

# District 203 History

**HISTORY OF NAPERVILLE COMMUNITY UNIT SCHOOL DISTRICT 203**  
**DuPage and Will Counties**  
**Lisle, Naperville and DuPage Townships**  
**State of Illinois**  
**1997**

***Born by referendum in 1859.***  
***Designated as special charter District 78 in 1863.***  
***Reformed in 1952 as Elementary District 78 and High School District 107.***  
***Consolidated as Unit District 203 in 1972.***

**PREFACE**

The following summary history of the public school system in Naperville, Illinois was compiled and written by Phoebe Bickhaus, District 203 public information coordinator. The history is far from complete, but is as accurate as possible, thanks to notes taken from the sources listed below, among others. Suggestions and additional data that will make this history more complete and/or accurate are welcome and will be compiled with records of future events in the unfolding saga of public education in District 203.

**RESOURCES**

1. Articles from the archives of *The Naperville Sun* newspaper
2. Naperville Comprehensive Master Plan, Database Volume I, Department of Community Development, 1983
3. *A View of Historic Naperville* from the "Sky-Lines" by Genevieve Towsley, Margaret Sproul, ed., The Naperville Sun, Inc., November 1, 1975, 249 pp.
4. Files of the Public Information Office, Naperville Community Unit School District 203
5. *A History of the County of DuPage, Illinois*, C.W. Richmond and H.F. Vallette, 1857
6. *DuPage Historical Review*, DuPage County Historical Society

Cover photo by Juli Bridgers, On-Site Images, 1997

**ADMINISTRATIVE CENTER**  
**NAPERVILLE COMMUNITY UNIT SCHOOL DISTRICT 203**  
**203 WEST HILLSIDE RD., NAPERVILLE, ILLINOIS 60540-6589**

## TABLE OF CONTENTS

Preface	i
Table of Contents	ii
Early Public Education in Illinois	5
Early Education in Naperville, The 1800s	6
Naper Academy, Circa 1900	
A New Century, Early 1900s	12
1922 Teacher's Contract	14
Naperville High School/Washington Junior High School	
The 1920s	15
Staff List, 1927-28	18
Ellsworth Elementary School	
Naper Elementary School	
The 1930s	19
District 78 Faculty	
The 1940s	21
Post World War II	24
Naperville High School	
Beebe Elementary School	
Highlands Elementary School	
Administrative Center	
The Sixties	30
Elmwood Elementary School	
Lincoln Junior High School	
Mill Street Elementary School	
Prairie Elementary School	
Enrollments, 1911-1971	36
The Seventies	40
Naperville North High School	
Jefferson Junior High School	
Maplebrook Elementary School	
Washington Junior High School	
Steeple Run Elementary School	
Madison Junior High School	
Scott Elementary School	
Bus Garage	
Facility Inventory, 1979	47
The Eighties	49
School District Facilities, 1983	54
Ranch View Elementary School	
River Woods Elementary School	
Meadow Glens Elementary School	
Kennedy Junior High School	
The Nineties	63
Kingsley Elementary School	
The Years Before and The Years Ahead	77
Selected District Committees	78

Composite ACT, SAT Scores	79
Enrollment History, 1972-1997	80
Average Class Sizes, 1992-1996	80
Comparative Figures, 1965-66 and 1995-96	81
Board of Education Members	81
Superintendents of Schools, 1997 Administrators	101
District 203 Facilities, 1997	102
Pictures of 1997 District 203 Board of Education Members	105
Pictures of District 203 Superintendents	106
School District Facilities Chart, 1983	107
School District Facilities Chart, 1984-92	108
School Calendars, 1927-28, 1977-78	109
IGAP Results, 1992-93 to 1996-97	111

## EARLY PUBLIC EDUCATION IN ILLINOIS

In 1785, the Continental Congress passed a law setting aside one lot in every township north of the Ohio River for the maintenance of public schools. Two years later, Congress adopted the Northwest Ordinance which provided a plan for government in the Northwest Territories and declared that "means of education shall forever be encouraged."

In 1818, the act creating the state of Illinois earmarked 3 percent of the proceeds from the sale of government land for education. The act met with opposition, because many pioneers were unwilling to pay for the education of other people's children and had little use for "book learning." Three years later, the first free school in the state opened in what is now upper Alton.

Although the Illinois General Assembly passed the Free School Act in 1825, public outcry caused legislators to repeal most of its provisions. The act had provided tax-supported schools for white children, but nothing for African American youth, who were almost completely uneducated until after the Civil War.

In 1854, the state legislature created the elective office of the superintendent of public instruction. Ninian Edwards, who later became governor, was appointed to serve in that position until the next general election.

In 1855, another free school law was passed by the state legislature, but the concept of free schools still was opposed by many. There were almost no public high schools in Illinois, teachers were poorly qualified and miserably underpaid, and there was bitter opposition to general taxation for schools. Most of the more than 4,000 schools were private or subscription schools meeting in churches, houses or crude shelters.

By 1883, when school attendance became compulsory, more than 800,000 persons ages six to 21 were enrolled in public schools.

The fundamental problems of funding and facilities remain to this day, but, since the early 1900s, state superintendents also have been able to seek to improve the quality of education in Illinois. State supervision of public schools began during the second decade of the 1900s, when schools that met or exceeded state standards were allowed to place metal plates over their doors labeling them as "standard" or "superior" schools.

## EARLY EDUCATION IN NAPERVILLE The 1800s

The Preemption Act of 1820 allowed homesteaders to purchase 80-acre tracts from the federal government for \$1.25 an acre in what had once been part of the Great Northwest Territory. The first settler to inhabit the location that was to become Naperville, Illinois, was Bailey Hobson, who arrived in 1830. The Stephen Scott family, including son Willard (who would become one of Naperville's leading citizens) had been in the area since 1826, when they were the first to settle in what later became Evanston. By 1830 both the Stephen Scott and the Willard Scott families and the family of Willard's father-in-law had moved to the junction of the east and west branches of the DuPage River near the northern edge of what later became Will County.

Shortly thereafter, Joseph Naper, who had captained sailing vessels on Lake Michigan, built a cabin at what later became the southwest corner of Mill Street and Jefferson Avenue. He and his brother John also built a sawmill on the river at the foot of what is now Mill Street. In the spring of 1832, Captain Naper brought his family and friends to establish Naper's Settlement, which would become the first town in DuPage County. Bailey Hobson moved his family up from the confluence of the east and west branches of the DuPage River and built a gristmill in the area now known as Pioneer Park.

Naperville's first settlers apparently were very much interested in education. Shortly after the first crude residences were erected, a one-room log schoolhouse was built on part of Naper's property, at what later became Jefferson Avenue at Ewing Street. The school term was delayed when the Bailey Hobsons were warned in May of an uprising led by Sac Indian Chief Black Hawk. Captain Naper and Alanson Sweet Road to Chicago to seek protection for the settlement from General Williams and his volunteer troops at Fort Dearborn, but the general refused to send his men into the countryside.

After Captain Naper and Sweet returned to the settlement, the men decided to sit tight, build Fort Payne, and send out frequent scouting parties. Some of the women and children went to Fort Dearborn to seek shelter. While there they had little to eat and suffered in cramped quarters. When the regular military troops came in from Michigan, the settlers were ordered to leave the fort. The departing volunteer company pleaded for space for Mrs. Hobson, her children, and other families. The women and their combined 15 children were given an upper room, about 10 feet square, where they remained until the men at Naper's Settlement learned of their predicament.

In July, the Hobson, Naper, Boardman and Scott women and children moved into a log house near the fort, where they remained until the Battle of Bad Axe in September, which ended the uprising.

In the meantime, the men at Naper's Settlement were sending out frequent scouting parties. Willard Scott, John Naper, and several other men celebrated the Fourth of July by heading out into the countryside to look for adventure. They camped at Au Sable Grove. After breakfast the next morning, Scott discovered signs that two adult Indians and a boy had passed near their encampment.

The settlers tracked the Indians to a Pottawatomie wigwam across the river. The Indians eluded their pursuers by crossing over to a small island and climbing trees. The Native Americans later boasted of eluding "White Eagle," as Scott was called, when they told their story to Pottawatomie Chief Robinson.

Scott had earned the "White Eagle (Kish-Wash)" title for bravery when he stood up to a group of tomahawk-brandishing braves, refusing to hand over his buckskin coat. He had lived among the Pottawatomie and learned their ways. For a time, the son of a chief had made his home with the Scotts.

After the women and children returned to Naper's Settlement, the first four-month session in the log schoolhouse began in December 1832. A Mr. Strong was listed as the teacher for the first session. Later, Lester Peet was hired to teach in the 14-by-14-foot room at \$12 per month. He also received lodging and board from different families in rotation during the five-month school year. Enrollment was 22. Supervising the school were Captain Naper, Bailey Hobson, and Christopher Paine.

In 1833, when the Pottawatomie Indians ceded their hunting grounds to the federal government, settlement of the region that was to become DuPage County became particularly attractive to pioneers coming from New York and Pennsylvania. The Naper family, by this time, had established a trading post, a sawmill and a gristmill.

Schooling continued to be a concern in Naper's Settlement. By 1835 a frame schoolhouse was erected on the site that later would become the intersection of Benton Avenue and Washington Street. A year later, Lewis Ellsworth bought 400 to 500 acres and erected a spacious home on the site of the abandoned Fort Payne. There, his wife's niece started a private school for 12 young ladies who learned "modern language," music, drawing and painting. Ellsworth later became the first probate judge of DuPage County.

Willard and Caroline Scott and their family moved to Naper's Settlement in 1838, a year after the family of Stephen Scott. Stephen, Willard's father, had captained cargo ships along the East Coast when the family lived in New York and Maryland.

Willard Scott built a three-story frame building at what now is the intersection of Washington Street and Jackson Avenue and operated it as a hotel. More than a century later, another building would be named for the Scott family by the public school system that would grow out of the first settlers' emphasis on education.

In 1839, Captain Naper and several others were successful in getting the state legislature to create DuPage County, which was named after an early French trader. All of northeastern Illinois had been Cook County, and Chicago officials had tried to block the action to divide it into DuPage, Lake, Will and McHenry counties.

In the election of 1840, Naperville, with a reported 3,535 inhabitants, was chosen as the DuPage County seat, primarily because of a planned merger with Will County. That merger never took place, and the county seat was transferred to Wheaton by a narrow margin in a hotly contested 1867 election following the close of the Civil War. Wheaton was more centrally located within the county and was served by the Chicago and Galena Union (later Northwestern) Railroad. Naperville refused to surrender the county records, which were "stolen" during a midnight raid by Wheatonites. Naperville sued, but lost the suit in 1871.

The Village of Naperville was laid out by Joseph Naper in 1842, but the state legislature would not incorporate the oldest settlement in DuPage County as a village for another 15 years.

In 1843, at a cost of \$97.26, Hobson School was built near Naperville, along the west bank of the DuPage River between what became Hobson Road and 75th Street. Participating families had contributed \$5 to \$8 toward its construction. Among the things needed for the school were one broom and dipper (33 cents), 50 panes of glass (\$1.50), and the setting of the glass and repairs (\$3.00). J. K. Whitman and Miss Jennie Goodrich each received \$10 for teaching eight weeks.

Willard Scott served as proprietor of the Naperville Hotel for eight years, until around 1845, when he sold it to James Dunlap, who rented out the rooms as offices. Willard Scott then erected a general merchandise store at what today is the northeast corner of Washington Street and Jefferson Avenue. He and his older son Thadeus turned their store, Willard Scott & Co., into one of the area's leading merchandisers.

The department store building was expanded to include a large hall with a balcony on the second floor. Scott's Hall would serve as the town's chief meeting place and cultural center for many years. Everything from poultry shows to spelling bees to high school graduations to golden wedding celebrations would be held there.

By 1850, Naperville embraced 1,628 residents. The town's leading merchants built Plank Road, a tollway of wooden planks, which was designed to promote commerce between the village and Chicago. There were complaints about its state of repair almost from the beginning.

During a meeting in 1850, Captain Naper, Alexander Howard, Dr. David Hess, Nelson Thomas, Mr. Youngbeim, Stephen Scott and merchant James Hunt discussed building a new schoolhouse. The proposal was voted down, but several men later decided to build a schoolhouse by subscription. Naper donated the land and the stone from his quarry. Others gave \$60 or \$75.

The building was to be 40 by 50 feet and three stories high. John Hall and Sam Baliman were the masons. John Collins and his father did the carpentry. Lumber shortages caused work to cease during the winters of 1851 and 1852. Finally, in December 1852, Reverend Nelson Atkins contributed \$700 toward the completion of the building so that he could establish a school in the upper south room.

Although parts of Naper Academy served at times as a newspaper office, storage facility and meeting hall, the private academy was in financial peril from the beginning. Originally, it served tuition-paying advanced pupils from as far away as Wisconsin as a three-year high school, but it later accepted students ranging in age from eight to 20. Some of them slept in classrooms. The students supplied tallow candles for light and participated in weekly spelling contests during the short winter and summer terms.

An article published in October 1853 in the *Chicago Democrat* stated that Naperville's first settlers struggled against "overpowering obstacles. They had first to lay the foundation of their future homes, and when they had taken the first steps in this direction, they were compelled to meet the government land sales, which extracted all their spare capital and left them almost without means to pay their debts. . . .

"When the California fever broke out, numbers were glad to turn their faces to the West with the hope of raising sufficient means to release their homesteads from mortgages. . . . This California emigration also helped to keep back (DuPage County), for those who went pledged all their means to get there, and many were able to meet their obligations, while others never returned to do so, having perished by the way or after they had reached their destination. . . .

"All these drawbacks, of course, affected Naperville, more or less, and it was not until within a few years that the place began to exhibit unmistakable signs of its future prosperity, and its importance as a commercial point. . . .

"Naper and Butler have erected a very fine, substantial stone dam across the river and built a grist mill, which does all the custom work of the place. . . . There are two large breweries (one owned by P. Stenger and the other by X. Egermann), more extensive than I have seen in Chicago. They are built of stone, which material is obtained here in large quantities, and is of first quality. . . .

"A brick-yard has been established here recently by George Martin, who expects to turn out about 200,000 bricks the first season . . ."

Martin's quarries, sand and gravel pits and lime kilns later were said to have furnished the actual "foundation" of Naperville.

The author of the 1853 article added that one of the dry goods merchants in town was Willard Scott & Co. and that "all the principal streets are furnished with good plank sidewalks. This is the work of the ladies here who, after petitioning in vain for sidewalks, got up fairs, etc., and in a short time raised the necessary funds. . . .

"In the important matter of school facilities, Naperville is rather in advance of other Illinois villages. There are no less than five large schools, which are well attended, especially during the winter months. A fine building of stone, erected within a short time by a joint stock company, crowns one of the most commanding knolls of the town. It is intended for an academy."

By the mid-1850s, more than 4,000 schools were operating in Illinois -- many in homes, abandoned buildings, churches, or any structure that would provide shelter. Most were private or subscription schools. In 1854, the Masonic Fraternity donated a room and Naper Academy finally was completed at a total cost of \$6,000.



Willard Scott was so well trusted that local citizens started asking him to hold sums of money for them. He decided to expand his building and open a bank. The Bank of Naperville, chartered in 1854, became one of the most stable and secure in northern Illinois.

C.W. Richmond succeeded Reverend Atkins as principal of Naper Academy in 1854. He declared that "in addition to the common branches of an English education, instruction is afforded in the language and natural sciences, including music, drawing and painting. . . ."

Hannah Ditzler's diary revealed something of teaching methodologies when she was a student during 1854 in the lower north room. Her teacher, Mrs. H. Snyder, would take the young girl on her lap to hear her read her lessons. Sometimes, the teacher would put mischief-makers into the wood box. The wood box had knotholes through which the miscreant would peep and throw out chips.

Naperville was becoming a prosperous community. Its sawmills were busy, grist mills provided flour for residents and nearby communities, surplus grain was hauled by horse-drawn wagons to Chicago, the Pre-Emption House served as a half-way stopping place for many traders and travelers, and horse-drawn reapers and mowers were easing the work load of local farmers.

During the three decades following the Black Hawk uprising, westward migration accelerated. Enjoying increased commercial traffic between the fertile plains and Chicago, Plank Road investors convinced Napervillians to refuse Northwestern Railroad a right-of-way through the village. As a result, the tracks were laid through Wheaton instead, and commercial trade and grain hauling soon followed the railroad.

Another type of "railroad" did pass through Naperville, however. Several citizens were active in the Abolitionists' Underground Railroad, which was used by Negroes fleeing from slavery in the South.

In 1856, a snowstorm drove a crowd that was listening to a campaign speech by Stephen A. Douglas to seek shelter inside Naper Academy.

By 1857, despite the departure of an estimated 100 residents to the gold fields in California, Naperville's population was approximately 2,000. After being severely damaged by a winter flood, the community became a village by act of the state legislature. Captain Naper was the village's first president. Its residents spent about \$3,400 in support of six churches, about \$1,500 on the "common schools," and probably more than that on the reported \$14,100 worth of beer sold by the town's two breweries. There also were two hotels, 12 stores, six churches, one bakery, one bank, two post offices, one gristmill, one sawmill and 10 manufacturers in town.

Naper Academy was offered for sale as a graded public school, and, in 1859, a referendum was held and carried for the purchase of the building for not more than \$2,500 by the newly formed School District 78. The female teacher in 1860 earned \$37.50 a month for the winter term, when she was expected to clean the place and stoke the fire. Her salary was listed as \$20 a month for the summer term.

A writer for the *New York Herald* described Naperville when he came to cover a famous divorce trial in 1860:

"Few persons wish to come this far out of the world, to dare seven miles (from the nearest train station in Wheaton) of perilous stage coaching; to be where no telegraphs flash news, and the mails are dilatory; where even a country paper is not, and where no excitement ever disturbs the public's mind.

"All around are the level prairies, broken only by a few groups of trees; and each house of the little town stands out boldly and independently with its level yard around it."

The reporter spoke of two taverns, two churches, a courthouse with a jail on the first of two levels, a few country stores, a billiard saloon, a lager beer manufactory, a livery stable and a small graveyard. The town had unpaved streets, few sidewalks, small and unpretentious residences, a wooden bridge over the DuPage River, and no streetlamps. Matches were considered a marvelous new invention.

Many of the young men from Naperville were involved in the War Between the States (1861-65). When news came that Fort Sumter had been fired upon in April of 1861, fearful townspeople stayed out on the street all that Saturday night, and preachers talked of war on Sunday.

The governor called for the organization and mustering into service of six regiments the following week, and by the next Sunday, the first detachment of Naperville men left for Chicago and active service. Many of the 365 enlistees from Naperville and nearby Lisle did not return alive.

Naperville School District 78 was established by the state legislature as a special charter district in 1863. That same year, Lewis Ellsworth became the first school commissioner for DuPage County. Many small school districts also were established in the areas surrounding Naperville. Teachers in the rural schools received free room and board in pupils' homes and earned more than Naperville teachers.

The Civil War turned Illinois into a center of agriculture. Completion of the Chicago Burlington and Quincy Railroad in 1864 gave impetus to commercial activity for the village. There was no school on April 10, 1865, the day the town learned that the Civil War was over, and general rejoicing reigned. Five days later, however, the Naper Academy door was draped with black and the belfry flag flown at half mast after the assassination of President Abraham Lincoln.

Enrollment at Naper Academy in 1865 was 22 students. Hannah Ditzler was planning to enroll as a high school student in 1865, but there were so many primary students that Principal Richmond asked her to act as teacher for \$3.50 a week. Richmond later resigned due to low enrollments in the upper grades.

The handsome brick mansion that still stands on the northwest corner of Washington Street and Franklin Avenue in Naperville was built by Willard Scott in 1867. After his son Thadeus' untimely death during a visit to New York City, Willard turned over the business to another son and concentrated on banking until his death in 1892.

Scott's sons also became business and civic leaders in early Naperville. Willard Scott Jr. operated the family store after returning from the Civil War with the rank of major. He was the town's first fire marshal and served as a village trustee and as mayor. He subdivided a section of Naperville known as Park Addition, bounded by Washington and Loomis streets, the Burlington Railroad and Ogden Avenue. Alvin Scott ran the grocery department of the store and served as a supervisor for Lisle Township.

By 1868, Hannah Ditzler Alspaugh was earning \$50 a month for the "usual five- to six-month school year" and facing 72 pupils in one room. That number reportedly climbed to 87 the next year. Alspaugh reported in her diary that "Some had to stand in the aisle, and when they were tired, others stood. . . . I did get low benches to put in the aisles for them to sit on, but then there was no room for recitation class."

To address the problem of overcrowding, the District 78 Board of Directors decided to divide the school into upper and lower grades, paying teachers of the lower grades \$20 a month and teachers of the upper grades \$50 a month. The education tax rate climbed from 75 cents per \$100 assessed valuation to \$1.

While Napervillians west of Washington Street were served by District 78, those residing east of the main thoroughfare were served by School District 7 and a separate, three-person board of directors for the Lisle Graded School, predecessor of the present Ellsworth Elementary School. The rustic one-room school housed as many as 61 students in grades one through eight.

The three District 7 directors met one to four times a year to decide on the length of the school term, to hire a teacher, and to establish a tax rate on property. In 1868, the directors decided to divide the Lisle Graded School. They established primary students in the nearby courthouse with a teacher paid \$20 a month. The teacher of the upper grades was paid \$50 a month. From a low of 30 cents in 1864, the east side district tax rate climbed to \$1 per \$100 of assessed valuation in the late 1860s.

In 1870, the east side electorate agreed to add a brick addition to the front of the one-room Lisle Graded School. In the next three years, the old schoolroom was reseated, a well was sunk, and a pump was purchased to supply water to the building. A wood shed also was built.

Higher education came to Naperville during 1870 in the form of Northwestern College, later renamed North Central College. Old Main, the first structure on the campus, was built with stones hauled from quarries in Lemont. Naperville's population purportedly was 1,713. A volunteer fire company was begun in 1874.

By 1876, almost 700,000 of the nearly one million persons in Illinois between the ages of six and 21 were enrolled in public schools. Until 1877, however, there was no fixed school term, and sessions often were conducted in winter and summer.

District 7 was recognized by the state in 1879, but Lisle Graded School was considered inadequate for the students in grades one through eight who lived on the east side of Washington Street. By a vote of 26 to four, voters gave district directors Edmund Stover, A.S. Riddler, and M.S. Ellsworth permission to purchase a site for a new building in Delcar Sleight's College Addition on Sleight Street.

District 7 constructed a building to be used for "the advanced class" on what now is the playground of Ellsworth Elementary School. Later, in 1884, a two-story brick building was erected to house all grade levels.

The west side School District 78 began graduating students from a three-year high school program at Naper Academy in 1880, with ceremonies for 13 graduates held at Scott's Hall. No graduates emerged from a four-year program in the east side District 7 until 1889.

In 1883, school attendance became compulsory in Illinois. Fines of \$5 to \$20 could be levied against parents or guardians of truant children. In 1885, the average expense per Naperville public school pupil was recorded as \$8.50. That same year, the first telephone was installed in the town. For several years, there were two privately operated telephone companies in Naperville. Some households had two telephones in order to be able to communicate with rural and town residents.

In 1888, when Miss Eva Schulenberg became the primary teacher at Naper, she had 90 pupils in her room. In 1890, the two rooms on each floor of the Academy were made into three, and a principal's office was added. The Village of Naperville was incorporated by a vote of 338 to 61 that same year.

The east side school was renamed Ellsworth School in 1891, possibly for Lewis Ellsworth, the first school commissioner of DuPage County, and/or for Milton Ellsworth, who had served from 1868-1877 as a director and clerk of the east side district.

During the 1890s, the "Naperville 400" formed men's social clubs — The Bald Heads and The Young Bloods. Courting was done via buggies. Ladies' hats were extravagant fashion statements. The village became a city of approximately 2,200 inhabitants, and a privately owned plant provided electricity for the first time. Until 1899, the Burlington Railroad transported up to 10,000 picnickers a year from Chicago's churches and clubs to Naperville, where they enjoyed a wooded area along the DuPage River.

There were 311 students in the "grades" and 51 high school students in the west and east side schools in 1896. That was the year Edna Wunder began her 45-year career as a Naperville educator for \$35 a month. More than 70 years later, a newly built Mill Street Elementary School would be dedicated in her honor.

A two-story addition was attached to the west side of Ellsworth Elementary School in 1898.

## **A New Century Early 1900s**

By the turn of the century, Naperville's population was 2,629 and the Naperville Lounge Factory (later to become Kroehler Manufacturing Company) was wholesaling lounges for \$2.50 to \$5 each. Wrigley Chewing Gum Company was offering the lounges as premiums to dealers who purchased \$25 worth of chewing gum. The Naperville public waterworks was established following voter approval in 1903, and backyard wells and hand pumps were giving way to the convenience of indoor faucets.

In 1904, gas heating was made available by a private company and some of the town's streets were being paved. A group of 51 west side citizens signed a petition that urged an election of a board of education and proposed spending \$4,000 to provide Naper Academy with running water and electricity. Although interest ran high and 300 votes were cast, both propositions were defeated by wide margins. Only 16 voted for the improvements and 58 to establish a board. In 1905, the District 78 Board of Education was formed, however, and the following year, water pipes and toilets were installed at the school.

Between 1900 and 1910, the issues of nutrition, immunization and health were added to the basic role that had been assigned to American education in 1640 by the Massachusetts Puritans. The Puritans had established schools to teach basic reading, writing, and arithmetic skills, and to cultivate values that serve a democratic society. During the first part of the 20th century, high school education became available to most children in the state, certification laws for teachers were toughened, and school enrollment increased rapidly.

Naperville became home to the Edward Tuberculosis Sanitarium (now Edward Hospital) in 1907. In 1909, O.A. Waterman arrived to assume the principalship of the newly "electrified" Naper Academy. By 1910 the Naperville city census was 3,449. A year later, the town became the smallest in the country with a fully equipped YMCA, and the east and west side school districts merged as School District 78.

The new, seven-member Board of Education named Waterman superintendent. He served approximately 116 high school students, who attended a four-year program of classes in the remodeled upper floor at Ellsworth; approximately 416 first through sixth graders in both buildings; and seventh and eighth graders located at Naper. Blanche Graham began her 31 years as high school principal during that first year of the united school system.

Naperville adopted a commission form of government in 1912. By that time, many Illinois schools had metal plates over their doors bearing the words "standard school" or "superior school." These plates indicated the schools met or exceeded state standards during the period that marked the beginning of state supervision of schools.

The high school program in Naperville was accredited both by the state and the University of Chicago. By 1913, it also was accredited by the North Central Association of Colleges and Secondary Schools, which had been formed by area colleges to encourage high schools to prepare their students for college level work. Generally, college admission was granted to students placing in the upper third of classes from accredited high schools, or to those whose grades averaged 85 percent or higher.

In 1913, the median teacher salary was \$760 per year. There were about 3,500 residents in Naperville and 113 pupils in the high school. The Class of 1915 graduated 32 pupils.

The town's first separate high school building was constructed at the intersection of Washington Street and Spring Avenue in 1916 at a cost of \$125,000. For the first time, high school freshmen and sophomores were able to take physical education two times a week in their own building, instead of going to the YMCA. The Board of Education received many reports that citizens disliked the new school's blank wall that faced Washington Street.

The new Naperville High School offered 26.5 units of credit in various courses. Sixteen credits were required for graduation. These included four years of English, two of physical education, one of

physiology, one of civics, and one of American history. Other subjects offered included algebra, plane and solid geometry, composition, rhetoric, literature, Latin, German, ancient history, English history, economics, physics, botany, zoology, physiography, commercial geography, arithmetic, law, manual training, bookkeeping, stenography, typing, art, design, mechanical drawing, music and public speaking.

Naper and Ellsworth wound up the 1916-17 school year with a combined total of 463 first through eighth grade students. The 194 ninth through 12th graders in the new high school were the first to witness graduation ceremonies in their own building. Previously, graduation ceremonies had been held in Scott's Hall, the site of such major town functions as slide and moving picture shows. Dr. G.B. Kimmel (father of Dorothea Kimmel, for whom Ranch View Elementary School would be dedicated almost 70 years later) was invited to give the baccalaureate address.

World War I affected the schools in many ways. In 1917 a certain amount of farming was accepted toward graduation credit "because of the U.S. boys working in the reserve." Manual training was dropped in 1918 because "men joined the Army." Because teachers became harder to find, females were allowed to continue teaching after they married. Few teachers appreciated the idea of the state pension fund, which was begun during the 1917-18 school year. Naperville High School graduated 31 seniors in 1917.

**A copy of an alleged 1922 Teacher's Contract from an unknown location in the United States indicates that the subject's salary was \$75 per month and lists many restrictions to daily life.**

Miss \_\_\_\_\_ agrees:

1. Not to get married. This contract becomes null and void immediately if the teacher marries.
2. Not to have company with men.
3. To be at home between the hours of 8:00 p.m. and 6:00 a.m. unless in attendance at a school function.
4. Not to loiter downtown in ice cream stores.
5. Not to leave town any time without the permission of the Chairman of the Trustees.
6. Not to smoke cigarettes. This contract becomes null and void immediately if the teacher is found smoking.
7. Not to drink beer, wine or whiskey. This contract becomes null and void immediately if the teacher is found drinking beer, wine or whiskey.
8. Not to ride in a carriage or automobile with any man except her brother or father.
9. Not to dress in bright colors.
10. Not to dye her hair.
11. To wear at least two petticoats.
12. Not to wear dresses more than two inches above the ankles.
13. To keep the schoolroom clean; (a) to sweep the classroom floor at least once daily, (b) to scrub the classroom floor at least once weekly with soap and hot water, (c) to start the fire at 7:00 a.m. so that the room will be warm at 8:00 a.m. when the children arrive.
14. Not to wear face powder, mascara or to paint lips.

## THE 1920s

Following voter approval for the expenditure of more than \$83,000, Naperville High School gained 11 rooms in 1925 to accommodate 203 seventh through ninth graders in the newly created junior high school program. Extra-curricular activities in the building included music, drama, speech, athletics, Junior Red Cross, scouts, and a variety of clubs. That year, 36 percent of the 55 high school graduates went on for advanced training.

Pupils at the old Ellsworth School reported that going to the washroom in the basement was "scary." The community suffered a succession of serious fires in the early '20s, and there were rumors that there was a "fire bug" in town.

In 1925, Miriam Morgan, a Wisconsin native, started her 35-year career in Naperville as a first grade teacher at the decrepit Ellsworth School. Morgan received \$1,000 for her first year's salary, plus an extra \$50 for her year of experience teaching in a Wisconsin country school. Her first class numbered 48. Eventually, she had the help of a college student, but there were no specialists in those days to assist children with learning disabilities or handicaps.

In 1926, voters elected the first woman to the Board of Education. Mabel Givler Goetz, a graduate of the Ellsworth High School Class of 1897, was perhaps the prime mover behind the group of concerned citizens who pushed the community into replacing the dilapidated old Ellsworth School and Naper Academy. Following her election in the spring of 1926, things started happening:

- The State Fire Inspector declared both Naper and Ellsworth unsafe.
- The Parents and Teachers Association was organized in 1927.
- Ralph Beebe was hired in July 1927 as superintendent of schools.
- Voters gave in to pressure from the State Department of Education, the State Fire Marshal's Office, and an active group of concerned citizens and agreed by referendum vote on October 8, 1927 to allow the issuance of \$50,000 in bonds (the district's total bonding power at that point) toward replacing the old buildings.

When Waterman relinquished the superintendent's office to R.E. Beebe in 1927, there were more than 830 students and a staff of approximately 30 teachers in District 78. Seventy years later, the community unit school system that would emerge from District 78 would serve approximately 18,000 students in 21 schools. Faculty and support staff would number more than 2,000.

The 1927-28 "Annual Announcement" of the public schools carried the motto "Naperville's Chief Business is Education." Comments within the publication indicated that the Board of Education had increased its tax levy in August 1926 to pay for most of the building program costs out of regular school tax funds and "there should be no logical reason why every citizen interested in Naperville's future should not go on record as supporting the much needed and required school building program." Total expenditures in 1926-27 had been \$172,303.31.

The 1927-28 school district newsletter included the following statements:

"The Naperville High School is fully accredited by the North Central Association of Colleges and Secondary Schools, the State Department of Education and the University of Illinois, and is a cooperating high school with the University of Chicago. This high standing enables graduates to enter most midwestern colleges and universities without examination.

"Many of these higher institutions of learning, however, confine their admissions to those students ranking in the upper third of their class or to those whose high school average is 85% or higher. Quality of work counts. . . .

"Parents and students should decide as early as possible the probable college to be entered and then be certain to confer with the Principal. This should be done by the end of the ninth year.

"Sixteen credits or units are required for graduation. A unit is usually a subject studied the entire school year with daily recitations five days a week. Vocational subjects, such as home economics,

manual training, typewriting, stenography, etc., require two periods daily throughout the school year to receive one credit.

"Subjects required for graduation are: four units of English, two years of Physical Education, one credit of United States History and Civics and one-half credit in physiology.

"Physical Education is required of all ninth and tenth year students. One-quarter credit is granted for each year's work.

"The University of Illinois now accepts two periods of typewriting without shorthand as one credit.

"Manual Training combined with Mechanical Drawing taken two periods daily receives one unit of credit."

Surrounding rural districts, such as the area served by the one-room Hobson School for grades one through eight, sent pupils to Naperville High School on a tuition basis. High school tuition for 1927-28 was \$150. That year, residents of the rural Hobson District 106 built a new, brick schoolhouse at a cost of \$10,000.

In March 1928, voters agreed to allow the Board of Education to issue an additional \$95,000 in bonds (after the district's bonding power had been raised) toward the cost of replacing the old Ellsworth and Naper schools. The new schools would feature the first classrooms for kindergarten. Under the board's plan, five-year-olds living west of Washington Street would attend kindergarten at Naper in the morning and those living east of Washington would attend Ellsworth in the afternoon.

The addition of kindergarten to the Illinois school system made it advisable to revise the age of school entry. Effective with the 1928-29 school year, a child would be eligible for admission into kindergarten in September if he/she attained the age of five no later than the following December 1. In prior years, a student would have been admitted to first grade in September if the age of six were attained no later than the following February 1. For the first time, parents were required to show their children's birth certificates before registration. The state of Illinois had recently started requiring physicians to complete official birth certificates.

Ellsworth School was rebuilt for \$106,353.60 (32.1 cents per cubic foot) and ready for students in September. Sixth grade teacher Margaret Lindsay also was principal of the new school, which was formally dedicated May 3, 1929.

Since Naper was not ready for the beginning of school in 1928, kindergartners met in "the same rooms as last spring," the first and second graders in the Masonic Temple, the third graders at Ellsworth, and the fourth through sixth graders in the Sargent Building for the first half of the year. According to legend, the old Naper Academy bell tower was placed on top of the new structure, which was completed at a cost of \$99,974.85 (32.4 cents per cubic foot.) The new Naper Elementary School was formally dedicated on January 14, 1929.

Both Ellsworth and Naper had been built according to designs by architects from Warren S. Holmes Co. Their philosophy was that an attractive physical environment enhanced the learning process. Considered advanced for their day, both schools were equipped with a gymnasium, a library, and art and music rooms, as well as a room for the newly instituted grade of kindergarten.

Total expenditures for the operation of the three Naperville public schools in 1928-29 amounted to \$290,306.92. V. Blanche Graham was still high school principal.

"In those days and through the war years," recalled Naperville educator Miriam Morgan Boecker, "the east side was supposedly a white-collar community and the west side was a blue-collar area. We were told we could expect differences in standards concerning discipline and learning achievement, but I never noticed any — and I taught in both schools."

Because women teachers were not allowed to be married in those days, Miriam Morgan would leave the district after becoming the wife of Paul Herman Boecker in 1930. She would return in 1943 to complete her 35-year association with the Naperville schools. Her husband Paul, who was cashier at



Naperville National Bank until his death in 1949, would serve for a time as treasurer for the Board of Education.

During 1928-29, Naperville High School classes were conducted between 9 a.m. and 3:15 p.m., with a 65-minute lunch hour. Extracurricular activities such as glee club, band, public speaking, dramatics, school banking, Girls Reserve, Hi Y, scouts and language clubs started after school, lasting until 4 p.m. Because this resulted in late athletic practices and dinners, the activities period was moved to 8:15 a.m. on days not preceded by such alternates as study hall and the weekly convocation of junior and senior high school students. Students whose school work was below par were required to attend the morning study hall, but those with passing grades could attend on a voluntary basis.

The high school teams' records in the Little Seven Conference were not outstanding, but prospects were improved by the inclusion during the 1929-30 school year of "lightweight" and "heavyweight" (over 135 pounds) football teams and by the arrival of coaches Don and John Harshbarger.

**STAFF LIST, 1927-1928, NAPERVILLE PUBLIC SCHOOLS**

**NAPERVILLE HIGH SCHOOL**

<b>NAME</b>	<b>POSITION</b>
R.E. Beebe	Superintendent
Ruth B. Keller	Secretary
V. Blanche Graham	Principal
Laura Wolverton	English, Algebra
Judson Gamertsfelder	Science
Ruth Gamertsfelder	Latin
Edith G. Smith	French, English
Edith Reaich	Commercial Branches
Gladys H. Kelham	Mathematics
Rosilla Ladd	Home Economics
Charlotte Trout	Shorthand, Typing
Martin L. Klein	Manual Training
Angeline Gale	History, Civics
Mildred A. Green	English, Dramatics
R.R. Rush	Science, Physical Education
Wayne Dennis	History, Typewriting
Louise Garman	History
Gretchen Hofsommer	Mathematics
Dorothy Scroggie	English
Edward M. Schap	Science

**ELLSWORTH SCHOOL**

Margaret Lindsay	Principal, Grade 6
Eleanor Giddings	Grade 6
Marie Lloyd	Grade 4
Lela Kipling	Grade 3
Sarah H. Meffert	Grade 2
Mariam Morgan	Grade 1
Margaret Weller	Ungraded

**NAPER ACADEMY**

Edna Wunder	Principal, Grade 6
Mianna Landis	Grade 5
Evelyn Betlach	Grade 4
Darlene Jones	Grade 3
Stella M. Larson	Grade 2
Marjorie McDermand	Grade 1

**SPECIAL TEACHERS**

Rosa C. Schmidt  
Irene R. Stark  
Music Supervisor

Physical Education

## THE 1930s

In 1931, H.C. Short was principal of Ellsworth, which served 221 pupils. Edna Wunder taught all of the town's seventh graders and headed Naper, which had 185 pupils. For most of his years as superintendent (1927-1958), Ralph Beebe managed the district with the help of only one secretary, Ruth Keller. He did all the personnel and business functions and evaluations of teachers.

"He did everything," said Katheryn Fry Holler, who joined the district in 1931. "He was so efficient and expected a lot of us as teachers. He was a great influence on the course toward excellence in our district."

The population of Naperville was approximately 5,120. Except for a few shacks in the woods, there were no houses south of Highland Avenue. Children could buy penny candies. Boys wore knickers and high-top shoes. Girls wore long stockings with bloomers and styled their hair in long curls. There were still horses tied to hitching posts. Ice was cut from the DuPage River in winter and delivered by horse and wagon, as was milk from the Otterpohl, Rife, and Tousley dairies.

The Depression forced many Illinois schools to close. Others hovered on the brink of disaster, cutting programs and paying teachers in scrip. The Illinois General Assembly took steps--meant to be temporary--to help the schools. A state sales tax replaced the property tax, and part of the motor fuel tax revenues were allocated to the schools.

During the Depression, members of the Naperville Parents and Teachers Association, headed by Lester Schloerb, questioned the wisdom of sending dues to the national organization with which they were affiliated. A vote during an open meeting in 1931 determined that the local group should withdraw from the national PTA and re-form as the Naperville Home and School Association. Divisions were established for each school. Schloerb later became a member, and then President, of the District 78 Board of Education.

Despite the fact that both Naperville banks closed for a time and most citizens were penniless in 1931, Naperville residents still raised \$24,000 to celebrate the town's 100th anniversary. A group of businessmen purchased a defunct quarry, which later was sold to the city, making possible the creation of Centennial Beach through federally supported Works Progress Administration (WPA) projects.

Kathryn Fry was a student at Illinois State Normal when she received a note from Superintendent Beebe, who said he knew she would be a good teacher and he needed her at Ellsworth. Beebe was a friend of her family and had headed the Mendota schools while Kathryn was moving through grades four through 12.

"I was thrilled when he asked me to come to Naperville," she said. "In those days there were 20 teachers for each job."

When she visited Ellsworth in the summer of 1931, she was impressed by its English architecture and high-ceilinged rooms with terrazzo floors and lime-stained oak woodwork and cabinetry. There were even window seats and a fireplace in the kindergarten room. The Parents and Teachers Association had supplied appropriate pictures and such homey touches as cupboard curtains. Fry also was pleased to learn that her principal was Harry Short, her former high school English teacher.

During the first year, Kathryn Fry devoted her mornings to teaching 12 of the school's 45 third graders, who needed more individual attention than they were getting in a crowded classroom. In the afternoons, she taught health, library and handwriting to other third graders. During the 1932-33 school year, she had a class of 46 fourth graders. The desks left no space for anything else in the room. Discipline was no problem, but frostbite was. Many of the children lived up to two miles away, along Plank Road, and they had to walk the distance, sometimes through deep snow.

"I took care of many cases of frostbite," recalled Fry. "Their little fingers would be frozen, and I had to put them under cold water. Their frozen lunches were put on furnace pipes to thaw."

Fry and her fiancé, Phillip Holler, unsuccessfully petitioned Superintendent Beebe and the Board of Education for permission to marry.

"Phil and I had been going together since 1930," said Fry, "but I would have lost my job if we married, and jobs were too precious. My salary when I started was \$1,300 a year. Then the Depression came on worse and we had to take cuts. I went down to \$1,100. Then they began paying us in scrip. We had to take IOUs for months at a time."

It would be July of 1943 before Kathryn Fry and Phil Holler were wed, shortly before he was sent to Germany with the Army during World War II.

When Short left the Ellsworth principalship in 1933, Edna Wunder became principal of both Ellsworth and Naper until 1941, when she ended her 45-year career. Irene Stark, for whom Jefferson Junior High would be dedicated in 1970, was the physical education teacher for students in kindergarten through eighth grade. Rosa Schmidt was the music teacher.

The first high school guidance services were begun in 1936 by social studies teacher Angeline Gale.

In September-October 1938, students at Naperville High School decided their athletic teams needed a symbol and a name. Mary Allen, who was editor of the school newspaper, wrote in the school news column in the *Naperville Clarion* that there was to be a contest to select a name for the school's athletic teams that would awaken pep and loyalty and "last always." When students were polled for possible nicknames, many suggested "Redskins," because the Washington Redskins were then "world champions." The name also was intended to honor the Native Americans who had previously inhabited the area.

In 1939, Illinois high school teachers were required for the first time to earn bachelor's degrees before taking teaching positions.

## THE 1940s

In 1940, the Naperville census was 5,272. Although the town's population had increased by only 152 citizens since 1930, Ellsworth School was overcrowded.

The Board of Education decided to make the first of what would become many changes in elementary attendance boundaries. Parents who lived east of Washington Street were invited to take their children to Naper if they wished them to have "more individual attention." In addition, all pupils north of the Burlington Northern Railroad tracks and west of Washington Street were reassigned to Naper.

When school began in 1940, registration fees were announced as 50 cents for kindergarten, \$1.80 for grade one, \$1.95 for grade two, \$2.60 for grade three, \$2.90 for grade four, \$3.25 for grade five, \$3.50 for grade six, and \$3.75 for grades seven and eight. High school students were assessed 25-50 cents for the use of each course book and purchased workbooks outright.

Provisions of the new Illinois Teacher Tenure Law included automatic rehiring for teachers following a two-to-three-year probation period. Teachers would automatically be rehired unless they received notice of dismissal 60 days prior to the close of school.

The end of the Depression and the first rumblings of World War II brought the federal government into education, first with New Deal programs to improve the economy, then with war preparedness activities. The federal legislature began appropriating special education funds, and the school lunch act was passed.

The District 78 tax rate for City of Naperville residents was increased from \$3.38 to \$3.85 in early 1941. Superintendent Beebe reported that the DuPage County Clerk had been instructed to extend the school tax by 47 cents in District 78. It was hoped that the action would pay off the bonded indebtedness the district had been carrying since the late 1920s. The Illinois Supreme Court had recently upheld a law authorizing county clerks to extend taxes to take care of interest and principal of bonded indebtedness.

The district's debt had been \$270,000 in 1929, when assessed valuation was cut by more than 30 percent during the Depression. Because receipts had been reduced correspondingly, the district had been unable to retire the still outstanding amount of \$145,000 when due in 1937.

"Many people in the community are asking why transportation is not provided; why the high school has no cafeteria and shops; why the physical education program does not include all four years of high school; . . . why teachers' salary cuts have not been restored," said Beebe. "All these and many other items call for additional revenue and buildings."

Beebe's subsequent statement would be echoed during the last decade of the 20<sup>th</sup> century by education supporters across Illinois. "An amended state constitution making possible other forms of taxation to relieve property tax will be the only real solution to the revenue problem. When all the wealth and income of Illinois pays its fair share, the load on property will be lightened and the schools will be properly financed."

In March of 1941, the Naperville Home and School Association conducted a dinner and fair to raise funds for a new refrigerator for the high school domestic science department and timpani for the bands. The evening included a performance by the band, a display of manual training projects, and tours of a new agriculture workshop that had been reconstructed from a coal bin.

In May, members of the Naperville Home and School Association conducted a kindergarten roundup for District 78. During the same month, the high school students received free TB tests from the DuPage County Tuberculosis Association, and the Martin-Mitchell Museum opened with exhibits of artworks by Naperville High School and North Central College students.

In June, 99 NHS students received their diplomas from Superintendent Beebe in ceremonies at Barbara Pfeiffer Memorial Hall. One-third planned to attend college, including 15 headed for North Central College.

Following the resignation of Edna Wunder in the spring of 1941, Robert Van Adestine became Naperville High School principal. Van Adestine had joined District 78 as a high school math teacher and coach in 1929. He had served as assistant principal for three years before becoming NHS principal. Merrill Gates was named principal of Ellsworth, and Thayer Hill was named principal of Naper.

When school opened the next fall, high school students learned that the Scott lot across the alley from their building finally were going to be made into tennis courts, a horseshoe court, and a girls athletic field. The Board of Education had authorized building alterations costing \$13,295 for the high school. Twelve rooms had each been outfitted with six, 300-watt, fluorescent lighting fixtures intended to provide adequate reading light without overloading the old wiring and fuse system. Physical education requirements were extended to juniors, per state legislation, and would be extended to seniors in 1942-43.

World War II curtailed building within the community, and hundreds of young men joined the armed forces. The war also affected Naperville High School curriculum. Principal Van Adestine recorded that "we have adjusted individual programs to meet employment needs -- agriculture and industry and the Victory Corps." Course offerings included pre-induction, electricity, radio, aeronautics, and problems of democracy. A four-year physical fitness program was instituted.

Superintendent Beebe spoke about "Our School's Responsibility in the War" during a September 1942 Ellsworth Home and School meeting. In October, all schools participated in a national scrap salvage campaign.

In 1943, the NHS agriculture department offered a course for farmers in machinery maintenance and repair, due to wartime shortages. The Naperville schools also sponsored "Bundle Days" for underprivileged children in the U.S. and for overseas war victims. There were 371 names on a roster of young men in the armed services who had been students at NHS for at least a year.

Following an accreditation inspection of Naperville High School during 1943-44, the state inspector said he was impressed by the "good corps of teachers" and pupils who were "interested and responsive in the classroom work. The general level of pupil achievement impressed me as being above average." He noted that 18 of 27 teachers had master's degrees.

However, the inspector said the high school did not provide for an educational program that would meet the needs and interests of all pupils. It was too small for the present enrollment, had no adequate central library, and had no satisfactory gymnasium or auditorium. Instructional equipment was at the bare minimum level, and an efficient administration was handicapped by a lack of financial resources.

The Board of Education called a special election in May of 1944 for the purpose of asking voters to increase the Educational Fund tax rate so that teachers could be offered more competitive salaries. The district's assessed valuation was \$3,282,426. The Building Fund rate of 88 cents was sufficient for operations, because war efforts prevented any changes or additions to current facilities. But, building costs were only about 28 percent of the district's budget.

"If the tax were voted," said Beebe, "it would mean that a taxpayer with an assessed valuation of \$1,000 would pay \$3 more a year."

The existing Educational Fund tax extension did not produce sufficient revenue to maintain "the present level of teaching and operation," continued Beebe. "If teachers' salaries cannot be raised sufficiently to retain quality instructors, vacancies will occur, which cannot in most cases be filled at current salaries unless inferior teachers are considered."

There had been a heavy decrease in teaching ranks due to young adults being called into the armed services, falling enrollments in colleges of education, and higher remunerations in other lines of work.

The 1944 proposal failed, but voters would be brought back to the polls in the spring of 1945 as the Board of Education sought permission to increase the Educational Fund tax rate so that teachers could receive promised increases ranging from \$350-\$500. Superintendent Beebe would persuade the community by saying that, since 1940, more than half the teaching staff had left for better paying positions. Voters finally would approve the increase by 713 to 133.

Dorothea Kimmel was appointed principal of Naper School in August of 1944 after Thayer Hill resigned to take a post with Western Electric in Cicero. His interest in the schools would remain high, and he would serve on the Board of Education for several years during the late 1940s. Hill would return to the school system as director of curriculum for the high school district that would be formed in 1952. Later, he would become superintendent of School District 204, which would be established on the west side of Naperville in 1972.

In 1946, District 78 purchased 37.2 acres from the City of Naperville for \$10. It was part of the Martin Mitchell Estate, which had been bequeathed to the city by the deceased brick magnate's late widow. The district's newly acquired property was adjacent to what later would become a museum complex named "Naper Settlement." The district's portion of the former estate would be used as the site of a new high school building.

Naperville teachers formed a professional association on November 26, 1946. District 78 acquired its first school bus in 1947. Brummel's Woods, one of the first of what would become many new subdivisions in a soon-to-expand Naperville, opened in 1948.

In July of 1948, Board of Education President Lester J. Schoerb asked the heads of civic groups to appoint representatives to a Naperville Area Council on Education. The new council would study problems such as a need for a new high school building, the teacher shortage, and the district's financial problems. The lack of funds meant that Ellsworth children would have to wait longer for an all-weather playground surface.

In the fall of 1948, Ellsworth Home and School members offered books by Naperville author Marguerite Henry at their first annual book fair. Driver training began at NHS. The District 78 Board of Education met on October 14 to review an architect's estimates on costs for constructing a new high school and to discuss what the finances on hand would cover.

In an effort to alleviate overcrowding, the board considered renting church school rooms for kindergarten, using vacated rural schools, holding half-day sessions for some grades, and buying steel structures that could be used temporarily as classrooms and later as garages.

Superintendent Beebe subsequently released architectural drawings for the proposed new high school. The center three-story unit would house academic classes, laboratories, and school and district administrative offices. The east wing would house a library and a social room with a stage. The west wing would include gymnasiums for boys and girls, music rooms, storage and office space, and a cafeteria.

A special election for issuing \$250,000 in bonds, the district's entire bonding power, was held January 15, 1949. The bonded indebtedness and \$500,000 on hand in the building fund would enable the district to build the three-story center section of the high school. The referendum passed by 460 to 439. Fewer than 50 percent of eligible voters cast ballots.

In June, 85 seniors graduated from NHS.

When the schools opened in September, kindergarten classes were held in the First Evangelical United Brethren Church on Center Street.



## POST WORLD WAR II

Kathryn Holler, who had left teaching in 1947 to concentrate on rearing daughter Mary Kay (later Mrs. Steve Hyett), agreed to return to the profession in 1950, when Superintendent Beebe "came and knocked on my door." Teachers were in short supply, and Kathryn agreed to return to Ellsworth, where she taught third grade for the balance of her 39 years with the Naperville schools.

Several societal issues were incorporated into public school curriculum during the 1950s. Sex education was introduced, more college-bound students began taking at least two years of a foreign language in response to new college entrance requirements, and safety education began.

More than 60 percent of the 98 seniors in 1950, the last class to graduate from the town's first high school building, would not go on to college. The school held its first annual career education program in March, when presentations by volunteers from local businesses and organizations replaced regularly scheduled classes.

Initially, Naperville grew as an independent community, but the introduction of the railroad and the automobile served to link it with the growing metropolis of Chicago. The post-World War II phase of the 20<sup>th</sup> century saw the beginnings of a suburban boom, when hundreds of families moved out of the central cities to the new suburbs. Apart from seeking space, greenery and clean air, they were drawn by the availability of attractive, easily financed suburban housing.

Between 1950 and 1955, the population in DuPage County increased by more than 80,000, to 235,000. It was estimated that the county population would reach 500,000 by 1980.

Naperville, like other communities in DuPage County, was already well established by this time with a stable downtown district and a strong civic government. Easily accessible from Chicago by train and highway, it grew rapidly. The gradual development of a research/corporate corridor in the northern part of Naperville, the quality of housing and services offered, and expanding city limits would eventually transform Naperville into the largest community in DuPage County and the third largest in the Chicago metropolitan area.

The post-war baby boom sent enrollments soaring in schools across Illinois and the nation. An acute shortage of teachers had been created during the war, as higher paying jobs in industry claimed workers. Also as a result of the war, adult education became a focus of attention. Returning servicemen and women took advantage of the G.I. Bill to further their educations.

The departure of hundreds of young men for the armed forces during World War II and wartime restrictions previously had curtailed building. Naperville's population had hovered around 5,000 for years, but it grew to 7,073 by 1950. The creation of new subdivisions was about to push the town into headlong expansion. Moser's Forest Preserve subdivision started in 1950. Green Acres homeowners began moving in, and Moser Highlands opened in 1951. In the three decades to follow, Naperville's population would increase by 508 percent.

Members of the Naperville Council on Education, the Naperville Planning Commission and the Board of Education toured the still unfinished new high school in January of 1950. The three-story central section — all that the district could afford to construct at the time — contained boilers and an air tunnel for its "modern heating system" in the basement, along with a temporary library and cafeteria. The hot lunch program would be set up under new federal and state lunch program guidelines. Students would pay 25 cents for their lunches, and faculty would pay 35 cents. The school would receive reimbursements for student meals of 4 cents from Illinois and 6 cents from the federal government.

The new high school would be completed in time for the fall term at a cost of \$904,706, including \$27,700 for the stadium and bleachers. But Naperville's football team would be the only one in the Little Seven Conference without night game facilities. In June, the NHS Boosters announced plans to raise funds for night game lights. Local service clubs joined in the drive to add a flagpole and plaque that would dedicate Memorial Stadium to local men and women who had served their country in World

Wars I and II. Local electrical contractors and Booster Club members volunteered to do the installation work.

Despite the delay of some equipment due to strikes and war requisitions, class began at 8 a.m. on September 5 under the supervision of Principal Van Adestine. Merrill Gates was principal of Washington Junior High School, and Thayer Hill was principal of the newly organized intermediate school (fourth through sixth grades) in the junior high building.

Naperville's new high school, now called Naperville Community High School, was a boxy, three-story structure accompanied by a cinder track and football field. There were no gymnasium facilities. High school students were bused to Merner Fieldhouse at North Central College for physical education classes and to Washington Junior High School for shop classes. The boys had physical education classes at Merner on Mondays and Wednesdays and the girls on Tuesdays and Thursdays. The high school basketball team practiced at the original high school building. The additional bus needed to move students around for all these activities arrived during the second week of school.

The first night football contest of the 1950-51 school year had to be played at West Aurora High School, but Memorial Field was dedicated during the home game with Downers Grove on September 22. An estimated 3,500 citizens were in attendance as the \$10,000 project was dedicated in ceremonies led by Van Adestine, Board President Lester Schloerb and NHS Boosters Club President Obed Albrecht.

That same fall, the town was saddened to learn that Les Van Poucke was the first local boy to be killed in the Korean Conflict.

A beginning teacher's salary in 1950 was \$2,200. A male member of the faculty who took on a coaching assignment earned an additional \$100 for each sport he coached. Superintendent Beebe was responsible for setting salaries. He would inform representatives of the Naperville Teachers Association when he was presenting salaries to the District 75 Board of Education for adoption.

Longtime football coach John Harshbarger gained a new assistant named Dick Smith, who had started teaching sixth grade at Washington the year before. Smith also was an assistant basketball coach. In 1953 he started the interscholastic baseball program. Smith also was one of the volunteers credited with starting Naperville Little League and Pony League.

Lowell (Bud) Berger, Smith's basketball teammate at North Central College, joined the high school faculty in 1951. He also coached several sports, among them indoor and outdoor track. He was responsible in 1958 for starting cross country as a fall interscholastic sport.

During January of 1951, Kroehler Manufacturing donated furniture for the high school's two reception rooms, the teachers' lounge and the home economics living room.

The following spring, voters responded to a plea by Superintendent Beebe. They voted 798 to 262 to restore the Educational Fund maximum tax rate to the level set in 1945. It was necessary for voters to re-endorse the rate ceiling after the Illinois Supreme Court issued a decision that would result in a 26 percent reduction in equalized real estate assessed valuation. In addition, Judge Keeney's decision in "the Bensenville Case" limited the tax levy to less than half of what was considered necessary for education purposes. Superintendent Beebe told voters that a reinstatement of the maximum rate was a legality and probably would have little effect on their tax bills, but if voters did not reaffirm the maximum rate, the district might not have sufficient funds to open school in September.

According to articles in the *Naperville Sun* newspaper, the town was in the throes of a building boom. During the first five months of 1951, 70 home building permits were issued. An article in the newspaper stated that "newcomers are attracted by Naperville's fine school system, Centennial Beach, a convenient train service into Chicago and a friendly community."

As school opened in September of 1951, a teaching staff of 68 (11 of them new) greeted almost 1,500 students. Merrill Gates had been appointed to the new position of director of curriculum services. Thayer Hill was principal of grades four through eight at Washington, where he involved the younger students in the student council program that had been initiated in 1943 to encourage a sense of

responsibility and knowledge of the principles of democracy. Dorothea Kimmel and Lois Stauffer were principles of Naper and Ellsworth, respectively.

At the end of October, a well-known educator and radio commentator spoke at the General Home and School Meeting about "Television: Miracle or Mediocrity."

In March of 1952, voters agreed by a three-to-one vote to consolidate the area known as District 71 into District 78. District 71 residents had been served by the recently closed Bronsonville Schoolhouse on Naperville-Wheaton Road. Superintendent Beebe explained that state legislation in the past four or five years had encouraged the annexation of smaller districts in order to decrease the large number of school districts in the state. District 71 pupils already attended District 78 on a tuition basis, and their parents found the system to be a good one for their 39 children. The annexation would bring total assessed valuation in District 78 to \$22,692,577. This would increase bonding power, which was needed to finance the construction of new schools.

The consolidation necessitated the election of a new Board of Education to include representation from District 71. Voters also decided that District 78 should become a general district under current state regulations and drop the charter district designation made in 1863. If it became a general district, it could absorb non-operating small districts, such as the one that had been served by the recently closed Erb School. The former Erb students already were attending school in District 78.

Shortly after graduating 93 seniors in ceremonies at Pfeiffer Hall in June of 1952, the Board of Education decided to restrict District 78 to kindergarten through eighth grade. Naperville would need a separate high school district in order to make it legally possible to consolidate neighboring Districts 96 and 102 (which had no high schools). If a new high school district were formed, it could increase its boundaries by consolidation, acquire more assessed valuation, and, as a result, have greater bonding powers for the purpose of constructing facilities. Enrollment was increasing fast, and more classroom space would be needed.

By referendum on June 17, 1952, voters agreed to the formation of a separate high school district by 136 to seven. The following month, the first Board of Education for High School District 107 was elected.

Opening enrollment in September 1952 was up by 17 percent over the prior year. Kindergarten enrollment had jumped from 140 to 220 and was scheduled in three shifts. Lois (Mrs. Wesley) Stauffer had 423 kindergarten through third grade students in classes meeting at Ellsworth. Dorothea Kimmel had 362 primary students at Naper. Thayer Hill had 486 fourth through eighth grade students at Washington. There were 510 high school students at Naperville Community High School.

In November of 1952, the District 78 Board of Education announced plans to construct an elementary school on a site that had been purchased for \$6,000 in 1926 from the Arthur Fry farm. The north side location seemed logical, as there were 175 pupils at Ellsworth and Naper whose residences were north of the tracks.

Voters within four territories in Will County petitioned to join District 107 and were absorbed in January of 1953. Naperville Community High School served a territory of 75 square miles, encompassing areas to the east, south and west of District 78. Elementary District 78 encompassed approximately 20 square miles. Its boundaries were largely coterminous with the city boundaries.

*Naperville Sun* reporter Jean Schmus wrote that "the Naperville school system has always been above standard." She explained that forming a larger community high school district increased assessed valuation in District 107 to \$40 million.

School board elections were held each April. Until 1952, school boards had six voting members, plus a president who was chosen by the general electorate and had no vote, except in the event of a tie. After 1952, all members were elected for three-year terms. The president was elected by his fellow board members, and he/she and four other members served on both the elementary and high school boards.

The Illinois system of public education evolved during the 1950s into a full, free system. In 1954, with its "Brown vs. the Board of Education" decision, the U.S. Supreme Court ruled that maintaining separate facilities for black and white children denied equal educational opportunity. Federal funds poured into the schools to strengthen programs in mathematics, science and foreign languages. In 1958 alone, 1,500 classrooms were built in the state.

The school year was 185 days long. In 1953, a pre-graduation survey made by senior class counselor Angeline Gale revealed that 47 of 97 graduating seniors planned to go to college, another two were set on nursing school, one on business school and one on beautician school. Survey responses indicated that the average senior boy wanted to get a construction job or something of the sort so that he could "salt away about \$600 during the summer."

The boards of District 78 and 107 adopted a new salary schedule in 1953. Inexperienced teachers with degrees would start at \$3,100. Each teacher was required to earn six semesters of continuing education credit every five years in order to advance on the salary schedule.

In May, architect Thomas Higgins presented to the joint boards a sketch of the planned north end elementary school and plans for the addition of the east and west wings to the high school.

During 1954, Merrill Gates, then coordinator of curriculum for Naperville's school district and later county superintendent of schools until his retirement in 1975, labeled the bumper crop of students in the first through third grades as the "largest generation the country has ever had." There were 1,220 students in grades kindergarten through eight in three buildings and 560 at the high school.

A hint of what changes technology might bring to the community could be found in one high school freshman's project that year. Jim Buchman built Oscar, the Robot, who walked, talked, and smoked via electric motors, circuits, transformers and an intercom. In June of 1954, 70 of 113 NCHS grads, about 62 percent of the class, announced they were headed for college.

In July, the District 78 and 107 boards awarded \$1.5 million in contracts for the construction of the north side elementary school and the additions to NCHS. The District 78 Board opened bidding for the addition of four rooms at Ellsworth and a gymnasium and two classrooms at Naper, along with the conversion of a second-floor gymnasium into two classrooms. Ellsworth's new south wing cost about \$60,000. Remodeling at Washington cost \$59,727.

For the 1954-55 school year, beginning teachers earned \$3,400. The teacher shortage was severe. There were almost two openings for every qualified teaching graduate nation-wide. Districts 78 and 107 employed 106 persons, with a total budget for salaries of \$466,650 — \$362,890 of that for 87 teachers, Gates and Superintendent Beebe. Two nurses served all the schools in town, including SS Peter & Paul and Bethany Lutheran. The value of the District 78 and 107 school buildings and their contents was estimated at \$3,540,000.

While the new north side school was under construction, the District 78 Board voted to name it after Ralph E. Beebe, who had so successfully guided their district for the last 28 years.

In 1955, the 18-room Ralph E. Beebe Elementary School was opened, the wings were added to NCHS, and the area beneath the Memorial Stadium bleachers was enclosed. Naper and Ellsworth each gained classrooms, and Washington was refurbished to house 398 sixth through eighth graders. As the student population continued to grow, however, there were times when sixth graders were housed at Beebe, or in the yet-to-be-built Elmwood and Mill Street schools.

With the opening of Beebe School in 1955, the Board of Education set the kindergarten through fifth grade pattern for the town's elementary schools. Beebe Elementary School's opening enrollment was 318 students.

Before school started, teachers met with townspeople in 10 workshops. They discussed school and community activities, whether parent/teacher conferences were worthwhile, and topics such as "How Democratic Are We?" and "Juvenile or Adult Delinquency?"

The Boards of Education decided to hire a business manager to help Superintendent Beebe with the affairs of Districts 78 and 107. Erwin Hake, the new business manager, needed both teaching and business experience in order to understand how to requisition equipment and supplies, develop the budget, and supervise the buildings and grounds and transportation departments, the lunch program, and the rental of school facilities.

The agrarian nature of the countryside around the growing community was reflected in the activities taking place in the newly enclosed area beneath the high school stadium bleachers. Agriculture students culled chickens and learned how to pour concrete, test milk and repair farm machinery. They also used power tools and welding equipment, attended a yearly tractor school, and made frequent field trips to the numerous farms surrounding the town.

An unidentified citizen was quoted in the local newspaper during 1955 as saying "Naperville finally has educational facilities which will be adequate." Two years later, however, voters confirmed the need for more schools by voting 490 to 114 in support of a District 78 referendum for the construction of Highlands Elementary School near the North Central College athletic field.

Elementary District 78 housed 1,704 students in 1957-58. Its budget was approximately \$625,000 and cost per pupil approximately \$382. The Educational Fund tax rate was \$1.46 per \$100 assessed valuation. At the same time, District 107 housed 778 students. Its Educational Fund budget was approximately \$678,000 and cost per pupil was \$440. There were 122 teachers in the Naperville public schools.

Bonds for \$525,000 were sold in 1957 at 3.95 percent interest to build Highlands Elementary School on 7.3 acres donated by Moser Lumber Company and three lots purchased for \$10,000 from Willow Trees, Inc. Homes in the surrounding Moser Highlands subdivision were selling for \$20-25,000.

The Beebe Division of the Naperville Home and School Association held its first annual pumpkin festival in October 1957.

Superintendent Beebe notified the Boards of Education that he would be retiring during the summer of 1958. By March, the joint boards had selected Harry Koss, Ed.D. to replace him when he retired in July. Erwin Hake, the school business manager, was named secretary of the District 78 Board. Superintendent Beebe previously had served as board secretary. Koss assumed the superintendency of Districts 78 and 107 in July 1958. He would hold the position for four years, until Robert Perz became superintendent in 1962.

During 1957, the Board of Education for rural District 106, which contained Hobson School, saw that their area was being subdivided for a development that might produce 230 students by 1960. Since their school was designed for 20 to 25 pupils, a citizens advisory committee recommended in November that District 106 be absorbed into District 78. The annexation vote in March 1958 was approved by a vote of 567 to 186. The brick Hobson School building, which had been rebuilt in 1928 at a cost of \$10,000, was never used by District 78. During following years, it was leased to Little Friends Inc. and then to Hobson Cooperative Nursery School.

Voters returned to the polls in May of 1958 and, by 221 to 78, approved a \$250,000 addition to Washington Junior High School. The addition would include six classrooms and an all-purpose room, to bring the building capacity to 640 pupils. Some renovation work also would be done. Officials admitted that Washington was outmoded in many respects, but the renovations and additions would make it serviceable for many more years. The Board of Education architect estimated that a new building for 640 pupils would have cost approximately \$800,000.

Also on the ballot was a proposal to move the districts' administrative offices out of the high school and to build the first, separate, public schools administrative center. It would be built at the intersection of Webster Street and Hillside Road, behind the high school stadium, and open up needed classroom space.

In 1958, the District 78 Board of Education reduced the number of buses used to transport children from seven to six, thus requiring more children to walk to school. The buses had covered about 92,000 miles during the 1957-58 school year. In 20 years, there would be 45 buses traveling 430,000 miles a year.

At the start of the 1958-59 school year, the Boards of Education allowed principals to have "clerks" to relieve them of the need to act as their own secretaries. School opened in September 1958 with 798 students at the high school, 596 at Washington, 407 at Highlands, 304 at Beebe, 312 at Naper, and 370 at Ellsworth. Long-range projections were that Naperville eventually would need 12 public schools.

The opening of the town's fourth public elementary school was marked by an open house on September 21, 1958, hosted by Principal Frank Singer. Built at a cost of \$13.85 per square foot, Highlands contained 36,256 square feet. There were 14 classrooms, plus a library, a music room, offices, and a gymnasium with a stage at one end.

Harold C. Moser offered to donate 7.5 acres and \$25,000 in cash to the building fund toward the site of Elmwood Elementary School. He wanted District 78 to annex the Meisinger and Hoffman Farms, land currently in Granger Districts 90 and 58, so he could develop the West Highlands Subdivision. The District 78 Board formally accepted his offer in April of 1959. By that time, enrollment in the elementary and secondary schools was more than 3,000.

Responding to changing concepts in education, the Naperville Boards of Education also agreed in 1959 to participate in the School Association for Special Education in DuPage (otherwise known as SASSED) in an effort to meet the educational needs of children with disabilities.

The first full-scale, six-week summer school program was offered in 1959. It served 387 students in courses such as reading, personal typing, English, algebra, solid geometry and driver education.

According to Olcott's *Land Values Blue Book* in August 1959, DuPage County land values had jumped by a range of 100 to 300 percent during the previous five years.

## THE SIXTIES

During the 1960s, Naperville Community High School served students from Eola, Wheatland and Granger elementary districts, as well as Naperville. Elementary District 78 would complete three new elementary schools and one junior high, start a third junior high and add to another. High School District 107 would build two additions at NCHS, start construction of a second high school, and purchase the 100-acre Hartman Farm near 87th Street and Plainfield Road as a site for a potential third high school. Reformation of elementary and high school districts in the area during the decade of the seventies, however, would put that site in another public school district.

In January of 1960, a citizens advisory council was formed to look into future high school facility needs and an addition proposed for Beebe. An architect was chosen to design a second junior high.

Naperville was experiencing consistent growth. A special census taken in 1963 showed Naperville's population as 16,091. Another special census in 1966 put the total at 18,734. The number would more than double within 20 years.

In March of 1960, the Boards of Education boosted salary levels to \$4,700 for beginning teachers and \$8,000 for teachers with master's degrees, plus 30.

The NCHS guidance department was chaired by social studies teacher and counselor Angeline Gale in 1960. The famous indoor mile runner (4:05.3) Gil Dodds had joined the department as a guidance counselor in 1959. As a runner, he had retired the Wannamaker Trophy in 1948 after three consecutive wins. He held every major indoor mile record at one time and had received the Sullivan award as an outstanding American athlete. Dodds came to NCHS after having served as varsity track coach at nearby Wheaton College.

The first new educational facility to be completed during the decade of the 1960s was Elmwood Elementary School. The construction of Elmwood, ratified by voters in May 1959, resulted in a 19-room elementary school built for \$448,594. It opened in 1960 and reflected changing concepts in educational architecture. The 15 grade-level rooms and two kindergarten rooms were grouped around an activity center/band room complex that shared a stage. Each wing included an auxiliary instruction area and each classroom had an outside entrance for safety reasons. Among the building's new concepts were activity corridors and two strategically located libraries.

In a two-page newspaper ad in August of 1960, general contractor Concannon Builders and Joliet architects Kruegel, Healy & Moore called the new Elmwood an award-winning school that translated new ideas in education into tangible form. The design won a certificate of merit from the National Association for School Administrators.

When campaigning for Elmwood's construction, the District 78 Board had promised to make full use of the 550-pupil building: "The few classrooms not immediately needed in 1960 will be used to house sixth grade pupils from Washington, thus relieving the gradually developing housing problem there."

Elmwood's Principal Don Barnickle was given permission to coordinate and implement a "nongraded" primary program and cooperative teaching methodologies. Barnickle later gave workshops on "nongradedness" and was a consultant to similar programs in Virginia, Kentucky and Ohio. He also served as a consultant for the State of Illinois Gifted Program. Elmwood later was selected as a demonstration center for the Illinois Plan for Program Development for Gifted Children. A state grant was awarded for the development of materials and the implementation of nongraded cooperative teaching strategies in the fourth and fifth grades. During the latter part of the decade and the early part of the seventies, hundreds of educators visited Elmwood to observe and learn more about the program.

The decade of the 1960s was marked by lavish federal funding for compensatory education and innovative projects. Funding made available in the 1960s made possible the creation of comprehensive libraries within public schools.

The decade also was marked by rapid growth in the population and in the value of real estate. Moser purchased land for Maplebrook subdivision in 1960, for Cress Creek in 1962 and for Saybrook in 1963. In the meantime, other developers were creating such subdivisions as Indian Hill, Pembroke, Brush Hill, River Oaks, Olympic Terrace, Naper Carriage Hill, Century Hills and Huntington Woods.

In 1960, the high school graduates numbered 238. The District 107 Board of Education and its Building Advisory Council sought, but did not receive, approval for a \$2,506,000 addition to NCHS, including a swimming pool. Enrollment had doubled in 10 years from less than 500 in 1950 to approximately 1,000 in 1960. It was projected that high school enrollment would be 2,400 by 1970.

In 1961, Beebe Elementary School was enlarged at a cost of approximately \$40,000. The Public Schools Administrative Center was completed for approximately \$65,000. The average selling price for homes in Moser Highlands was \$25,600.

The high school population was now 1,120 students with 66 teachers, who earned, on the median, an annual salary of \$7,430. Of the graduating seniors, 73 percent went on to advanced education or training. Convinced of the need for more educational facilities, voters agreed to a 10-cent increase in the high school Education Fund rate, an addition to NCHS (but not the pool), and to the construction of the town's second public junior high school.

On September 5, 1963, the new "flat wing" at NCHS was inspected by the public. It contained chemistry and physics labs, music areas, technical arts shops, a commons area, a cafeteria and kitchen, a faculty lounge, administrative offices, a health office and business education classrooms. With window wall construction and new interior load-bearing walls, the section was designed to accommodate future rearrangements of room configurations.

Lincoln Junior High School was built on 3.8 acres donated by Olympic and 5.0 acres donated by Moser, plus 5.0 acres purchased by District 78 for \$14,000. It opened in the fall of 1963 with a student population of 465 kindergarten through eighth grade students. Residents wondered why it had been built "way out in the middle of nowhere." The intersection by the school featured primitive versions of what would become a four-lane highway (75<sup>th</sup> Street) and Olympus Drive. Carol Brand, who was opening Principal Don Bergendahl's secretary, said her view from the office windows was a farm silo.

In 1963, sixth grade instruction departed from the elementary mode to become departmentalized in a manner similar to that for seventh and eighth grade students. This meant that sixth graders also changed teachers and classrooms according to the subject matter taught during each class period.

Voters again went to the polls in September. They rejected a District 78 proposal for an addition of 12 rooms at Elmwood and an increase in the Building Fund tax rate minimum from 18.75 cents to 25 cents per \$100 AV. They also rejected the District 107 proposal for an increase in the Educational Fund rate from 75 to 90 cents. The issues were again placed before voters in March of 1964, when District 107 requested a maximum Educational Fund rate of 96 cents. The high school proposal failed once again, but Elmwood received its addition and Lincoln its industrial arts, home economics, art and regular classrooms.

In 1964, Bell Labs announced plans to build north of Naperville. The complex would prompt development of a "High-Tech. Corridor" along East-West Tollway I-5 (later I-88).

Lincoln opened in 1965 as a junior high for 595 sixth through eighth graders. Don Bergendahl continued at the helm until his untimely death in August 1976. He lived to see Lincoln's enrollment peak at 1,035 during the 1975-76 school year.

The high school rate increase proposal was placed before voters, again, in February 1965. An estimated deficit of \$208,135 loomed due to increases in expenditures necessary to provide for an expected influx of approximately 165 students a year. The high school Board of Education already was economizing with a hiring freeze, making classes larger, reducing supplies and equipment, curtailing expenditures for the athletic program, and proposing further restrictions.



Between September 1964 and September 1969, elementary enrollment grew from 3,817 to 5,369 and high school enrollment grew from 1,702 to 2,643 — increases of 39 percent and 55 percent, respectively.

The Cooperative Education Program (later called the Career Education Internship Program) began in 1965-66 when NCHS business education teacher Phil Scheel started a marketing education course. The Naperville Area Chamber of Commerce and Districts 78 and 107 Business Manager Erwin Hake helped launch the program involving a half day of classes and a half day of work in "training stations" sponsored by area businesses. Career and vocational education would receive increasing support from federal and state governments in succeeding decades.

Industrial arts teacher John Gillen initiated the industrial cooperative education program. Gillen had joined the district as general shop teacher at Washington Junior High School in 1955 and moved over to NCHS to take over the drafting program in 1962. He would become director of career education in 1972.

Gillen was very active in the teachers' professional associations. He served as president of the Naperville Teachers Association (NTA) in 1958-59 and as president of the Naperville Community High School Teachers' Association (NCHSTA) in 1966-67. The NCHSTA had been formed during the early '60s, when the high school teachers separated from the NTA.

Gillen was NCHSTA president when Charles E. Landreth became superintendent in 1966 and established a salary negotiating process that involved three teachers and three board members. During 1966-67, the negotiators developed the district's first indexed salary schedule and initiated a health and hospital insurance plan for district employees.

The District 78 Board of Education called voters back to the polls in April of 1966.

"Enrollment grows so fast," explained a referendum brochure titled 'Bigger Again,' "that per-pupil expenditures outweigh the added income represented by new industry, new housing and state aid."

Since 1960, explained the brochure, assessed valuation in the district had increased by 56 percent while enrollment had risen by 77 percent. An improved tax rate would help the board begin to reduce deficit financing without impairing educational programs.

Voters approved the \$1,049,375 referendum to build Mill Street Elementary School on 14.25 acres north of Ogden Avenue, along the east side of Mill Street. Recommended capacity would be 800 students in 20 regular classrooms, two kindergarten rooms, four special education rooms, a central learning resource center, a gymnasium with stage, and offices. Until Mill Street School was completed, pupils residing north and northwest in District 78 would attend a crowded Beebe Elementary School or would be bused to buildings that had space for them.

Voters also approved a 15-cent increase in the District 78 Education Fund tax rate.

#### **AREA DISTRICTS' 1966-7 EDUCATION FUND RATES**

<b>West Chicago</b>	<b>\$1.53</b>	<b>Wheaton</b>	<b>\$1.40</b>
<b>Elmhurst</b>	<b>\$1.53</b>	<b>Glen Ellyn</b>	<b>\$1.40</b>
<b>Warrenville</b>	<b>\$1.46</b>	<b>Downers Grove</b>	<b>\$1.32</b>
<b>Lombard</b>	<b>\$1.46</b>	<b>Naperville</b>	<b>\$1.40</b>

In *Naperville Your Town*, a booklet published by The League Of Women Voters in 1966, the authors wrote that "Naperville still retains many small-town features, including a central square; summer band concerts with ice-cream socials; a community swimming pool; its own museum; an annual businessmen's holiday the first Wednesday in August, when no stores are open; and the closing of local businesses every Wednesday afternoon.

"There are two local weekly newspapers, the *Naperville Sun* and the *Naperville Clarion*; 22 church congregations; eight public and three parochial schools; one college; and one seminary."

The booklet listed entries employing about 1,500 people, including one plant of "Kroehler Manufacturing Company (the world's largest manufacturer of upholstered furniture); General Carbon Company; DuPage Precision Products; Prince Castle-Cock Robin Company (ice-cream products); DuPage Boiler Works; Amuro Products Company (a division of Wrigley Company); Les Brown Company; Young Rubber Company; Checkmaster, Inc.; and Bell Telephone Company's Indian Hill Laboratories (electronic switching equipment). A plant employing 500 is scheduled for completion by National Biscuit Company in 1968."

The booklet further stated that over 1,500 residents commuted to work on the Chicago Burlington & Quincy Railroad, and more than 100 worked at Argonne National Laboratory in Lemont.

"Probably Naperville's most striking characteristic," continued the booklet's authors, "is its recent growth." They indicated that within the corporate limits in September 1966 were 18,736 inhabitants. Many hundreds of acres had been annexed to the city during the past 12 months, and the city now included approximately 6.5 square miles. Naperville City Hall was still in the stone building on Jefferson Avenue. The Public Works building was at the corner of Jackson Avenue and Webster Street.

The police and fire station shared a Public Safety Building built in 1956 at 133 W. Jefferson Avenue. In addition to the chief, the police department consisted of 18 officers and eight school crossing guards. The department had two jail cells and five, radio-dispatched police cars. The fire department staff included chief and assistant fire marshals, six fire engineers who "manned the fire equipment and alternate at the police desk," and 25 paid-on-call volunteers. The fire department operated three pumpers, built in 1924, 1954 and 1963, and two rescue and squad cars.

The *Naperville Your Town* booklet described District 78 as encompassing 23 square miles and 4,276 pupils in five elementary schools and two junior highs. District 107 "includes all the area of District No. 78 and all or parts of other elementary districts. . . . In September 1966 the high school had an enrollment of 1,991 students (and) is accredited by the North Central Association of Colleges and Secondary Schools. . . .

"As of September 1966 District No. 78 employed seven principals, three assistant principals, 158 classroom teachers, 13 special teachers for the elementary schools' music, art, and physical education, two speech correctionists, six teachers for handicapped pupils, one reading supervisor, two full-time librarians (at the junior highs), one library supervisor and two half-time librarians (for the five elementary schools), and two nurses.

"As of September 1966 District No. 107 employed one principal and one assistant principal, 95 classroom teachers (including special teachers for physical education and the fine and technical arts), six full-time counselors, three librarians, one nurse, and one teacher for handicapped students.

"Teachers may belong to the Naperville Teachers Association or the Naperville High School Teachers Association.

"A joint salary schedule for the two districts is adopted each year by the Boards of Education after a series of meetings between board representatives and teacher association representatives. The 1966-67 salary schedule . . . ranges from \$5,400 a year for a bachelor's degree with no experience to \$10,800 for a master's degree with 30 extra hours and 20 years experience. An earned doctorate brings \$500 above the salary position at M.A.+30 hours. Increases are granted for tenure and for semester hours of credit or other approved means of professional growth. Six hours of credit are required every five years except for teachers at or above the M.A.+30 hours, who are required to complete six hours every eight years. . . .

"Since 1958 a Joint Curriculum Advisory Council has studied curriculum in the two districts and has made recommendations to the Boards of Education. . . . The Council, in 1966-67 numbering 36 people, is composed of representative teachers, principals, Board members and laymen. It meets monthly (except December) during the school year."

Among the advisory council's recommendations that had been approved by the boards were teacher committees for revision of English, social studies, mathematics and science; the employment of a library supervisor for the elementary schools; the institution of specialized reading instruction; the addition of social hygiene education; and employment of a school psychologist.

"Special features of the Naperville schools," continued the booklet's authors, "include continuing progress (non-grading) for all elementary schools; team teaching; field trips; visits from community resource people," and an art appreciation program in elementary schools (sponsored by school-based divisions of the Naperville Home & School Association and the Naperville Art League).

The Edward Hospital District, a tax-supported district formed as of March 1959 by public referendum, operated a not-for-profit general hospital with 148 beds. It included a two-floor building opened in 1962 and an addition completed in the fall of 1966.

Student dress codes were still in effect during the '60s. At Ellsworth Elementary School, where Lois Stauffer had served as principal from 1950 until Dwight Hollonbeck took over in 1967, girls were not permitted to wear slacks, jeans or shorts to school. Supreme Court decisions between 1967 and 1972 overturned long-standing codes of dress and behavior. No longer could school officials or a community dictate mode of dress, length of hair or moral codes.

Social changes in the '60s were causing the public to question "traditional" approaches to teaching and academic evaluation. Educators began experimenting and trying to instill "fun" into the process of learning. Individualized instruction techniques replaced more rigid, large-group instruction methods. New ways were sought to identify academic progress without labeling students with grades. Vocational education received greater emphasis and funding. Basic course requirements in English, history, and foreign languages that couldn't be proven immediately useful sometimes were dropped or replaced by elective course offerings.

Higher rates of inflation increased home values, and homeowners' real estate taxes. Inflation and enrollment growth also increased school operating costs.

In Naperville, taxpayers were saddled with the need for more and more schools to house a mushrooming population. In 1967, voters were again called to the polls by both districts. In June, the high school district won approval for the addition of 10 classrooms, a library, a contest gymnasium, a boys' locker room, counselors' offices and six physical education teaching stations at NCHS. These additions would increase maximum capacity to 2,300 students. District 107, which was operating on a budget of \$1,573,486, also was given voter permission to buy property and to build the town's second public high school in phased construction.

Taxpayers further agreed to allow an increase in the District 107 Educational Fund tax rate ceiling from 96 cents to \$1.17. If the measures had not passed, said board members, seniors would have had no physical education facilities and other classes would be overcrowded. Enrollment in the high school had more than doubled in eight years.

In 1967, Elementary District 78 had an operating budget of about \$2,155,011 and an average per-pupil cost of \$488. The elementary board again called voters to the polls in September of that year to approve proposals for a fourth remake of Washington Junior High School, the construction of Prairie Elementary School and Jefferson Junior High School, the purchase of two school sites, and an increase in the maximum tax rate for the Building Fund.

A referendum brochure stated that District 78 enrollment was more than 4,600 and would grow by nearly 1,500 students by 1971.

Although not quite finished in the fall of 1967, Mill Street Elementary School opened in time for the school year. Robert Hillenbrand was principal. Enrollment was 596 students. It was the first elementary school to have rooms designed specifically for art, music and special education. Its 26 classrooms included partition walls that could be opened and closed, allowing teachers the flexibility of changing the instructional environment from that of an enclosed classroom to one suitable for

large-group activities. Arranged in grade-level groupings, the classroom pods surrounded a library-learning center.

At this time, Elmwood School by now had 30 rooms, Beebe 18, and Highlands 16. Naper and Ellsworth each had 11 classrooms.

Between 1967 and 1970, the Naperville public elementary and high school student populations increased by approximately 25 and 30 percent, respectively. Operating costs at the end of the decade averaged between \$600 and \$700 per pupil. There were 415 teachers serving students in both districts. The "new math" was being taught, and newly instituted vocational education courses included ornamental horticulture, auto mechanics, and the building trades program in which students built a single family residence during the school year that was then sold through a realtor.

Toward the end of the decade, NCHS classes were conducted on a shift basis, with upperclassmen arriving for first period and freshmen and sophomores not arriving until third period.

Between 1967 and 1976, state legislators required public schools to offer instructional programs in such areas as drug abuse, sex education, equal rights, special education for ages three through 21, consumer education and health education. An art curriculum guide for kindergarten through twelfth grade in the Naperville schools was written in 1968.

Mill Street Elementary School was dedicated in February of 1968 to the memory of Edna C. Wunder, who had attended school as a child in Naperville and had been an educator in the public elementary schools for 45 years. She had taught grades four through eight at Naper and Ellsworth, served as principal of Naper from 1925 to 1933, and served as principal of both Ellsworth and Naper from 1933 until retirement in 1941.

Also in 1968, the District 78 Board of Education purchased a 7.7 acre school site in Maplebrook II. The third addition/renovation at Washington Junior High School was completed that year. The project included physical education and home economics classrooms, locker and shower facilities, remodeling and life safety work.

On July 26, 1968, Naperville Community High School was re-named Naperville Central High School by the District 107 Board of Education. The town's second high school, which was to be built at the intersection of Mill Street and Ogden Avenue, would be known as Naperville North High School. The first phase of construction at North would house up to 1,000 freshmen.

Prairie Elementary School was opened on a 13-acre site in the fall of 1969. Construction and equipment costs were \$923,400. Principal Kenneth W. Johnson greeted the first 525 students. The 17 classrooms had a recommended capacity of 600 students and, as at Mill Street Elementary School, were grouped by grade levels around a central library (learning resource center).

In 1969 the combined tax rate for both District 78 and District 107 was 4.552.

**NAPERVILLE PUBLIC SCHOOLS ENROLLMENTS  
1911-1929**

YEAR	HIGH SCHOOL	JUNIOR HIGH	ELEMENTARY	TOTAL
1911-1912	116		416	532
1912-1913	124		376	500
1913-1914	113		416	529
1914-1915	142		407	549
1915-1916	144		456	600
1916-1917	194		463	657
1917-1918	173		459	632
1918-1919	167		450	617
1919-1920	191		484	675
1920-1921	197		496	693
1921-1922	228		488	716
1922-1923	276		506	782
1923-1924	295		494	789
1924-1925	294		522	816
1925-1926	206	203	400	809
1926-1927	202	219	406	827
1927-1928	315	558 (1st kindergarten incl.)		873
1928-1929				914

<b>NAPERVILLE PUBLIC SCHOOLS ENROLLMENTS, 1940-1960</b>				
<b>YEAR</b>	<b>HIGH SCHOOL</b>	<b>JUNIOR HIGH</b>	<b>ELEMENTARY</b>	<b>TOTAL</b>
1940-41	458		512	970
1941-42	458		573	1031
1942-43				
1943-44				
1944-45	449	134 (7-8)	450 (K-6)	1033
1945-46	462		619	1081
1946-47		156 (7-8)	493 (K-6)	
1947-48				
1948-49				
1949-50				1095
1950-51				1276
1951-52	497		988	1485
1952-53	510	486 (4-8)	785 (K-3)	1781
1953-54				
1954-55	560		1220	1780
1955-56	650	398 (6-8)	999 (K-5)	2047
1956-57				2160
1957-58	778		1704	2482
1958-59	798	596	1393	2787
1959-60	904			3143

<b>NAPERVILLE PUBLIC SCHOOLS ENROLLMENTS, 1960-1972</b>				
<b>YEAR</b>	<b>HIGH SCHOOL</b>	<b>JUNIOR HIGH</b>	<b>ELEMENTARY</b>	<b>TOTAL</b>
1960-61	1000			
1961-62	1114		3003	4117
1962-63	1251			
1963-64				
1964-65	1702	1200	2617	5519
1965-66				
1966-67	1991		4276	6267
1967-68	2256		4639	6895
1968-69	2553			
1969-70	2643	1616	3753	8012
1970-71	2989			
1971-72	2998		5450	8448

## THE SEVENTIES

The decade of the 1970s saw the creation of Naperville Community Unit School District 203, the provision of smoking areas on the high school campuses, the rise and fall of a computer-assisted method of individualized instruction at the elementary level, the use of an "open" school concept, the bare beginnings of instruction in computer programming, and the city's first teacher strike. Naperville's Jewish community encouraged District 203 schools to tone down religious emphases during holiday programs, and the federal courts banned prayer in public schools.

PLAN, a computer-assisted method of individualized instruction, was conducted on a trial basis in some of the elementary schools. Initial reception in the community ranged from cool to hostile by those who feared it would dehumanize the education process. PLAN was intended as a classroom management tool for teachers who were trying to allow each student to progress at his own achievement pace via a system of individual learning "contracts."

Each child completed activities outlined in assignment units. The teacher introduced each unit with a short explanation and followed it up with a short test. If test results indicated the child had met his or her learning goals, a new unit "contract" began; if not, supplementary work activities were prescribed until a satisfactory level of performance was achieved. A computer was used to help teachers keep track of student progress.

The computer-assisted method of individualized education proved rather costly and was dropped when district-wide achievement tests showed no difference in the learning rates for children in the PLAN system as compared to those involved in more traditional learning styles. The idea of individualized instruction and some uses for individual learning contracts were adopted in other ways throughout the district.

The end of the decade was marred by escalating energy costs, gasoline shortages, and increased incidents of vandalism and substance abuse among the young. The decade drew to a close with double-digit inflation and demands for tax relief.

Prairie Elementary School was dedicated in honor of Marjorie McDermand on February 22, 1970. She had taught first grade from 1927 to 1935 at Naper and from 1935 to 1964 at Ellsworth (except for one year as a second grade teacher). Dr. John Fields replaced Charles Landreth as superintendent of schools in 1970.

The combined operating budget for Districts 78 and 107 during 1970-71 was \$8,601,363. Average per pupil cost was between \$600 and \$700. The addition of new facilities, teachers and students had doubled school district operating costs between 1967-68 and 1970-71. Inflation and new home and commercial construction increased revenues from real estate taxes and state aid.

The community became a two-high-school town for the first time in over half a century when Naperville North High School was opened under phased construction in 1970 at a cost of \$4,177,778. The new high school's first phase contained core facilities for a recommended capacity of 2,300 students but only enough classrooms for up to 1,000 freshmen. The first NNHS principal was former Director of Music DeVerne Coleman. He would later request reassignment to his former duties as vocal music director. In 1977 Doctor Bruce Cameron took over as principal of North.

Also in 1970, District 78 opened the first section of Jefferson, its third junior high, on a site containing 5.193 owned acres and 14 acres of leased land. Jefferson contained 17 classrooms housing sixth and seventh graders and some special education students. After completion in 1973, Jefferson would have a recommended student capacity of 900 sixth through eighth graders. Heading the staff was Principal Eugene Drendel, a Naperville native who had been assistant principal at Lincoln Junior High School for five years. He later would become associate superintendent of secondary instruction.

The elementary district purchased in 1970 a 19-acre site at Signal Point that would become the location of a fourth junior high school, which would be named after the late President Madison.



In April of 1971, Jefferson Junior High was dedicated to Irene Rose Stark, who had been the physical education teacher of elementary students and high school girls from 1926-1955 and of junior high girls from 1955-1964.

In 1971 and again in 1981, objections were made by members of the community to faculty selections of textbooks. In December 1971, the District 78 Board considered and rejected a request by several citizens — including one of the board members — to ban the use of an eighth grade text titled *Quest of Liberty*. The group considered the textbook un-American because it pointed out mistakes the United States had made in wartime and foreign policy matters. Almost 10 years later, another social studies text — this one for a supplementary civics course and titled *Governing Your Life: Citizenship and Civics* — and a health text titled *Modern Sex Education* were subjects of controversy. In the second instance, also, the Board of Education upheld the selection of the teachers.

During the first part of the decade, the Illinois legislature modified wording in the new Illinois constitution that affected school districts' bonding powers. It provided unit districts with higher bonding power limits, an important factor in Naperville and other growing communities that always seemed to need more schools. Almost immediately, several area districts filed petitions seeking to reform as unit districts.

In Naperville, a citizens advisory council recommended the reorganization into a unit district because it would mean a substantial increase in state aid and better coordination and articulation of K-12 instruction. A unit district would be more efficient to operate and probably would need fewer administrators than separate elementary and secondary districts. It also would provide opportunities for better control and development of curriculum and instruction from kindergarten through grade 12. High School District 107 was enrolling students from seven elementary systems, and levels of preparation were not always consistent. In addition, formation of a unit system would simplify salary negotiations and enable the board to establish one salary schedule and more uniform teaching hours for elementary and secondary faculty.

The Naperville boards agreed with the citizens advisory council recommendations. They also were concerned that a unit district the size of District 107 would be unwieldy. The high school district encompassed approximately 75 square miles — much of it undeveloped farmland to the west and south. It was felt that a unit district should be not much larger than Elementary District 78, if efficient management was desired.

Andrew (Mike) Wehrli was the District 107 Board of Education member who was asked to contact board members in the outlying elementary district to obtain their input concerning the new legislation, their preferences concerning assimilation within a Naperville unit district to be numbered 203, and their recommendations concerning the formation of a separate Unit District 204 in the western portion of what was then District 107. A newly formed District 204 would receive start-up capital when the assets of District 107 were divided. The assets would include a transfer of ownership of school sites and a percentage of cash on hand and receivables.

Gordon Gregory, then president of Elementary School District 90, which included Granger and Longwood schools, was among several influential citizens who foresaw the eventual development of the agrarian areas west of Naperville and the advantages of starting afresh with a new school system. Former Naperville school administrator Thayer Hill was superintendent of Granger Community Consolidated School District 90 at that time. He later became the first superintendent of District 204.

Other boards contacted by Wehrli included those of SS Peter and Paul Parochial School, Wheatland Community Consolidated School District 40-C, Valley View Public School District 96, Indian Plains District 182 and St. Raphael School.

Gregory was a leader in the movement to form District 204. His efforts were supported by such well-known area residents as Neval Yeates, vice president of the District 90 board, and James and Robert Clow and Donald Metzger, then treasurer, president and member, respectively, of the District 40-C board.

Residents within some of the areas to the east of Naperville chose to be included within District 203, rather than Lisle District 202. Similar decisions were made by residents within the northern part of Will County as much discussion gradually established the division of District 107 into Unit Districts 203 and 204.

"People might question boundary decisions in light of current development," said Wehrli in 1997. "But back then, there was nothing west of Naperville-Plainfield Road, except for a few houses on the west side of the street, which were included in District 203. In retrospect, it's a wonderful thing that District 204 was born. If all of District 107 had been kept within one unit system, it would have been unwieldy to manage."

Boundary questions delayed a formal referendum for the formation of the two unit districts until the middle of 1972, when state and county authorities allowed the questions to be placed before taxpayers.

In the meantime, on April 29, 1972, District 78 again called voters to the polls, this time for a \$2,900,000 referendum for additions to Prairie and Highlands elementary schools, the construction of phase II at Jefferson Junior High School, and the construction of Maplebrook Elementary School. The addition to Prairie would increase the school's recommended capacity to 700.

A June 1972 referendum caused the dissolution of Elementary District 78 and High School District 107 and the formation of a 32-square-mile Community Unit School District 203. The District 107 Board served as a caretaker board until the first District 203 Board of Education was elected on August 12, 1972. A total of 1,914 District 203 residents selected as their representatives Daniel Butler, Mary Lou Cowlshaw, John Dahlberg, Dean Davis, Marjorie Osborne, Wilma Reschke and Andrew Wehrli.

On opening day of the first school year in the newly formed District 203, there were 5,865 students in grades kindergarten through eight, 3,204 students in grades nine through 12, and 87 students receiving special education services. Jerry Wizorek was the new principalship of Ellsworth. He replaced Dwight Hollonbeck, who had moved over to the larger Beebe School.

A resolution dividing the assets of District 107 between Unit Districts 203 and 204 was signed on October 13, 1972 by Merrill Gates, a former Naperville school administrator who had become the elected superintendent of the DuPage County Educational Service Region and ex-officio secretary of the County Board of School Trustees. The resolution ordered that 7.705% of the net worth of District 107, then valued at \$14,541,371.83, would be allocated to Unit District 204. This included the Hartman Farm (estimated value of \$400,000) and funds and receivables amounting to \$720,412.70.

Superintendent Fields stated at the time that he foresaw future developments that would "require that (we) reexamine . . . the role of public education in our society. It will be critical that we as Americans work together to continue to improve upon the greatest system of education on Earth in order that we may survive the stresses of our times."

After the transformation into Unit District 203, the public school system in Naperville received increases of approximately \$1,540,000 in state aid for 1972-73, permitting the reduction of the combined tax levy for all six funds from \$4.461 to \$3.831. Because there was as yet no high school in the newly formed District 204, Naperville Central High School in District 203 continued to receive students from that area and tuition reimbursement from the state.

In February of 1973, voters agreed to raise the tax rate ceiling for the Educational Fund in District 203 by 14 cents. They also agreed to the new unit district's referendum for phase II at Naperville North High School. Phase II included an auditorium and a pool. It was projected that combined high school enrollments would reach 5,330 in 1979-80. Inflated housing and living costs and an economic recession at the end of the decade kept the actual figure much lower.

The 52,700 square foot addition to Jefferson was completed in 1973.

The NNHS addition was completed at a total cost of \$7,918,303 in 1974. Sophomore classes had been added to the expanded North High School for the 1973-74 year, and juniors moved in as Phase II

construction was being completed. North became a four-year high school at the start of the 1976-77 school year.

In 1974 Maplebrook Elementary School was completed at a cost of \$1,491,633. It contained teaching stations in an "open school" floor plan that relied upon carpeting and free-standing storage units, rather than walls and doors, to provide sight and sound barriers. The only self-contained rooms were those for kindergarten and first grades. Designed to meet current trends toward "flexible grouping" and "individualized instruction," teaching stations surrounded a learning resource center. Due to the addition of audiovisuals and other resources besides books, the school library had come to be known in Naperville as the Learning Resource Center (LRC).

The 700-student Maplebrook Elementary School opened in the fall of 1974 with 621 pupils attending. R. Jan Rodriguez was principal, the first female building administrator in the school system since the 1950s.

During 1974, District 203 resigned from the Upstate Eight Conference. Naperville Central and North joined the high schools of Wheaton, Glenbard and West Chicago in the formation of the "DuPage Valley Conference."

Naperville was in the throes of a boom in the construction of single family residences. Record-breaking numbers of building permits were issued monthly by city offices during a time when most of the rest of the nation was in the middle of a recession and declining school enrollments.

When school opened in fall 1975, the District 203 student population was 10,381. Waubonsie Valley High School had opened in adjoining Community Unit Indian Prairie School District 204, but 68 seniors remained in District 203 to conclude their high school years. Projections foresaw growth to more than 15,000 by 1984.

For the 1975-76 school year, the base salary in Naperville for first-year teachers was \$10,390. The top salary on the schedule was \$22,715 for teachers with master's degrees plus 42 credits and 34 years of experience. The proposed operating budget was \$17,546,197. It represented a 13 percent increase from the 1974-75 budget, primarily because of increases in salaries, the addition of 35 staff members, and an expanded program at NNHS.

"Our tax rate stayed about constant over the last three years," said Director of Business Affairs Gary Martens, as the Board of Education considered requesting a tax levy increase.

"This is largely due to an increase in state aid and local assessed valuation," said Martens. "In fact, our 1975 rate request is still 20 cents lower than in 1971, before the elementary and high school districts joined to form a unit district.

"This is despite the fact," continued Martens, "that the district has let bonds for almost \$10 million during this period for phase II construction at North High, construction of Maplebrook School, and additions to Prairie, Jefferson and Highlands schools."

Between spring of 1975 and February of 1976, a Citizen's Year-Round School Study Committee examined the feasibility of establishing a year-round school program. It was reasoned that if students attended during rotating blocks of in-school and vacation time all year, the facilities and staff could accommodate a burgeoning student population without the addition of more school buildings. The concept was judged feasible, but the study committee doubted that the community would accept such a system. Carolyn LeSage was general chair. Mary O'Keefe chaired the enrollment subcommittee, Dick Hill the facilities and transportation committee, Dan Adams the overview of plans committee, Wayne Pruiett the finance committee, and Bill Reid the educational programs committee.

The national women's rights movement led to the implementation in 1975 of regulations resulting from Title IX of the 1972 Education Amendments. Title IX was designed to bring equality to the treatment of males and females in schools and colleges. Physical education was to become coeducational — except for rough contact activities — and girls were not to be discouraged from taking subjects traditionally considered "masculine" nor boys from subjects traditionally considered "feminine."

By 1978, all kindergarten through college academic courses must be offered on a coeducational basis. Separation of the sexes still would be allowed in sex education courses and in facilities such as showers and locker rooms.

In October of 1975, District 203 voters reversed a December 1974 rejection and agreed to a \$7,400,000 Board of Education proposal to build a fourth junior high, raze and replace Washington Junior High, and build a ninth elementary school. The issue included an agreement by the State of Illinois Capital Development Board to finance about 45 percent of the cost of building a new Washington if the community would agree to abandon the old building and finance the remainder of the construction costs. That same month, the public was invited to tour the recently completed Naperville North High School.

Two major developments in late 1975 drastically affected the heretofore healthy District 203 financial picture, causing the school board to face an imbalance between revenues and expenditures that threatened to spiral beyond local control. Dan Walker, then Governor of Illinois, used amendatory veto powers to reduce the state's support of local schools from the legislated full funding level after it became obvious the state was in a serious financial bind. At the same time, a previously legislated adjustment in real estate assessment rates came into effect. The effect of a new tax multiplier was a \$21,000,000 drop in the assessed valuation of real estate within District 203. The purpose of the legislated revisions in tax multipliers had been to equalize assessment rates around the state, but the practice caused financial difficulties for many school districts.

"With regard to growth," said Bob Marshall, assistant superintendent for curriculum, in January of 1976, "Naperville may be 10 years behind the times. While other communities and school districts are losing population and cutting back, we are continuing to grow steadily."

The number of building permits issued in Naperville for single-family residences was 230 during the period of September through December 1975, as compared to 93 for the same period in 1972. Among the fastest-growing subdivisions were Hobson Village and Naper Carriage Hill. The massive Green Trails Subdivision, located within the corporate limits of Lisle and inside the eastern portion of District 203, was just beginning to develop. The Board of Education had agreed to purchase 63 acres of the Wohead Farm along Olesen Drive as a possible site for a third high school. Sites for elementary and junior high schools were amply provided for under a precedent-setting ordinance developed by city of Naperville officials requiring subdivision developers to set aside land or cash for parks and school sites.

Dr. David Willard, administrative assistant to the superintendent, predicted District 203 enrollment could total 15,000 by 1985-86.

District 203 administrators encouraged teachers to use a variety of teaching strategies to help all students meet learning goals established across the district. Student achievement was high.

"Throughout the district," said Dr. William Lawrence, associate superintendent for instruction in January of 1976, "each grade level continues to score well above average in all subtest areas of the Iowa Tests of Basic Skills."

Administrators noted that teachers were continuing to modify and improve instructional programs. Science and math curricula were under study. Federal reimbursement was being sought for expenditures related to the addition of instruction in the metric system. Increased attention to consumer and health education was being incorporated into the high school programs in response to mandates by the state legislature.

Figures published by the DuPage County Education Services Region for the school year ending June 30, 1976 included the following:

	Wheaton 200	Elmhurst 205	District 203
1975 Assessed Val.	\$264,939,554	\$268,276,215	\$221,753,610
Ave. Daily Attendance	11,677	10,227	10,394
1975 Total Tax Rate	4.4353	4.1196	4.5086

State Aid Received	\$6,316,637.30	\$5,212,379.57	\$5,284,849.56
Bond & Interest Debt	\$16,491,783.88	\$8,605,227.00	\$28,298,906.00

Despite the board's reduction in support staff and services and a cut of around \$900,000 from the 1976-77 budget, revenues were expected to be 35 percent less than expenditures. The outlook for the next year showed an estimated imbalance of 52.27 percent. In view of the district's financial position, the teaching staff agreed to an increase of 5.8 percent in average salary and fringe benefits, far less than the rate of inflation.

Enrollment in the fall of 1976 reached 10,803. Operating costs per pupil had almost doubled in five years, to an average of approximately \$1,700. The city was still growing and now had a population of 31,000. In August alone, 99 permits were issued for the construction of single-family residences.

On November 13, 1976, voters responded to an appeal for help from the Board of Education, approving an increase in the maximum for the Educational Fund levy rate of 50 cents (up to \$3.07 per \$100 assessed valuation) and the construction at a cost of \$1.7 million of Scott Elementary School. The total District 203 tax rate for 1976 would be \$4.9316.

In the spring of 1977, the board reported that enrollment was growing by an average of 46 students per month, mostly at the elementary level. Builders had given district officials figures that indicated their combined subdivisions could produce a need for 14 more elementary schools, five more junior highs and two more senior highs before all available land was developed.

Between 1976 and 1980, the city of Naperville's population would increase by 38 percent. Between 1970 and 1980, dwelling units increased by 113 percent. More than 31 percent of the housing units occupied in 1980 were moved into between 1975 and 1980.

All around the Chicago metropolitan area and the rest of the country, however, other school systems were facing the need to close schools as enrollments shrank. The teacher shortage of the 1950s was becoming the teacher surplus of the 1970s. Colleges of education graduated fewer and fewer students, who found fewer and fewer job openings around the country. Teaching salaries, which had been growing faster than inflation during the '60s and early '70s, were being pinched between inflation and the reluctance of boards of education to antagonize voting taxpayers who considered themselves already overburdened. Across the country, teachers' professional associations were becoming more militant and adopting labor union techniques to force reluctant school boards to grant raises.

Fuel price increases and a cold 1976-77 winter combined with threatened oil shortages to make energy conservation a paramount concern. A citizens' advisory committee began examining ways to conserve energy used by District 203 for heating, cooling and transportation. The district's transportation fleet had grown from 20 buses in 1966 to 40 in 1976. A daily ridership of 7,057 public and parochial students covered 435,736 miles during the school year, including field trips and athletic events. Expenditures for energy increased by 38 percent during the 1976-77 school year and were expected to reach the million-dollar level during 1977-78.

During the first half of 1977, the Board of Education revised school attendance boundaries — a frequent occurrence during the decade — and established tentative long-range plans and a "cluster concept" concerning attendance. The idea was to give elementary students some assurance that they could expect to be promoted to the same junior and senior high attendance centers as their classmates.

The state legislature instituted a "free" textbook loan program in 1976. Public and parochial school officials could request from the State Board of Education one textbook for each student who turned in a textbook loan request form. Although the legislature was unlikely to fully fund the program, it enabled both public and private school systems to keep local expenditures for textbooks from escalating as rapidly as publishers' prices. In the first year of the program, District 203 received \$8,550 worth of books for use in grades kindergarten through three.

The galloping growth of the '70s began to slow by 1977. Enrollment growth rates were about 8 percent at the elementary level and 5 percent at the junior and senior high levels, but kindergarten

enrollment had declined for the third straight year. The possibility of a decline in kindergarten through fifth grade enrollment during the early '80s was foreseen.

A reduction in tax rates for education was a possibility due to growth in assessed valuation in Naperville. Superintendent Fields estimated that the budget proposed for 1977-78 had been trimmed enough to save taxpayers about \$2 million since the budget crisis of 1976-77. The district's 585 teachers settled for an average increase in benefits and salary of 6.74 percent for the 1977-78 school year.

"Mainstreaming" special education students became a concern during the last half of the decade, following the passage of Public Law 94-142. Pursuant regulations attempted to ensure that all children with disabilities were provided with free and appropriate education, in a regular classroom when possible. Regular classroom teachers sought to acquire new instructional strategies so that they would be able to meet the needs of children with disabilities as well as those of "normal" children. The ranks of special education personnel increased around the country, including psychologists, social workers, speech and language clinicians, learning disabilities teachers, behavioral disorder teachers, teachers of the mentally handicapped, nurses and health technicians.

District 203 regular course offerings and activities mirrored nationwide concerns about career training, consumer education and health education. The use and abuse of alcohol, tobacco and drugs among youth was said to be almost epidemic.

Steeple Run, the district's ninth elementary school, and the new Washington Junior High School were ready for the start of the 1977-78 school year. Ron Gibson, a former principal of Beebe and most recently personnel director for the district, was appointed principal at Steeple Run. He would later become associate superintendent for elementary instruction.

Mr. Ron Brown, long-time principal at Washington, headed the opening staff at Madison Junior High School, which opened during the middle of the 1977-78 school year. Doctor Terry Crandall, formerly an assistant superintendent for the DuPage County Educational Service Region, was appointed principal of the new Washington. The old building was razed as the new one came into operation.

Like Maplebrook before it, Steeple Run had a semi-open floor plan, with teaching stations surrounding a learning resource center. Situated on 10 acres, the 47,406-square-foot structure was designed for up to 650 students in kindergarten through fifth. Total cost of the building and site work was \$1,329,744.

The new Madison and Washington junior high schools had self-contained classrooms, many with movable partitions between them. Due to its relatively small 7.62-acre site, Washington was a two-story building with a recommended capacity of 750 students in sixth through eighth grades. Madison had a 17.50-acre site, and its recommended student capacity was 900.

In 1977-78 the Board of Education examined and discarded the idea of expanding Beebe Elementary School. Enrollment was more than the recommended 540 students, and continued growth was expected for both Beebe and Mill Street. By January of 1978, it looked as if relief from continued growth was in sight. Kindergarten enrollment had declined slightly, and school populations were declining nationwide. Per capita operating costs for regular classroom students amounted to about \$2,000 per year. The threat of continued enrollment growth would emerge, again, as 100 new kindergartners materialized in the fall of 1979.

Scott, the 10th elementary school, was not completely finished when the 1978-79 school year began. Jan Rodriguez had moved over from Maplebrook to take the principalship. With approximately 52,000 square feet of floor space, Scott housed 27 teaching stations, including music, art and special education rooms, a science work center, a gymnasium and stage, a centrally located learning resource center, and offices. It was designed to accommodate 650 students.

Like Maplebrook and Steeple Run, Scott featured a semi-open plan embellished with carpeting, graphics painted on concrete block walls, acoustical tile, and face brick. In succeeding years, the "open" look would be replaced by movable walls between classrooms in all three buildings.

Ellsworth and Naper celebrated 50 years in their "new" buildings during the 1978-79 school year. Record snowstorms caused unexpected school closing days during that year, and the Naperville Home & School Association organized the first program on drug and alcohol abuse for parents.

In January of 1979, State Superintendent of Schools Joseph Cronin refuted taxpayers' claims that Illinoisans were "overspending" on education. According to a 1978 National Education Association report, said Cronin, Illinois had the fifth largest public school enrollment in the nation and was 24<sup>th</sup> in terms of pupil/teacher ratio. Illinois ranked third in total disposable income while expenditure per pupil for teaching ranked seventh. Between 1968 and 1978, Illinois teaching salaries rose by 75 percent, but the rate of increase ranked 45<sup>th</sup> in the nation. Illinois tax revenues (state and local combined) were 12.7 percent of personal income, 41<sup>st</sup> place among the states during 1975-76. Average spending for all school costs in 1978 was \$2,058, seventh highest among states. By comparison, cost per pupil for 1977-78 in District 203 was approximately \$1,850.

After months of study, the Board of Education adopted in 1979 a long-range plan of attendance area changes designed to accommodate enrollment growth while preventing pockets of overcrowding. The plan affected Beebe, Ellsworth, Highlands, Mill Street and Naper elementary schools and Washington Junior High.

In May the high school building trades class finished construction of its ninth residence under the direction of Gerald Lindell, NCHS Technical Arts Department chairman. Scott School was formally dedicated to the Willard Scott family on May 20 in ceremonies presided over by Superintendent Fields, Scott Home & School President Ken Hall and Board of Education President Andrew (Mike) Wehrli. A representative from the architectural firm of Balluff and Balluff formally presented the building to the community.

That same spring, vandals did extensive damage to the interior of Madison Junior High School. Many students offered their help during the cleanup.

In August of 1979, the Board of Education adopted a budget of \$25,465,507, but later amended it to \$26,893,186 following settlement of the first teacher strike in the history of the district. Negotiations had begun in an atmosphere affected by double-digit inflation and an economic recession. U.S. President Jimmy Carter had urged a limitation on wage and price increases of no more than 7 percent, and the District 203 Board was hoping to appease restive local taxpayers by holding the line on budgeted expenditures. The board's financial conservatism ran into a wall of teacher frustration at creeping wage hikes and double-digit inflation. After work stoppage on September 24 and 25, the teachers and board agreed to an average increase in salary and benefits for teachers of about 10 percent for 1979-80 and a little more than 8 percent for 1980-81.

The last school year of the decade opened with 12,356 students registered in 10 elementary buildings, four junior highs and two senior highs. Fewer new housing starts and an apparent trend toward smaller families had slowed enrollment growth to 1.83 percent, or 222 students, between Fall 1978 and Fall 1979 — significantly less than the 667 student increase between 1977 and 1978. Surprisingly, however, kindergarten enrollment jumped by 100. By the end of 1979, enrollments had grown to 12,448 (up from 7,900 in 1970).

During the 1970s, the District 203 Board of Education had built seven new schools, built additions to two others, and proposed the addition of a learning resource center at Naper. Naperville had seen 5,882 new houses and 1,596 multi-family units built as its population grew from 23,885 to 40,800.

As Naperville became the largest city in DuPage County, its new residents were typical of the 171,000 people who moved into the county between 1970 and 1980. They were, for the most part, highly educated, lived in homes valued at \$80,000 or more and earned more than \$30,000 per year. During the decade of the '70s, more than 173,000 jobs were created in the county, where more than half the residents worked as well as lived.

Cost-saving measures made during the 1970s would have long-term effects on the Naperville schools. Among them were the formation of a unit district, which facilitated administrative efficiency and improved curriculum development. In addition, committees determined that the most efficient and productive school environments would be four-section elementary schools (650 to 720 students housed in four rooms per grade level), middle schools with 800 to 900 students in three grade levels and senior high schools with 2,500 to 2,800 students in four grades.

As a result of building appropriately-sized schools, District 203 would prove to be measurably more efficient than other nearby districts during following decades.

The District 203 Buildings & Grounds Department issued a facility inventory report in November of 1979, as follows:

<b>FACILITY INVENTORY REPORT</b>				
<b>November 1979</b>				
<b>BUILDING</b>	<b>CLASSROOMS</b>	<b>GYMS</b>	<b>MULTIPURPOSE</b>	<b>OTHER AREAS</b>
NCHS	111	2	1 aud.	3
NNHS	83	2	1 aud., 2 resource areas	2 cafeterias
Jefferson	36	2, used also as lunchrooms and for music		1
Lincoln	31	1 gym with stage, basement lunchroom/gymnasium		1
Madison	33	1 gym, 1 multipurpose		1
Washington	30	1 gym, 1 multipurpose		1
Ellsworth	16	1, also used as lunchroom and for assemblies		1
Elmwood	30	1, also used as lunchroom and for assemblies		2
Highlands	17	1, also used as lunchroom and for assemblies		1
Maplebrook	30	1, also used as lunchroom and for assemblies		1
Mill Street	24	1, also used as lunchroom and for assemblies		1
Naper	11	1 with stage, also used as lunchroom		1
Prairie	22	1 with stage, also used as lunchroom		1
Scott	24	1 with stage, also used as lunchroom		1 LRC*-1 1 science, 2 special reading, 2 special ed. rooms
Steeple Run	27	1, also used as lunchroom and for assemblies		1
<b>TOTALS</b>	<b>542</b>			



(\*LRC= learning resource center, or library)

## THE EIGHTIES

With the arrival of the 1980s, the population in Naperville was 42,601, having grown by 87 percent in the last 10 years. Projections were that it would grow to 97,800 by the turn of the century. Although the number of households in the city increased by 510 percent between 1950 and 1980, the number of persons per household fell from 3.62 to 3.19, reflecting a national trend toward smaller families. The homogeneous population was 97 percent white, composed mainly of business professionals with strong ties to family and community. Approximately 28 percent of the population was 15 years of age or younger and 5 percent was age 65 or older. The median value of homes ranged from \$95,000 to \$105,000.

Despite media coverage about a "drop-out problem" across the nation, more and more students apparently realized the importance of earning high school degrees. The retention rates nationwide had risen from 30.2 percent in 1932 to 74.4 percent in 1980.

Early childhood education or day care was becoming more and more important, as increasing numbers of households included single-parent families or families in which both parents worked. By 1980, more than 52 percent of three-to-five-year-olds were enrolled in pre-primary programs.

When school opened in the fall of 1980, enrollment in the District 203 schools totaled 12,501. Between 1980 and 1987, pupil enrollment increased by more than 3,000 students, or almost 25 percent.

Burgeoning housing and commercial construction since 1972 resulted in a growth in assessed valuation within the district from more than \$200 million to more than \$1 billion. Naperville tasted some of the recession that had swept the country in the late 1970s and early 1980s, but by 1988 expectations were that the rate of growth in assessed valuation would be at least \$100 million per year for the next four or five years.

Back in 1972, the School District 203 boundaries had been almost the same as those of the city of Naperville, but coterminous boundaries were becoming a thing of the past. While the school district's boundaries remained unchanged, the city of Naperville expanded to the west and southwest during the 1980s, annexing territory served by Indian Prairie District 204. At the same time, previously undeveloped areas within the corporate limits of the village of Lisle on the east side of School District 203 were transformed by 1987-88 into the massive Green Trails subdivision and the Beau Bien development.

Results from the Cognitive Abilities Test administered in 1980 to third, fifth and eighth graders showed average intelligence quotients ranging from 105 to 111.8. The Iowa Tests of Basic Skills placed student academic performance in third through eighth grades between the 88<sup>th</sup> and 93<sup>rd</sup> percentiles, according to national norms. High school students turned in high average scores on college entrance examinations.

In April of 1980, Naperville voters gave their stamp of approval to the District 203 Board of Education's proposal to build a learning resource center addition at Naper Elementary School. The \$160,000 to be used would come from monies remaining from a 1975 referendum for the construction of Washington and Madison junior high schools and Steeple Run Elementary School.

Of the graduating seniors responding to guidance department surveys in 1980, 82 to 83 percent expressed intentions to enroll in four-year or two-year colleges, 8 to 10 percent planned on full-time employment, and 6 to 9 percent indicated they were undecided or planning to enlist in a military service.

The 100th Naperville graduating class attended commencement ceremonies at Naperville Central and Naperville North high schools in June of 1980. The combined number of graduates was 940.

Although high school computer programming courses had been offered to District 203 students since 1971, it was not until fall 1980 that the Board of Education authorized the purchase of personal computers to be used at the elementary and junior high levels.

"To my knowledge," said Ted Sanders, District 203 math consultant at the time, "we may be unique in having established an articulated computer education curriculum for grades kindergarten through high school."

At first, the goal was to make elementary students aware of what computers were, what they could do, and how the children could use them. As students in lower grades became more knowledgeable about computers during the 1980s, the district's curriculum evolved to meet their needs and to challenge elementary, junior high and high school students' abilities in an effort to prepare them to meet the "information age."

In Illinois, public school officials assessed registration fees for entering students as a common practice that relieved the general taxpaying public of some of the cost of materials and services consumed by those who directly benefitted from public education. Registration fees in Naperville were \$8.50 for early childhood developmental classes and for kindergarten, \$17.50 for first through fifth grades, \$24.25 to \$34.75 for sixth through seventh grades, and \$28 through \$74 for high school grades — depending upon participation in athletics and band, enrollment in certain elective courses, and other voluntary participation categories.

In November of 1980, voters again permitted the board to spend some of the monies remaining from a 1975 building bond sale — this time \$310,000 for a two-story learning center and classroom addition for Highlands.

As the nation's economy dipped into the most severe recession since the 1940s, new home construction slowed. Naperville, however, was not to experience the declines in student population that were in evidence throughout much of the country. In the fall of 1981, Superintendent John Fields commented that the population in the elementary schools could be expected to decline gradually, unless an economic resurgence prompted the resumption of new housing construction in Naperville. The kindergarten through fifth grade enrollment had dipped by approximately 145 students, but the junior and senior high school totals had grown by more than 110.

After a two-month examination of facilities at the two high schools, the High Schools Facilities Committee announced on June 1, 1981 that conditions at Naperville Central High School were "deplorable" and that Naperville North High School was beginning to deteriorate. The committee was made up of 40 residents appointed by the board. Chairman Richard Galitz said the group had pared 43 areas of concern down to 10 top priorities, the first of which was maintenance, repairs, and safety. To address this priority, the committee suggested instituting a continuing maintenance and facility improvement program.

The second priority item was that a study of space utilization be made. The committee also recommended that both high schools expand their technical arts facilities. NNHS needed a football stadium, and the NCHS site should be expanded to provide more athletic practice fields. Also recommended for NCHS were expansion of science lab space and music department facilities and the addition of an 800- to 1,000-seat auditorium, a field house, and a swimming pool.

Inflation and reductions in state and federal support to public education were placing heavier burdens on local taxpayers. Only about 28 percent of district revenues came from state sources in 1981. Thanks to commercial construction — particularly along the tollway — the District 203 assessed valuation per child had almost doubled in several years.

Expenditure per student for the 1981-82 school year was approximately \$2,500. The budget for the year was in excess of \$32,000,000. Among the almost 700 certified teachers in District 203, the average teacher had more than 10 years of experience and a gross salary of more than \$23,000. The base was \$14,199, including pension contributions. District-wide, 60 percent of all classroom teachers had earned degrees at the master's level or above, and approximately 75 percent of the high school teachers had master's degrees or higher.

The nation's preoccupation with the cost and availability of energy was reflected in the home

building project for the 1981-82 building trades class. The students constructed a passive solar style home that was offered for sale upon completion for approximately \$140,000. The building trades program then went into suspension for the next two school years. The recession and the housing industry and the resulting loss of related jobs caused a lack of student interest in the program. It would resume in 1984-85, following a boom in housing construction.

At the same time that school districts faced increased demands for their services, their communities became less involved in the schools. According to a Gallup Poll in 1982, 69 percent of the families in the United States had no children in school. Increased taxation for education seemed especially burdensome to childless families. In most communities, the majority of local real estate taxes were earmarked for education.

During the 1980s, the school library — or learning resource center — became increasingly important to the education process. The librarians at each of the District 203 elementary schools helped teachers become aware of what materials were on hand and what could be ordered to support the curriculum at each grade level. Teachers regularly assigned individual "learning contracts" to their students, who completed their prescribed practice or enrichment tasks in the learning resource center. Parent volunteers helped the librarians supervise the children's progress or locate the printed, audiovisual or computer materials the students needed for their assignments.

In March of 1982, voters agreed to the expenditure of up to \$235,000 from monies and interest remaining from the 1975 referendum. The board was given the go-ahead for the addition of a library learning resource center and offices at Ellsworth Elementary School. For several years, a "portable classroom" had been used as the Ellsworth's learning resource center. The school also needed improvements in electrical wiring and more space for conferences and special needs instruction.

Toward the end of 1982, the Board of Education purchased 25 acres to add to a parcel south of 75th Street and east of Naper Boulevard that had been donated by the developer of University Heights subdivision in accordance with Naperville City Ordinance 72-20. The acreage the developer had been required by city ordinance to donate was less than the 48 acres considered desirable for a modern secondary facility. Although the board foresaw no need for a third high school until after the turn of the century, it decided to acquire the 25-acre addition to the University Heights site while it was available in the most suitable location in the district. The Wohead Farm acreage along Olesen Drive, which had been purchased several years before, no longer seemed strategically suitable as a potential high school site. Although a third high school would never be built in District 203, a portion of the University Heights site would later serve as the location for the district's 13<sup>th</sup> elementary facility.

The monies for the purchase of the site came from a fund consisting of donations from developers. Naperville Ordinance 72-20 required developers to dedicate land — or cash in lieu of land — to school and park districts according to a formula predicting the ultimate population density of the area being developed. As a result of that ordinance, District 203 held deeds (through the County Board of School Trustees) to 15 sites suitable for elementary schools and two for junior highs, plus two purchased sites for high schools.

Studies in 1982 by school district administrators and the Illinois School Consulting Service had indicated that housing construction in the southern portions of the district would result in a need for additional schools. It was estimated that another junior high school and an elementary school would be needed in five or six years. Illinois School Consulting Service consultant Fred Burnham recommended that attendance area boundaries be revised to make class sizes more uniform across the district and to stave off construction of additional facilities. In March of 1983, after much debate and several public hearings, a long-range plan of attendance area changes was adopted. The changes would affect students in more than 20 subdivisions when they were finally implemented, but only minimal changes were stipulated for the 1983-84 school year. By August of 1983, however, further changes had to be implemented to accommodate a sudden influx of new students.

Voters refused to endorse the February 22, 1983 referendum proposal for \$10 million worth of additions to Central and North high schools and extensive remodeling at Central, as had previously been recommended by a citizens' facilities study committee. Central was becoming cramped and outmoded, and no more than general maintenance had been done during the past 16 years.

The referendum was decisively defeated at a time when the nation was suffering a severe recession. It was presumed that local taxpayers balked at the inclusion of such seeming luxuries as a second high school football stadium and a second pool. The Board of Education would return the issue to the voters the next year, dropping the pool, auditorium and stadium, and adding a request for an 11<sup>th</sup> elementary school.

Assessed valuation in District 203 for 1983 was \$689,408,878 — highest of any unit district in the county. The district also was largest in terms of enrollment, with an average of 12,156 students in daily attendance and a total enrollment of 13,000 by the end of the 1983-84 school year.

Spurred by growth in office and research facilities, the East-West Tollway Research Corridor between Oak Brook and Aurora "has the potential of rivaling such similar areas of national prominence as Santa Clara County in California and the Research Triangle in North Carolina," stated a city of Naperville report.

Naperville was among the chief beneficiaries of the tollway corridor development. By 1983, there existed the mammoth research facilities called Bell Laboratories I and II, Amoco Research and Development Center, and Nalco Chemical Technical Center, plus several office and research parks, two large shopping centers, and a major hotel. Preliminary estimates from a special census conducted in fall 1983 showed an increase in Naperville's population of nearly 16 percent since 1980.

A National Commission on Excellence in Education that had been created by the U.S. Secretary of Education in 1981 submitted its final report in April of 1983. Titled "A Nation at Risk," the report inspired education reform efforts in every state in the Union, increased emphasis on academic achievement, and strengthened public support for public education. The report indicted the educational system for a decline into "mediocrity." It also blamed society for compromising the premiere goals of the nation's schools and colleges by adding sometimes conflicting demands and calling upon schools to provide solutions to personal, social and political problems that the home and other institutions cannot or will not solve. The report stressed the arrival of the "information age," during which "knowledge, learning, information and skilled intelligence are the new raw materials of international commerce . . . ."

Dr. Charles Mattka, former principal of NCHS and current assistant superintendent for curriculum services, stated in November of 1983 that he was concerned that the push for increased graduation requirements would have an adverse effect on students with lower achievement levels and might restrict elective options for students. He surveyed 25 suburban high school districts in the Chicago metropolitan area and discovered that subjects showing increases in enrollments during the last seven or eight years were math, foreign language, business education, science and English. Concurrently, decreases were found in home economics, technical arts, art and music.

Mattka's study on enrollment trends at Naperville Central and North showed that District 203 students generally earned 20 or more high school credits at a time when graduation requirements totaled 17. The percentage of students going on to two- or four-year colleges had risen from 40 percent in 1950 to approximately 85 percent by 1983.

The construction of new homes in Naperville achieved record-breaking proportions during 1983, as the national economy perked up and interest rates eased. Naperville was the most populous community in DuPage County, with more than 16,000 single-family residences. The Naperville Department of Community Development issued 1,506 new home permits in 1983. The Northeastern Illinois Plan Commission predicted Naperville's population would increase by 143 percent by the year 2005. A June 2, 1984 *Chicago Tribune* article stated that "Naperville is the heart and soul of the west suburban growth corridor, where office and research development centers are sprouting like cornfields."

"We're a transferee town," said Joanne O'Connor, Naperville's community relations coordinator. "Many of our residents stay three years, or less. But many return two, three, four times."

Among the town's major employers were The Wall Street Journal, National Biscuit Company, Nalco Chemical Company, Bell Labs and Amoco Research and Development Center.

SCHOOL DISTRICT FACILITIES IN 1983					
NAME OF BLDG	YEAR BUILT / EXPANDED	SQUARE FEET	ROOMS	RECOM. ENROLL	EST. VALUE
Beebe	1955 1961	38,492	18	450	\$2,145,000
Ellsworth	1928 1955 1982	21,450 988 3000	11 4 LRC	300	\$1,430,000
Elmwood	1960 1965	50,903 3220	14 12	650	\$2,275,000
Highlands	1958 1973 1981	36,416 2400 5040	18 2 2+LRC	560	\$2,000,000
Maplebrook	1974	45,792	22	650	\$2,200,000
Mill Street	1967	46,986	26	650	\$2,200,000
Naper	1928 1955 1980	15,810 8100 2250	10 3 LRC	300	\$1,430,000
Prairie	1969 1973	38,450 11,000	17 6	675	\$2,400,000
Scott	1978	49,900	26	650	\$2,750,000
Steeple Run	1977	47,706	26	650	\$2,750,000
Jefferson	1969 1973	61,288 52,700	19 19	900	\$5,000,000
Lincoln	1963 1965	82,300	18 13	850	\$4,000,000
Madison	1978	98,000	38	900	\$4,500,000
Washington	1977	77,323	39	750	\$4,000,000
NCHS	1950 1955 1963 1968	43,087 112,824 100,289 69,474	20 22 40		\$14,750,000
NNHS	1970 1974	132,764 213,670	37 52	2300	\$17,000,000
Administrative Center	1959 1978				\$400,000
Bus Garage	1978				\$130,000

In 1984, DuPage County Health Department inspectors noted significant improvement in the condition of the Naperville North High School swimming pool. They ranked it 67<sup>th</sup> best out of 333 in the county, up 75 places within two years. The pool was one of the busiest facilities in the district, in use from 5:30 a.m. to 9:30 p.m. most days by school and community swim teams and individuals. North's swimming facility and the maintenance crew that kept it in good condition were featured in a 1984 ServiceMaster Company training film that was slated for national distribution.

District 203 had become the first Illinois educational institution account for ServiceMaster in 1983. In response to a facilities study committee report, the board had chosen the corporation to provide needed managerial and technical support for the school system's buildings and grounds maintenance services.

Continued housing construction in Naperville — much of it in the southern portion of District 203 — led the Board of Education to return to the voters with another referendum on high school expansion/renovation in March of 1984. This time, the package included an 11<sup>th</sup> elementary school, later named Ranch View, which would be built in the University Heights Subdivision south of 75th Street and near Woodridge. The referendum earned voter approval.

The Carl D. Perkins Vocational Education Act of 1984 channeled federal funding through state agencies to high school vocational education programs. Director of Career Education John Gillen coordinated vocational programs at the time. He also deftly coordinated several citizens boundary task forces as the district struggled with the growing student population during the 1980s.

Following the retirement of Superintendent Fields, Dr. James A. Clark left nearby Batavia to take the top spot in District 203 on August 1, 1984. He was soon embroiled in controversies surrounding the need for more attendance area boundary adjustments. Presented to the board in February 1985, his first annual review of enrollment, facility and financial needs contained the basis for recommended changes that would affect residents in several subdivisions.

"In a growing community such as Naperville," said Clark, "attendance boundaries must undergo periodic adjustments; otherwise, class sizes would soar and the instructional program would suffer."

In March of 1985, high school indoor track athletes participated in the 50th running of the Naperville Indoor Track Relays. Once again, it was held in North Central College's Merner Field House. The NCHS indoor track teams had competed there since the days when teams directed by the Harshbargers won Little Seven Conference titles from 1931 to 1940.

An article in the April 14, 1985 issue of the *Chicago Sun-Times* newspaper described Naperville North High School as one of the 10 best public high schools in the suburbs. The reporters' opinions and such data as American College Test and Scholastic Aptitude Test composite averages, numbers of National Merit Scholarship semifinalists, percentage of teachers with graduate degrees, and awards earned by students and faculty led to North's selection.

In May, Elmwood Elementary School students, parents and faculty celebrated the school's 25th anniversary. Joyce Mann, who had been on the faculty since the school's opening, commented on some of the changes she had seen. Classrooms no longer featured desks in straight rows. Furniture was rearranged frequently to accommodate small- and large-group instructional activities. In the 1960s, most students and teachers had gone home for lunch. In the 1980s, most elementary students and faculty "brown bagged" their lunches. Casual clothing and pant suits were frequently worn by faculty.

In July of 1985, Illinois Governor James Thompson signed into effect new legislation that promised to have a profound effect on public schooling. Among the provisions were required evaluations of all teachers at least once every two years, commencing with the 1986-87 school year, and the testing of new teachers in the basic skills areas of math, reading, writing and grammar before issuance of teaching certificates, commencing in July 1988. The required health education course for high school students was changed from one quarter to one semester in length, replacing part of the physical education curriculum.



Beginning in 1986-87, high school students would be allowed to "proficiency out" of the required semester course in consumer education by doing well on a test furnished by the State Board of Education. The cut-off date for kindergarten entry was to be changed from December 1 to November 1 in 1986-87, to October 1 by 1987-88, and to September 1 beginning in 1988-89.

Students in kindergarten through eighth grade would receive special instruction in ways to avoid abduction. School districts would be required to cooperate with local law enforcement agencies on the presentation of such programs as those conducted by I-SEARCH.

In addition, school districts would establish committees of parents, teachers and students to review and/or revise student discipline policies. Also, topics such as the effects of labor unions and ethnic groups on United States history were to be added to school curriculum.

Among other provisions in the new legislation was one that became so highly controversial the legislature eventually "pulled its teeth." School districts were required to participate in regional reorganizations. The goals were to eliminate or combine small districts and to re-form elementary and high school districts into K-12 unit districts.

Superintendent Clark discussed some of the 169 reform measures that had been passed by the Illinois General Assembly during an October meeting of the Board of Education. Clark noted that more paperwork would be generated by requirements such as reports from school districts to the State Board of Education on instructional objectives, learner incomes, and assessment and reporting systems. Other state measures would give school districts opportunities to apply for new state funding in such areas as reading improvement, fine arts programs, math and science equipment, vocational education equipment, drug and alcohol programs, and summer school.

Also among the 169 provisions was the establishment of a residential math and science academy that would cater to gifted sophomores through seniors. The Illinois Mathematics and Science Academy subsequently was established in nearby Aurora.

Other reform measures required school administrators to obtain instruction through academies established by the State Board of Education and to submit plans for evaluating teachers by October of 1986. A new, state-mandated holiday would be held on the first Monday in March, beginning in 1986, to honor Polish hero Casimir Pulaski, who had been of assistance during the U.S. Revolutionary War.

The District 203 Board of Education opened Ranch View Elementary School in time for the 1985-86 school year. Dedicated to Dorothea Kimmel, teacher and principal in Naperville for 38 years, Ranch View welcomed 528 students when it opened and was expected to be filled to capacity in 1986-87. Opening principal was Ken Johnson, who had been a member of the faculty design control committee. Johnson had decided to leave Prairie Elementary School, which he had headed since it was built in 1969, to take on the challenges inherent in staffing and starting operations in a new school.

In a cliff-hanger decision, the members of the Naperville Unit Education Association (NUEA) ratified a two-year contract on September 10, 1985, one day before they could legally have begun a strike. The agreement summary showed that teachers would receive a 15.1 percent increase in salaries and stipends over the next two years. The teacher salary schedule for 1985-86 would have a base salary of \$18,000. In 1986-87, the base would be \$19,999.

Naperville was reputed to be the fastest growing community outside the Sun Belt. According to a Bell Federal Savings and Loan Association "Survey of Building," there were 1,190 single-family and 2,130 multi-family housing units built in Naperville in 1985. Estimates placed the city's population at approximately 60,000 — with about 35 percent of that population involved households with school-age children.

Thanks to the tremendous amount of residential and commercial development in Naperville, large increases in assessed valuation provided significant increases in revenue to District 203 and eliminated the necessity of increasing educational tax rates.

Beebe Elementary School celebrated its 30th anniversary in 1985. The school had adjoined a dairy farm when it was built in 1955, and occasionally, cows would jump the electric fence to wander the playground.

During 1985-86, Prairie Elementary School piloted a computer-assisted circulation system under Learning Resource Center Director Brenda Sand. The computer software and a wand-shaped scanner that "read" bar codes affixed to the school's library books made it possible to keep track of books as they were checked in and out by pupils. Slated to begin using computer-assisted circulation systems the following year were Steeple Run Elementary, Washington Junior High and Naperville Central High School.

Also during 1985-86, members of the community were involved in two task forces that addressed the issues of boundaries for a possible 12<sup>th</sup> elementary school, adjustments in the Lincoln and Madison junior high attendance areas, and the need for additional facilities. Board of Education President Ginny Lacy, Vice President Jim Creamer and member Joann Richter coordinated the volunteer effort to describe for the public the five-part building program that was proposed following the citizens task forces' recommendations.

The board won permission from voters in March of 1986 for the issuance of \$6 million in bonds and the start of \$7.6 million worth building projects, including construction of River Woods Elementary School and additions to Beebe and Mill Street elementary schools, Lincoln Junior High School, and the District 203 Public Schools Administrative Center. These were scheduled for completion by the end of August 1987.

In addition, the board adjusted some attendance area boundaries to relieve pressure in Maplebrook and Steeple Run elementary schools.

The Naperville Educators' Exchange was established during the 1985-86 school year to provide services for teachers. Available services included laminating, letter-making, computer software previews, additional resource books, after-school workshops, and teacher-designed instructional units. The "NEE" was first located in Highlands Elementary School, but would be moved twice in the next decade as space opened up in other buildings.

The Illinois General Assembly Reform Acts of 1985 emphasized "accountability" in the public schools by requiring the publication of comparative statistics in what came to be known as school report cards. The first multi-page "cards" were issued by all 3,986 public elementary and secondary schools in the state at the end of October 1986. Some predicted that the cards would cause city residents to move to the suburbs, because the suburban schools would have "better" report cards.

An article in *The Naperville Sun* quoted Richard Dolejs, president of the West Towns Board of Realtors, as saying "schools have a higher impact on real estate values than anything else. (If a school has a bad report card) you can bet your boots that there'll be a lot of people looking elsewhere (for housing)."

In 1986-87, the average teacher among the approximately 800 certified teachers in District 203 had more than nine years of experience, a master's degree and a gross salary in excess of \$33,000.

The city of Naperville issued more residential building permits in 1986 than Chicago, the country's third-largest city. Naperville approved 3,409 units of single and multifamily housing, whereas Chicago approved 3,327. When construction of River Woods, Naperville's 12<sup>th</sup> elementary school, began, there were few homes in the surrounding subdivisions. By the time it was finished, the area was filled with newly occupied homes and homes under construction.

Throughout District 203, student achievement levels and expectations continued a tradition of excellence. The board expanded its efforts to honor the highest-achieving high school graduates by initiating an Excellence in Education Banquet in June 1987. Cosponsored by John Greene, Realtor, and MidAmerica Savings Bank, the banquet also honored teachers who had been identified by the top high school academicians as having had major influences on their lives.

The 67,140 square foot River Woods Elementary School was not ready in time for the start of school in 1987. First through fifth grade students and staff were housed in the auxiliary gymnasium at Naperville Central High School. The kindergarten program occupied the basement at Naperville Congregational Church until October 2.

Like Ranch View Elementary School before it, River Woods was equipped with a multipurpose room and a gymnasium of the size more commonly found in junior high schools. The additional funds and design assistance for the larger physical plants came from the Naperville Park District, which planned to run some of its own programs in the spaces during non-school hours.

In the fall of 1987, Lincoln Junior High School, then headed by Principal Bob Raynett, prepared to celebrate its 25th anniversary. Chief among the features treasured by school personnel was a massive boulder that had been moved to the front of the school in 1976 as a memorial to Lincoln's first principal, the late Donald Bergendahl. Construction in progress would expand Lincoln to a recommended capacity of 900 students.

District 203 junior high faculty and administrators fine-tuned the structure of the school day and the curriculum during 1987-88. They decided that the school day should be lengthened slightly so junior high students could have regular home room and study hall assignments and band and orchestra could be full-period electives. QUEST, a substance abuse prevention and positive self-image program funded with the assistance of the Naperville Noon Lions Club, was introduced into all four junior high schools.

At the senior high level, Latin returned as a foreign language elective after being offered on a pilot basis at Naperville North by teacher Harold Scott during 1987-88. High school faculty continued their emphasis on writing across the curriculum and computer assisted instruction (CAI). Writing laboratories were instituted, and CAI labs were fully equipped and operational at both high schools. The computer programming curriculum was expanded, and an MS-DOS-based course was piloted at Naperville Central High School.

As a result of task force recommendations, the board had sought and won voter approval in November 1987 to build a fifth junior high school, a 13<sup>th</sup> elementary school, and a three-room addition to Maplebrook Elementary School. The addition to Maplebrook would accommodate growth generated by the development of Winding Creek subdivision. The fifth junior high school, to be built in an east-central location within the district, would satisfy ultimate projections for student population growth in grades six through eight. The 13<sup>th</sup> elementary school, to be built in a southeast part of the district and ready by fall 1989, would make it possible to minimize adjustments in elementary school attendance boundaries and to maintain a fairly consistent student-teacher ratio of approximately 27 to one.

"We're gradually coming up to the end of our potential for student population growth in District 203," said Superintendent James Clark.

"District 204 on the west side of Naperville and beyond will continue to see phenomenal growth," he added, "but ours should come to a halt during the mid 1990s. We will come back to voters in a couple of years with requests for additions to the two high schools and possibly for limited additions to several other facilities."

Projections by school district officials and a citizens' planning task force indicated that the district would need some 30 additional high school teaching stations in order to accommodate peak enrollments in grades nine through 12. The task force also recommended additions and renovations that would "equalize" elementary, junior high and senior high facilities. It foresaw no "excess capacity" for at least two decades.

The board commissioned architect Richard Johnson to do a feasibility study concerning additional teaching stations and other facilities that would provide comparable educational opportunities in each high school for up to 2,700 students. High school enrollment was expected to peak at about 5,400 students during the mid to late 1990s, and the additional facilities would be needed as early as the fall of 1992. Associate Superintendent Gene Drendel predicted that high school attendance

boundaries would have to be adjusted, with phased-in changes beginning early during the decade of the 1990s.

The Planning Task Force also recommended a review of elementary and junior high facilities to see what renovations and additions would be needed to provide equal educational environments in all buildings and to relieve expected overcrowding at River Woods Elementary School.

The Naperville North High School Booster Club decided not to wait for a possible future referendum and initiated a drive to build a fully equipped stadium on the NNHS campus with donated funds. The board agreed to supplement the drive with some site development monies and to provide planning and construction supervision assistance.

A District 203 School Boundaries Task Force was convened in February 1988 to review existing attendance areas in light of enrollment projections developed by school officials and the passage of the referendum for the construction of a 13<sup>th</sup> elementary school and a fifth junior high. The task force of faculty and citizens were to observe attendance boundary criteria:

1. Boundary lines should follow subdivision boundaries and natural community lines.
2. Students should attend the school nearest their residences, if that school is within walking distance.
3. Areas assigned to a school should be contiguous.
4. Boundaries should be drawn so as to promote uniform class sizes throughout the district.
5. Bus travel should be minimized.
6. There should be safe walk-to-school routes.

The battle against substance abuse was highlighted as Reverend Jesse Jackson came to Naperville North High School to deliver an anti-drug message during a presidential campaign in March of 1988. Sandy Stelmach, then a health education teacher at Naperville Central and later coordinator for substance abuse prevention education in District 203, stated that substance abuse in Naperville schools matched national statistics "ready much across the board." She estimated that one out of every five teens was a problem user.

The Naperville Task Force for Drug Free Youth had conducted the first of several surveys of high school students in Districts 203 and 204 and would soon publish results indicating that alcohol was the most frequently abused substance, followed by marijuana, LSD and cocaine. Experimentation sometimes started as early as fourth grade.

"What's good about Naperville is that we've admitted there is a problem and we've tried to do something about it," said Stelmach. "In the past four years or so, there have been many, many more kids saying 'No' to drugs and standing up about it."

The focus in District 203 was on intervention, a concept emphasized by First Lady Nancy Reagan back in 1984, when the District 203 health curriculum was coming up for evaluation. It was decided to expand abuse prevention efforts, and the training of selected staff was begun in early 1985. The District 203 actions predated a statewide mandate that school districts address the issue of substance abuse. A Student Assistance Program soon was in place within the Naperville schools in conjunction with health education programs and activities such as a Peer Helpers program and student clubs working against substance abuse.

The 60<sup>th</sup> anniversaries of Naper and Ellsworth elementary schools were celebrated during open houses and dedication ceremonies on May 15, 1988. Ellsworth was dedicated in honor of Kathryn Holler, who taught third and fourth grades from 1931 to 1947 and from 1950 to 1973. Naper was dedicated in honor of Mariam Boecker. She taught elementary students at Ellsworth, Lincoln, and Naper from 1925 to 1930 and from 1943 to 1972.

High school upperclassmen continued to compile high composite scores on the American College Test (ACT) and the Scholastic Aptitude Test (SAT). Approximately two-thirds of the

upperclassmen took the SAT. Eighty percent of the Class of 1988 took the ACT and earned a composite score for the district that was higher than 95 percent of the schools across the nation. Surveys of 1988 seniors revealed that approximately 95 percent planned to attend two- or four-year colleges. The majority would attend state colleges and universities, but some would go as far away as Harvard and Stanford.

Composite scores on Iowa Tests of Basic Skills administered to third, sixth and eighth graders in the spring of 1988 ranged from the 86th to the 90th percentile.

Dr. Christine Rauscher, assistant superintendent for curriculum services, reported to the board about a hands-on science program introduced at the elementary level in 1987-88. Teachers from districts 203 and 204 worked cooperatively to develop laboratory experiences in the physical, life and earth sciences for each elementary grade.

A special census in July 1988 revealed Naperville's population to be 79,805. District 203 enrollment growth had slowed to 1.7 percent between September 1987 and September 1988. Growth rate was highest at the elementary level, where the newer schools were experiencing rapid growth and the older schools little or none.

Despite reports of teacher shortages elsewhere in the nation, more than 3,000 applications for certified positions were filed in District 203 prior to the start of school in 1988. There were approximately 900 certified teachers in District 203 during 1988-89. The average teacher had more than 11 years of experience, a master's degree, and a gross salary in excess of \$36,000.

The first football game in Naperville North's new Harshbarger-Welzel Field and Stadium featured the NCHS Redskins against the NNHS Huskies before 9,000 fans in September 1988. Built largely with donated funds, materials and labor, the \$500,000 stadium was a dream project spearheaded by Jim Gehring and other members of the NNHS Booster Club. Previously, the two high schools had shared Memorial Stadium on the NCHS campus.

During 1988-89, the junior high faculty designed pilot programs to broaden the gifted program and modified the elective curriculum. The Junior High Curriculum Study Steering Committee had won approval of a trimester schedule that included three 12-week explorations of foreign cultures by seventh grade foreign language survey, art, music, industrial arts, and home economics classes. Senior high faculty had instituted programs to recognize and promote scholastic achievement. Honors receptions were conducted for students who had achieved first semester grade point averages of 4.0 or better. The NCHS Scholastic Bowl team was applauded for finishing among the top 16 in the state, and the NNHS math team placed among the top five in the state.

Computers had become integral to the instructional programs at all levels. Elementary students used computers for basic word processing functions and for supplemental, enrichment and remedial learning activities. Junior high students continued to learn keyboarding and word processing skills and were introduced to data bases and spreadsheets. Each of the high schools had three main computer labs for programming and business applications, word processing, and learning activities associated with specific classes. At Naperville North's CAI (Computer Assisted Instruction) lab, alone, an estimated half of the student body used the school's computers for writing English papers. There were more than 40,000 sign-ups that year by NNHS students who wanted to use the equipment during non-class times for such purposes as graphing and writing papers.

During 1988-89, Naperville Central was one of 42 high schools in the nation to receive recognition for substance abuse prevention and awareness programs. At Naperville North, the John Locher Memorial Art Gallery opened in the auditorium lobby. Art teacher Al Equi had spearheaded both fund-raising and construction efforts following a conversation with political cartoonist Dick Locher of the *Chicago Tribune*. Locher's deceased son John had been a student at North.

In April 1989, as workers were building Kennedy Junior High and Meadow Glens Elementary School, the Board of Education asked voters in District 203 for permission to issue up to \$25 million in

bonds to finance the construction of the district's 14<sup>th</sup> and final elementary school and to modify 14 existing facilities.

"Enrollment growth," said Superintendent Clark, "will exceed the capacities of our buildings — even with Meadow Glens Elementary School, which will open with the 1989-90 school year, and the fifth junior high school, which will open during 1990."

Breck Swanquist, chairman of the Citizens Referendum Committee, said that "property values tend to rise with the quality of the educational system. The passage of this referendum should help keep District 203 one of the best public educational systems in the country."

According to Joann Richter, then president of the Board of Education, citizens' committees dating back to 1981 had foreseen some of the needs that would be addressed following passage of the April 1989 referendum. Enrollment projections and committee findings led the board to conclude that the district needed a 14<sup>th</sup> elementary school in the southwestern part of the district. Also needed was a major addition to Highlands Elementary School that would transform it from a three-section to a four-section (four classrooms per grade level) school.

Improvements also were needed at Steeple Run, Naper, Maplebrook, Elmwood, Beebe, Ellsworth, Mill Street and Prairie elementary schools; Lincoln, Madison and Washington junior high schools; and Naperville Central and North high schools. Central would gain an auditorium and pool, several classrooms, two science labs, a remodeled social studies resource center, expanded guidance space, and improvements in lighting, heating and air conditioning. North would gain a new music instruction area, 20 classrooms (some in the former music area), four science labs, one art room, four special education rooms, and a gymnasium. The NNHS media center, cafeteria, locker rooms, hall lockers and guidance and administrative areas would be expanded, the field house floor re-done and the stadium completed.

The over-all cost of the planned improvements was expected to be \$29,770,000.

The April 1989 referendum was successful, and work on some of the projects began the following summer. The estimated eight-fund budget for the 1989-90 school year was more than \$76 million with an estimated gross expenditure per pupil of \$4,800. About 80 percent of the projected revenues would come from local property taxes and 7.5 percent from state aid.

By the fall of 1989, the city of Naperville had approximately 80,000 residents. School opened in 1989 with 700 more students than the previous fall. The most populous grade levels were kindergarten through fourth grade. Continued growth had made class size an issue.

"Because there are no 'extra' rooms within the district," said Superintendent Clark, "it is difficult to add a teaching station when enrollment at a particular grade level within a building creates class sizes perceived as being too large. The Board of Education has responded by increasing the amount of aide time available to teachers with larger classes, but it sometimes becomes necessary to bus new students to another facility. This scenario occurred during 1988-89 for some primary students bused from Ellsworth to Beebe."

The Ellsworth overcrowding was an issue that continued to plague the school and the Board of Education for several years. Citizens task forces and administrators attempted to come up with attendance area change recommendations, but the residents of the four neighborhoods and subdivisions involved found valid objections to all recommendations.

Built at a cost of \$4,703,079, Meadow Glens Elementary School opened in time for the start of school in 1989 with 339 students in kindergarten through fourth grade. Because fifth graders completed their elementary years at Ranch View or Scott that year, there was space available at Meadow Glens for the approximately 200 sixth graders and their teachers who were awaiting the opening of Kennedy Junior High. The 117,500 square foot Kennedy opened the following January. Total expenditures for construction, equipment, fees and site development were \$9,704,451.

During 1989-90, two citizens' task forces made recommendations concerning attendance area boundaries. The Elementary Boundaries Task Force defined the Kingsley Elementary School attendance area. The High School Boundaries Task Force concluded that several areas should be reassigned from Central to North in order to balance enrollments for the two buildings through their peak years. The board conducted public hearings and considered all viewpoints before agreeing to the recommendations.

High school graduation requirements changed in 1989 following the board's adoption of recommendations presented by a study committee. The changes would affect 1990-91 freshmen. They included the addition of the opportunity for students to take six subjects per semester instead of five; an increase from one to 1.5 units of credits that must be selected from among the fine arts, applied sciences and technology, and foreign language areas; an increase from one to two units of required credit in the science area; and an increase from two to 2.5 units of credit in the social studies area. Also among the total requirement of 21 credits were 3.5 in communication arts, two in math, 3.5 (seven semesters) in physical education, .5 (one semester) in health, .5 in consumer education and five credits in electives.

The district had been involved in a strategic planning process since 1986. The process helped define the district's overall mission, basic beliefs concerning the instructional program, and goals for the future. One goal was to reduce by 50 percent the number of students performing below expectations. A Behavioral Assistance Program, later renamed Project Choice, was instituted at the elementary level and subsequently piloted at the junior high level in 1989-90. A program for pre-kindergartners who were at risk of academic failure was planned, and an application for a grant to fund it sent to the Illinois State Board of Education. Funding also was requested for a program that would assist ninth and tenth graders identified as at risk of dropping out before graduation.

As a result of the strategic planning process, it was decided to establish the position of student assistance counselor at each of the high schools. Beginning in 1990-91, these counselors would identify and provide social and academic support for troubled high school students, including those who needed (or were returning from) special placement for such problems as depression, substance abuse, eating disorders, and behavior problems.

Another outgrowth of the strategic planning process was the high school futures project, in which teams of students, parents and faculty evaluated existing programs and objectives and sought ways to implement changes that would improve programs and/or services.

The Special Education Department began making preparations in 1989-90 to withdraw from SASSED (School Association for Special Education in DuPage) and establish a stand-alone program with neighboring Indian Prairie Community Unit School District 204. On July 1, 1991, District 203 officially withdrew from SASSED.

Even though per-pupil expenditures in 1989-90 were below the state average, district operating costs exceeded expenditures by more than \$1 million. Approximately 74 percent of expenditures were for salaries and fringe benefits. The next largest category of expenditure was debt retirement, which amounted to 6.39 percent of the 1989-90 budget. Local property taxes accounted for approximately 75 percent of revenues.

## THE NINETIES

During the last decade of the 20<sup>th</sup> century, Naperville Community Unit School District 203 was viewed as a leader in student achievement and curriculum development. Decisions made since the 1970s by conservative Boards of Education and administrators had established a tradition of financial prudence. Enrollment stabilized as most of the land within the district's boundaries became fully developed. At the same time, growth of an unprecedented level occurred in western neighbor, District 204.

Community service became an increasingly important aspect in school life during the 1990s. All district schools conducted recycling and charitable projects, usually with the help of divisions of the Naperville Home and School Association. Federal and state legislation continued to cause public schools to address societal concerns within the curriculum. Among topics newly addressed during the 1990s were HIV/AIDS education, death education, and gang education.

As a result of a strategic planning process initiated during the 1980s by Superintendent Clark, task forces worked to meet such objectives as reducing by half the percentage of students performing below expectations, maintaining a balanced budget, and bringing all facilities up to the highest standards of cleanliness and maintenance.

"We have a top-notch faculty that's committed to continued improvement in instruction and programs," stated Dr. Clark in January of 1990. "Our Board of Education, along with its administrative staff, is determined to meet its community's demands for excellence in educational programs and facilities while maintaining a conservative financial stance."

The High School Boundary Task Force submitted revised recommendations to the board in February, suggesting that more territory be reassigned from NCHS to NNHS than had originally been recommended. The board adopted its recommendations and those of the Elementary Boundaries Task Force for Kingsley Elementary School, which would open the next fall.

Surveys of the Class of 1990 indicated that more than 90 percent intended to go on to two- or four-year colleges or universities. By comparison, the national percentage of high school graduates planning on attending college was 40 to 43 percent.

Deciding to concentrate on upgrading two high schools, rather than building a third high school, the Board of Education attempted to sell its Wohead Farm property during February of 1990. The hoped-for proceeds of \$4,845,000 for the approximately 58 acres would go toward costs associated with the April 1989 referendum. Due to a recessionary economic period and a slow-down in new housing construction, the property did not attract any serious bidders.

The District 203 reliance on local real estate taxes was becoming greater and greater as state and federal sources contributed less and less to the budget. By the 1990-91 school year, the proportion of revenues from state and federal sources had dropped to 11 percent. The increase in equalized assessed valuation between 1989 and 1990 had been about 11.8 percent, but as development within the district's boundaries slowed, so did the rate of increase in the tax base.

The realization that District 203 was in a deteriorating financial position caused the Board of Education to seek community volunteers for a Financial Task Force. These citizens met from June 1990 to May 1991 to study projections and develop recommendations for the board to consider. A long-range financial plan was subsequently developed, incorporating most of the task force's recommendations. But it did not erase the threat of deficit spending.

The 1990-91 fiscal year opened with a negative balance of \$1,220,417 in the Educational Fund. Before the year ended, the deficit increased to almost \$1.7 million. Expenditures in excess of what had been planned, particularly for employee health insurance, and the state's delay in issuing a fourth quarter payment of categorical state aid would contribute to the 1990-91 shortfall.



With construction completed, Kingsley, the 14th and final elementary school, was ready at the beginning of the 1990-91 school year. A twin to Meadow Glens, it had a construction budget of \$4,732,940.

The school's opening relieved overcrowding at Elmwood, Maplebrook and River Woods. At the same time, Highlands was being transformed from a three-section to a four-section school, and a learning resource center and several classrooms were being added to Elmwood. Also being done were renovations, additions and the installation of air conditioning at all but the newer elementary and junior high schools. Still to begin was expansion and renovation work on the two high schools. Total expenditures would be in excess of \$31 million.

The 1990-91 school year began with 16,179 students. A 3.2 percent staff increase was needed to relieve crowded classrooms. The "hotspots" for growth were at the new Meadow Glens Elementary and Kennedy Junior High schools. But a slowdown was insight. According to the seventh annual report on enrollment trends, released in December 1990, enrollment would peak at 18,000 by the turn of the century.

The average teacher in District 203 was about 40 years old, had a master's degree, and had 11 years of teaching experience. Two-thirds of the district's 1,000 certified staff members had master's degrees or better. Included in that percentage were eight with doctorates. The average teacher salary (including pension contribution) was \$40,933.

In the fall of 1990, Angela Andrews, kindergarten teacher at Scott Elementary School, received a Presidential Award for Excellence in Math Teaching. She was the second in the district to be so honored. Lee Marek, chemistry teacher at Naperville North, had received a Presidential Award for Excellence in Science Teaching in 1986. During the fall of 1990, Marek made the second of many "Weird Science" appearances on national television's "Late Night with David Letterman" as a result of his efforts to promote improvements in chemistry education.

Marek and NCHS Science Coordinator Bill West were among four west suburban educators who had started "Weird Science," an amusing and sometimes noisy demonstration program that taught scientific principles. "Weird Science" encouraged students to study chemistry and teachers to liven up their instructional methods.

That Naperville had become something of an international community was revealed by the annual bilingual census taken at the behest of the Illinois State Board of Education. During the 1990-91 school year, the District 203 English as a Second Language program was available to students whose primary languages included Arabic, Bengali, Cantonese and Mandarin (the largest minority category with 288 students), Farsi and Persian, Indian dialects (240 students), Italian, Japanese, Korean, Polish, Spanish, Thai, Turkish and Vietnamese, among others.

Toward the goal of reducing the small percentage of students who were achieving below grade level in District 203, Project Leap and Project Springboard were initiated during the 1990-91 school year. At the request of Associate Superintendent Ron Gibson, reading specialist Roberta Buhle had designed Project Leap to help first graders who were having difficulty learning to read. Project Springboard was initiated as a result of a grant application by Meadow Glens Principal Mary Anne Kiser. It was a program for pre-kindergartners who had been identified as being "at risk" of failure in school. Both programs proved to be highly successful.

While academics and instruction remained at the forefront in the district, sports also received their fair share of attention. The number of interscholastic athletic programs increased to 23 as boys' volleyball was added to the roster of interscholastic athletics at the high school level. Fall sports included cross country and golf for both sexes, football and soccer for boys, and swimming, tennis and volleyball for girls. Winter sports were basketball for boys and girls, swimming and wrestling for boys, and gymnastics for girls. Spring sports were baseball, gymnastics, tennis, track and volleyball for boys, and badminton, soccer, softball and track for girls.

Naperville's teams did well in both conference and state levels. In 1992, the NNHS Huskies football team captured the Class 6A State Championship, becoming the city's first high school team to win a state championship. Three more state trophies came to Naperville in 1993-94, thanks to the NCHS girls' tennis team, the NNHS girls' cross country team, and the NNHS boys' tennis team.

Volunteers continued to make important contributions to the District 203 schools during the 1990s. With the help of Mary Ann Bobosky, director of community relations, and Kathleen Williams, then principal at Ranch View Elementary School, board approval was given for the creation of a volunteer group that had been proposed by retired educators Ida Moon and Janet Case. HURRAH (Happy, Upbeat, Recycled Retirees Actively Helping) would provide a convenient way for senior adults to serve as reading buddies, mentors and tutors for District 203 students.

Although student achievement in District 203 ranked among the highest in the state, average per-pupil expenditures in District 203 were below the statewide average of \$5,066. Expenditures compared favorably to nearby unit districts.

**PER-PUPIL EXPENDITURES BY UNIT DISTRICTS IN '90-91**

<b>DISTRICT NAME</b>	<b><u>PER PUPIL</u></b>
	<b>\$5,078</b>
<b>Wheaton 200</b>	<b>\$5,855</b>
<b>Westmont 201</b>	<b>\$6,887</b>
<b>Lisle 202</b>	<b>\$4,979</b>
<b>Naperville 203</b>	<b>\$4,818</b>
<b>Indian Prairie 204</b>	<b>\$6,240</b>
<b>Elmhurst 205</b>	

**OPERATING EXPENDITURE**

On July 1, 1991, District 203 officially withdrew from the special education cooperative known as SASSED and established local control. The move was made because District 203 was now large enough to efficiently operate most of its own special education programs in-house.

The 1991-92 budget included a 20 percent-per-pupil cut in allocations for various non-compensation items and an almost 50 percent cut in allocations for capital outlay. Negatively impacting the budget was the fact that the Illinois General Assembly had reduced the amount of General State Aid distributed during the 1991-92 budget year.

Illinois legislators also had established a "tax cap" for taxing bodies in Chicago's five collar counties. The cap limited revenue increases based upon assessed valuations. District 203 would be allowed to receive increases on existing properties no greater than the Consumer Price Index, up to a maximum of 5 percent on the aggregate of all existing property. The cap did not apply to new construction, which was expected to account for 50 percent of total equalized assessed valuation growth in the district for the next few years.

Reflecting a drop in inflation from 5.4 percent in 1990 to 2.9 percent in 1996, the Consumer Price Index would restrict school district funding somewhat according to the legislated tax cap, but it also would reduce the drain on the taxpayer's pocketbook. Before the tax cap took effect in 1991, annual tax increases in DuPage County had been in the double digits. Inflation in property values and levies by taxing bodies had led to increases ranging from a high of 20 percent in 1987 to 11 percent in 1990. The tax cap and lower levels of inflation contributed to a decline in the rate of increase in taxation within DuPage County from 6.5 percent in 1991 to 3.4 percent in 1996.

The legislated tax cap affected all taxing bodies, not just school districts, but nearly 70 percent of the average DuPage County tax bill went toward the funding of local schools. Residents were relatively affluent, with an average adjusted gross income per household of almost \$57,000 by 1995, placing DuPage County among the top 1 percent of the nation's most affluent counties.

The average teacher salary in District 203 for 1991-92 was \$42,128. The top of the salary schedule was \$54,888 and the bottom \$24,120. Rates of increases in compensation funding negotiated by the Board of Education with the Naperville Unit Education Association between 1987 and 1991-92 had averaged 6.87 percent.

By the end of September 1991, student enrollment was approximately 16,700. While District 203 showed an increase of 2.8 percent over the prior year, neighboring Indian Prairie Unit District 204 had become the fastest growing district in the state. Its enrollment had increased by 11.7 percent since the previous year and would grow by 875 to 1,745 students a year for the next several years.

District 203 was in the final phases of facility improvements authorized by voters in 1989. Work on the high schools had been delayed because initial contractors' bids had been higher than budgeted. After paring back on the plans, bids were approved. Work on Naperville North began during the winter of 1991. Work on Naperville Central began the following summer.

The school year was clouded by controversy at NCHS. In 1992, the Board of Education voted 5-2 to remove the name "Redskins" as Naperville Central's nickname after almost a year of debate. The Redskin name was of great sentimental value to many students, faculty, graduates, and their families, but it also was considered inappropriate by many residents and some Native American organizations throughout the state. The NCHS student body eventually selected "Redhawks" as the replacement. River Woods Elementary School students and staff also decided to substitute "Red Blazes" for their original mascot name, which had been "Junior Redskins."

When Superintendent Clark announced he would retire at the close of the 1991-92 school year, the board asked representatives of its staff and the community to express what they wanted in a superintendent. An extensive search led the Board of Education to hire Dr. Donald E. Weber. A graduate of Naperville's own North Central College, Weber brought with him a reputation as a leader in financial and strategic planning, school/business relationships, and community involvement.

Weber had been superintendent of the 2,200-student Lockport Township High School District 205 for the previous seven years, and for the six years before that superintendent of the Lemont Township High School District.

Dr. Weber predicted that "the 1990s will prove to be a period in which our dedication to excellence is balanced against restricted revenue growth. A long recessionary period followed by a 'flat' recovery in the nation's economy and higher than normal unemployment test our ability to react to financial challenges. The Board of Education's long tradition of fiscal conservatism helped prepare us for the turmoil of these times."

The 1992-93 budget, the first of Dr. Weber's tenure in District 203, included a transfer of \$605,000 from the Operations and Maintenance Fund to the Educational Fund in an effort to offset an estimated opening negative balance of approximately \$1 million. Expenditures for the year would be in excess of \$94 million. Wages and benefits would account for more than 77.5 percent of total expenditures. About 90 percent of the Educational Fund budget, which encompassed almost 75 percent of total expenditures, was earmarked for wages and benefits.

An undetermined cost was the unknown effect of a proposed early retirement program for educators who would be age 50 or older during 1992-93 or 1993-94. Although early retirements might result in an unplanned expense, replacing experienced teachers with younger teachers could result in significant reductions in personnel costs in the long run.

The community celebrated the opening of the long-awaited pool at Naperville Central with an October 9 unveiling. The pool was part of an \$8.4 million addition and renovation package that included an auditorium, science labs and classrooms.

As the district addressed financial constraints, members of the Naperville community found ways to help. Incorporated in 1992, the Naperville Education Foundation would serve as a vehicle for supporting projects that enhance student learning and professional staff growth and development. The

funds acquired by the foundation would be used to provide educational opportunities that were beyond the scope of Board of Education revenues in such areas as fine arts, multicultural understanding, and technology. Foundation funds also would be used as seed money for innovative, educator-designed, instructional activities.

In January 1993, the Foundation Board of Trustees began a charter donor campaign with a goal of \$50,000. Within six months, the trustees had raised more than \$62,000 in monetary gifts and more than \$36,000 worth of in-kind gifts. In February, Harris Bank Naperville sponsored the first annual breakfast fund-raiser at Naperville Country Club. It featured Nobel Laureate Leon Lederman. The doctor of physics had been director of Fermi National Accelerator Laboratory and a driving force behind the establishment of a state math and science academy.

Community and staff volunteers participated in a second strategic planning process during 1992-93. Guided by Kenneth Primozic and Jeff Cordes of IBM Corp, the strategic planning committee identified five strategies for the district to pursue. The district should serve "as a catalyst for a community-wide commitment to lifelong learning" and, with students' families, create "a network of resources" for students and staff. The district should "take a leadership role in providing access to technology." Schools and area businesses should "form partnerships for the sharing of resources and expertise to expand learning opportunities for students, teachers and employees."

Directly inspired by the strategic planning process was the creation of the District 203 Business/Education Partnership Council, with Director of Community Relations Mary Ann Bobosky as the district's liaison. The council urged schools, businesses and community organizations to form relationships that would involve the sharing of expertise and resources, enhance learning opportunities for students, and, ultimately, benefit the entire community.

One of the first of what would become more than 100 business/community/education partnerships by 1997 was a bank-at-school program that opened at Scott Elementary School in late 1993. Part of a partnership with First Chicago Bank, the bank-at-school program gave Scott students the opportunity to open savings accounts into which they could make deposits at school. Fourth graders served as tellers and personal bankers under the supervision of bank and school personnel. The program encouraged students to learn math and money-handling skills, and similar ones soon were begun by other school/financial-institution partnerships.

The fifth outcome of the 1992-93 strategic planning emphasis was the formation of a committee of community and school district representatives that would monitor, guide and evaluate progress. Initial members of the holding company were citizens Catherine Ahlgren, Brad Barenbrugge, Glen Ekey, Ginny Lacy, Gloria Minnicks, Candy Rice, Marty Rudnick and Pat Springer and staff members Gene Drendel, Bill Gommel, Cindy Macrane, Tom Paulsen, Glenn Schneider and Sharon Wall.

Strategic planning also placed renewed emphasis upon the District 203 Mission Statement, as follows:

**The school district's mission is to graduate students who think critically, solve problems, make decisions, and have the skills necessary for productive citizenship and lifelong learning by providing excellent, comprehensive programs and services.**

In January of 1993, the General Assembly passed a bill that was described as the "five plus five early retirement incentive," and Governor Jim Edgar indicated that he would sign it. Before the conclusion of the 1993-94 school year, approximately 75 District 203 teachers and administrators chose to take early retirement under that program.

Staff and community surveys were conducted during 1992-93. Both community and staff indicated the quality of instruction programs and student achievement levels were high. When asked if they would support an increase in taxation for education, community survey respondents indicated a reluctance to accept higher taxation, except, perhaps, to incorporate technology.

Technology had made its way into the classroom, with calculators, computers and computer-controlled instruments being widely used in most education areas. During 1992-93, a District 203 Technology Committee of citizen and staff volunteers created a five-year plan. The plan would take an estimated \$11 million to implement, and financial restrictions would stretch its implementation beyond five years. A push for teacher and support staff training would begin the following year as professional development centers were established at each high school. Director of Technological Services and Career Education Skip Paulson announced that each building would have at least one sophisticated multimedia system by the fall of 1993-94.

Before the 1992-93 fiscal year drew to a close, the board authorized the utilization of tax anticipation warrants (borrowing against future revenues) for the first time since 1977. There was a \$5,500,000 potential cash shortfall in the Site and Construction Fund, due partly to the failure to sell the Wohead Farm property. Cash would be needed to pay for ongoing construction/renovation work that had been authorized by the 1989 referendum.

To balance the school district's budget, board members and administrators devised a five-year plan during the 1992-93 school year. It was based on several assumptions:

- New hires would be held to a minimum and pupil/teacher ratios would increase.
- The property tax rate for education would not decrease.
- State funding would remain stable.
- Salary increases would be held to the Consumer Price Index.
- No new programs would be added, except to replace existing ones.

In June of 1993, board members discussed the possibility of scheduling a referendum to increase the Educational Fund tax rate. Additional funds would be needed to implement the technology plan while maintaining current programs. In order to provide individual buildings with some funding toward their school technology plans, the board instituted a \$20 technology fee to be assessed at the time of student registration for the coming school year.

The proportion of school district revenues coming from sources other than local taxes had shrunk to about 10 percent. The great proportion of revenues for the 1993-94 school year would be generated by the 1992 real estate tax levy. Although assessed valuation had increased by 4.5 percent, the legislated tax cap limited District 203's revenue increase to 3.1 percent, the 1992 cost of living index.

Enrollment continued to grow. As of September 2, 1993, total enrollment was 17,421, up 3 percent since the previous September, but no additional staff was hired to accommodate the 495 new students. Board members and teachers approved a new contract on September 7 that increased average salary by 3.83 percent, 4.17 percent and 3.8 percent, respectively, for the next three years. Negotiations had lasted over seven months and ended with a tentative agreement on August 23, preventing a possible strike on the August 25, the first day of classes.

The 1993-94 academic year would see faculty work hard to implement the state's newly adopted Illinois Public School Accreditation Process and the Illinois Goal Achievement Program (IGAP). The Illinois Public Recognition system would be used to address quality and equity in all schools. The legislated movement included three components:

- State and local personnel will review compliance with state regulations concerning facilities, staffing and program specifications.
- School personnel must show evidence that all students meet performance standards and that each school has a School Improvement Plan.
- IGAP testing will be administered each year at designated grades and the results reported and evaluated.

The focus of education had changed from lecture and delivery of facts to include alternative teaching and learning methodologies intended to help students learn how to learn, how to problem-solve, and how to access and manage information.

Academics became less compartmentalized as elementary and junior high teachers engaged their pupils in across-the-curriculum explorations of theme topics and real-world situations. The importance of reading for pleasure as well as for learning was stressed, as were active, hands-on learning in science and practical applications and problem-solving in mathematics.

A "magnet school" program for the brightest students in the district's gifted program, Project IDEA, had been piloted during 1992-93 under the supervision of Gifted Programs Coordinator Mickey Fischer. As expanded in 1993-94, the program enabled the most academically gifted fourth and fifth graders to enroll in an all-day program at a central location, rather than attending regular classes and pull-out gifted lessons at their home schools. A math-science sequence for gifted sixth and seventh graders also had been piloted. The magnet program was extended to include all core academic subjects in grades six through eight.

When the National Merit Corporation announced names of semifinalists for their annual scholarship competition in September of 1993, District 203 learned that its Class of 1994 had the highest number of semifinalists (34) in the district's history. The 1993-94 school year would include many more positive aspects.

The state-mandated school report cards proved that District 203 was one of the highest-achieving systems in the state. American College Test composite scores for District 203 seniors were among the highest recorded in the 195 high schools located in Chicago and the counties of Cook, DuPage, Kane, Lake, McHenry and Will. Composite scores on the Illinois Goal Assessment Program (IGAP) tests of reading, writing, mathematics and science were among the top five in high-scoring DuPage County. The district's high school graduation rate was 95 percent, as compared to a state-wide average of 81.4 percent.

A report issued by the Taxpayers' Federation of Illinois ranked District 203 as the most economically efficient among unit school districts in the state with less than 10 percent low income students.

A fourth of the senior class was ranked among the top 10 percent of Illinois high school academicians by the Illinois Student Assistance Commission. There were three Presidential Scholar semifinalists at Central and one at North.

The NNHS Math Team took its first state championship, outpacing even the prestigious Illinois Mathematics and Science Academy. The NCHS JETS Team (Junior Engineering Technical Society) placed third in the nation and Naperville North's team placed first in state competition. North's student newspaper received an international first from Quill & Scroll and Central's student newspaper was named one of the best in the nation by the National Scholastic Press Association and the Newspaper Association of America.

The 52-member NNHS Wind Ensemble placed first in Super State competition. These are but a few of the honors garnered by students during 1993-94.

The district's coffers would benefit from \$3.4 million in proceeds from the sale of the Wohead Farm property to Crestview Builders for a high-end residential development.

District 203 also gained a third Presidential Award winner during 1993-94. Stephen Meehan, teacher of the Project IDEA program based at Highlands Elementary School, received an Award for Excellence in Mathematics Teaching in Washington, D.C., and a \$7,500 grant from the National Science Foundation to be used toward the improvement of math and science programs at Highlands.

In late 1993, the Illinois State Board of Education released the findings of a state-supervision team concerning the district's Special Education Department. The report "confirms our own feelings that we are doing a good job of educating all of our children," said Special Education Director Dennis Studinski. The report commended programs and personnel in several areas, including collaboration and team teaching among regular and special education staff; the high level of support given to special education services; efforts to provide appropriate services for students with disabilities; and programs

for "at risk" students with behavioral difficulties and for preschoolers in need of language skills development.

"The Naperville school district should be very proud of this report," said the state board representative who presented the report. "Since we implemented this new monitoring process two years ago, this is the best report we have had."

In conjunction with substance abuse prevention programs in District 203, parents were invited to attend a first "Wellness University" in January 1993. As organized by Student Assistance Programs Coordinator Sandy Stelmach, the Saturday "university" at NCHS offered workshop presentations for parents in such topics as self-esteem, substance abuse prevention, conflict resolution and stress.

As it established the operating budget for 1994-95, the Board of Education put off \$1,650,000 in planned expenditures in order to keep its budget in balance. Even though they expected another 335 pupils during the year, the board and administration decided not to employ any additional personnel for the second year in a row. Other cost-saving measures included replacing early retirees with less experienced staff, delaying planned expenditures for technology and new equipment, allowing class sizes to grow, and curtailing staffing levels for administrative and office personnel.

Bypassing the traditional practice of forming a citizens' task force before bringing an issue to voters, the Board of Education decided in August of 1994 to call a referendum in November. Despite the objections of one member, the majority believed it would be necessary to ask for the first increase since 1976 in the Educational Fund tax rate. The proposal asked voters for a 35-cent increase to finance the technology plan, pay off a deficit in the Educational Fund, erase the potential for increasing deficit, reduce class sizes, and create a reserve fund. It was voted down by the general population at a time when, for the average homeowner in District 203, two of every three dollars paid in real estate taxes went toward public education. The referendum was defeated, 17,943 against to 8,223 in favor, on November 8.

Subsequently, the Board of Education asked citizen volunteers to serve on three insight teams — financial, curriculum and technology. While the task forces worked, the board members and administrators continued their efforts to reduce costs while maintaining services. Teachers and support staff contributed to the effort and, by the end of the 1994-95 fiscal year, a savings of almost \$2 million in budgeted expenditures had been realized. At \$5,421, per-pupil expenditures were even less than in 1993-94.

The curriculum, financial and technology insight teams completed their reports in June and July of 1995. Among the Curriculum Insight Team's recommendations were the establishment of student performance improvement goals in several areas, expansion of the junior high foreign language exploratory program, more hands-on learning, and increased emphasis on spelling and writing skills.

The Financial Insight Team recommended several cost control measures. Among them were increases in registration and participation fees, establishment of a working cash fund, and more community input on budgetary and other major issues. Only if all else fails, said the insight team, should the board consider another referendum.

The Technology Insight Team endorsed the existing five-year plan and urged immediate replacement of outdated hardware and software and the implementation of applied technology labs at the junior and senior high levels, among other things.

Many of the three task forces' recommendations would figure prominently in budgetary decisions for the coming years.

The District 203 Career Education Advisory Council, a group of volunteers from local businesses and industries, participated in the development of a county-wide School-to-Work Initiative in 1994-95. The annual Career Night sponsored in December by the council drew more than 1,200 students and parents to information booths and presentations by 150 volunteers.

In accordance with state-mandated requirements for assessing student achievement in fundamental learning areas, faculty committees reviewed learning goals and developed assessment tools in the areas of art, science, literacy, math and physical development during the school year. While working with a consultant, the literacy assessment committee learned that District 203 high school students were at the 90<sup>th</sup> percentile nationally in literacy achievement.

The September-October issue of *Expansion Management Magazine* published statistical evaluations of 600 leading school districts in the United States. Its findings indicated that Naperville had one of the highest graduate outcome indexes (average college board scores and high school graduation rate) in the nation. The next year, the magazine's editors again gave District 203 top ratings, labeling it a "blue ribbon district" in which student achievement levels were as good as — if not better than — districts that spent more per-pupil.

Community involvement in the school district remained strong. A District 203 Parent Involvement Team was created during 1994-95. It adopted a model espoused by Joyce Epstein, co-director of the Center on Families, Communities, Schools and Children's Learning at Johns Hopkins University in Baltimore. The team's basic focal points would be on parenting skills, home-school communications, parental involvement in the schools, learning in the home, community involvement, and parental involvement in school-based decision-making.

Seed money in the form of a \$5,000 grant from the Japanese Chamber of Commerce and Industry of Chicago Foundation enabled the District 203 Parent/School/Community Involvement Team to sponsor a program titled "Parent Involvement — Caring for the Children We Share" in September 1995. The workshop helped volunteers in each of the 21 District 203 schools establish their own involvement teams.

In August of 1995, the Board of Education adopted seven goals for the district. District 203 shall

1. Meet the educational needs of all students.
2. Provide a world-class education system.
3. Effectively manage its financial resources.
4. Create a positive learning environment and provide staff with necessary resources to excel.
5. Establish programs which use technology as a tool for education.
6. Communicate interactively with the parents, businesses, and the community.
7. Promote continuous improvement for students, staff and the Board of Education.

The beginning of a voice-mail system was made possible when District 203 learned that it was one of 10 districts in the country that would receive a grant from the American Business Collaboration's "Bridge Project: Connecting Parents and Schools through Voice Messaging." Telephone voice messaging systems were installed at Elmwood, Meadow Glens and Prairie elementary schools; Madison and Washington junior high schools and Naperville Central and Naperville North high schools, thanks to the \$87,500 grant.

During the 1995-96 fiscal year, board members and administrators worked to update the district's policy manual for the first time since before the unit system had been established. One of the new policies related to multicultural understanding, which had been emphasized in many instructional areas for several years:

*"In support of quality education for the benefit of all students, the Board of Education embraces human diversity as an important value of the District. The District seeks to recruit and to retain employees who reflect a culturally rich and diverse perspective. Diversity is reflected by infusing an inclusive focus into curriculum content and a multicultural perspective into instructional strategies. Staff shall receive training with the objective of increasing knowledge, skills and sensitivity in the area of diversity. The District shall communicate the benefits of diversity in education to parents and the*



community. The Superintendent shall include these areas of diversity in the annual plan and report to the Board of Education."

The new policy was, in part, a recognition of the efforts of the Diversified Parents Association, which initiated a drive to increase minority representation in the District 203 staff. The student population included 8.9 percent Asian/Pacific Islander, 2.4 percent Black and 1.3 percent Hispanic pupils, and the teaching staff was 98.6 percent white. Efforts to recruit minority applicants were increased, but it would be an uphill battle against fierce competition for available minority educators.

According to National Education Association research, 90.7 percent of all teachers in the U.S. during 1995-96 were white, 7.3 percent were black and 2 percent "other." Teachers of minority origin were more likely to be found in large, urban settings than in medium or small systems.

As a result of continuing outstanding performance by District 203 students on IGAP tests, the Illinois State Board of Education announced that it would exempt all 21 of the district's schools from requirements relating to the Illinois School Improvement Plan and quality reviews by state officials. District 203 composite IGAP scores consistently ranked among the best in the state. In addition, building-based School Improvement Teams were among the leaders in a statewide movement to develop plans for improving instruction and student achievement.

The Illinois State Board of Education asked District 203 to help lead a statewide accountability and quality assurance initiative. A team from District 203 joined teams from eight other invited districts at a three-day workshop that helped define the nature of a "quality district." They agreed to collaborate for the next three years in self-analysis, professional development, planning and research.

The spirit of volunteerism and the quality of education were contributing to the success of the community. Ever since AT&T had established a branch of Bell Laboratories in Naperville in 1966, high-tech and research-oriented organizations had been attracted to the area. Among the things that attracted businesses and their employees to Naperville, said a March 13, 1996 article in *The Naperville Sun* newspaper, were "the quality of the area's school systems . . . an energetic central business district" and a tradition of volunteerism.

In May 1996, the negotiating teams representing the Board of Education and the Naperville Unit Education Association concluded their deliberations by agreeing to a three-year contract. Annual overall expenditures for compensation would increase by 3 percent, plus a fraction for salary schedule increments. Beginning salary would increase from \$26,126 in 1995-96 to \$29,500 in 1998-99. The top of the scale would rise from \$66,942 to \$70,000 (master's plus 42 hours, 22 years).

In many communities, school districts were among their largest employers. Building principals and district administrators supervised budgets equal to those of small businesses and large corporations. The median pay for a high school principal in the DuPage County area was over \$92,000. For a district superintendent, the median pay was over \$127,000.

During 1995-96, both DuPage and Cook counties ranked among the 15 fastest-growing counties in the nation. DuPage pupil enrollment increased by 6,053 students (4.45 percent) and Cook County by 5,959 students (.80 percent). Land within District 203 was almost fully developed, and its enrollment growth was mild compared to that of District 204 to the west, which straddled the fastest-growing parts of Naperville and Aurora.

SCHOOL DISTRICT	ENROLLMENT		PERCENT INCREASE
	1995	1996	
District 203	17,904	18,084	+1.0
District 204	13,635	15,318	+12.3

During 1996, the Illinois General Assembly legislated the development of state tests in reading, writing and mathematics for third and fifth grades. By 1998-99, school districts would be required to administer the tests, which would be used to identify students who might need additional help in those subjects. The General Assembly also legislated the creation of a Prairie State Achievement Exam, which

would be administered to all high school seniors by 1999-2000. If students exceeded state standards in reading, writing, mathematics, science and social studies, they would receive special recognition in addition to their high school diplomas.

Average class sizes had increased in District 203 as expenditures were restricted in an effort to eliminate the threat of deficit spending during the first half of the decade. The hardships endured by staff helped reverse a \$4.5 million imbalance between needs and expenditures by the end of 1995-96. The financial picture had benefitted from restricted spending, higher student fees, modest salary increases, an improved tax base (assessed valuation had reached approximately \$2.2 billion by 1996) and additional state funding.

A 6,000 square foot addition to the District 203 Administrative Center was completed during the summer of 1996 at a cost of approximately \$500,000. This made it possible for the Special Education Department to move out of rented quarters and into the more centrally located administrative center. Construction costs for the addition had been built into the 1995-96 Operations and Maintenance Fund budget when it became apparent that it would be more economical to build the needed space than to continue renting offices.

In July of 1996, Crestview Builders purchased for \$1,150,000 the unused portion of the Meadow Glens Elementary School site, which years ago had been targeted for a potential third high school.

The Board of Education authorized the hiring of 24 additional teachers and the expenditure of \$665,000 for the installation of 15 computer-assisted stations in applied technology labs at each of the five junior high schools for 1996-97. Skip Paulson, director of career education and technological services, and members of the District 203 Technology Implementation Committee were assisted by the Building & Grounds Department as computer-assisted work stations were installed in renovated industrial arts classrooms.

With equipment similar to that used by researchers and designers in industry, the junior high industrial technology teachers involved students in problem-solving projects related to topics such as aeronautics, biotechnology, robotics and fiber optics. Lessons and activities in the applied technology labs incorporated aspects of science, mathematics, reading and writing and helped students understand real-world applications for their studies. A second lab would be installed at each junior high in time for the 1997-98 school year.

A renewed emphasis on spelling instruction in grades two through five also was authorized by the Board of Education, which agreed with faculty recommendations and adopted a research-based curriculum. Implemented during 1996-97, the new program came with a variety of vocabulary lists, which included places for students to add their own word choices. Teacher training was provided with the program, which was goal oriented, attractive to children, and involved them and their parents in self-assessment.

With 18,240 pupils enrolled as of September 30, 1996, District 203 had the fourth largest student population among Illinois school districts. Except for a planned addition to Mill Street Elementary School to accommodate new students from the Century Farm development at Bauer Road and Mill Street and the desire to alleviate crowding at Madison Junior High, there was no foreseeable need for the construction of new classrooms.

An upgrading of the electronic cataloging, research and check-out systems at the district's 14 elementary schools and five junior high schools was completed during 1996-97. The systems at the junior and senior highs also included CD-ROM multimedia presentation and research capabilities, as well as access through the Internet to other sources of information. Wiring and equipment installations in the coming years eventually will provide networking and Internet capabilities within each school as well as throughout the district.

The Illinois Tax Foundation, a not-for-profit organization founded by the Taxpayers' Federation of Illinois, published its second major study in September 1996 titled "Performance Rankings of Illinois

School Districts." As it had in 1993, the foundation rated District 203 number one in terms of student performance and fiscal efficiency among districts with less than 10 percent low income students.

In 1996, for the fifth year in a row, SchoolMatch, an educational consulting and research firm in Ohio, gave District 203 its "What Parents Want" award. The award indicated District 203 was among the top 10 percent of 15,619 districts analyzed on the basis of what transferring families seek in school systems for their children.

There was much talk of the need to increase the level of state funding for Illinois public schools, and figures released by the Illinois State Board of Education in November of 1996 indicated the state contributed an average of 32 percent of local school districts' funding during fiscal 1995-96. In District 203, however, the state's contribution was much less — about 10 percent of the budget.

The average per-pupil expenditure among Illinois districts was 22<sup>nd</sup> highest among the 50 states, according to Census Bureau data published in 1997. District 203 seldom spent much more per pupil than the state average, but its instructional standards and levels of student achievement were much higher. It was the caliber of the students, the commitment of staff to high curriculum and instructional standards, and the community's dedication to excellence in education that allowed District 203 students to achieve well beyond state and national norms, despite relatively low per-pupil expenditures.

Curriculum Director Lenore Johnson reported to the board in April of 1997 that District 203 and its partner districts in the Illinois Leadership in Accountability and Quality Assurance Initiative (LAQA) were investigating successful practices in six areas -- comprehensive reading improvement; technology-supported learning; professional development; site-based management; alignment of academic standards, classroom curriculum, instruction, assessment and professional development; and family and community involvement.

Working under the auspices of the Illinois State Board of Education and using think tanks and forums, the LAQA group was learning about practices that could be shared with school systems around the state to promote continuous improvement in education.

Now recognized for excellence across the country, District 203 garnered two impressive invitations for Superintendent Weber. He was the only school chief from Illinois invited to participate in a Standard-Bearer School District Project designed by the Center for Leadership in School Reform and two regional school and college accrediting agencies. Dr. Weber also was invited to attend an Exemplary Superintendents' Leadership Forum that focused on technology issues.

Although not at the forefront in the world of technology, District 203 was carefully and deliberately choosing which tools and programs to implement. Said Superintendent Weber, "We've dealt with getting hooked up to the Internet and how that can be related to the curriculum. We always ask how technology will impact curriculum, instruction, and student learning."

Although enrollment in District 203 was stabilizing, Madison Junior High School still was in need of additional facilities. At the request of Associate Superintendent for Secondary Education Russ Bryan and Director of Buildings & Grounds Mike Nowlan, an architectural firm developed preliminary drawings and cost projections for a 9,480-square-foot addition and remodeling to meet projected space and curriculum needs. The estimate provided in May of 1997 was almost \$1.4 million. The Board of Education authorized the administration to proceed with the planned project and seek formal bids for its completion.

With the prospect of a positive balance in the budget in the spring of 1997, the Board of Education authorized increased expenditures for new and replacement equipment, textbooks and technology. Also authorized for 1997-98 was the introduction of foreign language at the elementary level. The pilot project would involve fourth graders at three elementary schools in twice-weekly, 15-minute lessons conducted by visiting junior high school exploratory foreign language teachers.

If careful monitoring and assessment proved it successful, the exploratory foreign language pilot program could be expanded to all fourth grade classes in the district and a fifth grade pilot project could

be initiated. Eventually, the pilot project could lead to a more in-depth elective program at the junior high level that would enable interested students to earn high school credit.

In June of 1997, Superintendent Weber reviewed the effects of recommendations made by the Curriculum, Financial and Technology Insight Teams two years before. As requested, salary increases were more in line with annual consumer price indices, averaging about 3 percent. A 10-year capital spending plan had been developed for major facility modifications/repairs, a five-year plan existed for instructional capital equipment needs, and financial and operational budgets were projected on a three-year basis. Student supply and participation fees had been increased, and a working cash fund had been established.

In addition, opportunities for parental and community input had been increased, the district was using Malcolm Baldrige education criteria to assess and improve district operations, formal procedures for curriculum assessment and design had been developed to include community input, and the incorporation of technology in the curriculum was progressing as rapidly as possible.

The community's commitment to providing a good education for its children while maintaining conservative fiscal practices was as strong in 1977 as it was when Naper's Settlement was established in 1832. Business, community and parental involvement was high.

The influence of HURRAH (senior adult) volunteers was being felt around the district. Their assistance was especially appreciated, said HURRAH Chairman Russ Marineau, a retired IBM executive, due to the fact that the majority of mothers now worked outside the home and had little time to donate to their children's schools.

"It's been said that two-thirds of all the people who ever lived to age 65 are alive today," said Marineau, "so, there's a good supply of positive and energetic seniors."

The Naperville Education Foundation also was proving to be a major benefactor of the district. Since its formation in 1992, it had raised nearly \$312,000 in cash contributions and received in-kind gifts with values totaling nearly \$360,000. Its grants to teachers were continuing to enrich and enhance educational opportunities for students.

Through the foundation, sponsoring organizations' contributions also were used to fund the annual Excellence in Education Banquet, which honored the academic top 5 percent of the graduating class and the "influential educators" named by the honored students. Among the honored students for 1997-98 would be 22 National Merit Scholarship Semifinalists. While many districts in Illinois often had no seniors earning scores on the qualifying exam that were among the top one-half of one percent in the nation, District 203 always had several.

In addition to the banquet for outstanding seniors and their families, local organizations sponsored, via donations to the foundation, a year-end employee recognition luncheon. Cash donations formed a Kid Boosters Fund, which provided one-time grants to students with unique needs.

The new school year began with a "warm fuzzy," as Naperville was ranked the most "kid friendly" community in the nation by the Washington, D.C.-based organization Zero Population Growth. The organization only looked at communities with populations of 100,000 or more, and Naperville included 119,000 residents by the fall of 1997. Criteria used to rank the communities included high school dropout rate, percent of teen births, percent of children in poverty, infant mortality, air quality and crime rate.

District 203 also rated high in the annual report of American College Test (ACT) composite scores. An estimated 80 percent of the senior classes at Naperville Central and North had taken the ACT, and they earned two of the highest composite scores in the state. On another front, the NCHS Redhawks football team was named No. 3 in the nation in pre-season rankings by the national newspaper *USA Today*.

In September, the Board of Education adopted a budget that included nearly \$130 million in expenditures — including a big investment in the application of technology within the curriculum — and the expectation of a positive balance.

"Hey folks," said retiring Board member Rudy Carl, "this is a good budget, the best we've had in the 25-year history of the district. We have a nice husky balance to start from, and we will end up with a husky balance."

Another good bit of news in September of 1997 was that the district's bonded indebtedness was scheduled to be paid off before the turn of the century. With all past building referenda paid off, the district's tax rate should drop to around \$4.07 per \$100 equalized assessed valuation.

The pupil enrollment situation has changed from the 1970s, when District 203 was growing while other districts were being forced to close schools in the wake of declining enrollments. The number of children attending schools across America is expected to grow through 2007, peaking at 54.3 million. In District 203, however, enrollment is stabilizing. Still, a few classrooms contain 30 or more pupils. Mill Street Elementary School is in the process of being expanded, and work has started on Madison Junior High.

## The Years Before and The Years Ahead

During the 138 years since District 78 was formed in 1859, public education has undergone revolutionary changes. No longer is it considered acceptable for a teacher to have little more than a high school education. No longer is it acceptable to have 40 to 80 students of varying ages in one room. No longer is a classroom little more than a box filled with rows of desks. Even before technology permeated the classroom, public education had become vastly more complex than in the days when the focus was the "three Rs" (reading, 'riting, and 'rithmetic).

Changing teaching methodologies and a variety of equipment needed to provide "hands-on" learning with "real world" applications have added to the cost of public education, as have the higher levels of preservice education and inservice training needed by the teachers, themselves. By the 1990s, chalkboards, textbooks, and lectures evolved into cooperative learning and problem-solving, science lab experiments and demonstrations, math manipulatives, computers and multimedia programs, Orff instruments and electronic keyboards, applied technology modules, integrated curriculum, and alternative learning and teaching styles.

The numbers of school personnel have multiplied as public education has assumed increasing responsibilities. Among the specializations unheard of in the 1950s, but considered vital to a public school system in the 1990s, are school psychology and social work; behavioral disorders, learning disabilities, and speech therapy; early childhood education; computer networking; health education, consumer education and substance abuse education; computer assisted instruction; and English as a second language — among others.

Public schools in the 1990s not only provide instruction in "the basics," they also prepare students to become workers in the "information age." The wealth of knowledge available to mankind has become so great, the speed of new product development so fast, and the marketplace so vast and complex, that children need to learn more than "the basics" if they are to succeed in the world of work as adults.

In the quarter of a century since District 203 was established as a kindergarten through 12<sup>th</sup> grade system, the numbers of both the schools and the students within it have doubled and special education services have been extended to many times as many students. In 1972, District 203 enrollment was more than 9,000. Today, it is more than 18,000. Special education services were provided for 87 students during 1972-73, as compared to 680 today, not including additional hundreds receiving speech therapy, health services, and occasional counseling by social workers.

New facilities since the unit district was formed are Kingsley, Maplebrook, Meadow Glens, Ranch View, River Woods, Scott and Steeple Run elementary schools, and Kennedy, Madison and Washington junior high schools. In addition, all 21 schools have been expanded and/or updated to meet the requirements of technology.

Naperville's earliest settlers realized the importance of educating their young. Now, as the community looks forward to a new millennium without the continuing need for new facilities, the emphasis on educational excellence is greater than ever as we strive to prepare today's children for the demands of the contemporary workplace and the need for life-long learning.

Students are setting their sights on high levels of achievement — in the classroom and in extracurricular activities. Teachers and administrators are utilizing the latest techniques and technologies to prepare youth to meet the challenges that lie ahead. Adults throughout the community are contributing their support and expertise in an effort to help prepare today's youth for the world of the future.

Working together, youth and adults in Naperville Community Unit School District 203 will continue the pursuit of excellence with mutual respect and dedication as they develop a shared vision for the future of public education.

## **Naperville Education Foundation**

### **Charter Board of Trustees**

John D. James, Chairman; Ruth J. Fawell, Vice Chairman; Grace E. Woeltje, Secretary; Ed Channell, Treasurer; Carmen S. DiGiovine; Maggie Ellithorpe; Kenneth Koranda; Raymond J. Lenart; John J. Matsock; Anthony J. Sadowski; Donald G. Schroeter; William F. Steinke, president of the Board of Education; Superintendent Don Weber; Director of Community Relations Mary Ann Bobosky, district liaison.

### **Charter Members, District 203**

#### **Business/Community/Education Partnership Council**

Catherine Ahlgren, parent; Ennedly Toledo Bologna, Firststar Naper Bank; Joan Bowers, parent; Bill Brestal, Dommermuth, Brestal, Cobine and West, Ltd.; Ed Channell, Sound Incorporated; Lance Croxall, AT&T; Fred Farinacci, UNISYS Corp.; Anita Hornstein, Edward Hospital; Tim Johnson, DiGiovine, Hnilo, Jordan and Johnson Ltd.; Sally Kenaston, parent; Karen Kenyon, Amoco Corporation; Corrine Lewis, parent; Tom Lynch, Regency Savings Bank; William Marzano, Solar Press, Inc.; Karen Nordquist, Nalco Chemical Co.; Brenda Panno, MidAmerica Federal Savings Bank; Lou Petritz, First Chicago-Gary Wheaton Bank of Fox Valley; Candy Rice, parent; Mike Skarr, NICOR; Debbie Stecher, parent; Lori Streit, Packer Engineering Co.; Kathie Thorne, First Chicago Bank; Bob Trudell, Van den Bergh Foods Co.; Kim Weeks, Naperville Area Chamber of Commerce and Bob Zeller, Harris Bank Naperville.

### **Charter Members, District 203**

#### **Parent/School/Community Involvement Team**

Parents Sandy Ryan and Ann Staats (co-chairs), Mickey Koziol, Judy Swanson and John Tableriou; teachers Sue Faber, Janet Reed and Ed Schmidgall; Naperville Home and School Association President Kris Campanelli; NCHS Principal Tom Paulsen; Curriculum Director Lenore Johnson; Board of Education members Tim Costello and Mary Roberts; Superintendent Weber; Mary Ann Bobosky, director of community relations

#### **District 203 Accountability/Quality Assurance Team, 1997**

Board member Marcia Aspinall; Curriculum Director Lenore Johnson; Naperville Unit Education Association President Dave Griffith; Gifted Programs Coordinator Mickey Fischer; NNHS Assistant Principal Frank Kesman; Naper Elementary School Principal Sharon Wall; Ann Staats, co-leader of the District 203 Parent/School/Community Involvement Core Team; and Bob Zeller, president of the District 203 Business/Community/Education Partnership Council.

COMPOSITE SCORES ON NATIONALLY NORMED TESTS				
	ACT	SAT VERBAL	SAT MATH	YEAR
District 203	23.4	455	538.5	1991
Illinois	20.8			
U.S.A.		422	474	
District 203	23.6	457.5	543.5	1992
Illinois	20.9			
U.S.A.		423	476	
District 203	23.9	469	563.5	1993
Illinois	21.0			
U.S.A.		424	478	
District 203	24.1	550.5	572.5	1994
Illinois	21.0	553	562	
U.S.A.	20.8	499	504	
District 203	24.1	558	592	1995
Illinois	21.1	563	574	
U.S.A.	20.8	504	506	
District 203	24.1	565	594.5	1996
Illinois	21.2	564	575	
U.S.A.	20.9	505	508	
District 203	24.4	557.5	602	1997
Illinois	21.3	562	578	
U.S.A.	21.0	505	511	

*Approximately 14 percent of Illinois high school seniors take the SAT, but more than half (approximately 56 percent in 1996-97) of the seniors in District 203 take the SAT.*



<b>ENROLLMENT HISTORY SINCE FORMATION OF UNIT DISTRICT 203, Including Special Education Classes</b>					
<b>AS OF SEPT. 30</b>	<b>K-5</b>	<b>6-8</b>	<b>9-12</b>	<b>TOTAL</b>	<b>PERCENT +/-</b>
1972	3727	2201	3240	9182	8.6
1973	3923	2330	3494	9747	6.2
1974	4125	2502	3631	10,258	5.2
1975	4280	2568	3551	10,339	1.4
1976	4585	2594	3637	10,816	4
1977	4982	2704	3845	11,531	6.6
1978	5304	2817	4012	12,133	5.2
1979	5360	2952	4097	12,409	2.3
1980	5281	3147	4115	12,543	1
1981	5116	3232	4124	12,472	-.06
1982	5025	3276	4114	12,415	-.05
1983	5319	3219	4329	12,867	3.6
1984	5686	3110	4574	13,370	3.9
1985	6090	3163	4680	14,043	5
1986	6618	3287	4763	14,791	5.3
1987	7031	3429	4732	15,316	3.5
1988	7388	3479	4591	15,601	1.9
1989	7567	3619	4526	15,844	1.5
1990	7813	3770	4649	16,354	3.2
1991	8045	3929	4674	16,723	2.3
1992	8122	3963	4777	16,956	1.4
1993	8380	4058	4915	17,475	3
1994	8558	4053	5043	17,762	1.6
1995	8605	4127	5189	18,037	1.5
1996	8616	4193	5287	18,239	1.1
1997	8571	4248	5293	18,229	-.0005

<b>AVERAGE CLASS SIZE</b>										
<b>GRADE</b>	<b>1992-93</b>		<b>1993-94</b>		<b>1994-95</b>		<b>1995-1996</b>		<b>1996-97</b>	
	<b>ILL</b>	<b>203</b>	<b>ILL</b>	<b>203</b>	<b>ILL</b>	<b>203</b>	<b>ILL</b>	<b>203</b>	<b>ILL</b>	<b>203</b>
Kindergarten	22.4	25.5	22.7	26.2	22.7	25.5	23.0	25.4	22.5	25.7
Grade 1	22.8	25.3	22.9	26.0	23.1	26.3	22.7	25.6	23.1	26.1
Grade 3	23.5	25.6	23.7	25.3	23.5	24.8	22.8	25.9	23.5	26.2
Grade 6	24.1	26.4	24.3	25.6	24.1	26.6	23.8	27.5	24.7	26.6
Grade 8	23.5	26.0	23.9	27.2	23.5	26.2	22.9	26.9	23.0	27.7
Senior High	19.6	22.6	19.6	22.3	19.7	23.8	19.5	24.8	19.3	24.8

COMPARATIVE FIGURES			
CATEGORY	1965-66		1995-96
	District 78	District 107	District 203
Revenue Sources	Local: 73% State/Federal: 27%	Local: 93% State/Federal: 8%	Local: 89% State/Federal: 11%
Operating Budget	\$1,841,078	\$1,166,155	\$101,663,130
Cost per Pupil	\$530	\$702	\$6021
Tax Rate	\$1.998	\$1.475	\$4.38
Number of Schools	5 elementary, 2 junior high schools	1 high school	14 elementary, 5 junior highs, 2 high schools
Number of Students	5850		18,274

**STAFF PROFILE, OCTOBER 1997**

TEACHING STAFF	1135	full time
<i>(includes 31 on leave)</i>	39	part time
Highest degree:		
bachelor's	344	
master's	824	
doctorate	6	
ADMINISTRATORS	67	
OFFICE PERSONNEL	141	
FULL-TIME CUSTODIAL, MAINTENANCE, AND TRANSPORTATION EMPLOYEES	139	
EDUCATIONAL SUPPORT SUPERVISORS	27	
BUS DRIVERS	108	
ASSISTANTS	385	

## Naperville Board of Education Members

### District 78

#### **1911**

F.A. Kendall, President  
John B. Kline, Secretary  
E.V. Knickerbocker  
William Sigmund  
Charles E. Heydon  
James D. Stoner  
E.F. Stark

#### **1912**

F.A. Kendall, President  
John B. Kline, Secretary  
William Sigmund  
Charles E. Heydon  
James D. Stoner  
E.F. Stark  
H.C. Williams

#### **1913**

J.A. Hertel, President  
John B. Kline, Secretary  
William A. Unger  
James D. Stoner  
E.F. Stark  
William Sigmund  
H.C. Williams

#### **1914**

J.A. Hertel, President  
John B. Kline, Secretary  
Noel E. Alspaugh  
William A. Unger  
James D. Stoner  
William Sigmund  
H.C. Williams

#### **1915**

J.A. Hertel, President  
John B. Kline, Secretary  
James D. Stoner  
William Sigmund  
William A. Unger  
Noel E. Alspaugh  
Truman I. Myers

#### **1916**

J.A. Hertel, President  
John B. Kline, Secretary  
James D. Stoner  
William Sigmund  
William A. Unger

Noel E. Alspaugh  
Truman I. Myers

**1917**

R.N. Givler, President  
John B. Kline, Secretary  
William Sigmund  
William A. Unger  
Harry E. Woodward  
Daniel E. Stiefbold  
Truman I. Myers

**1918**

R.N. Givler, President  
John B. Kline, Secretary  
William Sigmund  
Truman I. Myers  
Harry E. Woodward  
Walter P. Knosher  
John Bentz

**1919**

Benjamin A. Piper, President  
John B. Kline, Secretary  
William Sigmund  
Truman I. Myers  
Harry E. Woodward  
Walter P. Knosher  
John Bentz

**1920**

Benjamin A. Piper, President  
John B. Kline, Secretary  
William Sigmund  
Truman I. Myers  
Harry E. Woodward  
Walter P. Knosher  
John Bentz

**1921**

Benjamin A. Piper, President  
John B. Kline, Secretary  
Truman I. Myers  
Harry E. Woodward  
Walter P. Knosher  
John Bentz  
A.J. Goodge

**1922**

Benjamin A. Piper, President  
John B. Kline, Secretary  
Truman I. Myers  
Harry E. Woodward  
Walter P. Knosher

John Bentz  
A.J. Goodge

**1923**

Edwin F. George, President  
John B. Kline, Secretary  
Truman I. Myers  
Harry E. Woodward  
Walter P. Knosher  
John Bentz  
A.J. Goodge

**1924**

Edwin F. George, President  
John B. Kline, Secretary  
Truman I. Myers  
Harry E. Woodward  
Walter P. Knosher  
John Bentz  
A.J. Goodge

**1925**

Edwin F. George, President  
John B. Kline, Secretary  
Truman I. Myers  
Harry E. Woodward  
Walter P. Knosher  
John Bentz  
A.J. Goodge

**1926**

Edwin F. George, President  
John B. Kline, Secretary  
Truman I. Myers  
Walter P. Knosher  
John Bentz  
A.J. Goodge  
Mabel G. Goetz

**1927**

Edwin F. George, President  
John B. Kline, Secretary  
Truman I. Myers  
Walter P. Knosher  
John Bentz  
A.J. Goodge  
Mabel G. Goetz  
Walter Givler, Treasurer

**1928**

Edwin F. George, President  
Truman I. Myers  
Walter P. Knosher  
Mabel Givler Goetz

Arthur J. Goodge  
Charles A. Auner  
Milton E. Stauffer  
Walter Givler, Treasurer

**1929**

W.H. Heinmiller, President  
Truman I. Myers, Secretary  
Walter P. Knosher  
Mabel G. Goetz  
Arthur J. Goodge  
Charles H. Auner  
Milton E. Stauffer  
W.M. Givler, Treasurer

**1930**

W.H. Heinmiller, President  
Truman I. Myers, Secretary  
Charles Auner  
Mabel Goetz  
Arthur J. Goodge  
Walter Knosher  
Milton Stauffer

**1931**

W.H. Heinmiller, President  
Truman Myers, Secretary  
Mabel Goetz  
Arthur Goodge  
Walter Knosher  
H.J. Marshall  
Milton Stauffer

**1932**

William Heinmiller, President  
Truman I. Myers, Secretary  
Milton E. Stauffer  
H.J. Marshall  
Arthur A. Beidelman  
A.E. Shiffler  
Arthur J. Goodge  
W.M. Givler, Treasurer

**1933**

William H. Heinmiller, President  
A.H. Buchman  
H.O. Hageman  
Milton E. Stauffer  
H.J. Marshall  
Arthur A. Beidelman  
A.E. Shiffler

**1934** (Ralph E. Beebe, Secretary)  
William H. Heinmiller, President

A.H. Buchman  
H.O. Hageman  
Milton Stauffer  
H.J. Marshall  
Arthur Beidelman  
A.E. Shiffler  
**1935** (Ralph Beebe, Secretary)

Lester Schloerb, President  
A.H. Buchman  
H.O. Hageman  
H.J. Marshall  
Charles Schuler  
A.E. Shiffler  
Milton Stauffer

**1936**  
Lester Schloerb, President  
A.E. Shiffler  
B.B. Boecher  
H.O. Hageman  
H.J. Marshall  
Charles Schuler  
Milton Stauffer

**1937** (Ralph Beebe, Secretary)  
Lester Schloerb, President  
Edwin Clark  
B.B. Boecher  
H.O. Hageman  
Paul Boyer  
Charles Schuler  
A.E. Shiffler

**1938**  
Lester Schloerb, President  
Paul Shiffler  
Charles Schuler  
E.E. Clark

**1939**  
Lester Schloerb, President  
Paul Shiffler  
Charles Schuler  
E.E. Clark

**1940**  
Lester Schloerb, President  
Paul Shiffler  
Charles Schuler  
E.E. Clark

**1941**  
Lester Schloerb, President  
Paul Shiffler

Charles Schuler

E.E. Clark

**1942**

Lester Schloerb, President

Paul Shiffler

Charles Schuler

E.E. Clark

**1943**

Lester Schloerb, President

E.E. Clark

**1944**

Lester Schloerb, President

E.E. Clark

**1945**

Lester Schloerb, President

E.E. Clark

**1946**

Lester Schloerb, President

E.E. Clark

**1947** (Ralph Beebe, Secretary)

Lester Schloerb, President

Paul Boyer

Melvin Abrahamson

Thayer Hill

Edwin Clark

Henry Springborn

June Beckman

Herman Paul Boecker, Treasurer

**1948** (Ralph Beebe, Secretary)

Lester Schloerb, President

Paul Boyer

Mark Schmidt

June Beckman

Thayer Hill

John Sutphen

Edwin Clark

Herman Paul Boecker, Treasurer

**1949** (Ralph Beebe, Secretary)

Lester Schloerb, President

Paul Boyer

Edwin Clark

June (Mrs. Robert) Beckman

Mark Schmidt

Thayer J. Hill

John Sutphen

Herman Paul Boecker, Treasurer

**1950** (Ralph Beebe, Secretary)

Lester Schloerb, President



Paul Boyer  
Edwin Clark  
Ruth Watson  
Mark Schmidt  
Paul Eller  
John Sutphen  
Carl Finkbinder, Treasurer  
**1951** (Ralph Beebe, Secretary)  
Irvin F. Keeler, President  
Paul Boyer  
Edwin Clark  
Paul Eller  
Ruth Watson  
Mark Schmidt  
John Sutphen  
Carl Finkbinder, Treasurer

*In July of 1952, elections were held to create a separate and larger high school District 107, and to retain grades K-8 in District 78. The superintendent, president and four members would be the same on both boards.*

## Naperville Board of Education Members

### District 78

#### 1952 (Ralph Beebe, Secretary)

Irvin F. Keeler, President

Paul W. Boyer

Paul H. Eller

Robert E. Koehler

Mark S. Schmidt

John Sutphen Jr.

Ruth O. Watson

#### 1953 (Ralph Beebe, Secretary)

Irvin F. Keeler, President

Paul W. Boyer

Paul H. Eller

Robert E. Koehler

Mark S. Schmidt

Albert M. Berry

Ruth O. Watson

#### 1954 (Ralph Beebe, Secretary)

Irvin F. Keeler, President

Albert Berry

Paul Eller

Robert E. Koehler

Mark S. Schmidt

Ruth O. Watson

Eugene Young

#### 1955 (Ralph Beebe, Secretary)

Irv Keeler, President

Richard R. Savage

Ruth Watson

Paul Eller

Albert Berry

Robert Koehler

Eugene Young

#### 1956 (Ralph Beebe, Secretary)

Dr. Irvin Keeler, President

Dr. Harold Henning

Robert Koehler

Ruth Watson

Albert Berry

Eugene Young

Richard Savage

#### 1957 (Erwin Hake, Secretary)

Irv Keeler, President

Ruth Watson

Eugene Young

Albert Berry

Richard Savage

Dr. Harold Henning  
Robert Koehler  
**1958** (Erwin Hake, Secretary)  
Robert Koehler, President  
Harriet Hansen  
Richard R. Savage  
Albert Berry  
Eugene Young  
Ruth Watson  
Harold Henning  
**1959** (Erwin Hake, Secretary)  
Robert Koehler, President  
Gerald Mitchell  
Patricia (Mrs. Jerome) Ziegler  
Karl S. Sandberg  
Harriet Hansen  
Richard R. Savage  
Eugene Young  
**1960** (Erwin Hake, Secretary)  
Robert Koehler, President  
Philip A. Turner  
Byron Grush  
William C. Carlson  
Harriet Hansen  
Richard R. Savage  
Patricia Ziegler  
**1961** (Erwin Hake, Secretary)  
Robert Koehler, President  
Richard Savage  
Harriet (Mrs. Howard) Hansen  
Leslie Burris, Jr.  
Philip Turner  
Patricia Ziegler  
**1962**  
Byron Grush  
Patricia Ziegler  
Winston Abernathy  
Kenneth T. Strachan  
Leslie Burris, Jr.  
Philip Turner  
Richard R. Savage  
**1963**  
Philip Turner, President  
William C. Carlson  
Winston Abernathy  
Leslie Burris, Jr.  
Kenneth T. Strachan  
Richard R. Savage

Harriet Hansen

**1964**

Leslie Burris, Jr., President  
Mary (Mrs. Paul) Rademacher  
Winston Abernathy  
Kenneth T. Strachan  
Philip Turner/Alfred Rubin  
Richard R. Savage

**1965** (Erwin Hake, Secretary)

Leslie Burris, Jr., President  
Alfred Rubin  
Winston Abernathy  
Mary Rademacher  
Kenneth T. Strachan  
Richard R. Savage  
William C. Carlson

**1966**

Leslie Burris, Jr., President  
Winston S. Abernathy  
Mary Rademacher  
Jarvis L. Spreng  
Kenneth T. Strachan  
Alfred Rubin  
Richard R. Savage

**1967** (Erwin Hake, Secretary)

Leslie Burris, Jr., President  
Marjorie Osborne  
Alfred Rubin  
Kenneth T. Strachan  
Winston S. Abernathy  
Dean A. Davis  
Jarvis L. Spreng

**1968** (Erwin Hake, Secretary)

Leslie Burris, Jr., President  
Winston S. Abernathy  
Marjorie Osborne  
Dean A. Davis  
Alfred Rubin  
Jarvis L. Spreng  
Kenneth T. Strachan

**1969** (Marge Michel, Secretary)

Leslie Burris, Jr., President  
Gordon R. Swanson  
Kenneth T. Strachan  
Jarvis L. Spreng  
Winston Abernathy  
Dean A. Davis  
Marjorie Osborne

**1970** (Marge Michel, Secretary)

Dean A. Davis, President

Leslie Burris Jr.

Winston S. Abernathy

Marjorie Osborne

Jarvis L. Spreng

Gordon R. Swanson

Kenneth T. Strachan

**1971** (Marge Michel, Secretary)

Dean A. Davis, President

Leslie Burris Jr.

Dr. James E. Will

Marjorie Osborne

Jarvis L. Spreng

Gordon R. Swanson

Kenneth T. Strachan

**1972** (Marge Michel, Secretary)

Dean A. Davis, Vice President

Leslie Burris Jr.

Mary Lou Cowlshaw

James E. Will

James L. Newkirk

Marjorie Osborne

Kenneth Strachan (ret. 8/72)

*(District dissolved by referendum in June 1972 and reformed as Unit District 203.)*

**District 107**

**1952** (Ralph Beebe, Secretary)

Irvin F. Keeler, President

Paul W. Boyer

Mark S. Schmidt

Ruth O. Watson

Robert E. Koehler

John Sutphen, Jr.

Paul H. Eller

**1953** (Ralph Beebe, Secretary)

Irv Keeler, President

Paul Boyer

Mark Schmidt

Ruth Watson

Paul Eller

Gladwin P. Clarke

Charles H. Goodrich

**1954** (Ralph Beebe, Secretary)

Irv Keeler, President

Mark Schmidt

Ruth Watson

Paul Eller

Gladwin Clarke  
Charles Goodrich  
Eugene G. Young  
**1955** (Ralph Beebe, Secretary)  
Irv Keeler, President  
Ruth Watson  
Gladwin Clarke  
Charles Goodwin  
Eugene Young  
Harold Henning  
Paul Eller  
**1956** (Ralph Beebe, Secretary)  
Dr. Irvin Keeler  
Dr. Paul Eller  
Gladwin P. Clarke  
Ruth Watson  
Dr. Harold Henning  
Eugene Young  
Marshall Erb  
**1957** (Ralph Beebe, Secretary)  
Irv Keeler, President  
Marshall Erb  
Ruth Watson  
Paul Eller  
Gladwin Clarke  
Eugene Young  
Harold Henning  
**1958** (Ralph Beebe, Secretary)  
Gladwin Clarke, President  
Dr. Wayne Clymer  
Albert Berry  
Marshall Erb  
Ruth Watson  
Eugene Young  
Harold Henning  
**1959** (Erwin Hake, Secretary)  
Gladwin Clarke, President  
Marjorie Malm  
Marshall Erb  
Dr. Wayne Clymer  
Albert Berry  
Eugene Young  
Harold Henning  
**1960**  
Gladwin Clarke, President  
John Zedrow  
Marjorie Malm  
Harriet Hansen

Dr. Wayne Clymer  
Albert Berry  
Marshall Erb  
**1961** (Erwin Hake, Secretary)  
Gladwin Clarke, President  
Harriet Hansen  
Dr. Wayne K. Clymer  
Albert Berry  
Marjorie Malm  
John Zedrow  
Marshall Erb  
**1962** (Erwin Hake, Secretary)  
Gladwin Clarke, President  
Marshall Erb  
John Zedrow  
Albert Berry  
Wayne Clymer  
Harriet Hansen  
Marjorie Malm  
**1963** (Erwin Hake, Secretary)  
Wayne Clymer, President  
John Zedrow  
Dr. Daniel Butler  
Marshall Erb  
Albert Berry  
Gladwin Clarke  
Harriet Hansen  
**1964** (Erwin Hake, Secretary)  
Dr. Daniel Butler, President  
Dr. Eggert W. Giere  
Gladwin Clarke/Fred H. Kemp  
John Zedrow  
Marshall Erb  
Albert Berry  
Harriet Hansen  
**1965** (Erwin Hake, Secretary)  
Dr. Daniel Butler, President  
Harriet Hansen  
Fred H. Kemp  
John Zedrow  
Marshall Erb  
Dr. Eggert W. Giere  
Albert Berry  
**1966** (Erwin Hake, Secretary)  
Dr. Daniel K. Butler, President  
Betty Lyden  
Fred H. Kemp  
John W. Zedrow

Marshall M. Erb  
Dr. Eggert W. Giere  
Albert M. Berry  
**1967** (Erwin Hake, Secretary)  
Dr. Dan Butler, President  
Dr. E.W. Giere  
Marshall Erb  
Fred H. Kemp  
John Zedrow  
Wilma Reschke  
Betty Yackley  
**1968** (Marge Michel, Secretary)  
Dr. Daniel Butler, President  
Robert D. Piper (apptd. 9/68)  
Marshall Erb (resigned 12/68)  
Dr. E.W. Giere (resigned 10/68)  
Fred Kemp, Wilma Reschke  
Betty Yackley  
John Zedrow  
**1969** (Marge Michel, Secretary)  
Dr. Dan Butler, President  
George C. Olson  
Edward W. Glancy  
Betty Yackley  
Fred H. Kemp  
Robert D. Piper  
Wilma Reschke  
**1970** (Marge Michel, Secretary)  
Dr. Dan Butler, President  
Edward W. Glancy  
Fred H. Kemp  
Betty Yackley  
George C. Olson  
Wilma Reschke  
Andrew C. Wehrli  
**1971** (Marge Michel, Secretary)  
Wilma Reschke, President  
Edward W. Glancy  
Daniel K. Butler, Vice President  
John O. Dahlberg  
Hugh P. Kirkel, George C. Olson  
Andrew Wehrli  
Betty Yackley  
**1972** (Marge Michel, Secretary)  
Wilma Reschke, President  
William Bonnema (4-8/72)  
H.L. Cleal  
Hugh P. Kirkel (resigned 8/72)



Jack Parker

Betty Yackley (resigned 8/72)

Andrew Wehrli

John O. Dahlberg

*(District dissolved, reformed as Unit Districts 203 and 204 in June 1972.)*

## Naperville Board of Education Members

### District 203

**1973** (Marge Michel, Secretary)

Wilma Reschke, President

Andrew C. Wehrli

Mary Lou Cowlshaw

Dr. Daniel Butler/Thomas Bursh

Dean A. Davis

John O. Dahlberg

Marjorie Osborne

**1974** (Marge Michel, Secretary)

Dean A. Davis, President

Wilma Reschke

Mary Lou Cowlshaw, Vice President

Thomas W. Bursh

John O. Dahlberg

Charles S. Newton

Marjorie Osborne

**1975** (Marge Michel, Secretary)

Dean A. Davis, President

John O. Dahlberg

Charles S. Newton

Thomas W. Bursh

Carol Payette

Mary Lou Cowlshaw, Vice President

Sandra Bemis

**1976** (Marge Michel, Secretary)

Thomas W. Bursh, President

Mary Lou Cowlshaw, Vice President

Diane Dondero

Roy Grundy

Charles S. Newton

Sandra Bemis

Carol Payette

**1977** (Marge Michel, Secretary)

Thomas W. Bursh, President

Roy Grundy

Carolyn LeSage

Sandra Bemis

Mary Lou Cowlshaw

Diane Dondero

Carol Payette, Vice President

**1978** (Marge Michel, Secretary)

Thomas W. Bursh, President

Andrew C. Wehrli

Mary Lou Cowlshaw

Diane Dondero

Roy R. Grundy

Carolyn LeSage  
Carol Payette, Vice President  
**1979** (Marge Michel, Secretary)  
Andrew C. (Mike) Wehrli, President  
Carolyn LeSage, Vice President  
Charles M. Burlingham Jr.  
Mary Lou Cowlshaw  
Carol Payette  
John V. Roscich  
Richard A. Vihar  
**1980** (Marge Michel, Secretary)  
Carolyn LeSage, President  
Mary Lou Cowlshaw, Vice President  
Charles M. Burlingham Jr.  
Carol Payette  
John V. Roscich  
Richard A. Vihar  
Andrew C. (Mike) Wehrli  
**1981** (Marge Michel, Secretary)  
Carolyn LeSage, President  
Mary Lou Cowlshaw, Vice President  
Charles M. Burlingham Jr.  
Carol Payette  
Joseph W. Lullo  
John V. Roscich  
Andrew C. (Mike) Wehrli  
**1982** (Sharon Munoz, Secretary)  
Carolyn LeSage, President  
Mary Lou Cowlshaw, Vice President  
Charles M. Burlingham Jr.  
James R. Creamer  
Virginia Lacy  
Joseph W. Lullo  
John V. Roscich  
**1983** (Sharon Munoz, Secretary)  
Carolyn LeSage, President  
Charles Burlingham, Vice President  
James Creamer  
Ginny Lacy  
Joann Richter  
John Roscich  
Joseph Lullo  
**1984** (Sharon Munoz, Secretary)  
Carolyn LeSage, President  
Joseph Lullo, Vice President  
James Creamer  
Ginny Lacy  
Russell Poel

Joann Richter  
William Steinke  
**1985** (Sharon Munoz, Secretary)  
Carolyn LeSage, President  
Joseph Lullo, Vice President  
James Kreamer  
Ginny Lacy  
Russell Poel  
Joann Richter  
William Steinke  
**1986** (Wanda Jones, Secretary)  
Ginny Lacy, President  
James Kreamer, Vice President  
Meredith Brown  
Rudy Carl  
Russell Poel  
Joann Richter  
William Steinke  
**1987** (Wanda Jones, Secretary)  
Ginny Lacy, President  
James Kreamer, Vice President  
Meredith Brown  
Rudy Carl  
Russell Poel  
Joann Richter  
William Steinke  
**1988** (Wanda Jones, Secretary)  
Joann Richter, President  
Ginny Lacy, Vice President  
Meredith Brown  
Rudy Carl  
James Kreamer  
William Steinke  
Jan Weber  
**1989** (Wanda Jones, Secretary)  
Joann Richter, President  
Ginny Lacy, Vice President  
Meredith Brown  
Rudy Carl  
James Kreamer  
William Steinke  
Jan Weber  
**1990** (Wanda Jones, Secretary)  
Joann Richter, President  
James Kreamer, Vice President  
Rudy Carl  
Osie Davenport

Ginny Lacy

William Steinke

Jan Weber

**1991** (Wanda Jones, Secretary)

James Kreamer, President

William Steinke, Vice President

Rudy Carl

Osie Davenport

Ginny Lacy

Joann Richter

James Schlessler

Mike Skarr

**1992** (Wanda Jones, Secretary)

James Kreamer, President

William Steinke, Vice President

Rudy Carl

Osie Davenport

Ginny Lacy

Joann Richter

James Schlessler

**1993** (Wanda Jones, Secretary)

William Steinke, President

Osie Davenport, Vice President

Rudy Carl

James Kreamer

Ginny Lacy

Mary Roberts

James Schlessler

**1994** (Wanda Jones, Secretary)

William Steinke, President

Osie Davenport, Vice President

Marcia Aspinall

Rudy Carl

Timothy Costello

Mary Roberts

James Schlessler

**1995** (Wanda Jones, Secretary)

James Schlessler, President

Mary Roberts, Vice President

Marcia Aspinall

Rudy Carl

Timothy Costello

Osie Davenport

William Steinke

**1996** (Wanda Jones, Secretary)

Mary Roberts, President

Timothy Costello, Vice President

Marcia Aspinall  
Brian Barnes  
Rudy Carl  
Osie Davenport  
Livia McCammon  
**1997** (Wanda Jones, Secretary)  
Mary Roberts, President  
Timothy Costello, Vice President  
Marcia Aspinall  
Brian Barnes  
Rudy Carl  
Osie Davenport  
Livia McCammon

### **Naperville Superintendents of Schools**

O.A. Waterman, 1911-1927  
Ralph E. Beebe, 1927-1958  
Harry Koss, 1958-1962  
R.E. Perz, 1962-1966  
C.E. Landreth, 1966-1970  
John F. Fields, 1970-1984  
James A. Clark, 1984-1992  
Donald E. Weber, 1992-

### **District 203 Administrators, 1997**

Donald E. Weber, Ed.D., Superintendent of Schools  
Russ Bryan, Associate Superintendent  
Ron Gibson, Associate Superintendent  
Marion Hoyda, Ph.D., Assistant Superintendent for Curriculum  
Lenore Johnson, Assistant Superintendent for Curriculum  
Allen Albus, Assistant Superintendent for Finance  
Michael Kiser, Ed.D., Assistant Superintendent for Personnel, Chief Counsel  
Mary Ann Bobosky, Director of Community Relations  
Bernadette Kissel, Ed.D., Director of Special Education  
George Paulson, Director of Technological Services and Career Education

### **Support Staff Supervisors, 1997**

Michael Nowlan, Director of Buildings & Grounds  
Terry Oswald, Supervisor of Pupil Transportation

1. BEEBE ELEMENTARY SCHOOL

Don Perry, Principal  
110 East 11<sup>th</sup> Street  
Naperville IL 60563-2797

2. ELLSWORTH ELEMENTARY SCHOOL

Sharon Ligman, Principal  
145 North Sleight Street  
Naperville IL 60540-4700

3. ELMWOOD ELEMENTARY SCHOOL

Gayle Wahlin, Principal  
1024 Magnolia Lane  
Naperville IL 60540-7596

4. HIGHLANDS ELEMENTARY SCHOOL

Dr. Jack Hinterlong, Principal  
525 South Brainard Street  
Naperville IL 60540-6600

21. KINGSLEY ELEMENTARY SCHOOL

Ray Rehberg, Principal  
2403 Kingsley Drive  
Naperville IL 60565-3254

5. MAPLEBROOK ELEMENTARY SCHOOL

Kathleen Murphy, Principal  
1630 Warbler Drive  
Naperville IL 60565-2372

13. MEADOW GLENS ELEMENTARY SCHOOL

Mary Anne Kiser, Principal  
1150 Muirhead Avenue  
Naperville IL 60565-1689

6. MILL STREET ELEMENTARY SCHOOL

Ruth Cross, Principal  
1300 North Mill Street  
Naperville IL 60563-2500

7. NAPER ELEMENTARY SCHOOL

Sharon Wall, Principal  
39 South Eagle Street  
Naperville IL 60540-4400

8. PRAIRIE ELEMENTARY SCHOOL

Jack Pool, Principal  
500 South Charles Street

Naperville IL 60540-6897

9. RANCH VIEW ELEMENTARY SCHOOL

Susan Stuckey, Principal  
1651 Ranchview Drive  
Naperville IL 60565-1755

10. RIVER WOODS ELEMENTARY SCHOOL

Jan Rodriguez, Principal  
2607 River Woods Drive  
Naperville IL 60565-6336

11. SCOTT ELEMENTARY SCHOOL

Carol McGuff, Principal  
500 Warwick Drive  
Naperville IL 60565-2600

12. STEEPLE RUN ELEMENTARY SCHOOL

Steve Ligman, Principal  
6 South 151 Steeple Run Drive  
Naperville IL 60540-3899

14. JEFFERSON JUNIOR HIGH SCHOOL

Paul Schmidt, Principal  
1525 North Loomis Street  
Naperville IL 60563-1300

18. KENNEDY JUNIOR HIGH SCHOOL

Gail Rich, Principal  
2929 Green Trails Drive  
Lisle IL 60532-6262

15. LINCOLN JUNIOR HIGH SCHOOL

Dr. Daniel Brace, Principal  
1320 South Olympus Drive  
Naperville IL 60565-6117

16. MADISON JUNIOR HIGH SCHOOL

Jerry Virgo, Principal  
1000 River Oak Drive  
Naperville IL 60565-2700

17. WASHINGTON JUNIOR HIGH SCHOOL

Mark Pasztor, Principal  
201 North Washington Street  
Naperville IL 60540-4594

19. NAPERVILLE CENTRAL HIGH SCHOOL



Tom Paulsen, Principal  
440 West Aurora Avenue  
Naperville Illinois 60540-6298

20. NAPERVILLE NORTH HIGH SCHOOL  
Dr. Bruce Cameron, Principal  
899 North Mill Street  
Naperville Illinois 60563-8998

Numbers refer to school location map on back cover.

### **Board of Education Members, 1997**

Mary Roberts, President  
Tim Costello, Vice President  
Marcia Aspinall  
Brian Barnes  
Rudy Carl  
Osie Davenport  
Livia McCammon

## **Superintendents of Naperville Community Unit School District 203**

Dr. John Fields  
Dr. James Clark  
Dr. Donald Weber

NAME OF BLDG	YEAR BUILT OR ADD'N	SQUARE FEET	ROOMS	REC. 1983 ENROLL	EST. 1983 VALUE
Beebe	1955 1961	38,492	18	450	\$2,145,000
Ellsworth	1928 1955 1982	21,450 988 3000	11 4 LRC	300	\$1,430,000
Elmwood	1960 1965	50,903 3220	14 12	650	\$2,275,000
Highlands	1958 1973 1981	36,416 2400 5040	18 2 2+LRC	560	\$2,000,000
Maplebrook	1974	45,792	22	650	\$2,200,000
Mill Street	1967	46,986	26	650	\$2,200,000
Naper	1928 1955 1980	15,810 8100 2250	10 3 LRC	300	\$1,430,000
Prairie	1969 1973	38,450 11,000	17 6	675	\$2,400,000
Scott	1978	49,900	26	650	\$2,750,000
Steeple Run	1977	47,706	26	650	\$2,750,000
Jefferson	1969 1973	61,288 52,700	19 19	900	\$5,000,000
Lincoln	1963 1965	82,300	18 13	850	\$4,000,000
Madison	1978	98,000	38	900	\$4,500,000
Washington	1977	77,323	39	750	\$4,000,000
NCHS	1950 1955 1963 1968	43,087 112,824 100,289 69,474	20 22 40		\$14,750,000
NNHS	1970 1974	132,764 213,670	37 52	2300	\$17,000,000
Administrative Center	1959 1978				\$400,000
Bus Garage	1978				\$130,000

BUILDING NAME	YEAR OPENED	YEARS OF ADDITIONS AND SQUARE FOOTAGE					TOTAL SQ. FEET 91-92
		83-84	84-85	86-87	89-90	90-91	
Beebe	1955	2300		13,750		1260	55,802
Ellsworth	1928						25,825
Elmwood	1960					5700	59,823
Highlands	1958					16,354	59,928
Kingsley	1990						65,000
Maplebrook	1974			4000		1872	51,664
Meadow Glens	1989						65,000
Mill Street	1966			5700			52,686
Naper	1929						26,160
Prairie	1969		4255				53,705
Ranch View	1985						65,000
River Woods	1987						67,140
Scott	1978						49,900
Steeple Run	1977				3980		51,686
Jefferson	1970						99,344
Kennedy	1989						125,000
Lincoln	1963			13,723			96,023
Madison	1978				2954		100,954
Washington	1977				2272		79,595
Naperville Central	1950			56,000			+66,600 = 448,274
Naperville North	1970			5500			+83,726 = 435,660
TOTAL SQUARE FOOTAGE, ALL SCHOOLS, IN 1992 = 2,134,169							

### **School District 78 Calendar, 1927-28**

September 5 – Teachers' General Preliminary Meeting  
September 6 – First School Session  
September 9 – Board of Education and Faculty Night  
October 14 – County Teachers' Institute  
November 4 – State Teachers' Association Meeting  
November 17-19 – High School Conference: Visiting Day  
November 24-25 – Thanksgiving Recess  
December 22-January 4, 1928 – Christmas Vacation  
January 5 – School Resumes  
January 20 – End of First Semester  
January 23 – Opening of Second Semester  
March 30 to April 9 – Easter Recess  
April 10 – School Resumes  
May 17 – "Booster Day"  
May 30 – Memorial Day  
June 3 – Baccalaureate Service  
June 6 – Senior Class Play  
June 7 – Commencement

### **School District 203 Calendar, 1997-98**

August 22, 25 – New Teacher Orientation  
August 26 – Teacher Work Day  
August 27 – First Full Day for Students  
September 1 – Labor Day Holiday  
October 9 – Evening 6-12 Parent Conferences  
October 10 – 6-12 Parent Conferences/K-5 Institute  
October 13 – Columbus Day Holiday  
November 11 – Veteran's Day Holiday  
November 20 – K-5 Evening Parent Conferences  
November 21 – K-5 Parent Conferences/6-12 Institute  
November 27, 28 – Thanksgiving Holiday  
December 22 – Winter Break Begins  
January 5 – School Resumes  
January 15 – End of First Semester  
January 16 – Semester Day/No School  
January 19 – Martin Luther King Holiday  
February 16 – Presidents' Day Holiday  
February 27 – County Teacher Institute  
March 12 – Evening K-12 Parent Conference  
March 13 – K-12 Parent Conferences  
March 30 – Spring Break Begins  
April 6 – School Resumes  
April 10 – No School  
April 13 – Teacher Institute  
May 8 – Teacher Institute

May 25 – Memorial Day Holiday  
June 7 – Commencement  
June 9 – Last Day of School

DISTRICT 203 ILLINOIS GOAL ASSESSMENT PROGRAM COMPOSITE RESULTS										
YEAR	GRADE	READING	MATH	WRITING	SCIENCE	SOCIAL STUDIES	MEET GOALS	EXCEED GOALS	DO NOT MEET GOALS	DISTRICT/ STATE
1992-93	3	310 245					55 54	40 21	5 25	District State
	6	327 259					42 48	54 27	4 24	District State
	8	317 258					50 55	47 24	3 21	District State
	10	313 250					37 44	56 32	6 24	District State
	3		353 268				44 61	56 24	1 15	District State
	6		335 257				54 65	44 17	2 18	District State
	8		345 266				52 62	46 19	2 19	District State
	10		326 250				42 50	51 23	7 27	District State
	3			20.3 17.7			55 63	41 20	4 18	District State
	6			24.6 21.4			40 65	59 25	1 10	District State
	8			25.3 23.7			57 61	37 22	6 18	District State
	10			27.6 25.1			47 32	29 14	23 55	District State
	4				310 250		35 50	63 38	1 13	District State
	7				326 250		34 45	63 34	3 22	District State
	11				318 257		44 54	48 23	8 23	District State
	4					324 250	39 39	59 30	2 19	District State
	7					322 250	39 56	60 31	1 13	District State
	11					317 250	48 66	49 24	3 10	District State
1993-94	3	329 255					46 49	48 26	7 26	District State
	6	330 263					45 48	49 27	6 25	District State
	8	340 260					37 46	57 28	6 26	District State
	10	297 244					38 42	51 32	11 26	District State
	3		363 271				46 65	54 21	1 14	District State
	6		343 263				53 65	46 19	1 16	District State
	8		371 273				39 60	60 22	1 18	District State
	10		335 254				42 51	53 24	5 25	District State
	3			21.7 18.7			40 59	58 28	2 12	District State
	6			25.6 22.5			29 58	70 37	0 5	District State
	8			25.8 24.0			53 56	43 26	4 18	District State
	10			27.7			39	35	26	District



			25.3			32	18	50	State	
	4			320 246		35 46	64 37	2 17	District State	
	7			317 242		40 51	58 28	2 21	District State	
	11			317 256		47 53	46 22	7 25	District State	
	4				326 245	40 49	58 29	2 22	District State	
	7				315 248	42 56	56 30	2 13	District State	
	11				307 245	50 62	44 25	5 14	District State	
1994-95	3	323 247				49 52	45 22	5 27	District State	
	6	319 260				48 47	45 27	7 26	District State	
	8	313 246				49 52	43 20	7 28	District State	
	10	299 237				38 41	51 28	12 31	District State	
	3		369 275			42 64	57 24	1 13	District State	
	6		359 272			45 64	55 21	1 14	District State	
	8		381 275			36 61	63 22	2 17	District State	
	10		343 259			39 51	59 27	3 23	District State	
	3			21.5 18.5		45 60	54 26	1 14	District State	
	6			26.4 23.0		20 52	80 43	0 5	District State	
	8			27.5 24.9		32 51	66 37	2 12	District State	
	10			28.6 26.2		41 35	42 22	17 43	District State	
	4				314 243	33 54	67 35	0 11	District State	
	7				312 243	40 50	58 30	2 20	District State	
	11				315 256	50 55	43 21	7 25	District State	
	4					339 251	30 48	69 33	1 19	District State
	7					303 244	45 58	54 30	1 12	District State
	11					314 248	47 62	49 25	4 12	District State
1995-96	3	322 249				51 52	44 22	5 27	District State	
	6	320 248				47 47	43 22	10 31	District State	
	8	306 238				48 47	41 19	11 34	District State	
	10	284 223				45 44	41 22	14 35	District State	
	3		382 287			34 61	65 29	1 10	District State	
	6		369 278			41 64	58 23	1 13	District State	
	8		376 282			35 60	63 25	2 15	District State	

	10		353 262				38 51	61 27	2 22	District State
	3			20.8 17.9			52 59	44 22	3 19	District State
	6			25.5 22.5			29 55	70 37	0 7	District State
	8			26.9 24.4			42 58	56 28	2 14	District State
	10			27.6 25.7			43 34	32 19	25 47	District State
	4				329 250		26 47	73 40	1 14	District State
	7				319 252		35 49	62 32	3 18	District State
	11				314 257		46 55	49 22	6 23	District State
	4					326 248	40 53	58 28	1 19	District State
	7					312 246	42 55	56 31	2 14	District State
	11					318 245	48 66	49 23	3 11	District State
1996-97	3	319 246					52 52	41 20	7 29	District State
	6	300 229					46 54	54 17	12 37	District State
	8	288 227					50 54	33 16	13 34	District State
	10	269 208					50 35	35 31	15 38	District State
	3		375 288				38 63	62 27	0 10	District State
	6		368 280				38 61	62 26	1 13	District State
	8		386 288				32 62	67 26	0 12	District State
	10		360 264				30 50	67 27	4 22	District State
	3			21.6 18.6			46 61	52 25	2 14	District State
	6			26.0 22.7			24 52	76 41	0 6	District State
	8			27.6 24.7			32 56	66 31	2 13	District State
	10			28.4 26.1			39 36	44 23	17 42	District State
	4				326 250		29 52	70 37	1 11	District State
	7				317 253		37 53	60 30	3 16	District State
	11				319 260		50 58	46 21	5 20	District State
	4					341 258	32 47	66 34	2 19	District State
	7					329 252	34 49	63 35	3 16	District State
	11					313 245	49 64	48 24	3 12	District State