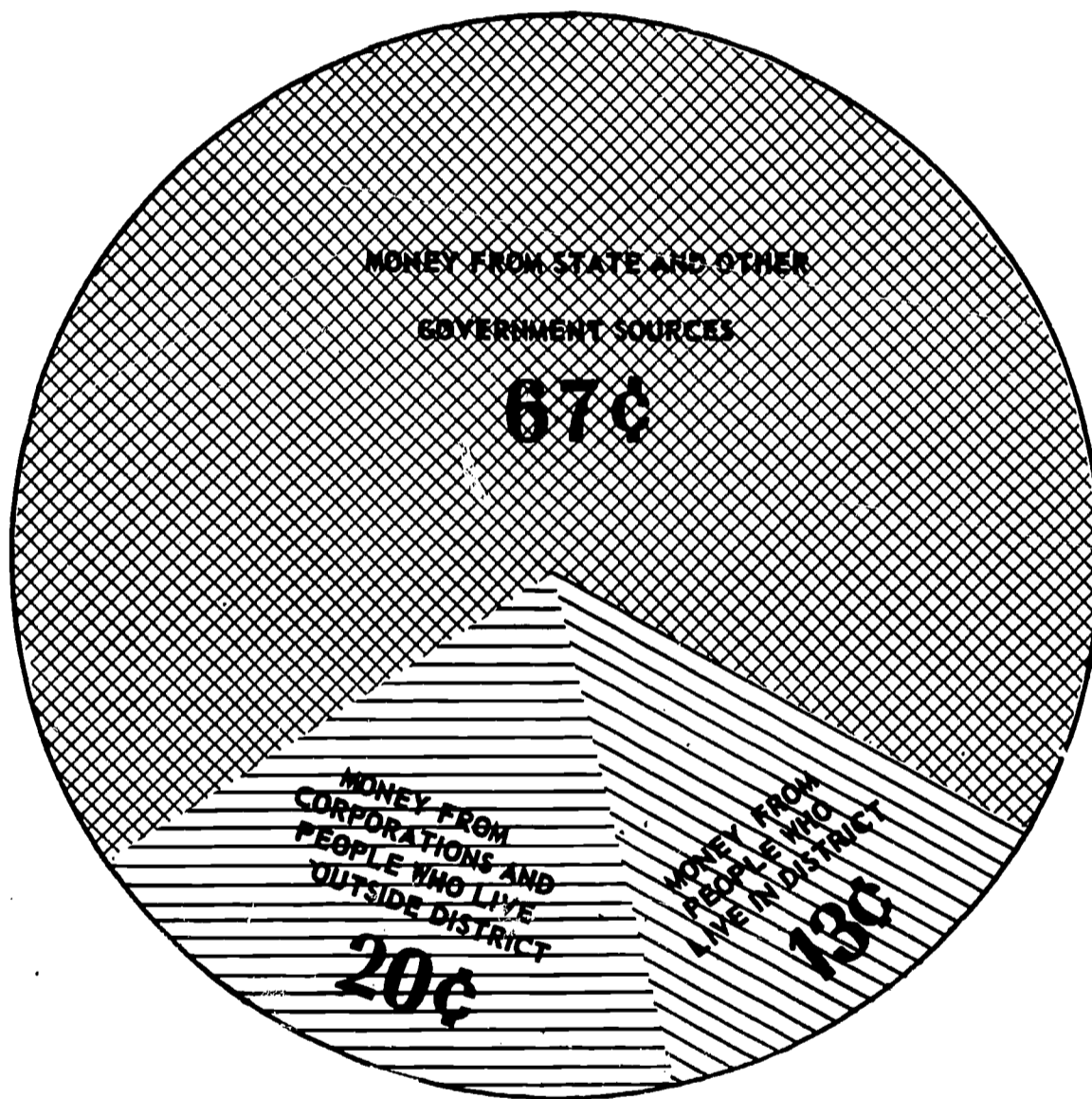
PLOT PLAN OF WALLER SCHOOL CAMPUS

- To Be Built or Moved
- Present Facilities



WHAT PART OF THE SCHOOL COST DO WE PAY?

According to the 1962-63 School Budget, the money for the School comes from the following sources:



Circle represents a tax dollar.

Please note that the people who live in District pay only 13¢ of each School Dollar.





PLEASE VOTE

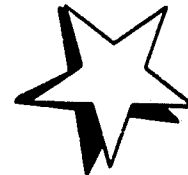
WE CAN

AND WE MUST

WE CAN FINANCIALLY SUPPORT THIS IMPROVEMENT PROGRAM.

THIS IS NOT THE TYPE OF DECISION YOU MAKE IN TERMS OF DOLLARS AND CENTS -  
THE WELFARE OF OUR CHILDREN AND THE FUTURE OF OUR COMMUNITY IS AT STAKE.

IF OUR CHILDREN ARE TO GAIN ADMISSION AND COMPETE SUCCESSFULLY IN TODAY'S  
COLLEGES AND MODERN INDUSTRY, WE MUST PROVIDE SUITABLE BUILDINGS AND  
NECESSARY EQUIPMENT FOR PROPER TEACHING METHODS.



Mark ballot as indicated to vote for improvements:

No 1000

# Official Ballot

Waller Consolidated  
Independent School District  
Maintenance Tax & Bond  
Election  
September 7, 1963

No 1000

Waller Consolidated  
Independent School District  
Maintenance Tax & Bond  
Election  
September 7, 1963

NOTE: Voter's signature to  
be affixed on the reverse side.

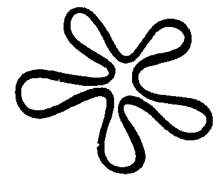
Each voter shall mark out, with pen or pencil, one of the expressions below concerning each proposition, thus leaving the other as indicating his vote on each proposition.

**FOR** PROPOSITION NO. 1  
Maintenance tax as contained in  
Proposition No. 1

~~AGAINST Maintenance tax as contained in  
Proposition No. 1~~

**FOR** PROPOSITION NO. 2  
The issuance of \$380,000 of bonds  
and the levying of the tax in pay-  
ment thereof as contained in  
Proposition No. 2

~~AGAINST The issuance of \$380,000 of bonds  
and the levying of the tax in pay-  
ment thereof as contained in  
Proposition No. 2~~





PEOPLE WHO HAVE ASSISTED  
THE BOARD OF TRUSTEES  
IN THE PREPARATION OF  
THIS IMPROVEMENT PROGRAM

Architects:

Financing:

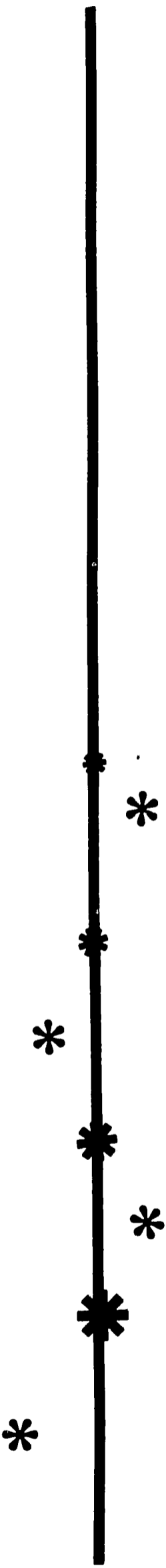
Legal:

Educators:

Mr. I. T. Holleman  
Superintendent  
Waller Schools

Mr. C. Lyman Ellis, Jr.  
State Architect  
Texas Education Agency  
Austin, Texas





**Bryan \* \* \* \***

Bryan's cover is the same as Laredo's cover, but larger. →



TO: Board of Education, Building Committee, and Patrons of the  
Bryan Public Schools.

FROM: Superintendent of Schools

SUBJECT: Physical needs of the Bryan School System.

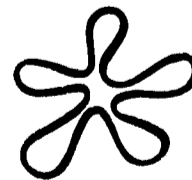
DATE: October 28, 1963.

We have attempted in this brochure to present in condensed and pictorial form the utilization of our present physical facilities and to indicate our classroom needs for the next five years--or until 1970--as necessitated by the scholastic growth of our district.

Our immediate needs, as we have indicated, are eight rooms at Ross Elementary, six rooms at Carver Elementary, and four rooms at Anson Jones Junior High School. These classrooms will be needed by September 1, 1964, and we request that all concerned proceed with deliberate speed to make them available at this time or as soon thereafter as possible.

There are so many variables in attempting to project student growth in a school district that we felt it unwise to go beyond 1970 in our predictions. We have used all of the criteria now available for predicted growth at the three levels of education and in the area of our school district in which it is most likely to occur; even so, errors are possible. However, if our growth rate remains constant, we are reasonably sure that all of the classroom space requested will be needed but not necessarily in the districts indicated. Further information made available as time progresses could change our request.

All who have been involved in providing for the physical needs of our school district in the past are to be commended for the foresight and planning necessary for making these physical needs available at the time--or before--they were needed. I am sure we want to do no less in the future.

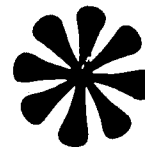
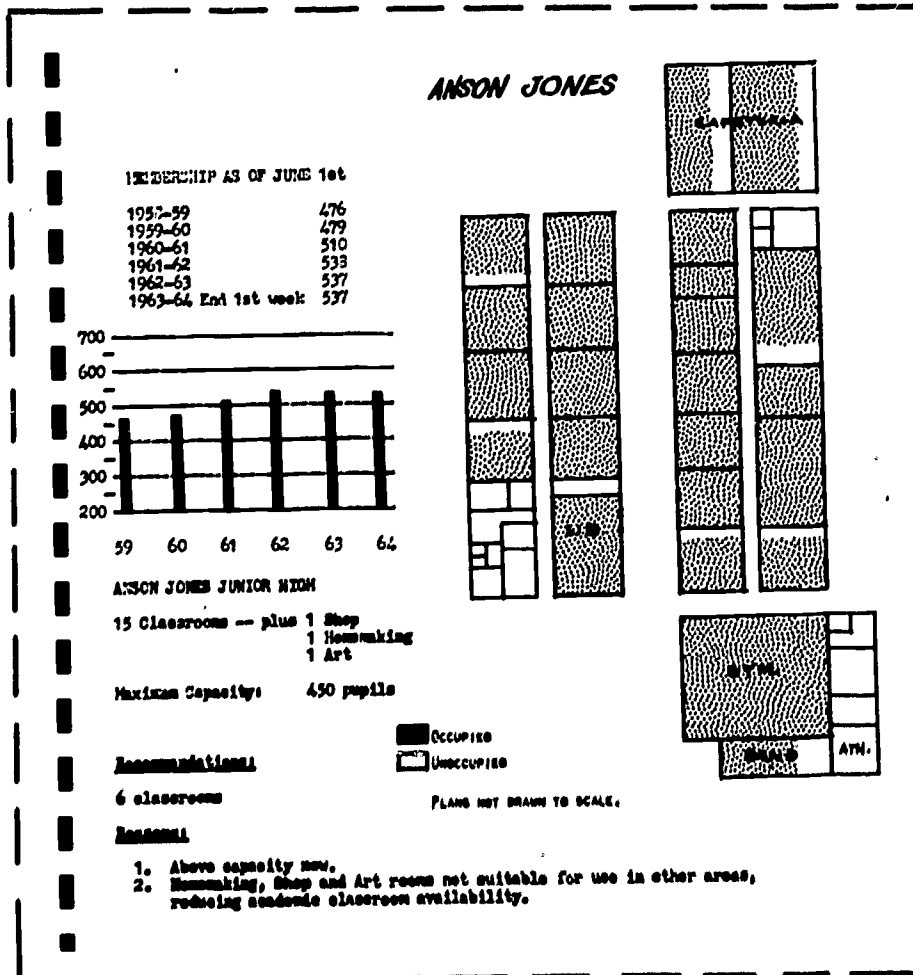
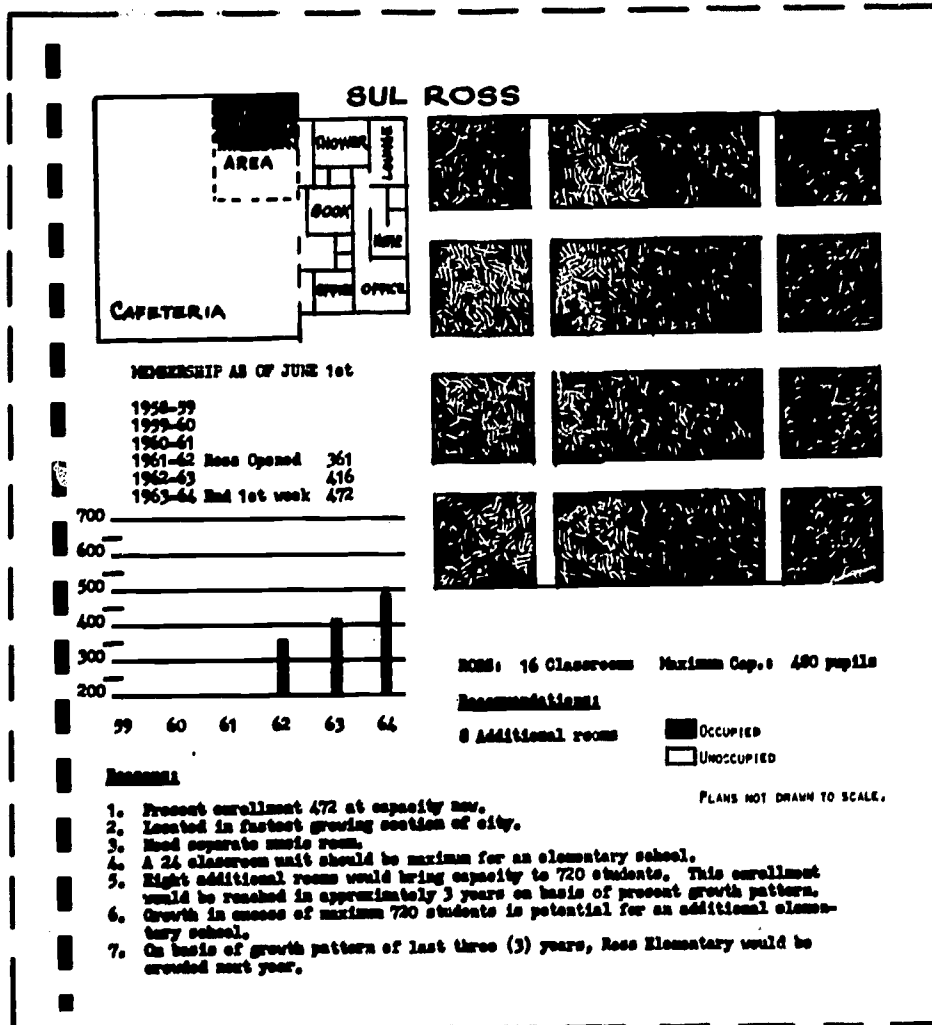
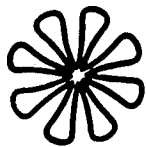


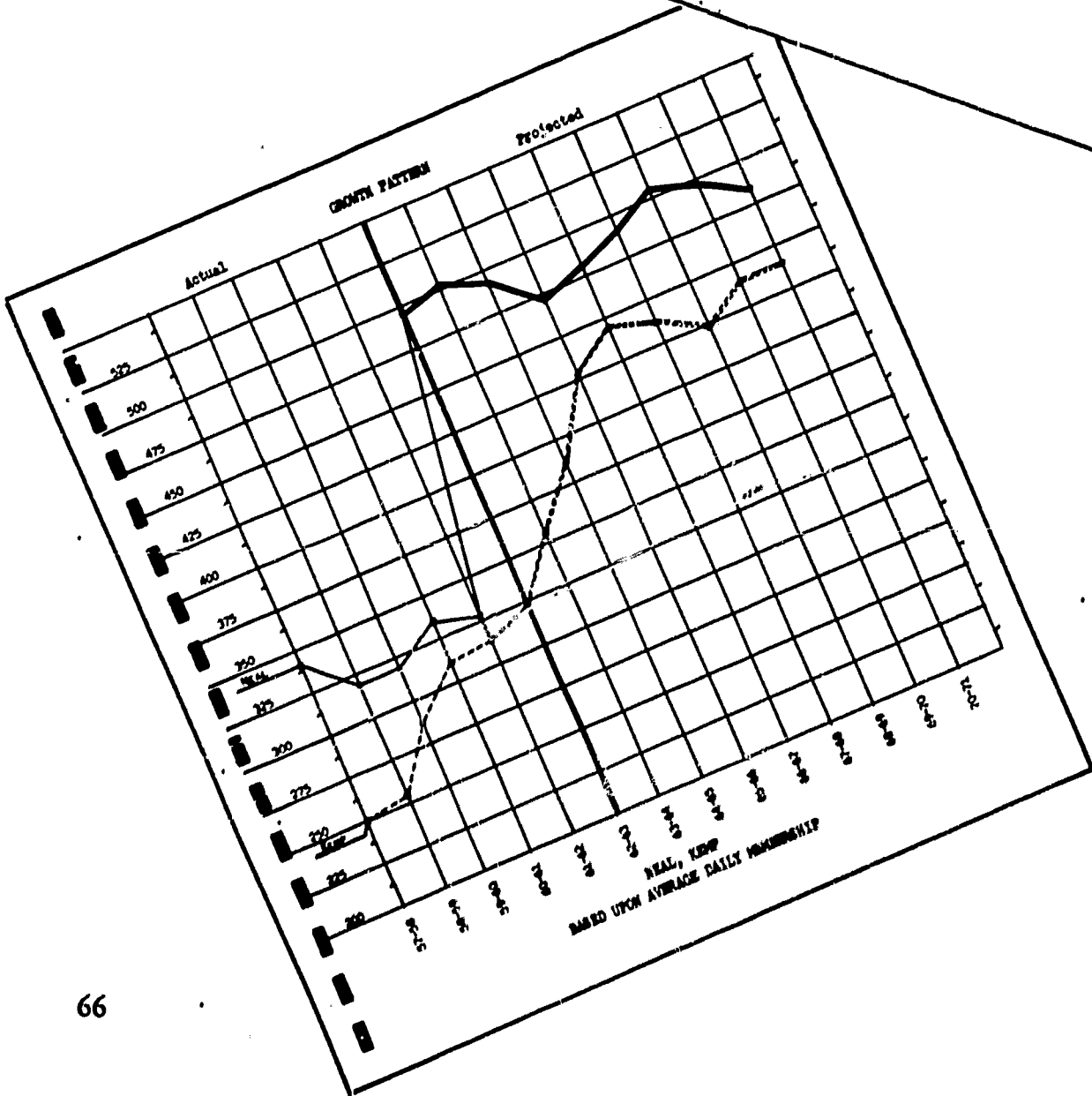
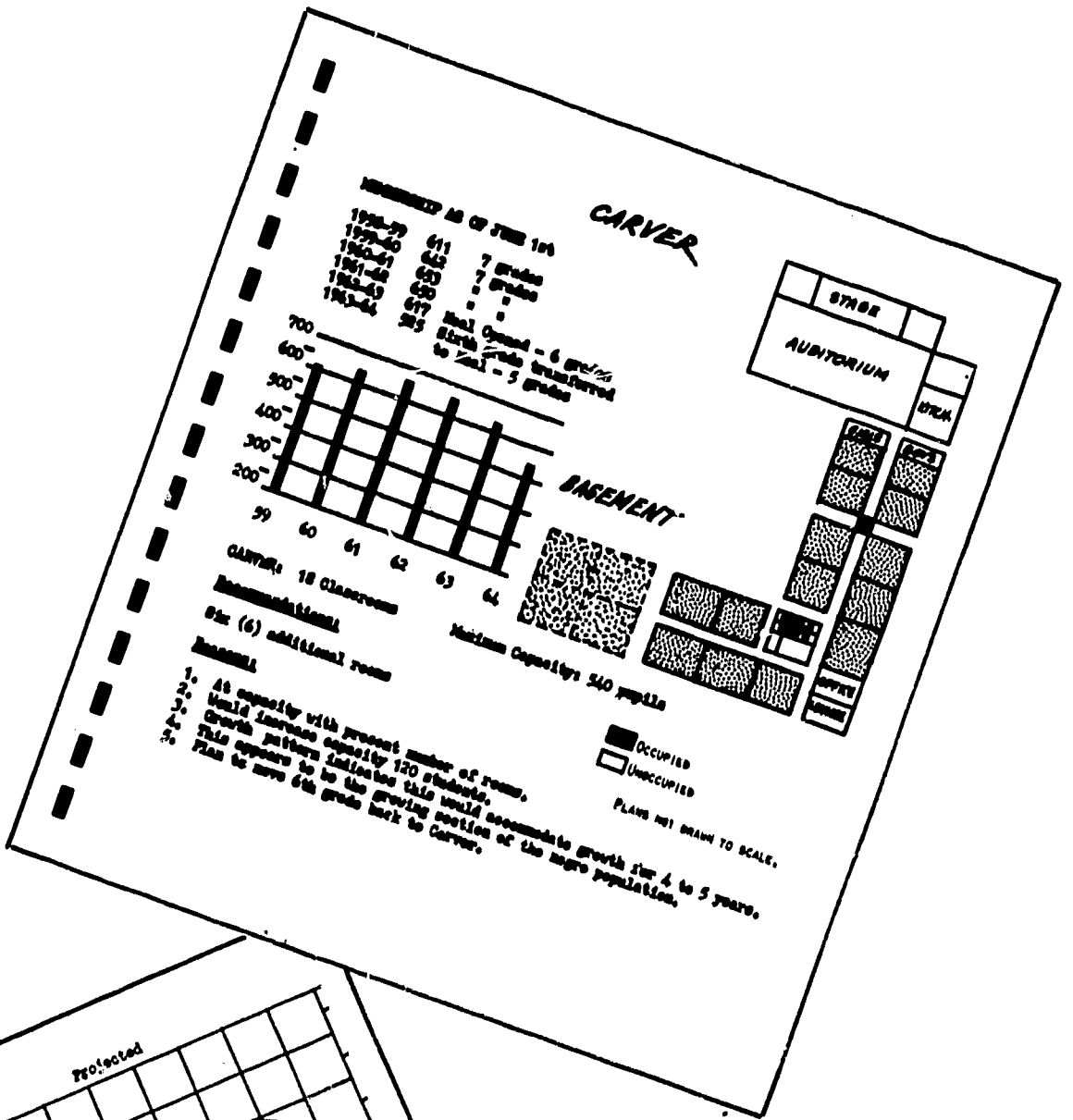
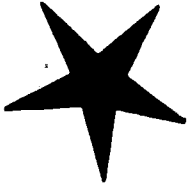
RECOMMENDATIONS

BRYAN PUBLIC SCHOOLS  
BUILDINGS, GROUNDS, AND EQUIPMENT

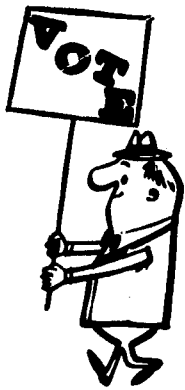
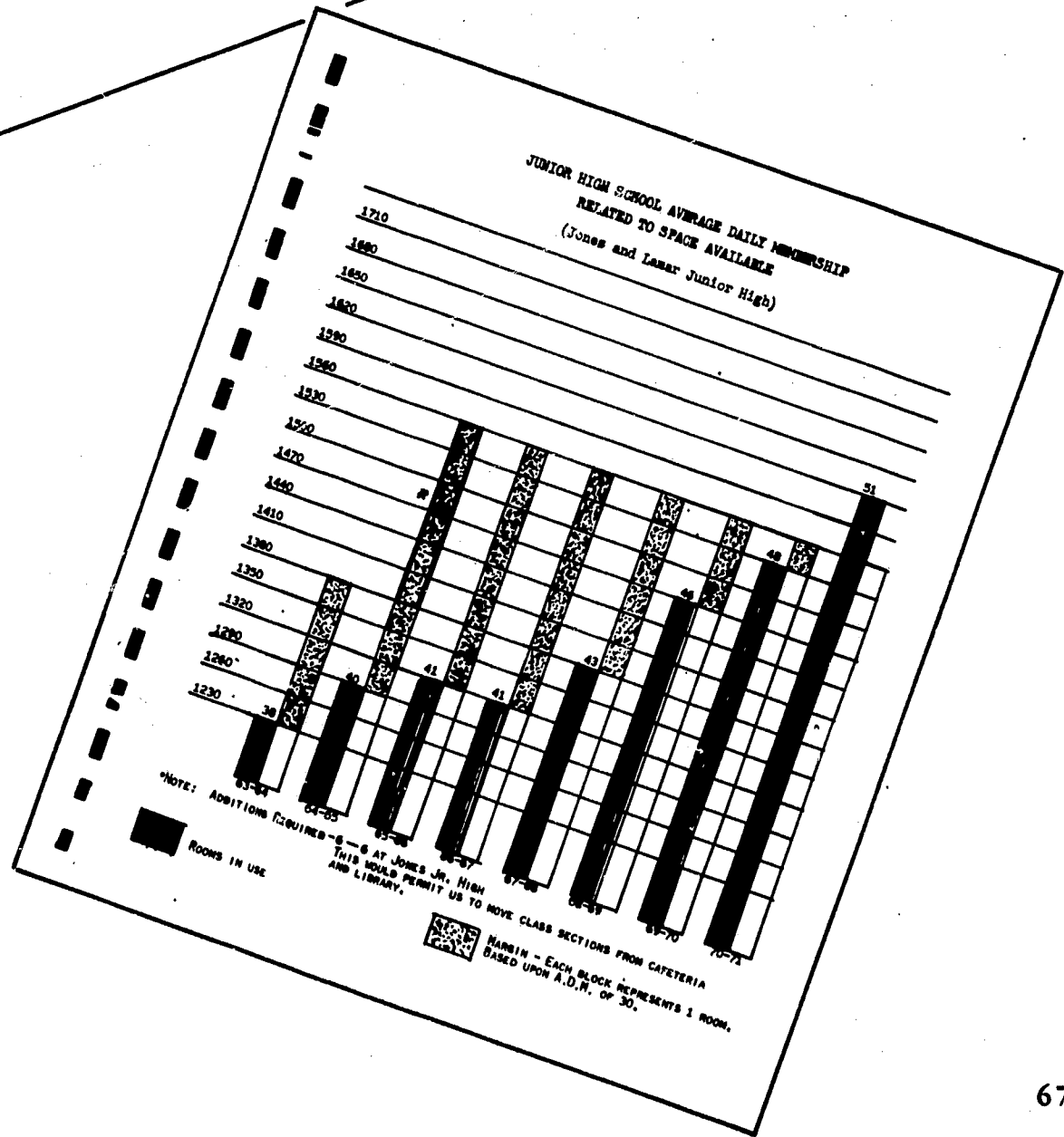
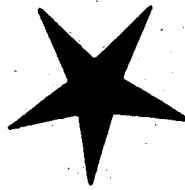
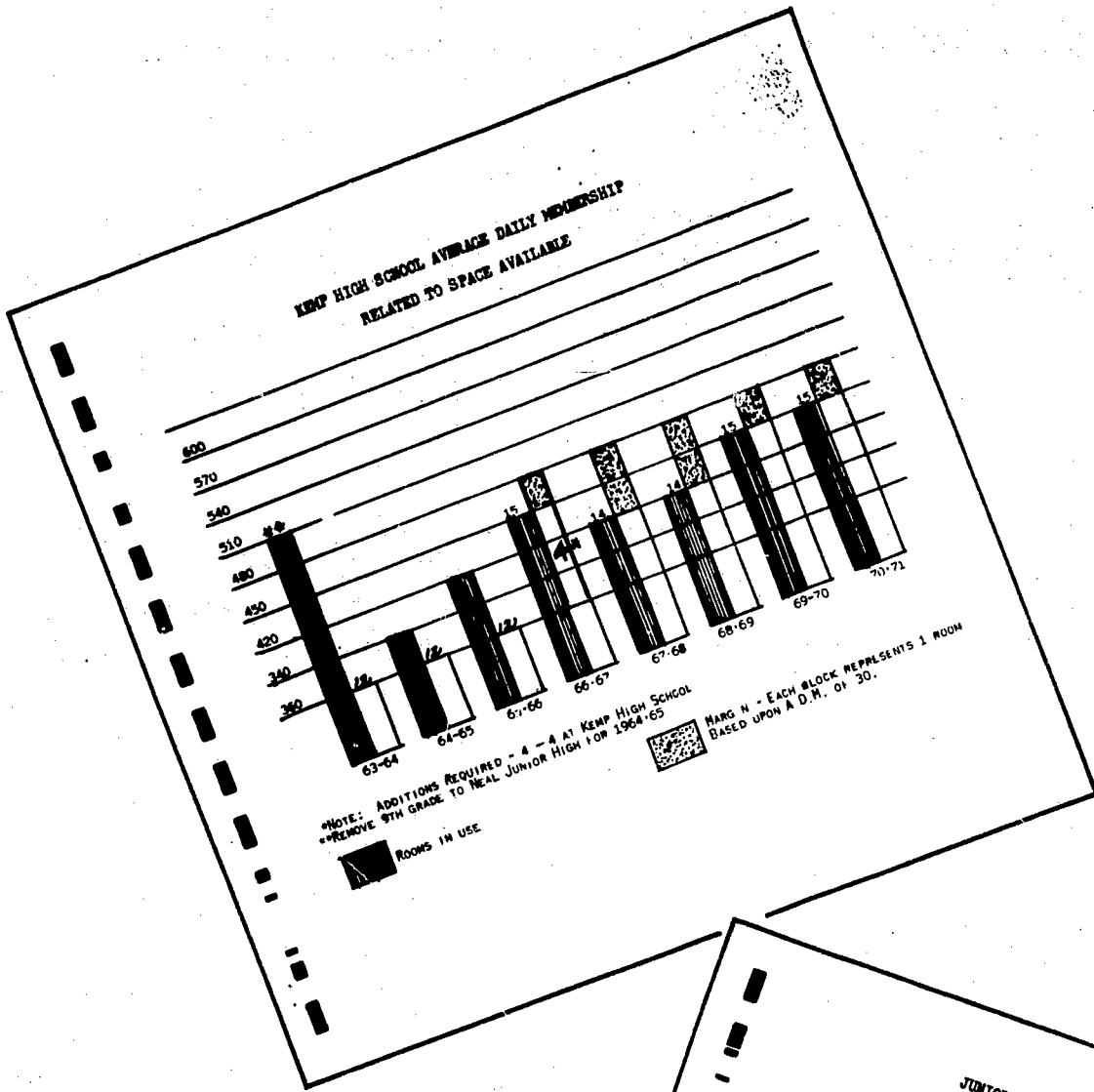
*1.	Carver	6 CR @ 13,000	\$ 78,000
		Furniture	4,800
		Land - 7½ Acres @ 1,000	7,500
*2.	Ross	8 CR @ 13,000	104,000
		Furniture	6,400
*3.	Jones	6 CR @ 13,000	78,000
		Furniture	4,800
4.	Bonham	2 CR @ 13,000	26,000
		Furniture	1,600
5.	Milam	3 CR @ 13,000	39,000
		Furniture	2,400
6.	Kemp	4 CR @ 13,000	52,000
		Furniture	3,200
7.	S. F. A.	Remodel Cafeteria	25,000
		Equipment (Dining and Kitchen)	10,000
8.	Auditorium		400,000
9.	Warehouse and Administration Bldg.		150,000
		Equipment	25,000
10.	Additional Elem. Bldg.	Land	20,000
		16 Rooms, etc.	300,000
		Furniture & Equipment	15,000
11.	Additional School Sites & Improvement to Present Sites		75,000
12.	Architectural Fees		<u>75,000</u>
	TOTAL		\$1,502,700

\*IMMEDIATE NEEDS.









## WAREHOUSE AND MAINTENANCE SHOP BUILDING

### Warehouse

We need approximately 12,800 square feet, 80' x 160', with 14' ceiling for warehouse. By way of justification, this is to state that we are now using over 10,000 square feet of floor space at the American Legion Fair Building and at various places throughout our school system to store janitorial, instructional, and maintenance supplies and school-owned equipment of all kinds. We feel that in a central location and with a properly organized system of storage, the recommended 12,800 square feet would be adequate for at least 10 years.

We feel that a central warehouse would justify itself in manhours saved alone; but there would be much additional good derived from a central storage of equipment, supplies, and records, where a continuous inventory and checkout system could be maintained.

### Shop Building and Storage Shed

We need a shop building approximately 60' x 150' to house the following departments: plumbing, electrical, welding, machine shop with facilities for painting, carpentry, and cabinet work.

Additionally, we need a storage shed approximately 30' x 80' of inexpensive construction to provide shelter for school trucks, tractors, trailers, mowing equipment, and general outside storage requirements.

### Mechanic Shop and Service Station

This would be essential should Bryan Public Schools find it necessary to operate its own transportation system.

### Tools and Equipment

Sufficient tools, machinery, and equipment should be available to do the best possible job of maintenance and operation. Certainly these items would enhance the value of the warehouse and shop facilities.

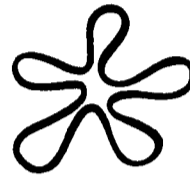


AUDITORIUM seating 1500

Differs from the school auditorium in the greater seating capacity and in the stage, which can accommodate professional performances.

Net Programmed Areas, in Square Feet

Lobby.....	2,400
Concessions, 2 @ 100.....	200
Control Room.....	200
Auditorium (for 1500).....	12,000
Stage.....	3,900
Dressing Rooms, 2 @ 500.....	1,000
Storage.....	<u>800</u>
 Total, Net Area.....	 20,500
Gross Area.....	29,300

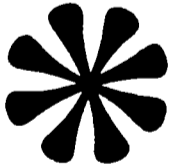


MUSIC DEPARTMENT

Replaces the inadequate band and choral instructional spaces located in the basement at SFA.

Net Programmed Areas, in Square Feet

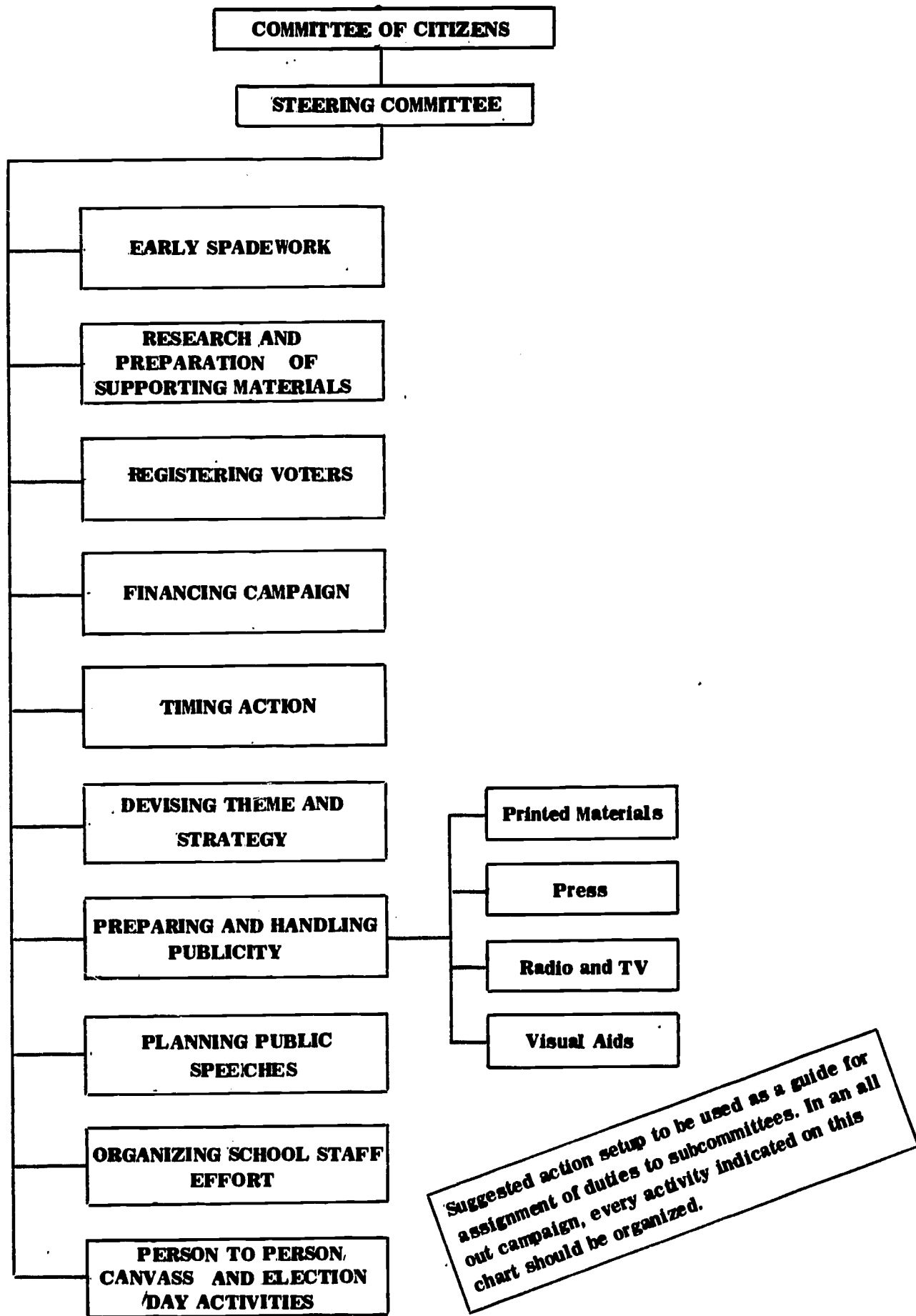
Band Rehearsal.....	2,000
Instrument Storage.....	300
Uniform Storage.....	300
Offices, 2 @ 150.....	300
Music Library.....	150
Robe Storage.....	100
Choral Rehearsal.....	<u>1,000</u>
 Total, Net Area.....	 4,150
Gross Area.....	5,540

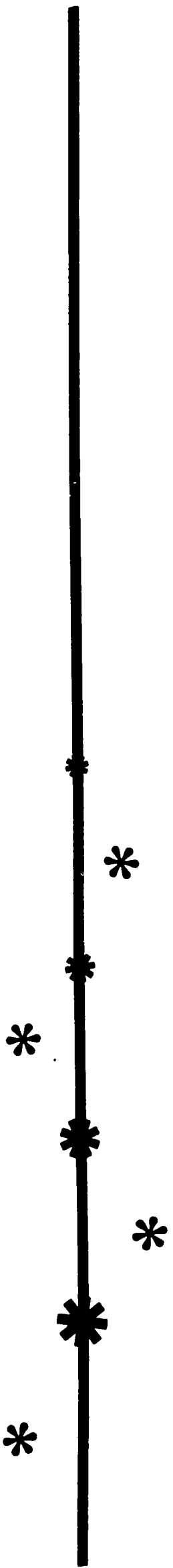


\$ 400,000

ESTIMATED COST - SCHOOL'S SHARE

## CAMPAIGN ACTION SETUP





**Laredo \* \* \* \***

A simple, single-fold handout containing essential information.

**Fort Stockton \* \* \* \***

The end result of a bond election. A neat little 5½ X 8½ folder proudly advertising the new high school. ➔



## VOTE ON OCTOBER 20, 1962

On October 20th you can vote to reduce the classroom shortage. We need \$1,600,000. for the proposed building program.

Your Board of Trustees is soliciting your support on a bond issue for \$3,500,000.00 of which only the above \$1,600,000. will be sold at this time.

**LIMITING THE SALE OF THIS BOND ISSUE TO \$1,600,000.00 WILL NOT NECESSITATE AN INCREASE IN THE PRESENT TAX RATE.**

The remaining authorization will be withheld until assessed valuations have increased sufficiently to warrant the sale of the \$1,900,000.00 difference.

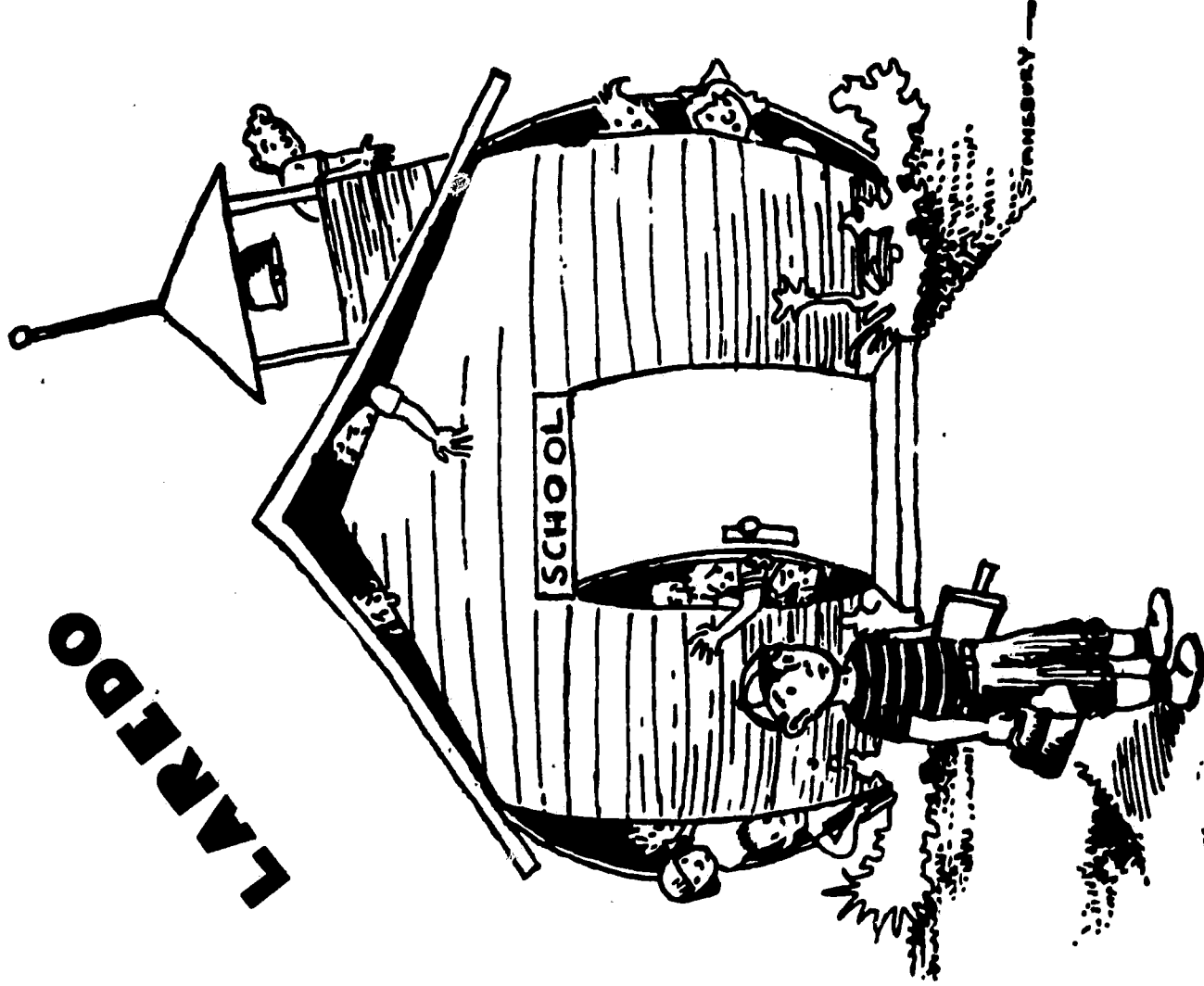
### BOARD OF TRUSTEES

Harold R. Yeary, President

Francisco J. Flores, V-President	Raymond Goodman
Mervil Moore, Secretary	Humberto Juarez
Dr. Leo Cigarroa	Dr. V. L. Puig, Jr.

E. A. Leyendecker, Bus. Mgr.  
J. W. Nixon, Superintendent

# LAREDO



THIS IS THE WAY WE ARE BUSTIN' OUT OF SCHOOL



## Let's Face The Facts

### Overcrowded Schools

#### SECONDARY SCHOOLS

Martin Senior High School can accommodate a maximum of 1400 students without overcrowding, but the enrollment now is 1983 and enrollment will increase by the end of this year. The need for a second Senior High School has been indicated for several years.

Christen Junior High School has space for 1150 students, yet 1450 will be enrolled by the end of this year.

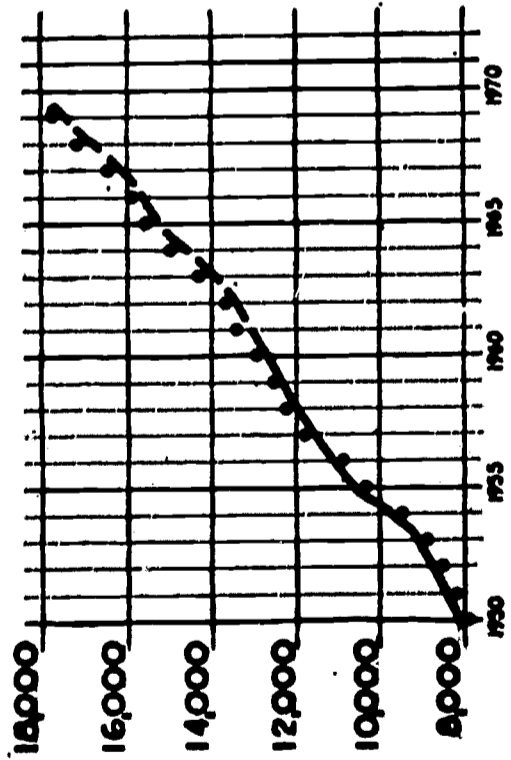
Lamar Junior High School has space for 1120 students, yet 1550 will be enrolled this year.

The facilities of these two junior high schools have already been expanded to their limit commensurate with their central and administrative service facilities.

#### ELEMENTARY SCHOOLS

Last year 3518 children in the elementary schools were enrolled in half-day sessions. This year the number of children on half-day sessions will be even higher.

We have continued to grow.



And we must expect future growth and plan accordingly. Therefore, the overcrowded situation will become worse before we can build facilities to alleviate this condition. The chart shows our past and future growth trends in public school population in grades 1 through 12. We have built 102 additional classrooms since 1957, but these have not been sufficient to satisfy the needs of continual growth at all grade levels.

#### HERE'S WHAT WE NEED TO DO:

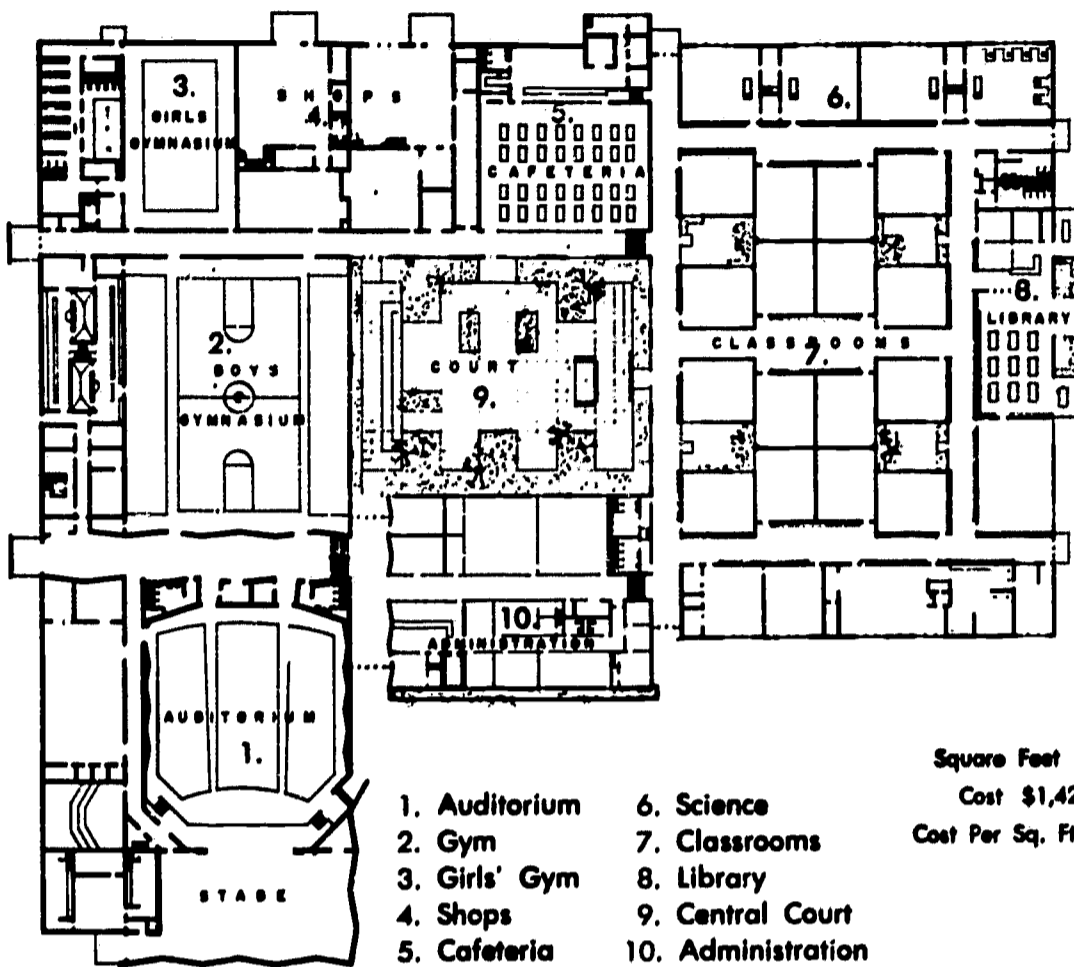
#### SECONDARY SCHOOLS

We need to build a new high school on a new site planned as a Senior High School but to house initially grades 7 through 12. This school would then relieve the overcrowded situation at both the junior and senior high school level. This would be planned as a "tide over" step until a third junior high school can be constructed at a later date. Initially this school would house 1200 students with planned expansion for 1500 students.

#### ELEMENTARY SCHOOLS

We need to build 30 to 34 new elementary classrooms. These classrooms will go a long way in satisfying our needs within our initial budget; however, additional classrooms must be built under subsequent budgets to keep up with the expanding school population.

# LAREDO



Square Feet 125,943  
Cost \$1,426,252  
Cost Per Sq. Ft. \$11.325

### SCHOOL BOARD

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MECHANICAL CONTRACTOR

## INTRODUCTION . . .

The new Fort Stockton High School represents a new and improved stage for learning. This fully air-conditioned structure was designed to serve a steadily increasing enrollment, with 480 pupils entering in the fall of 1962 and future space provided for a total of 750 pupils. Teaching can now be conducted year-around in this school, fostering advanced and remedial summer courses.

The compact design has resulted in a low-perimeter building with interior rooms, which have vision strip openings onto interior courts. These vision strips eliminate the feelings of claustrophobia and provide an environment conducive to learning. As Fort Stockton does not have a municipal auditorium, the new school auditorium, seating 922 people, is to serve for much of the community entertainment, not only on a school and local talent level, but for traveling professional groups, from concerts to plays. In other words, this new high school is designed to meet the community needs as well as educational needs.

This school will be a conventional four-year high school, and therefore, no reorganization of teaching methods has been attempted. Much of the school, however, has been designed with a view toward flexible teaching and recreational spaces. For instance, the study hall adjacent to the library can be used for group meetings, movies, or special assemblies while the cafeteria and large interior court have been designed so that they can be used for student social and recreational activities during and after school hours with the rest of the building closed.

As the school grows in enrollment, so, too, will it grow in educational prospects. More emphasis will be placed upon the



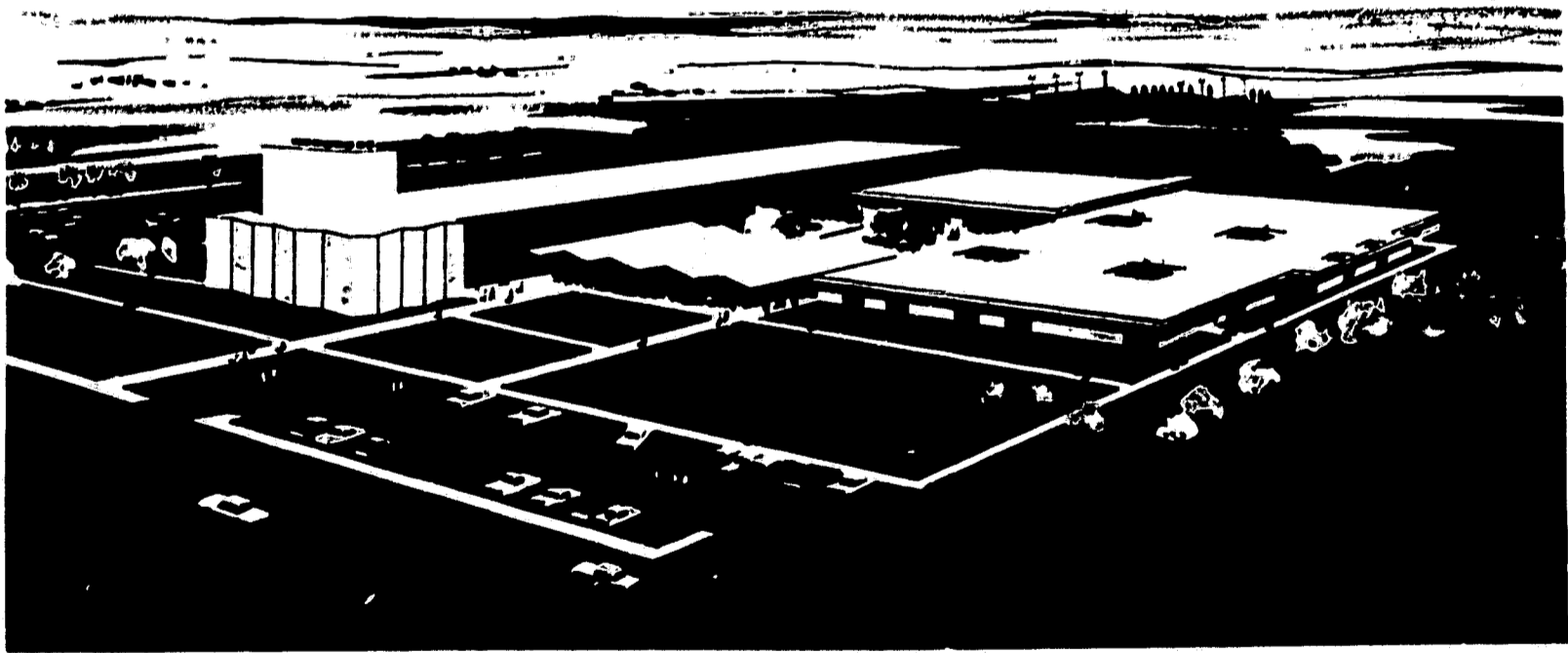
vocational program with expansion into industrial arts, sheet metal work, automotive repair, and further expansion of the existing agriculture program, which already sports a large lecture area plus an experimental farm and laboratory outside the city limits.

The school is divided into several general areas: recreational, vocational, arts and crafts, administration, general classroom area, sciences, and library. The library serves as a grouping point for the classroom areas and the science area while the auditorium is the focus of the fine arts department with well-equipped speech and drama departments, a 100-piece band room and chorus hall adjacent. The gymnasium serves as the center of the recreational area with a smaller girls' gym adjacent. A common lobby serves both the auditorium and gym and provides direct access to a large parking area directly outside those structures for the general public. The vocational shops and cafeteria comprise another general area which is separated from the classroom area by the large interior court which serves both as a gathering point for student activities and civic affairs and as a sound insulator between the two areas.

The compact administrative unit is located at the major entrance to the school and therefore has its business office near to the public entrance. The counselors' offices are close to the general classroom area to provide easy access for the students. This community high school is then a refreshing place for learning as well as for recreation. It has been designed with an eye to the future and has provided for easy and continuous expansion.

This school represents the spirit and growth of Fort Stockton and the direction for its future citizens.

EDUCATION IS THE KEY TO THE FUTURE



FORT STOCKTON HIGH SCHOOL

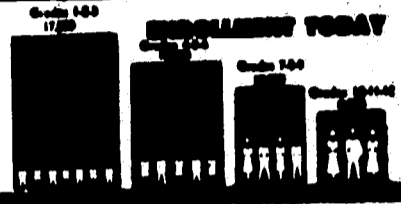
OPEN SEPTEMBER 1962

# EVERY BOY... EVERY GIRL HALF DAY SCHOOLING

● The Massachusetts Board on Higher Education, in its report, "The State of Higher Education in Massachusetts," states that the number of students in the state's public and private colleges will increase 50% in the next five years. The problem is not simply one of space, but also of funds.

● In the present state, the opportunity for higher education is limited to the public schools. The Massachusetts Board on Higher Education is calling for a study to determine the feasibility of providing higher education for the thousands of students who were born during the period of high birth rates which began in the late 1940s and are now reaching college age. The Board believes that such a study is essential.

● This is the third year that there have been no boys and girls on half-day courses in the local public schools. If we cannot provide half-day courses on all levels unless we build more additional school facilities in the very near future, we are confident that when the voters in the next election have their say they will take the necessary steps to insure the continuance of half-day schooling for all children.



Little boys and girls grow up to be big boys and girls. Secondary growth today in the school yard, tomorrow, as a result of the enrollment in the public and private high schools, will be evident in the next few years. What are we going to do about it?



Secondary growth in the local elementary and junior and senior high schools, when based on the projected enrollment in the public and private high schools, will be more than fully anticipated in the future.

...of full day schooling is the solution.

BEYOND THE DUNNIT

## YOU HAVE A RIGHT TO KNOW