History of York: 1918-1974

Gary J. Vician
Loyola University Chicago

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HISTORY OF YORK
1918-1974

by
Gary J. Vician

A Dissertation Submitted to the Faculty of the School of Education of Loyola University of Chicago in Partial Fulfillment of the Requirements for the Degree of Doctor of Education
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FORWARD

The purpose of this dissertation is to provide a historical review of how York Community High School, located in Elmhurst, Illinois, grew and developed between 1918 and 1974.

Chapter I is a historical review of the developments in American education, both on the national and local scene, that had an impact on the public high school. It begins with the colonial foundations of public education. Next is the development of the secondary institution called the academy. That is followed by the common school movement and the first public high schools. Then there are some of the key developments as the high school matured as an institution. Finally, the local picture traces laws and schools that preceded York.

Chapter II examines the creation of York through the first six years. It includes the first board of education, principal, staff, students, buildings, curriculum, activities, and athletics. Principal James H. Crann's selection of staff and program is examined, along with the steps he and the board took to develop a good school.

Chapter III continues a study of York's development in the 1920s. George L. Letts is the new principal with a different style of management. In these years a superior school emerges with a comprehensive curriculum and program. As the enrollments, staff, curriculum and facilities grow, so do a number of traditions for excellence in education.
Chapter IV documents how the years of the depression were survived under Letts with a majority of the programs intact. The causes of the financial difficulties are listed and the means for overcoming those problems are reviewed. This chapter also continues through the post depression years of recovery to the end of Letts' tenure in 1942.

Chapter V is a study of the World War II and post-war years under a new principal Roy Tozier and his assistant principal Roy DeShane. The war caused the temporary loss of some teachers, curtailed some activities, and was a distraction for some students. After the war, the curriculum began to grow again as the scope of course offerings was expanded. Relations between teachers and administration experienced great change as a teacher's union was recognized to represent the faculty.

Chapter VI reviews a time with tremendous growth in enrollment, faculty, and facilities in the 1950s. York was led by principals Paul Young and Bruce Allingham through those years. There was a continual process of planning and construction as the facilities were expanded and a second district high school was built. The larger facilities provided room for a greater variety of courses. James Conant visited York as part of his national study of superior public high schools.

Chapter VII examines how the challenges of continual ballooning growth and limited resources were met in the 1960s. Society was also dramatically changing and confronting the old traditions, including many that were treasured at York. They survive this era under principals Allingham, Michelson, and Jones.
York continued to win a variety of high school honors in academics, activities, and athletics. This decade was the last one for a number of the old traditions as many of the earliest staff members began to retire.

Chapter VIII continues the study of how society impacted the school. The financial strain and overcrowding of the facilities resulted in creative plans to serve the students. Many of these changes were the final act in breaking the traditions for student and staff behavior. Through all of the changes, York continued to be an institution that successfully served students who scored above average on national tests.
VITA

The author, Gary J. Vician, is the son of Dr. Edward S. and Dolores M. (Palata) Vician. He was born in DeKalb, Illinois, on 30 July 1954.

His elementary education was obtained at Central School in Glencoe, Illinois; Bethel School in Bethel, Alaska; and Roosevelt Elementary and Sandburg Junior High Schools in Elmhurst, Illinois. He received his secondary education at York Community High School in Elmhurst. In May 1976, he was granted a Bachelor of Science in Teaching Elementary Education from Northern Illinois University, DeKalb. In May 1978, he received his Masters of Arts in Elementary Education from Northern Illinois University, DeKalb.

The author began his teaching career, August 1976, in the Elgin Unit 46 School District at Ridge Circle Elementary School, Streamwood, Illinois. He taught there for over nine years in grades three through six. Next, he was appointed the First Assistant Regional Superintendent of DuPage County in January 1986 and served until the beginning of the 1988-1989 school year. He returned to the classroom, teaching at Ridge Circle and both the Eastview and Bartlett schools in Bartlett. His current position is teaching chemistry and physics at Larkin High School, Elgin, Illinois.
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CHAPTER ONE

SECONDARY EDUCATION IN THE UNITED STATES

A Historical Perspective

Secondary education in the United States has been dominated by the high school during the Twentieth Century. The present American high school institution was not created in a vacuum, nor born due to some chance occurrence; it evolved to its present form over a long period of time. This high school evolution is the result of changes in American culture, society, government and institutions related to education. These circumstances behoove a researcher to take a step back from the period of history being studied to view the earlier environment surrounding and influencing the development of the high school.

This chapter will begin with the European roots of American education, early colonial developments, and the basis for the public's financial support for education. Next are the educational ideas and developments which came about during the revolutionary era which founded our new nation. This is followed by a look at the diversity of educational choices and directions for education in the early
Nineteenth Century. Significant among these were movements to establish universal acceptance for the free public common schools, establish state colleges, and universities and establish the beginnings of the American high school. The ante-bellum period brought great change due to industrialization, urbanization, and immigration. This was a period of social structure and social demands which allowed the high school to become the dominant form of secondary education in the United States. The early Twentieth Century brought universal acceptance of the free public schools "ladder of opportunity": from the common elementary schools, to high schools, to state colleges or universities. This was a time when the high schools battled to define their purpose which evolved into today's comprehensive high school. The period following World War I began an era which had expansion and optimism. All of these historical developments have had an impact on the American high school, and more particularly, influenced the establishment and development of York Community High School.

Secondary education in the United States began in the original thirteen colonies. Early settlers of those colonies brought their European traditions with them. Many early American colonists were products of the Protestant Revolution in Europe and these Protestants felt that it was necessary to have a personal knowledge of the Gospel in order to reach salvation. This made it necessary for all children to learn to read the Bible.¹
The Academy

In 1749, Benjamin Franklin proposed the establishment of an English-language grammar school in Philadelphia that would not have a religious focus. His purposes were: (1) to create a school in which English, rather than Latin, would be the language of instruction; (2) to devise a curriculum that embodied scientific and practical skills and knowledge; (3) to prepare persons who would make a useful contributions to society, politics, government, and the occupations and professions. This new type of secondary school, the academy, became an English Grammar School. The academy developed with many of Franklin's ideas incorporated as part of that institution. Benjamin Franklin's academy in Philadelphia, chartered in 1749, was probably the first academy. It ran successfully for a number of years and later became the University of Pennsylvania.²

The middle class had educational needs beyond the common schools, which were not provided by the Latin grammar schools. Latin grammar schools had limited financial support through local taxes. These schools had a long tradition of serving the aristocratic elite by preparing their sons for an education at the university, and such traditions and limitations made the Latin grammar schools resistant to change. The momentum of the social and institutional changes in America would not abate. A new form of secondary education, delivered through the academy, was born out of the educational needs of American society. The academy provided an education which was more useful and practical for American society than that provided by the Latin grammar schools. In a time period which saw the emergence of a rising middle class of merchants and
businessmen, academies tailored their curriculum to this new middle
class.³

A number of states founded and endowed a state system
of academies. Other academies were private institutions, designed
for profit making. There were also academies which were controlled
and funded by religious denominations. The academies were an
innovative and diverse system of educational institutions. They
reflected a period of American history when the country was very
optimistic, innovative, and expansive. When comparing the academy
to the Latin Grammar School, the most striking difference is relative
to the offerings in the curriculum. The most revolutionary aspect of
the academy curriculum was the offering of secondary courses which
were designed to be utilitarian rather than for college preparation.
The curriculum was designed in a pragmatic fashion to use
observation, student interests, and useful subjects. Academies
instructed in the English language in contrast to the classical
language instruction of Latin Grammar Schools and most universities.
The academies offered an assortment of courses, some of which are
listed below:⁴

Latin and Greek: the classical languages and literature.
English: grammar, composition, literature, declamation.
Natural sciences: botany, zoology, natural history, chemistry,
physics, and geology.
History: ancient, medieval, English, and American.
Modern languages: French, Spanish, German, Portuguese,
and Italian.
Commercial subjects: bookkeeping and accounting.
Mathematics: basic computation, algebra, geometry, and
related subjects.
Music and Art
Programs offered by academies can be grouped into three different categories: college preparatory, English-language curriculum, and normal curriculum. The college preparatory curriculum focused on the requirements for entering the university or college, classical languages and classical literature. English-language curriculum was structured for students who completed their education at the secondary level. The normal curriculum was designed to prepare individuals to teach in the common or elementary schools. The academies and seminaries for young ladies featured the domestic sciences, embroidery, needlework, art, music, singing, and dancing. The academies were the first teacher-training schools. The normal curriculum, designed for prospective teachers, included the history and philosophy of education, principles of teaching, and often some experiences in teaching in a demonstration school.5

A second innovation derived from the development of the academy was governance by a board of trustees. This form of governance has its roots stemming from the way that academies were established. Many of the first academies were through gifts or endowments. Some academy foundations were organized through private subscription, private stock companies, or were established from gifts or estates donated by conscientious citizens. Some academies were wholly or partially supported by state or local governmental units. Other academies had support from religious denominations. The majority of academies were funded partially or completely through tuition fees. This independence in funding and
control resulted in boards which were able to move away from the strict secularism and college preparatory focus of the Latin Grammar Schools.\textsuperscript{6}

Academies provided an academic program which established courses that had business value for students as well as liberal arts preparation. A varied curriculum tailored to the students, represented a transition from the Latin grammar school to the comprehensive high school. The Latin grammar schools were tied to the requirements of college entrance. On the other hand, academies would offer both college preparatory and work related course offerings. Thus, the tuition supported academies met the needs of the rising American middle class in early and middle nineteenth century.\textsuperscript{7}

In the nineteenth and early twentieth century, rural Americans flocked to the cities to work in the factories. This was also a period when waves of immigrants were arriving in America from Europe. Many had emigrated from countries with religions, customs, and values what were in marked contrast to the earlier Anglo-Saxon Protestants who had dominated the colonial period. Many Americans were worried about the assimilation of these people into the fragile democracy of the youthful republic. Some of those concerned citizens saw the schools and public education as the best system for bringing the immigrants' children into the American mold.

Stepping back to the early nineteenth century when the academies were near their peak, we find that publicly supported district schools were becoming firmly established. It was in the "Age of Jackson" that the academy reached its peak in development and
the local district schools also became popular. An offshoot of the common school development was the free public high school.\(^8\)

**Common Schools To High Schools**

The common school movement established locally controlled, tax supported, free elementary schools with enrollment open to all children. James G. Carter, (1795-1849), of Massachusetts, began uncovering the decline in importance of the district schools and how this decline was exacerbated by the establishment of the academies and private schools. One of the significant accomplishments of Carter's efforts was the establishment of greater state support and control of public education. Another leader, Horace Mann directed his full attention, talents, and efforts to the improvement of the common school, and he worked hard for educational reform. He began by collecting information on teaching credentials, wages, school text book selections, school visitations, student attendance and school terms. He spread these facts to educators and others through his creation of an educational journal, titled the "Common School Journal." Mann especially placed high value on teachers and teacher training. He left a permanent impression on teacher training through such innovative training techniques as county conventions, teacher institutes, and the organization of the first public normal school in the United States. Mann's reforms also included encouraging the creation of school libraries, attention to school hygiene, and to establish high schools. Mann is remembered as the most influential and dominant public school leader during the genesis of the common school movement. These men, along with other educational leaders
and common school supporters, caused the common schools to become the established norm for the first level of public education in the United States. The acceptance and establishment of publicly supported and controlled common schools laid the foundation for the similar acceptance and establishment of public high schools. The emergence of high school education was a continuation of the common school movement.9

The first American high school in the United States was founded by the citizens of Boston in 1821 and was for boys only. It was established after a subcommittee of the Boston School Committee recommended the founding of a seminary to be called the English Classical School. The Boston School Committee stated their recognition of the need for education beyond the publicly supported primary education. This committee recognized that publicly supported primary education was expensive, yet the benefits made the cost worthwhile. They also noted that many parents paid dearly to provide a secondary education by sending their children away to academies. The Boston School Committee felt that they would make their current free public educational system more perfect by adding a secondary school to follow their primary school. Three years after it was established in 1821, the name of the English Grammar School was changed to the English High School. The first American high school for girls was established after the Boston School Committee made the recommendation to do so on 1 July 1825. This high school for girls was set up under the monitorial system where the older and more advanced students were taught by the teacher, then those advanced students would teach the next ability group of students,
who then taught another lower group down a row. It opened with 130 females who were chosen from 286 candidates. The pupils were evenly chosen from public and private schools. This high school for girls was closed in 1828 because of the limited room and the extraordinary number of applicants, the city of Boston feared bankruptcy if it had to educate all of the female applicants.

According to Cubberley, "the real beginning of the American high school as a distinct institution dates from the Massachusetts Law of 1827," enacted through the influence of James G. Carter. This law established the framework for future high school legislation in Massachusetts and Massachusetts school laws led the way for school legislation in the nation. The most significant part of this law is that it mandated towns of five hundred families or more to establish a high school. The law also mandated courses in the history of the United States, bookkeeping, geometry, surveying, and algebra. The Massachusetts Law of 1827 and later amendments, which allowed smaller towns to establish high schools, led the way for high school development in the United States. The state of Massachusetts was far ahead of most states in the development of the three levels of public education; common schools, high schools, and colleges.¹⁰

At the end of the American Civil War, the Northern States of the Union dominated the entire United States. By 1865, most of these northern states had established public school systems. The common school was firmly implanted here. There was support and control through local taxation and local school boards. Many of the northern states regulated and supervised these common schools and provided some limited financial support. The Civil War had
unleashed the economic power of the northern states with business and industry being greatly expanded during the war. The growth continued for the remainder of the Nineteenth Century, and cities grew in size and population. The work force was provided by migration from the rural communities and also from immigration from overseas. The majority of this immigration was from countries which had not formerly made significant immigrations to the United States. This brought the greatest number of cultural differences into the United States since the founding of this nation.\textsuperscript{11}

In addition to the cultural differences imported through immigration, this was a time of great social change within the established culture of the United States. Many cities grew to sizes never imagined. Innovations and inventions increased by multiple proportions. Certain business owners accumulated unbelievable wealth and power, the likes of which had never been seen before. This was a time of rapid social change. The individualistic factory jobs of the Industrial Revolution were in stark contrast to the family orientation of the small farm and cottage industries of the pre-industrial period. Some parents and children were working ten or more hours a day, seven days a week.\textsuperscript{12}

**Kalamazoo Case**

The landmark decision for the determination of the legality of public taxation for public high schools was made in the state of Michigan. In 1874, Chief Justice Thomas M. Cooley ruled in the case of Charles E. Stuart et al. vs. School District No. 1 of the Village of Kalamazoo, commonly known as the Kalamazoo Case. Judge
Cooley upheld the school district's right to levy taxes for the public high school. In doing so he argued that the state was obliged to provide a high school education because it already had historically provided both elementary education and state colleges. Judge Cooley concluded that it would not be consistent for the state to fund the common schools and the state universities while not funding the transition stage, the high schools. This finished a complete sequence of publicly supported educational institutions, or an educational ladder, from the common schools to high schools to the state universities. Numerous state courts referred to Judge Cooley's opinion in rendering similar decisions in support of the right of taxation in support of public high schools.13

As the United States was preparing to celebrate its first century of existence, the basic foundation for a free public education had been established. This foundation relied on three basic principles. The first is that the state has the primary responsibility to provide an education. Second is that the state has the power and authority to fund education through taxation and to regulate and control the public schools which are established. And thirdly, the state should provide an education free of secular control and without charge to the individual student. The fact that the principles for high school development were in place did not mean that there was universal establishment of high schools at this time. In the 1870's, approximately three percent of the high school aged individuals attended high schools. Most of the high schools were in the larger metropolitan areas. It was in the last quarter of the Nineteenth Century that the public high school enrollment passed the enrollment
of the academy to become the predominant secondary school institution in the United States.\textsuperscript{14}

\textbf{Committee of Ten}

As the Nineteenth Century progressed, American secondary schools had seen the addition of a multitude of courses to the school curriculum. By the end of that century the number of subjects was viewed as overwhelming the curriculum. Whereas there was agreement on cutting back, there were two main points of view on what to cut with one group advocating the return to the basics of the olden days and an opposing group, led by such leaders as Charles Elliot, William Harris, Francis Parker, and John Dewey, desiring greater flexibility, more individualized instruction, and a greater focus on the child's needs. One problem presented by the diversity and crowded curriculum was one of college entrance requirements. Charles Elliot had highlighted these differences and problems in a number of speeches to educators.\textsuperscript{15}

In an effort to address the organization and curriculum problems of the high school, the National Educational Association established the Committee of Ten in 1892. This was an effort to make college entrance requirements standardized. This committee was chaired by Harvard President Charles Elliot, included United States Commissioner of Education William T. Harris, as well as five college presidents, one professor, two private secondary school headmasters, and one public school principal. The Committee of Ten was clearly dominated by those involved in higher education, so it was not surprising that even though the committee's research
discovered that most high school students were not planning to go to college, they still recommended that the high school have uniformity in subject structure with courses designed for college entry. They supported these recommendations by theorizing that the mental discipline required to pass classical curriculum was beneficial to all students whether or not they attended college.16

North Central Association

Another movement, occurring at the end of the Nineteenth Century, was the standardization of accreditation. In 1895, the North Central Association was established. It had a membership which included colleges and secondary schools. In 1899, the National Education Association addressed the problems of student electives through its Committee on College Entrance Requirements. The committee proposed that all students be required to take a core of subjects. After completing this core of requirements, the students would be free to turn to the electives. The North Central Association went on to address units of course work. In 1902, the North Central Association's Committee on Course required that for accreditation a student must complete fifteen units of course work. This requirement also set minimum standards for the amount of time for each unit. The minimums are as follows: forty-five minutes each day; four to five periods per week; thirty-five weeks each year. For college entrance they required three units of English and two of mathematics were required.17
Cardinal Principles

The NEA's Committee on the Articulation of High School and College was led by Clarence Kingsley. This committee was an outgrowth of a committee report from the High School Teachers' Association of New York City. The Articulation of High School and College Committee evolved into the NEA Commission on the Reorganization of Secondary Education, which reported on a series of topics in the years 1913-1918. The most important document issued by this group was the now famous Seven Cardinal Principles of Secondary Education. The Cardinal Principles were laid out by the Commission as the goals and main objectives of secondary education. They established the following objectives: 1. Sound health knowledge and habits. 2. Command of the fundamental processes of reading, writing, arithmetical computation, and oral and written expression. 3. Worthy home membership. 4. Education for vocation. 5. Education for good citizenship. 6. Worthy use of leisure. 7. Ethical character.18

The Commission on the Reorganization of Secondary Education was in stark contrast to the Committee of Ten. Where the Committee of Ten was clearly dominated by higher education, the commission was dominated by high school staff members. Clarence Kingsley, a teacher of mathematics at the Brooklyn Manual Training High School, was chairman of the commission. The commission also included P. P. Claxton, U. S. Commissioner of Education, Edward O. Session, a college president who had spent most of his career in the schools; two other professors of education; one city superintendent;
and four high school principals. This reflected the change in leadership of American high schools.\textsuperscript{19}

It is from this point on that high school administrators and teachers took a greater leadership role in the shaping of the high school curriculum. More importantly, the leadership from on site high school staff produced recommendations on curriculum changes which were directed to meet the needs of both college and career bound high school students. In a time of social change and social unrest, the Commission argued that the high school should serve a social function. To accomplish the goals of the Commission the comprehensive high school was developed. Keller felt that a comprehensive high school should offer an academic program which covers college preparation, vocational training, clerical training, and terminal training in the same institution. The recommendations of the Commission directed trends in American high school towards the comprehensive high school. This was an institutional effort to broaden and strengthen the "ladder concept" and to provide success through educational opportunities for all young Americans.\textsuperscript{20}

\textbf{State and Local Schools}

The new government, which was established by the Articles of Confederation in 1781, also had an immediate and lasting influence on American education in general. Passage of the Land Ordinance of 1785 set up a system for governance in the Northwest Territory, establishing townships and setting aside the sixteenth section of each township to be reserved for school support. The Northwest Ordinance of 1787 demonstrated the importance of education to the
new republic through the section providing that "Religion, morality, and knowledge being necessary to good government and the happiness of mankind, schools and the means of education shall be forever encouraged in the States which were to be created from this territory." 

During the westward expansion into the Northwest Territory two groups, strongly pro-education New Englanders and poor Southern whites who did not practice or support general public education, competed to settle that region of the United States. The settlers from New England dominated the states of Ohio, Michigan and Wisconsin. The two groups split control of the state of Indiana. The southern settlers had initially dominated the state of Illinois, but with the opening of the Missouri Territory to slavery, the southern flow of immigration migrated to that area. This had the net effect of allowing New England immigrants to gain a majority control of Indiana and Illinois state governments, which had an impact on York High School.

The change in control can be traced in Illinois by reviewing the state laws related to education. The first Illinois Constitution of 1818 and 1848 did not mention education. The first general school law for Illinois was passed in 1825. This school law provided for free district schools with support by local taxation. In the next legislative session, in 1827, the school taxes were made optional for each taxpayer. This new law was not repealed until 1841, and improved school support was not legislated until 1845. A true state school system in Illinois began with legislation in 1856.
Elmhurst High School

The first settlers of the region which would become the York Community High School District began arriving in 1834. The first school there was taught by Miss Fuller at the Elias Brown house in 1838. Early schools in this area were held in local homes and financed by parents. In 1850, the name York was given to this township because so many settlers were from the state of New York. In that year, community leaders in Elmhurst organized Public School District #1, with three school board members. They sold the township school section for five dollars per acre, collecting a school fund of $3200. One teacher was hired and a twenty by twenty-four foot school house was built. In 1857, that school house was sold and a two story school house was built on Church Street. The early establishment of schools and settlements dominated by northeasterners would have a lasting and a positive influence on schools in this area. The Elmhurst School District #1 had grown beyond its facilities by 1887 and on 26 November 1887, the voters approved both the site and building of a new school. The new Elmhurst School opened in the fall of 1888, and soon after, discussions began about adding high school classes to the elementary program. In 1892, this school added a two-year high school program taught by Principal Stoop, and in 1894 there was the first graduation class of two students. The Elmhurst High School grew to an enrollment of 21, with two faculty members in 1901; an enrollment of 34, with a faculty of 4 in 1909; and an enrollment of 109 and faculty of 7 in 1917. The two-year high school remained until 1905 when a four room addition allowed a four-year high school to begin.
Also in 1905, the Elmhurst School name was changed to the Hawthorne School for the grade school, while the high school remained the Elmhurst High School.24


5. Ibid.

6. Ibid.

7. Ibid.

8. Ibid.


23. Ibid.

CHAPTER TWO

THE BEGINNING YEARS, YORK IS CREATED
1918-1924

An American Perspective

America was growing rapidly in the beginning of the 1900s. World War I caused a temporary slowing of the growth before the population expansion continued after the war. America's public high schools experienced a booming growth that was at a much greater rate than the population growth rate. The population of the United States increased from 105,710,620 in 1920 to 122,775,046 in 1930, a rate of 11 percent. The total high school enrollment in the United States doubled from 2,200,389 in 1920 to 4,399,422 in 1930, a rate of almost 100 percent. Where once the high school was an extension of the grade school for a few, there was now enough demand for a full program for twice as many students. Due to the great demand for high school classes, many new high schools were built during this time. They were likely to be founded on the Cardinal Principals of Secondary Education set forth in a report by the National Educational Association in 1918. This report was part of the Commission on the Reorganization of Secondary Education (CRSE); chaired by a New York City public school administrator, Clarence Kingsley. It stated that the
American public high school needed to be a comprehensive institution. To be socially comprehensive, a high school had to include students from all the different economic, ethnic, racial, religious, and social classes within our society. To be academically comprehensive, a high school had to educate students seeking a variety of different careers such as college preparatory, vocational, and clerical; as well as students who planned to end their education with high school graduation. There was wide acceptance of the N.E.A.'s report and summary, the Cardinal Principals of Secondary Education. The move was on to establish comprehensive high schools around America. York developed along the guidelines established by the CRSE.²

The Local Community

Elmhurst's population grew from 2,360 in 1910 to 4,594 in 1920, a 95 percent increase. By 1930 the population of Elmhurst had boomed to 14,055, an increase of 206 percent. Elmhurst was a one public school town in 1910, with grades kindergarten through four years of high school under one roof. By 1920, two years after the CRSE report, there were four separate public schools including York Community High School, and there were a total of seven public schools by 1930. In 1918, Elmhurst's city works were at a minimum with no paved streets or sidewalks. In the 1920s the city began to pave some city streets and sidewalks. The Elmhurst Public Library was opened by the city in 22 March 1916 and a separate library district was established in 1920. The Elmhurst Park District was organized 5 June 1920. The police force developed from one city
marshal dressed in civilian clothes, who patrolled on a motorcycle in 1920, to four uniformed police officers with a squad car in 1926. DuPage County's first hospital, Elmhurst Hospital, was dedicated 10 October 1926, largely due to the campaign begun by Dr. Marquardt, eight years after he had been a founding board member for York Community High School District No. 88.³

The Spark That Resulted In The Creation Of York

On the freezing cold night of 12 December 1917 a fire began in the upper floors, the high school portion, of Elmhurst's Hawthorne School. Due to the extremely cold temperature and the frozen water main, the firemen could not contain the fire, and it soon engulfed and consumed the entire building which burned to the ground to the horror of townspeople and to the delight of a number of school children. Following the fire, the school's classrooms were set up at a number of locations around the community. The high school classes were placed at the Christ Church Community House at Church and Kenmore Streets in Elmhurst. The students only missed one day of school as a result of the quick action taken by authorities.⁴

In 1909, legislation had been passed in Illinois that permitted a community to create a separate township high school district. Discussions began immediately at an emergency board meeting on the night of the fire, about creating a high school district separate from the Elmhurst School District No. 46. The Elmhurst school board requested that DuPage County School Superintendent, Royal Morgan, arrange a meeting among the elementary school districts that were adjacent to Elmhurst and within York Township. At the first meeting
to discuss the creation of a township high school district, a citizen from the Elmhurst schools who resided in Addison Township expressed concern about being left out of the organization of a township high school district. The board president responded by stating that the township high school law did not limit the district formation solely within a single township. They also extended an invitation to the following districts in Addison Township: elementary school districts No. 2, 3, and 4.5

The School District No. 46 board had its sights on rebuilding a new elementary school to replace the burnt Hawthorne school at a location on the east side of Elmhurst. The Elmhurst High School had been in the central Elmhurst location for over twenty-five years. These two reasons and possibly others are why the board strongly suggested that the Hawthorne School property was the ideal location for the new high school. By 1 February 1918, the board had decided to put the question to the voters for both approving a separate high school district and selecting the Hawthorne site for the new high school. The press quoted Elmhurst resident T. E. Barker's opinion that schools were the greatest of American institutions and that he supported the school expansion.6

While the School District No. 46 board was making a strong bid in the press to persuade the people to vote for the Hawthorne site, a group of prominent citizens formed a committee in opposition to it. This committee publicized their opposition and their names: A. G. Bauersfeld, Alben Bates, Fred H. Sievert, Dr. E. W. Marquardt, Otto W. Baglemann, Dr. F. H. Bates, Ira Stone, Karl Hoffman, Francis Neumann, George Ashley, Alfred Swanson, Allen Rader, Charles P. Wentzel, Wm.
Esplund, Otto Sour, John D. Neumann, Max Woeller, Fred Warkentien, Adam S. Glos, L. M. Dunham, A. H. C. Finnemore, R. H. Zilly, George W. Rahm, Fred Kaltenbach, Herman Wendland, Peter Meyer, W. A. Robbins, Dr. F. Z. Hanscom, Otto Neimitz, G. Willans, Henry Fritz, Christ Paulos, A. Trenn, L. F. Fiene, C. W. Paape, Chas. Durkoop, George Baglemann, and M. O. Lox. They wanted the Hawthorne elementary school to be rebuilt on the original site and they wanted a larger site for the new high school. There were others who opposed the creation of a township high school district. Part of that opposition was from portions of western Lombard which had been sending their high school aged children to the Glenbard High School District No. 87 since 1916.

Financial matters were a major concern of the school personnel and the taxpayers during the years 1910 through 1917. In those seven years the Elmhurst school district had expanded from a one-school district to a three-school district. The school construction had taxed the limits on borrowing, but additional expansion on the elementary level was still needed. In 1918, there were a series of weekly newspaper articles focusing on public schools, and a number of these criticized the schools' reliance on property taxes which resulted in an unequal method of funding. The involvement in World War I had strained the tax burden and there were suggestions that the high school could be deferred until the war ended. Since the tuition for the non-resident students was limited by law to the per student education costs only, tuition could not cover the costs of constructing facilities. Many of the surrounding communities were already sending their students to the Elmhurst High School. This
resulted in some Elmhurst residents suggesting to make use of state laws to create a community high school district.\textsuperscript{8}

Part of the opposition over the creation of a separate high school district was due to the demographics of Elmhurst and the surrounding area. Many wealthy residents sent their children to highly regarded high schools, such as Oak Park High School; also, Elmhurst had a sizable German-Catholic population which did not desire to use the public schools; finally, in the rural regions around Elmhurst the value of secondary education was not always a perceived necessity.\textsuperscript{9}

In a February newspaper article, the School District No. 46 board made a long statement about the difficulty in adequately funding a new high school. The statement went on to recommend the establishment of a separate high school district. They outlined the steps it had taken to contact and discuss the creation of a community high school district with the following elementary school districts: No. 2 of Bensenville, No. 3 of North Elmhurst, No. 4 of Addison, No. 44 of Lombard, No. 45 of Ardmore and Villa Park, No. 47 of South Elmhurst, No. 48 of South Ardmore, and No. 49 of York Center. By 1 March 1918, the Elmhurst board had put the question to the voters with an election day set on 16 March 1918. They asked the voters to vote on two issues. One was to establish a high school district within the territory comprising the elementary school districts listed above, and the second was to approve the Hawthorne School site as the new high school location.\textsuperscript{10}

The Protest Committee asked voters to vote against the referendums. The committee listed their names in that press article.
Among the names listed on this committee were a number of very prominent members of the community including alderman and future long-term mayor Otto Baglemann, city attorney Alben Bates, city clerk Francis N. Neumann, physicians Dr. A. Bates and Dr. E. W. Marquardt, and Ira Stone. This committee stated that a township high school would be a long way off. Paradoxically, Marquardt and Stone would later become founder board members of York Community High School District 88. In the remainder of the month of March 1918, the board was making additional arguments for the creation of a community high school district and for locating the school on the Hawthorne school site. They stated that it could not adequately fund a new high school. To apply additional pressure, it declared that it would not fund any high school classes after the 1917-1918 school year. They pointed out that the proposed community high school district covered nine elementary school districts in York and Addison Townships, which had a considerably greater taxing base and wealth than the Elmhurst board. A strong appeal was made in the newspapers to encourage women to vote and support the new community high school district.\(^{11}\)

Both referendums were defeated. However, in analyzing the votes in the different districts, the School District No. 46 board was able to determine that by dropping Bensenville School District No. 2 and Lombard School District No. 44 from the proposed community high school district the referendum could be easily approved. The community high school district gathered strong support in the Elmhurst School District No. 46 with a vote of 1,045 for and only 117 against, and the Ardmore District No. 45 closely passed the
referendum by 59 to 56. All other districts involved in the referendums voted overwhelmingly against both issues bringing about a narrow defeat.12

A second referendum was proposed for the sole purpose of establishing a community high school district among the previously listed school districts minus Lombard District No. 44 and Bensenville District No. 2. Election on that referendum was set for 11 May 1918. The newspaper made a strong appeal for voters to support this referendum. By dropping the site issue there was an opportunity to unite with some of the Elmhurst committee who had opposed the Hawthorne site. The elimination of the two communities with the greatest opposition to the previous referendum made passage on the second try almost assured. In this second referendum, on 11 May 1918, the community high school district was approved with 1,007 for and 540 against. Elmhurst again carried the issue by a vote of 966 for to 216 against. In all of the other communities the majority of the voters voted against the referendum by the tally of 41 for and 324 against. This process for the creation of district 88 had narrowly missed including almost all of both Addison and York Townships. The resulting district included more than half of both of those townships where the communities, other than Elmhurst, were small towns or farmland. The results of the election indicated that the majority, almost 90 percent, of the feeder district voters were strongly opposed to joining in this endeavor, while over 80 percent of Elmhurst voters approved of it. This placed Elmhurst in a dominant position for the district leadership and created some hard
feelings between Elmhurst and the remainder of the district which would create difficulties in the future.13

The New High School District No. 88

The DuPage County Superintendent of Schools, Royal T. Morgan, called for a school board election in the newly established School District No. 88 for Saturday, 11 May 1918, to elect five school board members. On 17 May 1918, the DuPage County Board of Elections confirmed the results of that school board election, declaring that the five winning board members were W. S. Weller, R. E. Little, George Miller, Ira Stone, and Dr. Marquardt.

The first board meeting of Community High School District No. 88 was held in the Community House of Christ Church in Elmhurst. At that first meeting, the boundaries of the new district were set. Next, the board cast unanimous votes to elect William. S. Weller as temporary chairman and Ira A. Stone as temporary secretary. Finally, they set the next meeting at the Community House on 27 May 1918, at 8:00 P.M. At the 27 May meeting, the board voted to "establish and maintain a four-year high school for the coming year according to the standards of fully accredited high schools as provided by the Department of Public Instruction of the State of Illinois." At that same meeting, they approved the purchase of general supplies needed in running the board meetings. They also established regular business meetings of the board to be held at 8:00 P.M. in the Community House on the second Monday of each month.14

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By the 12 June meeting of the board, the decision had been made to hire a full-time principal. The elementary board had offered the services of their principal, who had been administering the Elmhurst High School. The board choose to turn that offer down and go with their own man to devote full time to District No. 88. At that same meeting, the board approved of a high school starting date of 3 September 1918. The school term was set at nine and a half months. Four female teachers were approved for hire: two hired at $100 per month and two hired at $90 per month, but none of these original four teachers ever taught at York. They probably did not accept these offers from the board or possibly the new principal may have brought in teachers whom he chose.15

Faculty and Administration

The board interviewed a number of candidates to administer their school district. The searching ended 15 July 1918 when the board hired Mr. J. H. Crann as superintendent and principal of the Community High School. In August the board continued their discussions about types and sizes of school buildings. The tax levy was discussed at length, but action was deferred to the next meeting, 22 July 1918, when the first tax levy was approved for the amount of $16,000. At that meeting the board also had an architect review types of school building plans with the board. They waited until their final meeting before school began to contract the rental of the Community House for use as their school building. Rent for the Community House was set at $160 per month and included water, light, heat, gas, and janitorial service. At that same meeting they
made a list of high school furniture and supply purchases from the Elmhurst school board. These were items that had previously furnished the Elmhurst High School. The purchases were listed as follows: "58 Table Arm Chairs at original cost price as evidenced by invoice of purchase, 2 Drinking Fountains for $21.00 for the lot, a quantity of Blackboard Pat not to exceed 8 cents per square foot, and one lot of Partitions at a price not to exceed the present market price of Beaver board per square foot, no allowance being made for labor or material in the partition other than the Beaver board." 16

The Cranns

James Harry Crann was hired for the year beginning 1 August 1918 at a yearly salary of $2220.00, payable at $185.00 at the end of each month. James H. Crann, who was originally from Iowa, had completed graduate work at the University of Chicago. Mr. Crann and his wife, Lois Smith Crann, came to York after he had completed graduate work at the University of Chicago. Prior to that they had lived in Iowa. He had received his undergraduate degree in education from Simpson College in Indianola, Iowa. Superintendent Crann had many responsibilities as the first administrator of Community High School District No. 88. As the chief school officer, Crann was the district superintendent and carried out the directives of the board. He recommended teachers to be hired, what to pay teachers, courses to be offered, scheduling, and facilities planning. Principal Crann monitored teachers and students, and he was responsible for order and discipline at the high school and at high school activities. He taught classes as needed and coached all of the
sports in the first two years. Crann counseled the students and guided them in their program and course selections, their future career plans, and their college plans. Principal Crann and his wife organized and supervised entertainment for the students on holidays and at sporting events. Crann furnished initial expenditures for athletics out of his own pocket. He spent so much time checking that the fires in the school boiler room remained lit that he requested the board approve a telephone in that room. The principal and teachers were expected to live in the district. The faculty lived close to the school and were involved in school and community activities.  

Lois Crann began as an ever ready substitute teacher. Later she was hired to teach English and Latin. This made her the first married female to teach at York at a time when female teachers were required by the terms of their employment to quit teaching if they were to marry. Lois Crann was known to be a great Latin teacher and she began a renowned tradition of excellence in the Latin program at York that remains today. Mrs. Crann also served as the girls' adviser, counseled students, and attended all school social events. She certainly served as a true supporter and helper to her husband in practically all aspects of his job and was one of the major reasons that York was able to begin with so much success and with so many good feelings about the school programs.

The First Day of School

On 3 September 1918 classes began for students in the new Community High School District No. 88. Most of the upper classmen were returning to the Community House in Elmhurst where they had
been in school the last spring. In that previous school year, the old Elmhurst High school had an enrollment of 109 students with a faculty of six teachers and a principal who was shared with the remainder of the Hawthorne grade school. That first day of school for this new high school had an attendance of 96 students. The first day opened with only three teachers, so Principal Crann was needed to teach the algebra class and Mrs. Crann taught English. During that first week of school, four new students arrived, were introduced at the morning assembly. When the fourth new student brought the total attendance to 100, the assembly gave a cheer of approval. Principal Crann completed the full-time staff with the hiring of two staff members, an English teacher and a mathematics teacher, on 11 September 1918. This made the faculty total six, with five teachers and one administrator. The new school had an enrollment of 116 and a faculty of six teachers and one principal by the end of the 1918-1919 school year.

By the end of September 1918, there were five full time teachers. The following is a list of the first teachers of Community High School District 88 and some of the subjects that they taught: Miss Helen Powell taught Latin; Miss Edith R. McCormick taught history; Miss Hazel Clift Stanford taught domestic science; Miss Ray M. Latimer taught English; and Miss Jessie J. Maxwell taught math. These teachers also taught classes in chemistry, physics, botany, zoology, geography, bookkeeping, commercial law, typewriting, stenography, office practice, shop work and drawing, French, and Spanish. In the first six years, Crann hired a number of teachers, a few of whom became early legends at York. Only four teachers who
were hired by him worked until retirement at York. Those four teachers and their hiring and retirement dates are as follows: Cuba Q. Canan, 1920-1946; Clarence D. East, 1920-1956; Lillian Allen, 1921-1938; and Harry L. Olsson, 1923-1952. For twenty-two years, Cuba Canan was York's senior staff member and the only remaining staff member from the early days at the Community House. Clarence East had been hired only six months after Canan. East built a legendary career during his thirty-eight years at York. His name was known and well respected in the classroom, on the coaching arenas, around the community, throughout the west suburban area of Chicago, across Illinois, and into surrounding states. Lillian Allen spent seventeen years as a home economics teacher. Harry L. Olsson spent thirty years teaching chemistry and physics.20

On 14 October 1918, Principal Crann was authorized to engage Miss Anna McPherson as Instructor of Music. Miss McPherson was hired to teach music for two half-days a week at a salary of thirty dollars per month. She was the grade school music teacher in the Elmhurst school district. Miss McPherson taught music and established a school chorus. She was a favorite of the students who greatly enjoyed her classes. With a faculty of five full-time teachers and one part-time teacher, classes were relatively small. There was an average of around twenty-four students per class, although class size did vary in accordance with the student enrollment within a program. Principal Crann took care of discipline, counseling, as well as academic and social concerns of the 116 students; he filled in for absent teachers; and he also supervised the six faculty members.21
In the first months of operation the name of the school was the "Community High School," although the newspapers continued to call it the Elmhurst High School. That was changed on 27 November 1918 when a motion to name the school "York Community High School," passed unanimously. The local sports pages still listed the team name as the Elmhurst High School for the remainder of the school year. There was no discussion explaining this choice recorded in the minutes of this meeting or any earlier meeting, but it is logical to conclude that the name York was chosen due to the district being predominately in and controlled by York Township, DuPage County, Illinois. Years later, board member Rosco Little said that he recommended the name, "York," because the principal part of the district was in York Township and he also thought it sounded good as a name for a high school. The York Community High School logo first appeared on Principal Crann's letterhead in October of 1919.

The first years were not without difficulties. The Community House floor plan combined with insufficient supervision of the study hall allowed for numerous distractions. As one story goes, a few girls ditched school by sneaking downstairs to the girls' washroom, then climbing out a convenient window, and making their getaway with a short walk over to Elmhurst College to talk with male students. The building was hard to heat sufficiently, when strong winter winds could blow the pilot out of the boiler. The winter of 1919-1920 was particularly harsh and cold, and schools had to close some additional days due to coal shortages and the cold temperatures. The Community House janitor presented a few problems. When the stool in the boys' bathroom became frequently clogged, the janitor would
nail the door shut, leaving the boys without washroom facilities. The janitor's foul language offended students and the staff. He had a number of verbal conflicts with the male students, and he also had a habit of entering the girl's washroom without knocking. During the first two years at the Community House, York Community High School was closed by the local board of health on two occasions due to the national epidemic of influenza in 1918-1919.23

**Building York**

Through the summer of 1918, the board worked to establish the fully accredited four year high school that they had promised to create at their second meeting. In addition to searching for a principal and teachers, the board hired a consultant, Mr. E. E. Roberts of Oak Park, and began a search for a school site. By 3 July 1918, the board had narrowed the site choices to the Sturges Estate, the Markley Home, and the vacant Lathrop property east of the Illinois Central Railroad and north of St. Charles Road. In the discussions with Mr. Roberts, the board determined that, among those three sites, the vacant Lathrop property north of St. Charles Road was the best location. Merits of the three locations and types of high school buildings were discussed with Mr. Roberts at that time.24

Once classes began, the board was largely occupied with building matters. They also had to work to keep the district together. School districts No. 47 and No. 48 signed petitions to bolt from the newly formed high school district. During these early years some of the smaller communities also attempted to detach from the district. At the 11 September 1918 board meeting, a resolution was
passed to call an election for the following four purposes: (1) approval of the building of a schoolhouse, (2) approval of $82,000 in school building bonds for the purpose of building a high school building, (3) selections a school site, (4) purchase of the selected site. At this meeting they set Saturday, 28 September 1918, as the date of the referendum. The site was narrowed to a choice between the Markley home and the Lathrop property, both in Elmhurst. All four propositions passed with majority votes as follows. For site selection the vote was Lathrop site 360, Markley site 251. For authorization to purchase the site the vote was 569 for and 303 against. For authorization to build a school building the vote was 520 for and 353 against. For authorization to issue $82,000 in building bonds the vote was 517 for and 356 against. This demonstrated the strong support in the district for creating and building a first-class high school. State law required a two-thirds majority for choosing the site, but the plurality of the Lathrop site was not a two-thirds majority; therefore the site selection decision became the responsibility of the board. The board narrowly chose the Lathrop property, by a vote of three to two. This was the first split vote in their history: board members Stone, Little, and Weller voted yes and Marquardt and Miller voted no.25

The York Community High School site was purchased in two sections. A small section of land near the northern edge of the Illinois Central Railroad right-of-way was purchased from widow Florence C. Canfield as a "quit claim deed" for one dollar on 23 November 1918. The Lathrop property was purchased from Ira S. Schlegelmlch for $15,000 on 13 December 1918. The total area was
23.67 acres. Among all of the properties that had been considered as possible high school sites, the Lathrop property was the location that provided the greatest amount of land. The size made it possible to expand in the future. To the north was the Elmhurst Country Club; to the south, (across St. Charles Road), was a small farm; to the east was an estate; and to the west were the Illinois Central Rail Road and more open fields. Also, the property was located at a nearly equal distance between central Elmhurst and central Villa Park—the two communities providing the majority of the students.26

While the board was spending thousands of dollars for the first building, the monthly expenditures were relatively low. For example, the bills for November 1918 were as follows:

Teacher Salaries in Dollars
Helen R. Powell 90
Edith R. McCormick 90
Hazel Clift Sanford 90
Ray M. Latimer 90
Jessie J. Maxwell 125
J. H. Crann 185
Anna McPherson 30

Church Janitor Salary in Dollars
August Windrich 80

Facility Rents in Dollars
Community House 125
Christ Church Library 20

The fixed expenses for operating York totaled around $925 per month.27

Through the fall and into the winter the board continued to discuss types and sizes of high school buildings and what to include
inside. On 30 December 1918, they publicized an architectural competition for the new high school. At the board meetings of 7 January and 25 January of 1919 the architects made their presentations. Finally, at a latter meeting the board selected architect Jos. C. Llewellyn from Chicago. They offered a flexible building plan what was well suited to the needs of the growing community. The high school was designed to be built in sections, or wings, as enrollment increased. The additional sections of the school were to be built around a center courtyard.28

On 7 March 1919, the board approved of the location and position of the new York Community High School building, on the former Lathrop property. It was decided that the building would face west and be located near the north-east corner of the property midway between Elm Park Avenue and Winthrop Avenue. At that meeting the construction bids were presented. There was specific mention that the building include a state-of-the-art gymnasium and a school swimming pool. The total cost of the construction bids was $150,935. The construction was to begin immediately with expectations that completion would be some time in the Fall of 1919.29

In the spring of 1919 the State Supreme Court stunned the community when it declared the Community High School Act invalid. Board member Rosco Little made a number of trips to Springfield to lobby the General Assembly for passage of an emergency bill to validate the Community High School Act. The Illinois State Legislature did finally validate the act in 1919. There were school board elections in the spring of 1919 and, without competition,
Weller and Miller were reelected. At the 12 June meeting the board recognized the first seventeen graduates of York. They decided to pay a salary to Principal Crann over the summer months, but not provide summer pay to any teachers. Because of the construction delays and strikes, the building was not completed by the expected date, September 1919.8 The school did not open for students until the beginning of the 1920-1921 school year.30

On 14 May 1920, the board allowed the public to visit the building even though the construction was not complete in hope of gaining their support for another building bond referendum. The first building bond referendum had approved $82,000 worth of bonds and the cost for the construction of the first York building was $155,935. So when the State of Illinois allowed the township high school districts to increase their bonded indebtedness, the board proposed a referendum to issue another $45,000 in building bonds. This referendum passed by a vote of 266 to 33.31

Entering York

York students and faculty finally entered their own building in September 1920. This new building was 168 feet, 5 inches north to south and 151 feet, 10 inches east to west. It was centered around a core consisting of a large, 60 by 30 foot, study hall with a 26 foot ceiling; a natatorium with a 60 by 20 foot pool; and the largest room served as a gymnasium and auditorium and had 38 by 16 foot stage at the south end. Adjacent to the stage were four dressing rooms, one on each side of both the first and the second floors. Between the natatorium and the gymnasium/auditorium there were two locker
and shower rooms, a storage room on the first floor, and a balcony on the second floor. The first floor also had four classrooms, a boiler room, lunch room, manual training room, club room, library, general office, principal's office with a vault room, separate boys' and girls' washrooms and locker rooms, and two faculty rest rooms. The second floor had four classrooms; separate rooms for bookkeeping, shorthand and typewriting, sewing, and cooking; a science wing centered around a lecture room with a physics laboratory and a chemistry laboratory on either side, each with a separate apparatus room, and with a dark room on the physics side; and separate boys' and girls' washrooms and locker rooms. The building had three stairways: two staircases were on either side of the stage dressing rooms and the main stairway was next to the boiler room in the northeast section of the building.32

Curriculum

The school day began at 8:30 A.M. Each student took four classes per semester and also had study hall. There was a one-hour mid-day recess for lunch, so some students brought a lunch to eat at the Community House or around the neighborhood; a few walked home for lunch; and still others with money went into town, usually to the local candy store. The school setting was small, quaint, and friendly. There was a family-like closeness between students and faculty. Students came to school walking, riding bicycles, riding horseback or in buggies or wagons. There were few sidewalks and the housing was sparse, so students took a rather direct path to the school.33
The classes taken by a particular student depended upon the program in which the student was enrolled. There were two programs designed for students who were preparing to attend college: the Latin course and the general course of studies. There were two programs designed for students who were headed for technical schools: the science course and the manual training course of studies. Finally, there were two terminal programs: home economics and business. The course outline clearly stated that the home economics and business courses were not designed to conform with college entrance or technical school requirements. All students were required to take certain courses for graduation. Every course of study required four years of English, two years of mathematics, and two years of either history or a foreign language. All course programs provided for some elective choice by the student, except for the science course program. The greatest number of student elective choices was in the home economic and business course programs.34

The first two years of the new school were unique because of the setting. The Community House was part of the Christ Church facilities. It had one large room with a stage at one end. Beaver board, similar to cardboard, partitions divided the interior into four sections that were used as classrooms. There was also a small church room used for Miss Canan's mathematics and geometry classes with a 2 x 4 foot blackboard on one end and a big old fashioned heating stove in a corner. The stage area served as a classroom, and on 7 September, the board rented the Christ Church library for use by the students. The back of the partitioned area was used as the school
study hall. In the first days, there was insufficient staff to supervise the study hall, so one of the teachers had to teach a class while trying to supervise the study hall across a partition. Some students spent their study hall time listening to one of the lessons from across a flimsy partition. The students had to learn to concentrate on their own teacher through the constant noise of instruction from the other classes behind the partitions. Students on the stage probably had the most difficult working conditions because they could hear all of the other classes and also see other teachers. The school was without any of its own library books, and the science equipment could fit in a soapbox.35

When York began its second year at the Community House on 2 September 1919, there were 134 students and eight teachers. Classes were organized in English, Latin, Spanish, French, American history, medieval history, modern history, algebra, plane and solid geometry, stenography, commercial arithmetic, commercial geography, biology, and physics. Physical education classes were handled by newly hired Mr. Oskamp. Principal Crann asked the board to purchase the equipment for the athletic teams because the costs of adequate equipment were a "burden" to the student body.36

In November 1919, the principal informed the board that the Latin teacher, Miss Maxwell, was resigning her position. When she left for Chicago the local newspaper ran a story about how the students gave her a "grand sendoff." All through the fall of 1919 Crann had expressed concerns to the board about the salaries being too low. He explained that he was having difficulty replacing Miss Maxwell due to the low salary. In November the board gave four
teachers ten dollar per month raises and approved raising the salary of the new Latin and French position in order that an experienced teacher might be hired.37

In January 1920, Christmas vacation was extended a few days due to the cold winter with plans for the days to be made up during spring vacation. A number of teacher illnesses resulted in both Crann and his wife being needed to teach. The year 1920 held some significant events for York Community High School. First, beginning with the second semester of the 1919-1920 year, "physical culture" (physical education) classes for boys and girls were instituted. The "essential" physical culture equipment of that day consisted of the following: dumbbells, Indian clubs, wands, parallel bars, and some mattresses. Also in January, the board hired Miss Cuba Canan of La Crosse, Wisconsin to teach mathematics and Spanish for $130 per month. Miss Canan immediately became a popular teacher largely because of her friendly and bubbly personality. Second, on 19 February 1920, Principal Crann established the district's first committees: Teachers, teacher salaries, and courses of study; Building and grounds; Supplies; Finance. Third, York's first janitor was hired at $110 per month and a night fireman was hired at $60 per month. Finally, the York students finally had their own facility, and it was the newest facility in DuPage County at that time. It allowed expansion of the curriculum and provided space for science and athletic equipment. The faculty was expanded too when Clarence D. East was hired to teach mechanical drawing and mathematics. East and Canan were the first
of a number of faculty members who were to devote most, or all, of their career to York.38

When the students entered the new building for the first time, they were truly impressed. In the words of a York Junior of 1920, Hazel Stevens Dame, "They [York students] thought York wonderful indeed, enormous in size, and they felt they were in a palace." Even as classes began, the construction of the building was not yet completed. The students were in the building while scaffolds all around. They attended their classes while "the pounding of hammers were ringing clearly through the building." Construction was completed by mid-year, but there were a number of problems and defects with some of the labor and materials in the new building. The latches on the entrance doors and some of the tile flooring had to be replaced due to inferior quality of those products.39

The grounds surrounding York were prairie fields adorned with wild flowers, dandelions, sumac, and a few sapling trees. As one student recalled, the seasonal changes were beautiful. When school began in September, the prairie insects, such as crickets and grasshoppers, could fill the air, with sight and sound, to the joy and wonderment of some and consternation and annoyance of other students. In the winter, chilling north winds could harshly blow across the glistening white snow-covered prairie, with few natural or man-made obstacles to slow the wind's force. Springtime brought forth a beautiful array of blossoming flowers and buds. Spring rains turned pathways into muddy trails since there were no cement sidewalks around York. In fact, there were few paved sidewalks or
streets in Elmhurst or any other part of DuPage County during those days.40

Students and faculty enjoyed the school setting. They had the luxury of a new school cafeteria, yet they frequently carried their lunches outside during the lunch recess hour to sit outside on the prairie, "until the bell chased them back to class." The school hours were from eight-thirty until four-fifteen. Classes for the years through spring 1922 were arranged in an eight period day. Each period was forty-five minutes long with four minute passing periods and a one hour lunch recess in the middle of the day. Later in the 1920s, the one hour lunch recess was dropped and lunch became one of two forty-five minute mid-day periods. This allowed some departments to be in session while a portion of the students ate lunch. Students enrolled at York usually took four courses and needed special permission and higher grade point averages to take a fifth course for credit. A student who took fewer than four courses would not accumulate the thirty-two credits needed for graduation, in a four year span. The principal could tailor each student's program in accordance with that student's needs. As early as 1920, York faculty made an effort to accommodate handicapped students.41

When the building opened in September of 1920, there were unfinished needs other than the completion of the school construction. Mid-year, Principal Crann was still working with the board to purchase proper equipment. Amounts were as follows: manual training, $1500; chemical laboratory, $800; physics, $1000; maps and charts, $100; library books and supplies $1000; office
equipment, $100; physical training materials, $350. Crann mentioned that it was absolutely essential to make additions to the library.  

The earliest York students had to rely largely on their texts and the Elmhurst Public Library for books and resources because of the inadequacies of York's library. The old Elmhurst High school had lost its library to a fire in 1917, so the new school library started with practically nothing. Students also supplemented library resources by using the library at the former Elmhurst Academy and Junior College, now Elmhurst College. One problem at York was that the library room was too small. Seating in the library could only accommodate 6 percent of the student enrollment by 1923-1924. Thus, in February of 1924, the teachers recommended that the large study hall be made into the library so that more students could have access to the library facilities. The library did not change rooms at this time because there was a need for a large study hall and the future construction plans included a new larger library.  

The inadequate library space was one of the few criticisms of York made by the Illinois High School Inspector when he visited on 13 February 1924. The overall report was positive with mention of strengths in faculty and instruction. The focus was about the library. the state inspector stated, "1. That there were insufficient library facilities. He insisted that the library equipment should be available to all of the children all the time. 2. The library should be added to materially." Nevertheless, the state inspection of York found that the school, equipment, library, laboratories, teaching and administration were highly regarded. The result of the inspection was an immediate
recommendation that York be accredited by the North Central Association. Another result of that state inspection was that the University of Illinois, through Professor H. H. Hollister, placed York on the University 's list of fully accredited high schools for a term of three years. Principal Crann gave much of the credit for these recognitions to the faculty. He lavished praise on his teachers by describing them as loyal and efficient. He went one step further by recommending that all of the teachers be re employed at an increase in salary. An example of Crann's positive attitude and praise of the York staff is found in an excerpt from a letter Crann wrote to the board dated 4 January 1921, in which he stated the following about the faculty: "Our teaching force this year is first class. We have a loyal, energetic, hardworking-working corps of teachers, everyone of whom is anxious to make the work a success and to make the school of the greatest service to the community."44

That mid-year assessment gives some insights into what went on in the first year that the school occupied the new building. In addition to praising teachers, Crann made other assessments about York. He praised the students and considered them to be well-behaved and orderly. In his words the students were "a well behaved, orderly group of young people who are amenable to discipline, easy to direct, and willing to do their share in the work at school." Since many schools did not have cafeterias, York's cafeteria was considered to be a luxury. It was very popular with the students because the staff worked to make the food nutritious and wholesome, and the cost of a satisfying lunch was comparatively low, starting at twenty-five cents.45
Students at York felt that Principal Crann and the teachers really cared about them. This care covered both the academic and the social concerns of the students. Crann and the teachers worked hard to get the best effort, promote excellence, and encouraged the highest achievement from each student. Principal Crann was held in high esteem among the students. The Y's Tales, yearbook, of 1923 affectionately referred to Principal Crann as "the boss". Principal James H. Crann has the honor of being titled the first "Duke of York" by the High school yearbook, Y's Tales, in 1924. This was a dozen years prior to the time when the varsity sports teams were called the "Dukes." The tradition of giving the senior male faculty member the title of the "Duke of York" lived on after Crann's departure. In that same issue of the yearbook, the class of 1924 called Principal Crann their "good shepherd". In celebrating twenty-five years of York history, students wrote the following statement about Mr. J. H. Crann in Y's Tales 1944, "His unfailing interest and popularity had won for him the distinction of being the most magnetic, versatile, and altruistic educator in York's history."

Activities

To many of the students there was much more than just the classes. They participated in the many extra-curricular activities that were offered from the earliest years. As the years progressed, more selections were added to the list of school activities. At the same time some activities were changed and others were dropped depending on student interest. Activities in the very first year were chorus and dramatics. Dramatics included public speaking and plays,
and the chorus performed for the school and the community. These activities had been carried over from the previous years' at the Elmhurst High School.47

There were a number of social activities. The school planned parties for the students. Dances, sock hops, and pageants were arranged around sporting events and holidays such as Halloween, Christmas, and May Day. Principal Crann stated in a letter to the board that he, his wife, and the staff members enjoyed these times with the students. The faculty organized field trips to see a number of different plays in Chicago. These plays were related to literature the students were studying in English classes, such as: "Macbeth," "Merchant of Venice," "Julius Caesar," and "The Martens of Ballantrae [sic]."48

The board hired Miss Anna McPherson, part-time, as the music teacher in October of 1918. She had worked as the Elmhurst High School music and chorus teacher and continued her employment as the elementary music and chorus teacher. Miss McPherson began chorus at York. She was one of the students' favorites. In 1921, York hired Mr. Minnema as its full time music teacher. His first change was to separate some girls into a new singing group, the Treble Clef. Later boys and girls were split into Glee club singing groups. These traditional activities and athletics were a good foundation for the school from the first day.49

The new construction included a large room for student activities titled the "Club Room." Since foreign languages were essential for college entrance, students needed to practice speaking, and clubs allowed for a fun way to practice and reinforce the
language they were learning in class. The first foreign languages at York were Latin, French, and Spanish. The first foreign language clubs which began in the 1920s were: French Club in 1920, Spanish Club in 1921 and Latin Club in 1922. It was in this new "Club Room" facility that the French Club began in the 1920-1921 school year. By the end of the following year, 1922, the activities had doubled. The new activities added that year were Y's Tales, York Hi newspaper, Photo Club, and Spanish Club. In the 1922-1923 school year clubs were added in Latin, English, home economics, band, civics, and Red Cross. This nearly doubled activities bringing the total to thirteen. In the next year, 1923-1924, the Red Cross Club was dropped, and clubs in radio, debate, and Hi Y (Y.M.C.A. Christian Club) were added.

**Athletics**

The students' lives involved more than just four academic courses, study hall and "lunch recess." The first competitive athletics were football, basketball and baseball for the boys and basketball for the girls. These athletics had been carried over from the previous years' at the Elmhurst High School. Basketball games were played in the Community House; football and baseball games were first played a few blocks east, on the grounds of the King nursery, and after 1918, on the grounds of the newly purchased school property. Principal Crann was the first coach in all sports. The principal and teachers fostered a spirit of good sportsmanship on the parts of students towards the opponent schools. At football games, the teachers, including Principal Crann's wife, would assist girls in
serving both teams such treats as apples, chocolate drinks, and cookies.\textsuperscript{52}

The athletic programs at York were rather weak in the first two years. The football teams of 1918 and 1919 were coached by Principal Crann. In the first season, the football team did not have a name or uniforms. But equipment and jerseys had been obtained from a variety of sources such as older brothers and community members. When the football team played the Libertyville High School in the fall of 1918 the Libertyville players gave the York players the nickname "the rainbow division" due to the assortment of uniforms they were wearing.\textsuperscript{53}

Basketball practices and home games were played in the Community House after the beaver board and chairs were cleared away. Once the baseball season had arrived in the spring of 1919, the practices and games were held on the new property. In those early years enrollments were small and the sports teams tended to be rather weak. York became known as the "door mat" of high school sports in the west suburban area.

The future of athletics changed when the new building opened in the fall of 1920. Because it had a state-of-the-art pool, swimming was added for boys and girls in physical education classes. The girls swam wearing a one piece wool bathing suit, while the boys swam wearing their "birthday" suits. The pool also allowed swimming to be added to athletics for both boys and girls.\textsuperscript{54}

Girls' basketball, like the boys' basketball, was a continuation from the former Elmhurst High school. The York girls' basketball team was tournament champion in 1924. The Girls' swim
competition, began in 1920 and continued until the pool closed in 1932.

Coach East Begins A Great Tradition

On 14 June 1920, the board hired its first teacher-coach, Clarence D. East. He had gone to college in Michigan and had spent a couple of years as a successful coach in Pennsylvania. He spent the remainder of his career at York, is one of the greatest York coaches of all time, and is one of the most well remembered teachers in the first forty years of York history. On 6 June 1922 the board added to his responsibilities and made him York's first assistant principal for two years, perhaps to shore up perceived administrative deficiencies. East took over Crann's coaching duties upon his arrival in 1920 and became the first winning coach at York. Under him, the York boys went from being losing teams to becoming winning teams in the major sports of football, basketball and baseball. The roots of the winning athletic tradition at York are founded in the skill, leadership and motivation of Clarence D. East.

When East arrived at York for the fall semester in 1920, he and the rest of the staff were sent home for two weeks to allow work on the building to be completed. When he returned, the football field was overgrown with weeds but the genesis of a winning tradition in boys' athletics at York began as Coach East began to work to reverse the loosing trends in York athletics. His first football team had only seventeen boys, it developed into a good team, and ended the season as York's first winning team with five wins, one loss and one tie. This team was the first, York or Elmhurst High School team, to defeat
a Hinsdale High School football team. As they were leaving the Village of Hinsdale, East met a man on the street who asked about the score. When East told the man that York had won seven to zero, the man just laughed in disbelief. That year York played Glenbard in football and tied them zero to zero, which was an accomplishment in itself considering the fact that the previous year Glenbard defeated York seventy to zero.

1920-1921: The football players placed second in the county and the basketball team placed third as East coached the boys to a nine and three record in which they beat arch rival Glenbard twice. He then coached the 1921 York baseball team to an undefeated county record which earned them the championship. The coach gave credit and praise for these successful York teams to the boys on the teams, but the successes might more reasonably go to Clarence East who developed and nurtured a strong, competitive, winning, school spirit. The great turn to winning was a result of his relentless hard work, fairness, and caring for the students.

1921-1922: The football team had five wins and five losses, including first-time victories over Glenbard and Libertyville. The basketball record for that year was eleven wins and six losses. Once again, the baseball team was county champion, going undefeated in county play.

1922-1923: York became part of a new county league which included Downers Grove, Glenbard, Hinsdale, West Chicago, and York. The West Suburban Conference was organized in 1923 when Maine was added to the County League. York won the new league's first football championship going undefeated in league play. They beat
Glenbard thirteen to six in the title game. Basketball was divided into light and heavy teams that year, the heavies won all league games and the championship. East worked at scheduling as many competitive games as possible to exhibit this team. One game was even played as far away as Plainwell, Michigan. The baseball team was first again, sharing the championship with Hinsdale this year.

1923-1924: The year was a below-average in football and basketball. Baseball was dropped from conference play and replaced with track, and York went to the district finals in track that year.

Principal Crann had worked to design the student activities to be self-supporting. In the 1920-1921 school year there was success in the major school sports of football, basketball, and baseball. The public paid to see these sports and ticket receipts were used to create a fund which would allow activities to be self-supporting.

The End of Crann and His Era

In the early years of Crann's tenure he was very popular with the board and his name appeared frequently in the board minutes. His name appears less in the minutes near the end of his term as he lost their favor. Some of the reasons for this falling out of favor may be seen in the following. The first parental complaints addressed to the board were in March of 1922. Some of the complaints were related to insufficient work being done in chemistry and commercial and mechanical drawing. There were also complaints about the girls having a male swim instructor. The opinion of some was that the girls' woolen swim suits were too revealing, especially when wet. These complaints seemed to be focused against Principal Crann. At a
following meeting, Crann had a large number of supporters present as the complaints were reviewed. Evidently, this strong showing of support helped somewhat restore Crann's favor with the board. Yet in the end it was not enough to have him retained as principal beyond the following year.56

At the 3 July 1922 board meeting the Secretary noted that Principal Crann had failed to file the annual report with the County Superintendent. In the fall of 1923, a number of parents came to another board meeting to discuss school discipline and school activities. The parents expressed concern that there was gossip in the community about Principal Crann's authority being undermined by board action. This indicates some friction between the board and Principal Crann. From this meeting on, Principal Crann was rarely written into the board minutes. Crann may have anticipated his dismissal by the board, for five months later, on 16 April 1924, he submitted his resignation which the board accepted with no surprise and little discussion. The following night there was a special board meeting at which all of the teachers were present, except Mr. Minnema. The board expressed their support for the teaching staff, and the teachers expressed to the board their desire to remain at York. Crann and his wife Lois returned to work in their home state of Iowa where Crann had accepted an administrative position in the city of Davenport.57

The board was obviously prepared for Crann's resignation because in the week following his resignation they had reviewed resumes, made selections, interviewed a number of the "better grade" candidates, and decided to hire George Letts to be principal.
Letts was officially hired at the regular board meeting of 23 April 1924, to begin July 1st, but later the board moved his employment up to June 1st. He reported to all board meeting for the remainder of that year. George Letts did more to shape York than any other individual.58

With the graduation ceremonies in June of 1924, the leadership of James H. Crann had come to an end at York. Crann had arrived in Elmhurst to become the superintendent of Community High School District No. 88 in the summer of 1918. At that time there was not a teacher, a school building, a school site, a course of study, a text book, not even a school name. By September Crann had worked with the board to rent a building for the school, purchase the books and materials needed to run a high school, set up a curriculum, and hire four teachers. The first day of school opened with ninety-six students and Principal Crann teaching a class along with four other teachers. At the middle of the semester there were six teachers. By the end of the semester the school had its name, York. By the end of the school year the enrollment was one hundred and sixteen. Superintendent Crann hired the first teachers and support staff. Crann began his years at York carrying all office duties alone. His wife, Lois Crann, worked with him on clerical responsibilities without receiving compensation for those tasks. As the building was nearing completion, in November 1919, Crann hired August Windrich to be the first York janitor. One and a half years later Gust T. Olson was working as the York caretaker for the grounds, and Charles Sanders was the York janitor. With the additional office space, including a general office and the principal's office, an office
assistant, Miss Ruth Hammersmith, was hired soon after the new building was opened. 59

Superintendent Crann worked with the board to select a school site. The site was an excellent location and size to meet the needs for the community far into the future. Crann worked with the Llewellyn Architects to develop a school building plan which made allowances for considerable expansion in the future. By 1920, the first York school building was complete. It was one of the finest school structures in the suburban area.

Under the leadership of Principal Crann the York staff was hard working, caring, and close to the students. The students felt good about school and felt that the staff really cared about them. The York staff developed many excellent extra-curricular activities for the students. A tradition of excellence in curriculum and activities begun under Crann is still with us today. Since the conception of District 88, the board had looked to institutions of higher learning to obtain advice on what were the best high school curriculum programs and faculty members. The closest relationship was developed with the University of Chicago. From that internationally acclaimed educational institution, the board selected their first two superintendent-principals and many of their early faculty members. The board and superintendents also hired educational experts from the universities to train and inform the teachers, so York teachers could be in the forefront of educational progress. Within a few years of their conception, activities such as the York Hi newspapers and the Y's Tales yearbooks became nationally recognized for their excellence. Activities, such as the
foreign language clubs, developed traditions under Principal Crann which are still with us today. The first athletic championships for York were under the coaching of Clarence East during the Crann era. James H. Crann left York an excellent school. There were good feelings between students and faculty. The teachers tried, and usually succeeded, in getting the best effort out of the students. The students worked to do their best because they had support at home and at school. They felt the faculty cared for and supported them, too.


12. Ibid.


15. Ibid.

16. Board Minutes, 22 July and 26 August 1918.

17. Board Minutes, 15 July and 9 November 1918; York Archives, file: Principals; York Hi, 23 March 1944, Vol. 10, and Y's Tales, 1922, 1923, and 1924, Volumes 1, 2, and 3.

18. Ibid.


20. Ibid.


22. Board Minutes, 27 November 1918 and 13 October 1919 and York Hi, 23 March 1944.

23. Board Minutes, 10 November 1919 and 12 January 1920 and York Hi, 23 March 1944.

24. Board Minutes, 3 July 1918.
25. Board Minutes, 7 and 11 September 1918 and 11 October 1918.

26. York Archives, file: Property Purchases for York Community High School, Board of Education

27. Board Minutes, 27 November 1918.

28. Board Minutes, 30 December 1918, 7 and 25 January 1919.

29. Board Minutes, 7 March 1919 and 12 May 1919.


31. Board Minutes, 22 May 1920 and 30 June 1920.

32. York Archives, blueprints 5 February 1919.

33. Board Minutes, 11 September 1918, 12 and 19 May 1919; Hazel Dame, interviewed 15 July 1991; York Handbooks, 1919 and 1925; and York Hi, newspaper, 23 March 1944.

34. Ibid.

35. Board Minutes, 7 and 11 September 1918, 12 and 19 May 1919; York Handbooks, 1919 and 1925; Hazel Dame, interviewed 15 July 1991; and York Hi, newspaper, 23 March 1944.

36. Appendix II and Board Minutes, 13 October 1919.


38. Board Minutes, 8 December 1919, 12 January and 9 February 1920.


42. Board Minutes, 4 January 1921.


44. Board Minutes, 4 January 1921 and 4 March 1924.

45. Ibid.

46. Board Minutes 10 November 1919; Hazel Dame, interviewed 15 July 1991; Ruth Strand, interviewed 1 August 1991; Y's Tales, 1922, 1923, 1924, and 1944, Volumes 1, 2, 3, and 11.

47. Ibid.

48. Ibid.

49. Board Minutes, 14 October 1918.

50. Y's Tales, 1922, 1923, and 1924.

51. Ibid.

52. Board Minutes 10 November 1919.


56. Board Minutes, 18 March and 4 April 1922.

57. Board Minutes, 3 July 1922, 4 December 1923, and 16 April 1924.

58. Board Minutes, 23 April 1924.

59. Appendix I and Y's Tales, 1922-1924.
CHAPTER THREE

THE LETTS' ERA BEGINS WITH EXPANSION

1924-1930

York Community High School experienced substantial changes in the second half of the 1920s. Booming enrollments were requiring the district to move ahead with the planned expansion of the facilities which allowed the district to hire more teachers and add to the school program. York had an enrollment of 153 students and a staff of nine teachers, when the new building opened in the fall of 1920. By the fall of 1924 there were 342 students and seventeen teachers. The communities within the York Community High School District No. 88 were growing.¹

Construction Begins Again

Early in 1925, there were plans being made to build an addition. Principal Letts and the architects from the Llewellyn firm finalized the plans for York's future expansion through the spring of 1925. They were completed and submitted to the board on 2 July 1925. The plans were to set the complete appearance and structure of York for nearly the next twenty years. The size of the school would triple, and the new front entrance would change to face south
towards St. Charles Road. York would have a large central courtyard in these plans. Surrounded by classrooms on both sides --the east, west, and south. The original building would become the east wing of York, and a new larger west wing would include an auditorium and a separate gymnasium surrounded by more classrooms. The two wings would be connected by a four story structure that included the magnificent central entrance facing south. These plans called for the construction to be completed in sections, and the board approved of the first section on 6 August 1925. This included the new front entrance and the connecting wing for the future west addition of York.²

The long range plans required money for the west wing site that was to be built on the old football field. To clear this land the football field was relocated to an area south of the new building. The new "York Field" was dedicated by board President Little on 3 October 1925. That dedication ceremony was followed by a football game between the York varsity and Elmhurst College in which York won 20 to 0. The showcasing of the new football field was one method the district used in promoting the needed referendum. A referendum for funding $150,000.00 in building bonds for the construction of the second addition had been placed on the ballot for October, soon after the field dedication. The community was impressed with the new field and they supported the school in the financing of this second addition. Although the voter turnout was rather low for the referendum, it passed with 128 "yes" votes and only seven "no" votes.³

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The First Addition: 1925-1926

At their 27 October 1925 meeting, the board authorized the construction of the first addition to York. In November, after a dinner served by the home economics class, they conducted further discussions on construction of the first addition to York. Later in November of 1925 they approved the low bids for the construction which totaled $145,814.00. The final plans for the first addition were dated 26 October 1925 and called for a four story building. The center of this section of York was designed to be the new south-facing, front entrance. On the west side of the front entrance, on the first floor, was a large board room with a stage at the west end. This room was called the community room. To the east of the front entrance were new offices for the principal, general office, assistant principal, and a teachers' room. Across from the front entrance were the nurse's office and another office room. There were four washrooms placed on this level with stairways at the east and west ends. On the second floor there was a large study hall on the north side. On the south side was a large library centered around two classrooms. The third floor had five rooms devoted to the commercial department, and the fourth floor had a single large room to be used as an art studio.  

As with the original building, the actual construction took longer to complete than expected. Work continued into the fall of 1926 and was complete enough to allow the first board meeting in the new section on 6 December 1926. The students entered the new section at the beginning of the second semester in early 1927. This new addition brought about a considerable increase in library space,
1926 Construction to the Cafeteria and Shop

1926 Addition to Shop & Lunch Room
added a nurse's office, and a private teachers' room. The commercial department was allowed to expand from two to five rooms. The entire fourth floor "art studio" was designed to be used for art and music. The isolated location allowed the music department's band, orchestra, and chorus lessons to be conducted while minimizing interference with other classes. The board room provided a luxurious meeting space for the board and community. This room was large enough to accommodate medium-sized events that would not fit in a classroom yet did not need the auditorium.  

Among the ground improvements made in conjunction with this first addition were the first cement sidewalks in York's history. The new athletic field was designed with a grade so that it could be flooded and used as a skating pond in the winter. While this brought joy to skating enthusiasts in the community, it also resulted in more than a few extremely muddy football games.  

The Second Addition: 1928-1930  

Elmhurst continued to be one of the fastest growing suburbs in the Chicago area with the population more than tripling, from 4,594 in 1920 to 14,055 in 1930. York grew from 405 in the 1925-1926 school year, to 689 in the 1928-1929 school year. The teaching staff grew in that same period. York's staff also grew from 20 in 1925-1926, to 30 by the fall of 1928. In response to the increasing enrollment, on 9 March 1928 the board authorized the Llewellyn architects to draw up the plans for a west wing for York. This was to be the most ambitious plan for the development of York as a first-class high school: it included a highly rated gymnasium, auditorium,
and stage. This stage was designed using the latest technology and materials developed by Chicago's Civic Opera Company. The gymnasium would be the largest and best equipped in the suburban area. The building bond referendum to finance the west wing construction was ambitious at $350,000.00.7

This election drew a marked increase in attention from the public. The voter turnout increased more than tenfold from the previous referendum. While voters disagreed with the lavish proposal of the new addition, the majority agreed with Letts and the board. In May of 1928 the voters passed the referendum by a vote of 900 votes for and 817 votes against. The successful referendum resulted in a continuation of the planning and building process that was directed by the Llewellyn architects who presented the final plans for the west wing in October of 1928. The board accepted the low bid of $357,959.00 on 23 October 1928, and the ground breaking for this addition was held in November of 1928.8

The construction of the west wing took over one year to complete. Its dedication was held on 11 January 1930. There was considerable enthusiasm over the new addition. The alumni basketball team even purchased new uniforms and practiced in preparation for the event. As part of the ceremony, the York basketball team played an alumni team in front of a crowd of two thousand fans in the new gymnasium. With the new addition in 1930, York contained thirty classrooms for students and had a total of fifty-two rooms and offices.9

The first floor of the 1930 addition included the following: six classrooms; one study hall; a natural science room; a biology lab with
an attached ten by fifteen foot conservatory; a corrective gymnastics room; an auditorium with an orchestra pit, a forty-eight by twenty-four foot stage, seating for 1386, and a checkroom; a 104 by 73 foot gymnasium with storage, two locker rooms, and a coaches' room; and two girls' and one boys' washrooms. The second floor contained the following: the auditorium balcony with 414 seats and a projection room, organ and storage room above the stage, bleachers surrounding the gymnasium with seating for 1800, and three classrooms. Two washrooms, two custodian closets, and seven classrooms were left unfinished on the second floor in 1930. The third floor was constructed in two separate parts. The third floor room facing the courtyard was a fan room for ventilating the west wing. The third floor room at the center of the west side of the west wing was a single large "Band Room." The band room was forty-nine by thirty-seven feet. It included space for a music office and storage.

The new addition was the pride of the community. The 1,800 seat gymnasium allowed the entire student body, the faculty, and many members of the community to attend basketball games and other indoor sports events. With standing room used, York could entertain around two thousand fans for a basketball game. The gymnasium was the best in the West Suburban Conference. The board considered the York facility to be one of the best in the state of Illinois. It was fortunate that the board and community approved and built this west wing at this time. The great depression began during the construction of the west wing and by the time the west wing was dedicated in the winter of 1930, the York Community High
School District No. 88 was beginning to experience financial difficulties because of reductions in revenues from property taxes and state distributive funds.\textsuperscript{11}

**Faculty and Administration**

During this time of change, a strong, dynamic leader named George L. Letts headed York. The many successes in Letts' eighteen years as principal, (1924-1942), left an indelible imprint on the students and faculty. Athletics was one area in which York excelled. It emerged from the twenties as the dominant sports team of the West Suburban Conference. Teaching excellence was another area influenced by Letts as he hired a number of teachers who spent their careers at York. These teachers, like Letts, set the tone of excellence for the future of York.

**George L. Letts**

Letts was born in 1881 in Angola, Indiana. His family later moved to Chicago. He received his Masters at the University of Chicago; from there he went to Plano High School in Plano, Illinois where he taught history and served as high school principal. In 1924 he came to York. His voice was a deep baritone that drew everyone's attention and he was a large man with a strong, commanding, and dominating personality. He has been described as both a direct and blunt leader who placed his heart in his job as he took charge of each situation. He received praise from all areas of the school and community. The York yearbook *Y's Tales of 1944* made the following statement about him: "A brusque, emotional man,
he proved a commanding impressive leader, a heavy set, deep-voiced, awe inspiring director whose word was law. But beneath the austere exterior of this universally loved man was a heart full of patriotism for school and country—full of sympathy for associates, student and faculty alike. His leadership philosophy was embedded in the phrase, "Actions speak louder than words." His focus was more on results than methods; being strict and well organized himself, he believed that students should be taught the same order and discipline.12

His closest friends were two similar West Suburban Conference high school principals, Fred L. Biester of Glenbard High School in Glen Ellyn, Illinois, 1918-1962, and George Willet of Lyons Township High School in La Grange, Illinois, 1923-1942. Letts worked with Biester taking a leadership role in the local branches of the Illinois Education Association and the National Education Association. In today's terms Letts might be regarded as a micro manager because he was involved in every aspect of the school. Once he was hired, and before he was on the payroll, he attended all board meetings. He took supervisory control of all special school and student funds. He reigned in greater control over students. His opinion was that it was best to have student activities at school where the staff had the greatest control. He accomplished this by moving school dances from private clubs to the school gymnasium. He brought uniformity and a touch of class to the graduation exercises by having graduates wear caps and gowns. Letts appointed the first dean of girls, Mrs. Ethel Wall, in 1928 and the first dean of boys, Roy DeShane, in 1933. The students, staff, and community gave him credit for shaping and
Letts went to great lengths to establish and disseminate rules and regulations to facilitate an orderly educational institution. He began by developing a comprehensive York Community High School handbook. The handbook included proper behavior and dress for students. One well remembered rule was that boys would not wear hats in the school. Students can remember the principal's voice booming out saying, "Hats off, this is York." The handbook provided the students with detailed information on daily schedule, signal bells, board and staff members, room numbers, grading system, credits, course and load requirements, lists of textbooks, college entrance requirements, courses of study, clubs, athletics, and other general information. More than anything else, Principal Letts used his power and authority to instill school pride and desire for achievement. He emphasized a tradition of success, and he began each year with an assembly of the entire student body where he would give a powerful speech on what a magnificent tradition they had to uphold. He would remind them about his high expectations related to proper student behavior, punctuality, dress, and work ethic. Letts stated to the students that no school has any more recognition than York.¹⁴

By the end of Letts' first year, York had completed the required three years of probation and received accreditation by North Central Association of Secondary Schools and Colleges on 27 March 1925. The principal pointed out this accreditation with pride. He was also proud of how he had developed York's close relationship with the University of Chicago by having many teachers and coaches from
that university speak at motivational assemblies and teachers' institutes. The University of Chicago was his first choice when he was searching for new staff members. Principal Letts was also proud of the success of the York chapter of the National Honor Society. He held the students and the whole school to a high academic standard. To insure that each student's time at York was well spent, Letts set up a sponsor advisory system. In this system the same teacher sponsor would guide a student from freshman to senior year. The advisor would recommend courses and teachers for a student. Students were given direction regarding their future plans, especially those who were seeking higher education.15

Despite his having a tough and intimidating exterior, Letts demonstrated that he was a very caring person. To the group he appeared very stern, yet individuals remember him giving a smile of approval. Letts did his best to tailor each student's program to that individual's needs. He made special arrangements for students with special needs. One example of his efforts in this area was when he helped a handicapped student by arranging a special schedule and a variation from the graduation requirements to allow that individual to earn his high school diploma. This was done by him in an era when public schools were not required to extend special services or arrangements for students with special problems.16

Letts believed that to attain an education required a healthy mind and a healthy body. He censored courses by approving the subject and content of courses and reviewed teachers' lesson plans; however he did not spend much of his time in the classrooms during instructional periods. He demanded that the halls and classrooms be
spotless and reminded the students that they had a responsibility in maintaining the cleanliness of York. To improve student health he hired the school nurse and established health services. 17

This principal used the all school assembly, in the auditorium, as a major medium of communicating to the students. When he strode out on the auditorium stage, there would be a hush while he gave high-spirited talks about hard work and school spirit. He discussed loyalty to one's self and to the school, and emphasized attitudes of "kindness, friendship, honesty, loyalty, and fine whole souled moral tone." He talked about the students' responsibility to give the community loyalty and whole hearted support. "It's your school, it's our school," he would say as he reminded the students of their obligation to keep up with the splendid record of the past. 18

Letts was an avid sports fan and he believed that exercise through sports was needed for a healthy body. This philosophy made him a strong supporter and promoter of athletics at York. The years of his reign were the golden years of success in the major sports at York, and he served as secretary to the West Suburban Conference for several years. He believed that the lessons of hard work, fair play, good sportsmanship, and discipline learned on the sports field would carry with a person through school and life, and he cautioned to the players and fans to exhibit good sportsmanship on and off the field. In one instance there was a close basketball game where an official was booed for making a questionable call against the York team. The following school day the principal immediately called an all school assembly and decisively stated that there would be no booing by York students. He went on to tell the students that he did
not agree with the official's call, but "This is York, and there will be no booing." 19

Beginning with the fall of 1924 to the fall of 1929, George Letts hired nineteen teachers who would spend the majority of their careers at York. Seven teachers, of fourteen from the Crann era, returned to work under the new administration in September 1924. The enrollment was growing and three more positions were added so Letts hired ten new teachers for that year. Four of these would become career teachers at York: Charles Berry, mathematics; Roy DeShane, science; Ida Settle, mathematics; and Beulah Shehan, English. Next, he hired four new teachers for the fall for 1925. Miss Dorothea Petersen and Mrs. Ethel Wall were the two teachers from that group to make teaching at York their career. The 1926 addition was nearly completed in the fall, so six more teachers were hired, none of them ended as career teachers. Nine more teachers were hired for the fall of 1927. Career teachers Erwin Leishman, mechanics and shop, and Russell Palmer, biology and bookkeeping. Six more teachers were hired for the 1928-1929 school year, and five of these teachers spent their careers at York: George Ehneborm, history; Marie Gustafson, commercial; Marion Johnson, art and algebra; Lois Ashton Larson, Latin; and George Simpson, science. The 1930 addition nearly doubled the size of York and with enrollments still growing, the board hired thirteen more teachers for the fall of 1929. Seven of these teachers spent their career at York: Forest Birks, physical education and coaching; Maynard Black, physical education, history, and coaching; Myrtle Ellis, librarian; Vernon Kelly,
Curriculum

The two additions to the facilities provided an appropriate state of the art setting for the York curriculum. The first addition immediately resulted in curriculum expansion. The art department was started in the fall of 1926 when Roma Sexton was hired to teach art and ancient history. Three years of art courses were offered: Art 9, 10, and 11. The science department doubled in size with new courses: Botany 9, Zoology 10, and Geology. Public Speaking 10 and 11 had already been added. Journalism was offered for the students who worked on the York Hi newspaper. The business curriculum was also expanded by six courses: General Business 9, Commercial Arithmetic 10, Bookkeeping 11, Business Organization, Sales and Administration, and Business Law. Thus, students were allowed to make business an optional five year program. The enlargement of the shop area allowed space in 1926 for two additional courses: Auto Mechanics and Printing. The large fourth floor room allowed expansion in music. Chorus and band were supplemented by Treble Clef in 1925, Boys' Glee in 1926, Girls' Glee and Orchestra in 1927.

The second addition provided room for the music program to be expanded again. Both band and orchestra were enlarged to have advanced and beginners groups. The science department had a new conservatory and added General Science 9 and Biology 10. The social studies department added Economics 11 and Sociology 11. The indoor physical education facilities were tripled in size. The large
auditorium enabled the entire school to attend the same assembly. The professional stage provided greater dramatic and musical productions. The auditorium balcony was equipped with a movie projection room and the latest technology, a sound movie projector. During these years some course titles were changed, and some courses were actually dropped. For example, German language was offered in the early years and was dropped some time before the 1925-1926 school year.22

Activities

The activities for students had been well developed during the years under former Principal Crann and they continued to grow under Principal Letts. The following were the ongoing activities from the earlier years: chorus; Drama Club, debate, and public speaking club; band; Parent-Teacher Association; French Club; Spanish Club; York Hi (newspaper); Y's Tales yearbook; Latin Club; English Club; Home Economics Club; and Hi-Y Club. The activities for 1924-1925 included the addition of a Commercial Club and elimination of clubs in photography, radio, and civics. Under the guidance of Letts, York joined the National Honor Society in June of 1925 with the following charter members: Francis Hollinger, Irene Rudnick, Ida Sonnenberg, Wilber Stuenkel, John Swarner, and Alice Theil. In 1925-1926 the Commercial Club was dropped; the English Club became Literary Hour; the Treble Clef and Chorus were supplemented with the creation of the Boys' Glee Club; and an orchestra was started. The next year, 1926-1927, saw the creation of the Girls' Glee Club. The students had been involved in dramatic plays since the first years of
York; and dramatic plays had been a tradition taken to York from Elmhurst High School. In 1927 the dramatic activities were organized into a Dramatics Club. On 10 October 1927 a display of the newly purchased marching band instruments was made, and students were encouraged to sign up for the new marching band. The York marching band made its first appearance on 23 November 1927 at a school assembly. The marching band was an enthusiastic addition to the football and basketball games. The student pep and school spirit were given a large boost by the band. These clubs added to the excellent quality of clubs at York.23

As the clubs developed, they became a prime source of socialization; they conducted meetings and held demonstrations and banquets. The Latin Club developed a tradition of having a lavish and outstanding banquet. The other foreign language clubs followed suit with their own yearly club activities and traditions. York was a busy place even after the last class had ended. Because most of the students did not have regular jobs outside of school and home, the students looked to the school for activities, entertainment, and socialization. They stayed around school interacting with the staff and other students. Teachers were required by the terms of their contract to live in the school district. Many of the staff members lived nearby in Elmhurst. This all facilitated an environment for close interactions between students and teachers.

Another source of entertainment was the school assembly. The assemblies were held in the auditorium, where the entire school body could be in attendance at once to enjoy a performance or hear a speech. Occasionally, accomplished musicians came to perform for
York; at other times the students heard a motivational talk from a famous person, such as Elonzo Stagg or Knute Rockne. There were renowned and successful individuals from government and society who spoke, such as State Treasurer Elmer Hoffmann and attorney Lee E. Daniels from the DuPage County States Attorney's Office, and there were programs given by educational experts from the universities. In many assemblies students provided entertainment to the school with a play, or with music from the chorus, band, or orchestra. The students of the 1920s listened to jazz music, and this upset some parents who thought jazz music and dancing would corrupt their children and be their children's downfall. They expressed those concerns to the school and wanted some adult control over student dances and other social activities, and Letts emphasized faculty presence and control over school activities, yet some students still organized their own parties after school activities. This socialization revolved around school activities, but was beyond immediate school control. The school worked to control those unauthorized activities by threatening to suspend students from school activities if they were involved in drinking alcohol or being disruptive. There were also a number of technological changes which changed the lives of the students. For example, parents worried that students could be distracted from their studies by newly available items such as cars, radios, and movies. Graduates from this era admit that they spent time cruising in cars that provided them greater freedom and independence, listening to the radio, and enjoyed the movies. But they feel that most students were not harmed by these things.24
The social activities continued as a high priority for York students. The high school dances were very popular. These sock hops and dances were held at times such as Halloween, Christmas, May Day, proms, and after athletic events. Each class organized certain social events. The juniors and seniors had their own dances. In the first six years, 1918-1924, the largest and most important dances were held away from the school at country clubs. Principal Letts changed the venue of these social gatherings to the York High School gymnasium. This allowed Letts and the staff to extend greater control over the students' social activities.

Athletics

York athletics began to blossom in the early 1920s, and they were in full bloom by the end of that decade. The encouragement of the principal and the faculty, the assistance of qualified, energetic coaches, and the uplifting enthusiasm of winning teams meant that almost the entire school was interested in the athletics programs and that a majority of the students were involved in the athletic activities.

Girls' Athletics

The York girls were prevented from participating in interscholastic athletic competition by state law, so the girls competed among the four classes. The Girls' Athletic Association, or G.A.A., was established for the girls in the 1927-1928 year to provide greater organization for their activities. The G.A.A. provided intramural athletic activities that were both competitive and non-
competitive. Basketball with girls' rules, baseball, track, and swimming were some of the early sports. They also participated in dancing, life saving, swimming pageant, golf, apparatus, and gymnastic pyramid building. In 1927 field hockey and volleyball were added to girls' sports. The G.A.A. had the following variety of major and minor sports in the 1928-1929 school year: major sports were basketball, swimming, outdoor and indoor baseball, tennis, hockey, track, soccer, and volleyball; minor sports were bowling, hiking, skating, and gymnastics.

**Boys' Athletics**

1924-1925: The West Suburban Conference introduced track as a spring season sport and Riverside-Brookfield High School to the league for the 1925-1926. Baseball was dropped after 1924 because the conference did not think schools had sufficient size to field two major sports in the spring. The Athletic Association began in the 1926-1927 school year. All students were eligible to belong to this group. The Association had the following responsibilities: run the Pep Meetings, appoint the student manager, set the price of season tickets, ratify the letter awards recommended by the coaches, and recommend to the faculty the boys who were eligible for the Athletic Honor Society. To be eligible for the National Athletic Scholarship Society of Secondary Schools, an athlete had to maintain a grade above the school average for the three semesters prior to earning an athletic letter. Five boys earned the honor in 1927: Birdsall Blanchard, Dale Letts, Fred Wendland, Reynold Stroble, and Louis Dunham. Five boys earned the honor in 1928: Roy May, Raymond
Carlson, Charles Mansell, Harry Burns, and William Leuschke. The Athletic Association's pep meeting established a first for York in the 1927-1928 school year when two official cheerleaders were established. Two boys, Raymond Loker and Harding Carey, were elected to be the cheerleaders. They wore official uniforms with the Old English Y and were supplied with megaphones.

1924-1930: The boys were average in cross country except for in 1928 when they won the conference. The football teams were average in 1924-1926, until 1927 when the lightweights went undefeated under Coach DeShane, and in 1928 and 1929 they placed second. Basketball heavy and light teams were the winter sports and they improved over these years. After losing teams 1924-1927, the lights placed third in 1928 and first in 1929, while the heavies also improved from a below average to an average team. Track was the spring sport and York dominated the conference from the start with conference firsts in 1925, 1928, and 1930; and coming in second in 1927 and 1929. The trackmen were led by Principal Letts' son, Dale Letts, 1925-1927; as he set a number of conference records. Tennis was introduced as a spring sport in 1928, York had average teams but one member did reach the finals and placed second in the state in 1930. York earned the President's Cup in 1929 by being the best overall in West Suburban Conference sports for the 1928-1929 year.

The York athletics for boys ended the 1920s looking great. They had the most modern, expansive, and luxurious facilities in the conference. The coaches were devoted, knowledgeable, and hard working. Athletics were very popular with all teams able to field players with boys to spare. The sporting events were the pride and
focus of the community with all games being well attended. The teams had improved from being last in the conference in most sports to being competitive in all conference sports. This improvement of York athletics in the 1920s was an indicator of even greater success in the next decade. The York athletics for girls was the same for all of Illinois by the end of the decade -- non-existent. The benefit in this lost competition is that the G.A.A. provided a greater variety of athletics for the girls, and a greater number of girls became active in the athletics program at York.

The End of the Decade

The 1920s had been a fascinating decade for the students, faculty, and community as York ended the 1920s as an excellent high school judging by standards set by the CRSE. The decade had begun with some limited high school classes in the small cramped quarters of the Community House and ended with a comprehensive curriculum in a modern, luxurious, new facility, with the original building under construction. By January 1930 there were two large additions to the original building. The enrollment had increased from 136 students in the 1919-1920 school year to 789 students in the fall of 1929. The number of graduates had grown from nine graduates of the class of 1920, the smallest ever at York, to 138 graduates in 1930. A few teachers had to cover many subjects in 1920; in 1929, the teachers were able to concentrate on a few subjects in their field of expertise. The faculty had expanded from eight classrooms in the spring of 1920 to thirty-nine in the fall of 1930. The additional faculty and the larger facilities allowed the
curriculum to be expanded in this decade. The modern facilities made it possible to offer a well rounded curriculum with three tracks: the academic, vocational and business, along with music, physical education and art. The traditions and pride in York were greatly enhanced by the fact that the faculty and building were of top quality and in a beautiful setting. The great successes in York athletics also contributed to the school spirit.26

The student activities had expanded from the original chorus and dramatics, in 1919-1920 to thirteen: Band, Orchestra, French, Spanish, Latin, York Hi, Home Economics, National Honor Society, Quill and Scroll, Athletic Association, and Pep by 1929-1930. There were ten other clubs that were offered for part of the 1920s: Photography, Radio, Y's Tales yearbook, English, Red Cross, Civics, Debate, Hi-Y, Commercial, and Literary Hour. York athletics had made a dramatic improvement. The teams of the 1919-1920 school year were losing most of the time. The athletic teams won the majority of their games in the 1920s, and York became one of the dominant schools of the west suburban area in sports. In 1919-1920 boys participated in football, basketball, and baseball and girls played basketball. It was disappointing that girls no longer participated in any inter-school competition after the mid 1920s, but the Girls' Athletic Association was added to provide intra-mural competition. By the end of the decade girls played intramural sports and boys were participating in football, cross country, basketball, track, tennis, and swimming.

The benefits from the fact that a large amount of money was spent to provide a model comprehensive high school would become more obvious in the future as the community, country and the world
were headed into the worst economic depression in modern times. Future expansion and increasing enrollments were foreseen when the west wing was planned and built. This allowed York to survive the 1930s with a curriculum and facility that could satisfy a variety of student needs.
ENDNOTES


2. Board Minutes, Community High School District 88, Elmhurst, IL, 3 March, 7 May, 2 July, and 6 August 1925.


4. Board Minutes, 27 November 1925 and York Archives, blueprints, 26 October 1925.

5. Board Minutes, 6 December 1926.


8. Board Minutes, 26 May and 23 October 1928, Vol. 4; York blueprints, 1 October 1928; and *York Hi*, 8 November 1928, Vol. 7.

9. Board Minutes, 13 January 1930; York Archives, blueprints, 1 October 1928; and *York Hi*, 16 January 1930, Vol. 9.

10. York archives, blueprints, 1 October 1928.

11. Board Minutes, 10 February 1930; Bert Daniels, interviewed 5 August 1992; and *York Hi*, 16 January 1930, Vol. 9.


15. Board Minutes, 7 May 1925; Chicago Tribune 22 May 1955; and Bert and Evellyn Daniels, interviewed 5 August 1992.


17. Chicago Tribune 22 May 1955.


22. Ibid.


26. Appendixes I and II.
CHAPTER FOUR

LETTS LEADS YORK THROUGH THE DEPRESSION
1930-1942

Great Depression: 1930-1936

York was still headed by a tough, George Letts, through these
difficult yet great years between 1930 and 1942. Letts' strength in
maintaining discipline, order, and cleanliness was a key factor in
allowing these years to be so glorious for York. He had made sure
that a good foundation for a great school was laid in the 1920s. From
this well-established base, York continued to be great from 1930
through 1942. The great depression had a number of profound and
severe impacts upon York. The negative financial impacts began
soon after the 1930 new year. School finances were below
expectations from the local property taxes and from the State of
Illinois' School Distributive Fund. The reduction in available dollars
per pupil caused a necessary change in priorities. The board was
forced to make reductions in both curricular and non-curricular
activities and for the 1930-1931 school year they established
departmental budgets which totaled $4,308.57. (See Table 1.)\textsuperscript{1}
Table 1. York Departmental Budgets 1930-1931

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Total 4,308.57

The first recorded negative impact of the Great Depression on the school came at the 10 February 1930 board meeting when the board resolved to issue $90,000 in tax anticipation warrants to cover a shortfall in tax receipts. The members were confident that the tax shortfalls and the depression would not last very long, so they did not propose any cuts in the spring of 1930. Instead, at their 10 March 1930 meeting, they set salary increases for Principal Letts and all of the faculty members. They also set a bonus incentive for summer school at a university. Six weeks of summer school earned a fifty dollar bonus; eight weeks of summer school earned a $65 dollar bonus; and twelve weeks of summer school earned a $100 bonus.2
The taxation revenues continued to decline in the summer of 1930. For most of the 1920s the district received around 99 percent of their tax extension, they had received 99.4 percent of their 1928 tax extension, so they expected around that amount each year. Yet when the second installment of the 1929 taxes came in August 1930, there were $7,421.23 in unpaid taxes. They only received 96.1 percent of their 1929 tax extension. In August 1930, the board issued tax anticipation warrants for $10,800. The second installment of tax collections resulted in another district shortfall. The board covered their expenditures by issuing $150,000 in tax anticipation warrants on 25 September 1930. The total shortfall of the 1929 tax levy forced the board to issue $160,800 in tax anticipation warrants. Revenues continued to be below expenditure levels, thus in March 1931, they approved the borrowing of $80,000 to cover district expenses. The levy was set to call in all tax anticipation warrants at the 13 July 1931 board meeting. The 1930 tax levy continued the decline with receipts of only 89 percent of the levy. The board issued warrants for $76,980 in the 1931-1932 school year. The 1931 tax receipts were only 79 percent of the levy. This was an actual reduction in tax money from the previous year of $21,000, or around 12 percent. The tax receipts for 1932 were 81 percent. Since the assessed evaluation had dropped around 10 percent, property tax revenues received by the district dropped again by over 5 percent. The board issued additional warrants three more times 1933-1935, and in 1935-1936 additional funds were secured through refunding bonds and Working Cash Fund transfers. The years 1930, 1931 and 1932 were the ones with the greatest financial shortfalls.
In addition to the shortage of property tax receipts, the district was not provided with as much state aid as it had been expecting under the state school funding system. Undependable financial state school support would be a lingering problem throughout the early and middle 1930s. Regional hostility was created when the state fully funded its commitments to the Cook County schools while underfunding downstate schools (all schools outside of Cook County). The state of Illinois sent letters out to school districts to help outline how high schools could cut expenses and still keep their accreditation. The board discussed the state superintendent's advice at their August meeting, and Letts advocated that the board and community members lobby the Illinois General Assembly in an effort to fully provide the funds owed to the downstate school systems.4

The force of the Great Depression within York became more apparent in the late winter of 1931. At the 9 March 1931 board meeting, all salaries for the next school year were frozen at current levels. At the same time, financial problems of the district did not stimulate political opposition to the board. The incumbent board members ran unopposed in April of 1931. Later, the school newspaper was discontinued for the 1932-1933, and the budgets for equipment and supplies was a reduced by over 50 percent. When salaries were set for 1932-1933, all staff members had their salaries frozen at the 1930-1931 level, and an option was included to cut 10 percent from teacher salaries if conditions required it. The board also approved an option of cutting two weeks off the 1932-1933 school year if finances made that move necessary. Once again, there was no opposition for the incumbent members in the board election.
of April 1933. In 1934, the difficult economic conditions continued. This resulted in German being dropped from the curriculum for the 1934-1935 school year. The public still did not view the reductions and financial difficulties as a negative reflection upon the board, and the local newspapers made few comments about the high school finances and cuts made by the board.\textsuperscript{5}

Despite the cuts in salaries and programs, the board voted to establish limited bus service for those students who lived far from York and four new teachers were hired between June 1930 and June 1934. Three of these teachers spent their career at York: Eleanor Davis, English and journalism, 1931-1969; Walter Knudson, English and coaching, 1932-1964; and Earl Heinhorst, mathematics and coaching, 1935-1967. However, the faculty was not increased in proportion to the enrollment which rose by 431 students. This caused the average class size to increase from a ratio of twenty students per faculty member in 1930-1931 to nearly twenty-eight students per faculty member in 1932-1933. The departmental budgets were set on 9 May 1932, totaling $3,360.10. The janitors' maintenance materials and supplies were a new item on the budget, so the real increase for school departments was only $90, a 4 percent increase. One cut which had the most profound impact on the future at York was the elimination of the pool. The students made active and enjoyable use of the pool through the 1931-1932 school year. The board closed the pool because of the cost of chlorine, maintenance, and lack of funds for necessary repairs; and once the pool was emptied it was used for storage.\textsuperscript{6}
The 1932 financial picture was even worse in 1933. The board tried to get the voters to increase both the Educational and Building funds through a referendum, and when that failed they decided to make deep cuts in the salaries of the employees. This planned reduction in faculty salaries had three elements. First, there was a 6 percent reduction of money spent on education beyond the Bachelor's Degree. The next two parts were reductions in salaries totaling 20 percent if school opened 11 September, and another 22 percent if it opened 18 September. The last day of the 1933-1934 school year was set for 31 May 1934. At this 20 March 1933 meeting the board voted to open school on the 18 September 1933 date. This was to cut the school year by four weeks in comparison to previous years. The board reserved the right to add those four weeks on to the end of the term, paying teachers at the same rate of compensation set for that year. These salary cuts amounted to a savings of $20,637.02.

By 1933-1934 Principal Lett's salary had been cut by $600 -- a reduction of 9 percent from his previous salary, which had not been increased since 1931. There was an average salary reduction for teachers of 22 percent, so that many experienced teachers were making less money in the 1933-1934 school year than they had been making five years earlier at York. All district employees received reductions in compensation: the clerical staff received a 10 percent reduction and both the cafeteria and maintenance staff members received individual reductions in salary that were not specifically outlined in the minutes.
For 1933-1934, the board budgeted $3,950.47 for supplies and equipment with the janitor's supplies totaling $1,350.68 and leaving $2,599.79 for the department budgets. This was an increase of $439.68, or 20 percent over the previous year. Salaries were slightly increased from the previous year, but the salaries were still below the 1929 levels. Departmental budget expenditures were set at $3,075.87, which was 18 percent more than the previous year.9

A referendum to increase the educational fund levy and to increase the building fund levy had failed in 1933 and was tried again in a proposal to the voters in May of 1934. At that time, the school district had an educational fund levy of 1.00 and a building fund levy of .38 for a total of 1.38. The state allowed a rate of 2.00, so the board sought the voters' approval to levy at that maximum level. The board publicized the fact that a portion of the financial difficulties for all DuPage County public schools was because the state of Illinois refused to provide the schools with money from the state's school fund, the distributive fund. The board lobbied the voters to support this tax increase to provide the funds for a good, modern high school. The board also threatened to close York on 1 February 1935 if there were not enough funds to adequately run the school. They also stated that the lack of funds caused the potential for a shorter school year as well as a reduction in some programs which could threaten accreditation. During this time the incumbent board members ran without opposition in the April school board election of 1934. Referendums to increase the educational fund and the building fund were set for June. These were the first referendums attempted during the great depression, and they both failed. The
educational fund levy lost by a vote of 460 to 726, the building fund
levy lost by 397 to 773.10

In July, the board approved the sale of bonds to establish a
working cash fund. The working cash fund could be used to pay bills
and it could be used to transfer money into the educational fund.
Tax anticipation warrants were issued for $35,000 on 13 August
1934. The board had issued warrants of $110,881.17 in the 1933-
1934 school year. These problems did not bring much obvious
disapproval from the public or the press. In July of 1934, a group of
petitioners tried to force the board to put the decision to the voters
on whether bonds should be sold to establish the working cash fund.
The petitioners were not astute on election law, and this petition
failed because not enough petitions were notarized.11

Contrary to their springtime threats of a late school start, the
board added two weeks to the school year by moving the first day of
school up to 4 September 1934. The board did remind the public
that the lack of funds could close York in February of 1935. In
September, the board and Principal Letts discussed concerns about
overloading classrooms and a reduced school program which could
threaten York's accreditation status. In November, the board
borrowed another $15,000 to cover expenses. Following the
recommendation of Letts, the board approved re-starting the York Hi
in October of 1934, using money which remained from the swimming
pool fund. Principal Lett's concern on overcrowding and
accreditation resulted in the board giving approval for additional
teachers to be hired. Four additional teachers were added to the
staff. This brought the average student to faculty member ratio
down to twenty-eight to one for the 1934-1935 school year. York did receive another approval for accreditation by both North Central and University of Illinois accrediting agencies in the spring of 1934.12

In 1935, there were some improvements, but many things remained the same. Salaries were frozen at the previous year's level, with a few exceptions. German was reintroduced to the curriculum and a German teacher hired. The departmental budgets increased to $5,553, an increase of $2,477.13, or 80 percent. The 1934-1935, school year was the last depression era school year in which the board needed to issue tax anticipation warrants. Assessed evaluation had dropped to the lowest level in eight years and the 1934 tax receipts were the lowest percentage ever received, 70 percent. This was the fourth consecutive year of falling tax revenues, so the board issued $90,501 in warrants that school year.13

Post Depression Years

In the early spring of 1936 the board tried again to pass referendums for the educational fund and the building fund. They wanted to raise the educational fund levy from 1.00 to 1.50. They wanted to raise the building fund levy from 0.38 to 0.50. This would have set the York Community High School aggregate levy to 2.00, the maximum allowed by Illinois law. The York staff and students worked hard to pass these referendums. Some teachers drove supporters to the polls. Students made pleas to the public for support. Both referendums passed by wide margins. The educational fund increase passed by a vote of 2,126 to 736. The
building fund increase passed by 1,994 to 791. There were nearly the same number of opponents to the referendums as in the original referendum, but there were almost five times as many supportive votes this time. The board voted to pay mileage to those teachers who had driven voters to the polls. Without discounting the hard work done by many students, teachers, and community members in support of the referendum, the greatest boost in building community support for York was accomplished when the track team won the Illinois State Championship only one week before the election.14

The building fund increase allowed for some much needed construction on the west side of the second floor of York's west wing and for maintenance and repairs in the older portions of the building. The Llewellyn architects were hired to supervise the contractors on these projects. A portion of the increase in funds was used for construction to add classroom space by completing some unfinished rooms in the west wing. First, three classrooms and a girls' bathroom were completed by the Conrad Adam Construction Company for $4,917.80 in 1936. This was followed by the completion of the remaining four classrooms, one boys' bathroom, and two janitor's closets for $6,882 in 1937. Even with the passage of both referendums, the district was still in need of additional finances. Working cash fund transfers into the educational fund were made in the months of March, July, August, and November of 1936 for a total of $80,000 transferred. Refunding bonds for $15,000 were issued in November.15

On four occasions in 1937, the board transferred money totaling $75,000 from the working cash fund to the educational fund.
The total for these transfers was $75,000. In 1938, transfers from the working cash fund to the educational fund occurred three times for a total of $40,000. In 1939, they transferred money twice for a total of $50,000. In 1938 they continued making working cash fund transfers to make budgeted payments. Three fund transfers were made for a total of $40,000. Two members won reelection easily. On July first they adopted a single specific budget ordinance form, which was on a state form mandated by the Illinois General Assembly. In 1939 they made two fund transfers, for a total of $50,000, from the working cash fund into the educational fund. The board was still making the assertion, on the budget approval date, that they reserved the right to reduce the school year, but they would only take that action if it were financially necessary. After one year of allowing teachers to volunteer to tutor the crippled Story boy at home, they approved paying teachers who were tutoring him in September of 1939. By the end of the calendar year, they had adopted a new, nine-step purchasing plan for the school district.\textsuperscript{16}

By 1940 the financial situation had improved considerably. There was no need to borrow money or transfer money into the educational fund. The April school board elections resulted in the incumbents running unopposed for reelection. In December of 1940 the board reduced the educational levy by $16,000, lowered from $181,000 to $165,000. The size of the school district was expanded for the first time in the 1940s. In March of 1940 the board approved the annexation of a portion of the Bensenville High School District 100. This annexation was carved from the Churchville Elementary School District 3 on the north border of Elmhurst.\textsuperscript{17}
While the United States stirred in anticipation of joining the Second World War in 1941, problems at York and abroad would precipitate significant changes at York after many years of relative stability. The public was not too concerned; they easily returned the incumbent board members to another term. The board was approached by a majority of the teachers to have the teachers represented by a single bargaining unit, a union. The board made efforts to suppress the rising power of the teachers' union, the American Federation of Teachers. At a November meeting, the board voted not to recognize the American Federation of Teachers as the bargaining unit and denied the teachers in the American Federation of Teachers the right to hold meetings at York.18

In December, a shop teacher resigned to take a job doing defense work. Board member Dr. French was called to active duty soon afterwards. On January 12, 1942 the board voted to hold the teaching positions of all men who were called to active duty. But the big story for that meeting was the announcement that Principal Letts, after eighteen years of service, was resigning, effective at the end of the year. The board was obviously prepared for this action because they immediately accepted his resignation and followed this acceptance with approval of a $2,000 pay raise for George Letts, making his salary a total of $9,000, a 29 percent pay increase. This was Letts' first pay raise since 1938. In early February of 1942, the board set a special meeting to meet with the teachers on Saturday, 21 February 1942. At this meeting the board focused on the financial problems, and evidently the problems of the district were great enough to stimulate the public to vote a new member to the
Board. This board hired Dr. R. B. Tozier to be the new superintendent and principal. In May, they restated their policy that if a female teacher married her position would be terminated at the end of the semester or immediately if in the summer.19

This portion of York's history, 1930-1942, had been shaped by the economics of the Great Depression. Letts and the board maneuvered around the financial obstacles to maintain York on a successful pedagogical course. The maneuvering included borrowing money, cutting selected programs, reducing salaries, and passing referendums. In the end the items cut were reinstated and the curriculum, the staff, activities, and the facilities were all expanded. Letts navigated York through the rough years only to be terminated as the calm of financial stability reappeared.

Faculty

Faculty were hired after the depression 1936-1942 to reduced the ratio of students per teacher. Nine of those teachers hired during this era who spent their career at York: Vernon Bakkers, history and student activities, 1936-1968; Myrtle Evjen, German and English, 1936-1978; Paul Hartwig, mechanical drawing, 1937-1970; Howard Van Norman, history, 1937-1972; Velma Walker, English, 1937-1968; Robert Ferry, biology and coaching, 1938-1973; Lowell Woodburn, industrial arts, 1938-1966; Henry Hitt, history and class plays, 1940-1977; and Bernice Newkirk, English and remedial reading, 1941-1966.20

Teacher dissatisfaction began to rise at this time, because at a time when their salaries were frozen at the same level for
another year, teachers were also being paid with both cash and warrants. The warrants had to be held for six months to be redeemed for their full value. The 1936-1937 school year was only the second time since 1930 that the teachers received a salary increase. Despite the salary increase, the teachers' salaries were more than 10 percent below what their salaries had been in 1930. Many teachers were still receiving less salary in 1940 than they had received in 1930.21

Lower salaries were not the only impact on York's teachers in the 1930s. In addition to their teaching duties, teachers served as student advisors, so as the student to teacher ratios increased, the burden of responsibilities for teachers multiplied. Through most of the 1920s, the average class size ranged between seventeen to twenty-two students per faculty member. In the 1930-1931 school year, the ratio was under twenty students per faculty member. For 1931-1932, the average class size still increased to over twenty-three students per faculty member. Only one additional staff member was added in the next two years even though the ratio of students to teachers increased to nearly twenty-eight. The average class size remained around twenty-eight or twenty-nine until the 1937-1938 school year when those averages were reduced to twenty-five and then reduced to twenty-four in the 1939-1940 school year. By 1941 the average class size was around twenty-three students per teacher, a clear indicator of the end of financial strain.

The housing shortages resulting from the Great Depression made it difficult for all staff members to find residence in the school
district. In response to this problem, the board approved a variation in their residency policy by allowing two teachers to live outside of the district in 1937. Two years later, the conditions had changed enough for the board to reinstate their residency policy in 1939. The teachers had a strong comradeship because they all lived close to each other in the community.22

Principal Letts made recommendations to the board on each individual teacher. Then the board made their own decision, accepting all, some, or none of the recommended increases. He would pass out small slips of paper with pay increase amounts for the next year written on them. Teacher Henry Hitt once complained about receiving only a twenty-five dollar raise when a fellow teacher, Bob Ferry, received a fifty dollar raise and he recalled that Letts told him that he only needed a twenty-five dollar raise because his wife worked. Women were clearly paid less than men when comparing individuals of equal experience and education. Among men and women, pay did vary for individuals of the same position, education, and years experience. Another employment rule that caused dissatisfaction was the rule that required women teachers to resign if they became married. The board caused dissatisfaction in the faculty when they changed their position on their sick days policy. The winter of 1935-1936 brought the usual increase in colds and the board tended to be generous to ill staff members. A few teachers with extended illnesses received continuing pay during their absences. In January of 1936, the board voted approval of a resolution which gave each teacher two sick days per year, and they were allowed to accumulate unused sick days. Two weeks later, at
the next board meeting, the sick day resolution was revoked. This sick day issue, combined with the unfair compensation system, resulted in the formation of a "teachers' committee" to confront the board on these matters. The teachers' committee had its first dealings with the board when it brought the sick day issue to a meeting on May 11, 1936.23

The teachers' committee consisted of some faculty members who had begun to meet secretly in hotels and in the homes of certain teachers. Their purpose was to discuss common concerns. The leader of the teachers was A. Vernon "Butch" Bakkers. By the early 1940s, the teachers' committee had gathered enough support to contact the American Federation of Teachers. When the new American Federation of Teachers union at York first sent a letter to the board to inform them that certain teachers wanted union representation, the board refused to receive any communication on union letterhead. The teachers had to go back and retype the letter on plain paper before the board would accept it. On 17 November 1941, the board officially voted not to recognize the American Federation of Teachers as the York faculty representative. At that same meeting, the board denied the America Federation of Teachers group the right to hold meetings in the school. The stress caused by the friction between the board and the faculty may have been a contributing cause of the retirement of Principal Letts. Some teachers had disapproved of Letts' autocratic style and wanted a union to establish more power for the teachers.24
Curriculum

The majority of the academic programs which had been established in the 1920s had remained through the 1930s and on into the 1940s. Students needed thirty-two credits to graduate, so all students were expected to take four units of work each semester in addition to physical education. All students were required to complete certain subjects: four years of both English and physical education, one year of American history, and senior social science. Students who were taking the college preparatory track had to take the following additional requirements: Algebra 9, Geometry 10, General Science, World History, and two years of a foreign language. The daily schedule of seven class periods of fifty-six minutes each and a four minute passing time remained. To solve the problem of accommodating all students for lunch in the inadequate cafeteria space, half of the lunch hour was made a study hall. The teacher who was supervising the students' lunch hour study hall was assigned to be the school advisor for those students.25

The greatest change at this time was in the ratio of students to teachers, as the ratio went up. The teachers had to handle an average of 50 percent more students in the same amount of time than in the previous decade. In the 1920s many students would stay around school after the end of the last class and get help from teachers; now more students had to leave York to make money to help their families. Both the larger class sizes and more students working had an impact on the amount of individual attention that a teacher could give each student. By 1934 there were some very large classes: three boys' physical education classes with seventy-six,
sixty-eight, and sixty-six students respectively; Music Appreciation, sixty-six students; Band, sixty-five students; Boys' Typing, forty-four students; Girls' Typing, forty-three students; Public Speaking, forty-three students; Economics, forty-two students and History, forty-one students. There were also some small classes such as: Beginners' Music, eleven students; Civics, sixteen students; Mechanical Drawing and Art 12, eighteen students each; and Advanced Stenography, nineteen students. These class sizes were similar to those of many other high schools in the West Suburban Conference.

There were some changes in the course offerings at York between 1930 and 1942. The following courses were added in the 1930s: four years of Art Appreciation; Personal Typing; Machine Drawing 10 and Architectural Drawing 11; both Orchestra and Band were divided into the separate groups of beginners and advanced; Music Appreciation; four years of Debate; Civics; Economics; and Sociology. One of the signs of the more modern times was that the first sound motion picture films, or talkies, were shown to students in the York school auditorium on 17 February 1932. Another example was the addition of an aeronautics ground course for the 1939-1940 school year. German had been reinstated in the early 1930s and then dropped after the 1933-1934 school year because of the economic conditions of the depression. One year later a new German teacher was hired to allow that language to be taught again. The Great Depression had soured the country's feelings toward business. This became apparent with the greatest number of courses being dropped from the business curriculum. The following courses
were dropped from the curriculum in the 1930s: Business English, Sales and Advertising, Swimming, and Journalism.27

The York Hi was stopped or reduced a couple times in the 1930s. It was discontinued after the spring of 1932, on account of the depression. That school newspaper was reinstated for the school year on 8 October 1934 with the use of funds remaining from the swimming pool fund. Another form of financial help was the support of local business adds in the paper. A course in journalism was taught by Miss Eleanore Davis in conjunction with the York Hi beginning September 1939. That course was not offered during those years when York did not have a school newspaper.28

On April 20, 1939, the Illinois Office of the Superintendent of Public Instruction in Springfield sent Assistant Superintendent P. E. Belting to assess and report on the status of York Community High School. Belting, who was very positive and complimentary, graded York in a number of ways: he noted that the library had been improved considerably since his last visit and he recorded that the York library contained some 7000 well-chosen volumes and 25 different magazines. In his review of the administration he stated, "The general management, organization and operation of the school is excellent, community relations fine, and the policies of the Board always such as to be in the best interest of the school." He complimented the students through his observations that the students' attitudes toward their teachers, the community, the school, and one another were just fine. He wrote that the program was inclusive enough to meet the needs and interests of a wide variety of students. He reviewed the teachers' credentials, finding everything
in order. Twenty of the sixty-one teachers had master's degrees. His remarks related to observation of instruction were mostly positive. Superintendent Beltings' concluding remarks were complimentary when he stated, "My general impression of York Community High School is that it is among the best in the state, and that means, perhaps, in the United States."  

Table 2.--Grading of York by the Illinois State Superintendent's Office

<table>
<thead>
<tr>
<th>Item</th>
<th>Grade</th>
</tr>
</thead>
<tbody>
<tr>
<td>School Plant</td>
<td>A-B</td>
</tr>
<tr>
<td>Location and Grounds</td>
<td>A-grounds beautiful</td>
</tr>
<tr>
<td>Sanitation</td>
<td>A-among the best</td>
</tr>
<tr>
<td>Janitor Service</td>
<td>A</td>
</tr>
<tr>
<td>Instructional equipment</td>
<td>A-B</td>
</tr>
<tr>
<td>and adequacy</td>
<td></td>
</tr>
<tr>
<td>Instructional equipment</td>
<td>B</td>
</tr>
<tr>
<td>care and use</td>
<td></td>
</tr>
</tbody>
</table>

Superintendent Belting did mention some interesting facts about York and included some needs and problems. He noted that York had been making use of intelligence and achievement testing programs for some time, and he added that these tests were used by the teachers and the principal to classify and group students. This was a positive notation about York faculty members using an innovative educational tool, standardized testing, for evaluation and placement. Beltings made observations about plans for guidance being operated through the English classes, another example of
educational innovation at York. In addition to the information about
the library, Belting recorded the range of teacher salaries to be from
about $1,500 to $3,600 with an average salary of around two
thousand dollars. He determined that the chief difficulty for the
district was the financial problems of the previous ten years. He
recommended that the library be enlarged to accommodate the
increasing enrollment. The instructional weakness that Belting noted
was that some teachers talked too much to the exclusion of pupil
participation.

York endured the depression of the 1930s while keeping most
of its excellent academic program intact. Despite the economic
difficulties, the overall curriculum offered was expanded. During the
middle 1930s, the average class size did increase by around fifty
percent over the previous decade. This did not seem to have a
detrimental effect upon the students' education because York
continued to have graduates in this era who were successful in
business and in higher education. By the end of this era, class ratios
had returned to the pre-depression levels, and the once reduced
curriculum had been expanded beyond all previous years. The York
teachers endured the financial hardships caused by the depression.
They became more aware of their joint needs in negotiating with the
administration. The hard times had forced them to be more united
and this new unity would soon reap a harvest of economic and
professional benefits for all York teachers.
Activities

York students continued having a full set of activities which had been established in the 1920s. In the early 1930s the English Club returned replacing Literary Hour Club. With the return of the German language classes, the German Club was created. The Debate Club was restarted in 1936, in 1938 the Historical Club began, and in the winter of 1940 the Red Cross Club was restarted. These clubs were added to the following established clubs: French, Latin, Spanish, Girls' Athletic Association, Home Economics, Music, Pep, Quill and Scroll, and Thespians. Pep Club began originally as part of pep meetings within the athletic association. It evolved into a separate club in the 1930s. In 1940 a Creative Writing Club was added. The York Hi newspaper was on and off and then on again in the 1930s. The York Hi was published from the fall of 1921 through the spring of 1932, in the 1934-1935 school year, and then restarted in the fall of 1938. The Y's Tales yearbook had ceased publication after the 1929 issue. The Y's Tales was reintroduced in the 1941-1942 school year. Some ongoing activities that were continued from the 1920s were the following: National Honor Society, band, orchestra, and chorus. The Pep Club's cheerleaders had evolved from two boys in the late 1920s to a group of five girls in the early 1940s. The Christian Hi Y club, affiliated with the developing DuPage County Y.M.C.A., ceased as an organization in the 1930s. The Literary Hour Club and the P.T.A. also were dissolved in the 1930s.30

Sporting events, bonfires, dances, and plays were some of the larger social events. The wonderful, expansive, new sports facilities allowed large crowds to pack in to see the games. The great success
of the sports teams combined with Principal Letts' enthusiastic support, encouragement, and participation, allowed school spirit to soar. The large and energetic crowds at the bonfires were renowned throughout the county. The school dances were popular, with jazz fading as the fox trot became the new rage. Students enjoyed their days at school. They looked forward to socialization between classes, at the lunch hour, and after school. The boys and girls were interested in building relationships with each other. There were many innocent relationships that developed in the course of the social contacts at school. Many girls with homemaker mothers had the goal of finding the boy who would marry and support them in the role of homemaker. It was common for a number of the students to marry high school sweethearts after graduation. At times the relationships developed more swiftly than parents or school authorities desired and it was forbidden for married students or a visually pregnant girl to attend York. Just as it happens today, at times, a York student would get pregnant. There is a story about a girl who became pregnant during the school year and had to visit the school nurse once a week to have her waistline measured. Once her waistline reached a certain girth, then she had to leave school until the end of her pregnancy. Around York in this era, the worst type of misbehavior was that some of the students would sneak a forbidden smoke in the bathroom or somewhere outside. One of the locations of socialization was the school halls during the lunch period. The students had a thirst for entertainment and also had good senses of humor. There was some good-natured joking around and an occasional prank. Once, when some students misused their time in
the halls during lunch and created a disturbance, Principal Letts made the halls off limits during lunch for over a month. Overall, students were very well-behaved, and teachers enjoyed the positive interpersonal relationships which flourished between the adults and the students.31

York students enjoyed attending school in this era. The outside world was in the clenches of the Great Depression, but York was a place for friends, activities, and hope for a better future. The teachers and the school environment allowed students to focus on their studies and ignore the outside world during the school hours. After class had ended, York was one of the only places that a student could find a variety of economical social activities. York was the social center for many of its students and community members.

**Athletics**

The years 1930 to 1942 were the golden years of boys' sports for York. It was more than a decade of great success and glory for York in the athletic arena. In the twelve year period between the spring of 1930 through the winter of 1942, York won more championships in all sports than all other conference schools combined, according to Clarence East.116 East coached the track teams and most of the heavyweight football teams over these years. Maynard Black coached the lightweight football team from 1932 until 1939 when he became the heavyweight coach. At the same time, Forest Birks built a sterling reputation for winning basketball games. Coach East's track teams brought York its first two Illinois State Championships. The girls continued to be limited to
participating only in competition within the school. The G.A.A. provided a variety of activities to supplement the York physical education program. These activities included the following: hiking, dancing, calisthenics, volleyball, basketball, hockey, soccer, relays, archery, and a community sing. They also had parties, picnics, and club meetings.32

The football heavy team in the fall of 1930 won the conference championship. This was a team which won using intelligence and a great desire to win instead of size, strength, and power. Eight starters were members of the National Honor Society. The cross country varsity were conference champions too. The 1931-1932 basketball team finished with a conference record of ten wins and two losses, good enough to make them the West Suburban Conference champions under third-year coach Mr. Birks. The 1932-1933 school year began with a great gridiron season with heavyweight and lightweight conference champions. In the words of York's Coach East, "This football team, in my opinion, was the best team in the school's entire history." The heavies played a nine game schedule and were undefeated. In addition to winning the West Suburban Conference championship, they beat Proviso, West Aurora, and Morgan Park. Morgan Park, the city champion of Chicago, was beaten twenty-four to nothing. This York football team scored 160 points to the opponents 12, and against Glenbard, held their team for four downs on the two-yard line to protect a six to nothing lead. William Conran, a guard, was a member of the All-State first team. Coach Black's varsity basketball team had a great season and were co-champions with Glenbard. They went undefeated until the second
semester when they lost Al Shields to graduation. The track team
won the district meet in Elgin after finishing second in the West
Suburban Conference. York's athletic teams were the best overall in
the conference for the 1932-33 school year and won the President's
Cup. The 1933-1934 school year began with another good football
team. The lightweight basketball team was co-champion, this time
sharing the title with Riverside. The track team won the conference.
That team also won a dual meet in Oak Park and placed first in the
district meet. The 1934-1935 school year began with the cross
country team winning the conference championship. The football
lightweights finished in second with four wins, one loss, and one tie.
The track team was one of York's best, indoor track brought a tie for
second in the Oak Park relays and a first in the Naperville relays,
they placed second in conference, first in the district, and third in the
state. A York runner, Wagner, brought York a state championship in
the 440 by winning that race in a time of fifty seconds flat. York also
won the state championship in the 880 relay. The 1935-1936 school
year started well and ended one of the greatest. The football heavies
won seven of their ten games. The wins included the only victory
over the conference champions, Riverside. There were also victories
over Proviso, West Aurora and Elgin. The track team, according to
Clarence East, was the best to date. York was tied for first at the
Maplewood relays, held at Maplewood, Missouri, in a competition
which included teams from five states. York won the following track
meets: the Gateway Classic at Clinton, Iowa; the district at Proviso;
and the State Championship in Champaign. York won the state
championship in the 880 relay, setting a new state record which
stood until 1948; the 440 dash; and in the javelin throw. However, York only placed second in the conference meet because a key player had been injured in the state meet.33

There were teams in the West Suburban Conference which had adopted school mascot names by the mid-1930s: the Hinsdale High School teams were the Red Devils, the Lyons Township High School teams were the Lions, and the Downers Grove High School teams were the Trojans. In the fall of 1936 the only nickname for York teams was "Yorkies." During the late fall and early winter of 1936 the York heavyweight and lightweight basketball teams were very good and created considerable excitement in the community. One result of this popularity was the emergence of a nickname. The York High School heavyweight basketball team was first given the nickname of the "Dukes" in an Elmhurst Press Sports article on 24 December 1936. Soon after the heavyweight (or varsity) teams became commonly known as the Dukes, the lightweight (and later the sophomore) teams were given the title of the Barons.34

The 1936-1937 school year was another great one. The lightweight football team won the championship. The varsity and lightweight basketball teams were both conference champions. The varsity basketball team went to the sectional finals before losing to Waukegan thirty-two to thirty. The difference in that game was the Waukegan star named Otto Graham, who later became one of America's famous athletic superstars. The track team continued being great as they won the annual county meet and the conference, placed second in the district, and third in the state. York won four of the five major titles for this year, good enough for being awarded the
President's Cup as the conference's best school. The 1937-1938 school year was one of the best, the cross country team was conference champion, the varsity football team was a strong one, and the lightweight team was one of the best ever. This lightweight team went undefeated and unscored upon against its opponents. The heavyweight and lightweight basketball teams were two of the very best, conference champion in each division. The heavies gave state champion Dundee its only loss for the season, won the DeKalb Holiday Tournament and the regional, before loosing to Waukegan in the sectional finals. There was another strong showing in track when York won the county meet, the Wheaton relays, and the conference. They placed second in the district meet. York's athletic dominance earned another President's Cup. The 1938-1939 school year was another in a string of great ones. Things began with the cross country team winning the conference. Then the varsity football was in the race for first until they lost the last game, placing them third in the conference. The varsity basketball team tied Glenbard for first, and the lightweight team finished second. The track team was another one of the best as they won the county, the district, the conference, and were state. The conference win was by an all time record score of seventy-five points. York's dominance of the conference was so complete that they received permanent possession of the President's Cup in this year. The 1939-1940 school year began with the cross country team winning the conference for the third year in a row. The lightweight football team won the championship under a new coach, Mr. Korf. The freshman and sophomore basketball teams were both very successful, each going
undefeated in ten games. In track, York placed second in the county and third in both the district and conference. The 1940-1941 school year brought more success in sports at York, as the lightweight football team went undefeated and won the championship, while the varsity team placed second after losing the title to Downers by the score of eight to seven. York's varsity and lightweight basketball teams were tough again, and each team won the conference championship in its respective division. The track team won the Indoor Relays at Naperville and won the district meet. They placed second in the county and third in the conference. For the fifth time in nine years York won the President's Cup. The 1941-1942 school year began with the lightweight football placing second in the conference after losing the title game to Maine by the score of seven to six. The basketball teams continued being great, and both teams repeated winning the conference championship. The varsity also won the regional and placed second in the sectional. The war temporarily ended tennis ball production and the tennis competition. The war's fuel rationing curtailed the golf team. The track team continued to be good, placing first in the indoor relays at Naperville and at the district meet at Aurora, second in the county, and third in the conference.35

Overall, this athletic era was the most successful one for York as they dominated the West Suburban Conference in the major sports of football, basketball, and track. This was also the era of the greatest football teams in York's history. These heavy and light football teams were champions six times. The York basketball teams were the most dominating as they were in the conference lead or
near the top for most of the years 1930 through 1942. These heavy and light basketball teams were champions eleven times. The York track teams for these years were clearly some of the best ever. They won three conference championships and never placed below third in conference for these years. The greatest accomplishment was twice winning the State of Illinois High School Track Championship. The cross country teams were champions four times. Another indication of overall success in conference sports for York was the winning of the "President's Cup". The West Suburban Conference bestowed the "President's Cup" on the conference high school with the best total performance in the major sports for a particular school year. York won that award five times in this era: 1933, 1937, 1938, 1939, and 1941. After winning the cup for the third year in a row in 1939, York became only the second conference school to earn permanent possession of that award. At the end of the 1930s decade and beyond, York was at the peak of conference domination winning the "President's Cup" four out of five consecutive years from 1937 through 1941.36

The Letts Era Ends

George L. Letts spent eighteen years as superintendent and principal of York Community High School District 88. During his tenure there were numerous changes. The enrollment boomed, the staff and administration was expanded, the curriculum was enlarged and improved, and additional school facilities were built. Many of these changes had great value in York's future.
The student enrollment had increased from 347 in 1924, to a peak of 1,691 in 1940. Later the enrollment tapered slightly to 1,663 in 1942. The faculty expanded from seventeen, in 1924, to sixty-six, in 1942. In 1924, Principal Letts ran the school from his office with the help on one office assistant. By 1942, he had an office staff comprised of four members: there were secretaries for mimeographing and attendance, a registrar for record keeping, and a secretary to the principal. Letts also had help from Roy De Shane, who served as Dean of Boys and assistant principal, while he still had teaching duties in science. At the same time, Ethel Wall helped as dean of girls in addition to her teaching duties in English. The board had a full time secretary and an assistant to help them with their business.37

The two large building projects allowed additional room for curriculum expansion. Premier facilities were built in two additions, completed in 1926 and in 1930, for science, drama, physical education, athletics, music, general classrooms, and the library. Those facilities allowed many programs to be expanded and improved. Principal Letts' enthusiastic support for athletics led the way for York's most successful eighteen year period ever. He had led York successfully through the difficult financial problems which had resulted from the depression of the 1930s. From the beginning, Letts had built upon the good foundations which began at York with Principal Harry Crann. He continued to build York and established a tradition of excellence in education which still lives today. George L. Letts had more influence on York than any other individual.
ENDNOTES


2. Board Minutes, 10 February and 10 March 1930.


8. Board Minutes, 20 March and 10 April 1933.


12. Board Minutes, 18 June, 8 October, and 12 November 1934 and Elmhurst Press, 17 August 1934.

13. Board Minutes, 19 March, 16 April, and 13 May 1935 and York Archives, file: Superintendents' Records


17. Board Minutes, 14 March, 13 April, and 30 December 1940.

18. Board Minutes, 12 April and 17 November 1941, Vol. 10.


20. York Archives, file: Faculty.


26. York Archives, file: Superintendents' Records


33. Ibid.


37. Appendix I and *Y's Tales*, 1924 and 1942, Volumes 3 and 9.
World War II Shapes York in the 1940s

The war caused changes for York. The United States was clearly focused on World War II from 1942 through most of 1945. Some men were volunteering for a branch of the armed forces; others were being drafted; and many of those men and women who were not becoming part of the armed forces were joining up with related industries. A number of teachers left York to join the fight. Due to housing shortages, the board permitted some teachers to live outside of the school district. Since the beginning of the district's creation, female teachers were not allowed to remain employed if they became married, but in 1942 the board made an exception by allowing female teachers to be married to a serviceman. The board allowed any male teacher to take a leave of absence for the war effort, but a female teacher couldn't.\textsuperscript{1}

The students were also focused upon the war, although, the functions of the high school went on as usual. The board, administration, and staff continued working to improve and update the education and facilities at York and acted on plans to build
additional space for the cafeteria and the industrial arts department. Elections of school board members became much more competitive, and there was a greater turnover on the board. Principal Tozier changed some methods of student supervision and also instituted a new student advisory system. The fears of war damage had reached the heartland of America by the summer of 1942, so in July the board decided to purchase a "War Risk Insurance Binder," which insured the school against any damage related to the war.²

Assistant Principal Roy DeShane explained some of the effects of the war upon York. He said that the curriculum was changed to fit the war effort. Children were being taught to think rather than being trained for a specific vocation. His impression was that the war was affecting York students. DeShane felt that some good students had become better and some poor students had become worse, because parents had become so preoccupied with the war effort that they had not been giving their children proper attention. He stated that other students had not applied themselves because they figured they would in the war soon. The United States drafted men eighteen years of age, and even though a high school student who turned eighteen years old during the school year was allowed to complete that year in school, high school junior who turned eighteen would be drafted into the service before he began his senior year.³

The world war overshadowed all other events in the first half of the 1940s. After the war, the Cold War loomed as a frightening presence for the remainder of the decade. The National Commission on Life-Adjustment Education for Secondary School Youth was
established in 1947 to recommend the expansion of high school curriculum to deal with a wider range of issues and problems. The Life-Adjustment Education Advocates viewed the public school as an institution to prepare all students for their future. To accomplish that goal the high school program had to be broad and deal with a wide variety of issues and problems. This broader view diluted the traditional focus on college preparation and conventional academic programs. High schools developed guidance and counseling specialists to handle the added responsibilities of the students' economic, emotional, personal, social, and vocational problems. York had already established additional guidance and counseling, years before the Life-Adjustment Education Commission was formed.

Another post-war change was a national move to the suburbs. The population of Elmhurst and the surrounding suburbs begun to grow early in the 1940s, the war temporarily halted growth but Elmhurst still grew in population from 15,458 in 1940 to 21,273 in 1950, with the majority of this growth after World War II.4

Faculty and Administration

Roy B. Tozier

Dr. Roy B. Tozier was hired at York to begin as superintendent and principal on 1 July 1942. After eighteen years under Letts, the board was ready for some change. Tozier immediately emphasized some of his philosophical differences with his predecessor by stating his belief and practice of democracy in school organization and activities. During his tenure there were the following changes: an expansion of major and minor activities, a modern student council,
school bulletins, a new tardy system, a new hall patrol, and earlier exams. The new hall patrol included student helpers who collected absence lists, greeted guests, and monitored the halls by checking student hall passes. The use of student helpers was greatly expanded over the years to include help in the library, nurse's office, the box office, and as audio-visual operators, the sound crew, and print shop workers. One of Tozier's lasting changes was the implementation of a four year testing program to aid in the vocational guidance of the students. By the fall of 1943, he had made Mrs. Ethel Wall a full-time dean of girls and Roy DeShane a full time administrator with a number of responsibilities. Like Letts, Tozier was an ex-coach and a sports enthusiast. He emphasized the intramural activities to get all students involved in athletics. Tozier was actively involved in the community, he was a member and served as a president of the Elmhurst Kiwanis Club. On 1 September 1949, Tozier resigned as superintendent and principal of York. He had accepted a position as the director of teacher training at the University of Wyoming. Later he became an executive officer at Los Angeles State College, California. Tozier had arrived at York stating that he was for democracy in the high school organization and activities. He left York a more democratic institution, with a teachers' union and a modern style student council.

Faculty Changes

World War II called for many people to serve their country and a number of York staff members served in the war effort. After the bombing of Pearl Harbor, there were nine teachers who joined
the armed forces. Both science teacher and varsity basketball coach, Forest Birks, and mathematics teacher and football coach, Frank Shear, became lieutenants in the Navy. Shop and mathematics teacher Ralph Goodwin became a Navy Chief Petty Officer. English and mathematics teacher Nancy Sparks became an Navy Ensign. Walter Knudson, an English teacher, also entered the services in the Navy. George Ehnebom, head of the social science department, and general science teacher George Simpson both became lieutenants in the Army. Earl E. Heinhorst, a mathematics teacher, and Cecil A. Miller, an English teacher, served as Army privates. There were also members of the office staff who left York to join in on the war effort. Three office assistants, Lucy Cox, Dorothy Hayes and Marjorie Monnier left York in 1943 to work for the military industrial production at Douglas Aircraft Industries.6

The average salary of public school educators in Illinois rose from $1,700 in 1940 to $3,016 in 1948. The York teachers had a salary range from a low of $1,725 to a high of 3,600 in the 1942-1943 school year. By the 1949-1950 school year a salary schedule was well established at separate levels of pay according to divisions in (1) Years of experience; (2) Bachelor's Degree; and (3) Master's Degree. The lowest pay was $2,500 for a teacher with a Bachelor's Degree and no experience teaching. The highest pay was $4,300 for a teacher with a Master's Degree and at least sixteen years of teaching experience. The number of teachers grew by three, from sixty-six to sixty-nine in the years between the fall of 1942 to the spring of 1950. Due to falling enrollments, the average class load fell from twenty-five in 1942-1943 to less than twenty-three in 1949-1950.7

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The board had made a number of efforts to prevent the teachers from organizing. They tried to convince the teachers that the financial conditions were not as good as the numbers would seem to indicate. They gave the teachers emergency pay increases, in addition to the regular salary increases, to try to soothe attitudes in the years 1942 through 1945. In these years of the forties the teachers made great advances in gaining greater control and responsibility at York. When the Parent-Teacher Association was reorganized in 1944 there was another means for the teachers' opinions to be expressed. The election of Sara Royer as the first woman board member to District 88 in April 1944 gave greater respect to women. A woman board member meant that school decisions were no longer solely the domain of the men.

Through the winter of 1943 the teachers complained about low salaries. The board said that it was necessary because of the district's financial condition. It held meetings with the teachers to discuss their concerns about the salaries and the whole financial picture. Problems discussed were major concerns about teacher compensation, salary structure, and the terms of employment. The board stated that they wanted these faculty concerns to be taken up with the principal, and they went to great lengths to convince the faculty that the financial situation was still a difficult one. They explained that school funding methods and portions of the budget made it appear that the school district had more money than was actually available. Nevertheless, the board authorized between $9,000 and $10,000 in additional money for teacher salaries for the 1943-1944 school year. At the following meeting, they approved
individual teacher salary increases up to $275.00, and an emergency increase of $100.00. This seems to have been a move to quiet the dissension among the faculty because usually the board would not set salaries for the following year until late March or even in April or May.9

There had been faculty representatives and a counselor from the A.F.T. at some meetings and the board was concerned about teacher unionization. Some teachers saw the union as means to a greater voice in school affairs. The board saw the union as a threat to their power and their authority. Thus, they established a committee, titled the "Faculty Board Relations Committee", in an attempt to thwart teacher unionization.10

There were other signs that this was a difficult and changing era. The war industries offered high paying jobs which lured the school personnel. In the fall of 1943, three teachers resigned to take other jobs and the board voiced their regrets that they could not increase salaries in order to retain them. York had an inactive group of parents called the Elmhurst Parent's Club. They joined the National P.T.A. in the winter of 1944 to become the York P.T.A. Clark A Richards was elected president of the new P.T.A. in February of 1944, and the Board passed a resolution welcoming the group.11

In contrast to prior years when the board usually voted in a united and unanimous fashion, there were now numerous split votes. In March of 1944, a board member, Mr. Falb, voted against extending Principal Tozier's contract for another year. Falb stated that he felt that Principal Tozier had not demonstrated the administrative ability or the resourcefulness to effectively deal with the problems at York.
Dr. Graham, a board member, defended Tozier by stating that the school had made a great deal of progress and that the principal had come into the district when problems were very difficult. In a split vote Tozier was retained. In the April board election, four individuals ran for two possible positions. All of these candidates were non-incumbents. One of the winners was the first woman member for York, her name was Sara Royer. The next board election, in April 1946, produced another milestone because it was the first time that an incumbent board member lost a bid for reelection. In that election, incumbent O. A. Stoltz, from Villa Park, was defeated; while incumbent Billett, from Elmhurst, won reelection.12

After almost twenty-five years of administrative stability York was experiencing changes that was clearly seen by 1946 when the board recognized the teachers union. On 12 September 1946 the York Council of the A.F.T. wrote a letter to the board to make the following requests: (1.) That the board grant the York council the right to represent its members in matters of wages, hours, and working conditions; (2.) that the board go on record as having no objection to York teachers joining and maintaining membership in the York council; and (3.) That the board grant the council permission to hold meetings in the high school building. The letter was signed by the York council President, Myrtle Ellis, and the Secretary Myrtle Evjen. At the 27 September 1946 meeting, the second and third requests were approved of by a unanimous vote of the board. The board officially recognized the union on 16 December 1946. A stipulation of this union recognition was that the teachers could only be represented by teachers who were employed by District 88. The
first fruits of the York council of the A.F.T. was the board's approval of establishment of a salary schedule for instructional staff in March of 1947. The recognition of the teachers' union and the approval of a salary schedule was a tremendous accomplishment and only the beginning of additional rights and gains for the faculty.13

**York Expands**

One of the responses to World War II was the expansion of the industrial education in the American high schools. Part of this expansion at York was the building of additional space for the industrial arts department. By the summer of 1942, the board had decided upon the first major construction project for York in a dozen years because: (1) the cafeteria had been too crowded; (2) the shop space was filled to capacity; and (3) the girls physical education had been limited to the small and antiquated area of the 1920 gymnasium. The board granted contracts for making an east wing extension on 20 May 1943. This construction provided separate shops for woodwork, metal work and the mechanical drawing work in addition to more cafeteria space. The cost of this project was $27,013.45. While this addition was under construction, the natatorium and the 1920 gymnasium were remodeled to make additional space for girls' physical education. After the pool was discontinued for swimming, in the summer of 1932, the empty pool and the surrounding room had been used for storage. This 1943 remodeling had the pool filled with gravel and a new floor laid over the surface around the pool, yet the room title remained the "natatorium." The 1920 gymnasium was improved with maintenance
repairs. After this remodeling, at a cost of $7,554.90, the girls had expanded athletic facilities. 

The board and Principal Tozier were discussing the needs for more expansion by the spring of 1945 because the school was still overcrowded. Enrollments had dropped, yet more courses were being offered and class size had been reduced. The administration stated the need for more classroom and more locker space. The next addition was a controversial one and it made a dramatic impact on the aesthetic beauty of York. In 1946, the board approved of the construction of two classrooms to expand the 1926 addition. These two rooms were built on the third floor, facing to the north, above the second floor study hall. The Llewellyn architectural firm refused to take the job, declaring that it was architecturally unsound. It was also said that one York teacher refused to occupy that room for fear of the room collapsing down on to the second floor. Prior to 1946, all architectural projects at York were designed and directed by the Llewellyn architectural firm who was one of the leading designers of school buildings in Illinois. Their designs included long range plans for the future expansion of York, and all of their plans were made with a consistent and conforming design. The 1946 addition was designed by a new architectural firm with a more modern style, so the beauty of the traditional, consistent and conforming design of York was beginning to change.

The board approved the purchase the Koch property on 20 July 1946 for $39,000 and made the purchase on 9 November 1946. The property was owned by a widow, Margaret Koch at the address: 317 W. St. Charles Road, and consisted of a wooded area,
north and west of Hagens and St. Charles Road with the Koch home, a large Victorian mansion and included a servants' quarters over the garage. When the post war years experienced a housing shortage in America, the district was able to house four teachers and their families on the Koch property. Each one of the three floors in the Koch house, and the garage, was used to house one separate family. The first four families to be housed on the property were the families of the following teachers: Art Wilson, Adolph Stefani, Ted Chopp, and Harold Kieffer. The next year, the board approved the purchase of lots one through fourteen in the Maple Lane Subdivision, adjacent to the Koch property, for $25,000 on 15 September 1947. They made their next purchase on 11 July 1949 for a lot adjoining the school property at the southwest corner for $1,000.16

To meet the increasing costs the board proposed a referendum to increase the tax rate in the winter of 1947. The referendum passed by an overwhelming vote, 1,498 to 132, demonstrating recognition that the people were prospering and supported increased costs in education. A local newspaper published an article which stated that the York Community High School District Number 88 had a comparatively low tax assessment and that the taxpayers were getting a good deal. Almost one year later, a large number of tax protesters crowded an October board meeting to voice their objections to the rising cost of education. These protests demonstrated that there were taxpayers who did not feel that they received benefits from the high quality of education that they helped to support.17
Another change was school district consolidation. In January of 1948, the district boundaries were enlarged to include all of Elementary School District Number 3. For York, this consolidation began with a proposal to annex Non High School District Number 104, and was approved on September 25, 1948. The outcome of these changes were that the district had entered a financial period where inflation of costs in education required the schools to go to the voters more frequently to procure additional funds and as the district expanded through consolidation the school had to be accountable to a greater variety of communities who had greater demands and more clout.18

Curriculum

The war had an influence on the curriculum of the 1940s. While the post-war business boom resulted in an expanded business curriculum, there were also some curriculum changes in music, mathematics, foreign languages, and the extra curricular activities. The expansion of the industrial arts facilities in 1943 allowed York to offer a greater curriculum in that area. By the 1943-1944 school year, a number of additional industrial courses were added. First, a beginners course in industrial arts was offered to let students sample the variety of offerings. Separate second year courses in technical drawing and in woodshop were begun. Three years of printing and two years of machine shop were introduced. Upper level courses were offered in mechanical drawing, cabinet making, architectural drawing, metals and woods. A second two years of upper level
courses were offered for cabinet making and mechanical drawing by 1947.19

There were other changes in the curriculum at York too. The business department added a course titled Clerical Practices. The English department added Business English 12, Contemporary Problems 12 and Regional American Literature 12. The mathematics department added General Mathematics 9 and Mathematics 12. The public speaking department dropped Debate 9-12, added Personality and Speech 11, and changed the title of Public Speaking 10, 11 to Speech 10, 11. The science department added a second year of both advanced physics and advanced chemistry. The social studies department made a number of changes. Ancient and Medieval History 10 was changed to World History 10. Modern History 11 was changed to American History 11. American History and Government 12 was changed to Senior Social Science 12 in the 1944-1945 school year. A general social studies course, Opportunities 9, was introduced in the mid-1940s and dropped by the 1947-1948 school year along with Economics 11 and Sociology 11. Overall, the curriculum was relatively stable and basically unchanged in the forties other than the industrial arts expansion.20

Activities

York students continued to have a full set of activities including: Creative Writing, Debate, French, German, Girls' Athletic Association, Historical Society, Home Economics, Latin, Music, Pep, Quill and Scroll, Red Cross, Spanish, and Thespians. The other ongoing activities were: the York Hi newspaper, the Y's Tales,
National Honors Society, band, orchestra, and chorus. Chorus had a number of divisions. Senior chorus was divided into a Girl's Glee Club and a Boy's Glee Club. Freshman chorus and the Treble Clef were two other parts of chorus. The Treble Clef was divided into the First Treble clef and the Second Treble Clef. The Pep Club had become female dominated, with five female cheerleaders by 1943. One new club that only lasted for the 1942-1943 school year was fencing. The war fostered the development of related clubs such as: the York Senior Service Scouts, girls who worked under the direction of the Office of Civilian Defense; the Horizon Club with girls who helped the war effort through selling war bonds and stamps and knitting for the Red Cross; the York Military Drill Group, that involved most of the boys, as they trained and conditioned to become soldiers. As the 1940s progressed there were more clubs added at York. Girls' Club was added in 1944, Letterman's Club in 1945, Math Club in 1946, Camera Club was reinstated in 1947, Square Dance Club in 1948, and Commercial Club restarted in 1949. In 1947 the Debate Club was renamed the Roundtable Club. The French Club was disbanded after 1944. The war related clubs, Horizon, Senior Service Scouts, and the York Military Drill Group ended with the end of the war in 1945. The Camera Club ceased in 1949. Principal Tozier led the students in the adoption of a student constitution and a Student Council in the spring of 1945. The Student Council was to serve as a coordinating agency among the clubs, the student body, and the administration. Each class elected three class officers, president, vice-president and secretary.21
The war resulted in mandated gas rationing which curtailed some school activities, interscholastic sports were affected the greatest. The students still enjoyed the daily activities at York and through the 1940s there were a number of awards and honors earned by the students. York had long been praised for excellence in journalism, and it won an international rating in the Quill and Scroll contest for the first time in 1942. They received that honor again in 1945, and in 1947 they received the George H. Gallup Award for excellence in journalism. York's concert band earned six "firsts" in the district music meet in the winter of 1946. In the winter of 1949 the band played for the Illinois Governor Adlai Stevenson for the first time. The mayor of Springfield gave York band director, Mr. Chopp, the key to the city. The next fall the band went to play in Washington D.C.22

Sporting events, bonfires, dances, hops, proms, and plays continued as some of the largest social events. The large and energetic crowds at the bonfires were renowned throughout the county. School dances were very popular as the fox trot faded and the big band sound emerged. Student socialized between classes, at the lunch hour, and after school and the boys and girls were interested in building relationships with each other. The worst types of student misbehavior was chewing gum in class or sneaking a smoke in the bathroom or outside in an automobile.23

There was some good natured joking around and an occasional prank. There has been a stately statue of Abraham Lincoln in front of the auditorium, since the 1930s. Once, someone began dressing that statue with different articles of clothing. One day Lincoln would
have a hat, the next day a scarf. This provided students and staff with some unexpected entertainment until someone placed a woman's brassiere on the statue. This act was viewed with great enjoyment by many students, but the faculty placed a closer watch on Abe to put a halt to these escapades. Overall, teachers felt that the students were very well behaved. They enjoyed the positive interpersonal relationships which flourished between the adults and the students.24

Athletics

York athletic teams were successful in the years from 1942-1950. These teams brought home twelve conference championships. They placed second in the conference ten times. York was the second most dominant sports team in the conference. Conference athletics were focused on the boys because the girls were still limited to the G.A.A. athletics within the school.25

1942-1943: The varsity football team lost every game, placing dead last, but the lightweight football squad won the conference championship, going undefeated and unscored on in conference play, while the cross country team placed fifth. The basketball Dukes and Barons each lost a couple of close games and both placed second in the conference. The track team continued to be strong and were the winners of the Indoor Relays at Naperville and at the district meet at Aurora. They were second in the conference and in the county. The golf and tennis teams had difficulty because of the rubber shortage caused by the war.
1943-1944: The lightweight football team shared the conference championship with a record of 6-1-1, and the varsity placed seventh again, while the cross country team finished fourth. The basketball varsity, 5-7, placed tied for third under a new head coach, Fallon. The lightweight team, 7-5, ended the year in a triple tie for second under a new head coach, Ferry. The track team placed sixth in conference, it was the first time since 1925 that York had placed below third.

1944-1945: The varsity football improved to 3-3, and ended in a three way tie for third place, the lightweight team, 4-2, placed second in the conference, while the cross country team placed third in the conference. Heavyweight basketball, 4-8, placed in a tie for fifth and the lightweight team, 8-4, placed tied for second. The track men finished third in the conference.

1945-1946: The varsity football team, under new head coach Silcott, lost their first non-conference game and then went on to win the rest, going undefeated in conference made them conference champions, as the lightweights, 2-3-1, finished fourth in conference. The Cross-Country team finished second in the conference and first in the Proviso Invitational under Coach Heinhorst. The varsity basketball, 4-8, placed sixth and the Barons, 5-7, placed fifth after losing five games by a total of only seven points. The heavyweight basketball team, 4-8, placed sixth and the lights, 5-7, ended up fifth in the conference. The track team earned a third in the conference and a fifth in the state. This was the year the West Suburban Conference brought baseball back as a sport and York went six and two in baseball.
1946-1947: The varsity football team, 2-7, was tied in fourth place under new football coach, Stefani. The lightweight football team, 5-1-2, placed third in conference, this was the last year of lightweight football. The cross country team did well placing second in both the conference and the district meet. Coach Birks returned from the Navy and coached the varsity basketball team to a first place tie with Glenbard, they went on to win the regional tournament before losing to Dundee in the sectional, and ended the year with eighteen wins and only six losses. The lightweight basketball team placed second with a record of 12-4. The track team placing first in both the conference and the county. Henry Tiedemann continued a tradition by becoming the fourth state champion in the 440 from York. Elmer Kunze coached the tennis team to one of their best years. The tennis team placed first in both the district and the conference, sending three members downstate. York was the best all round winner in the conference again, so they once again won the President's Cup.26

1947-1948: The varsity football team, 2-7, placed tied for fifth, the frosh-soph team, 6-3, placed tied for first, while the cross country team placed fourth in the county. The varsity basketball team, 9-11, placed third, while the frosh-soph basketball team, 9-9, finished fourth. In track, York finished in last for the first time. It was also the year of the first fosh-soph conference track meet and the York team were the champions.78 The York baseball team won the conference with a record of 8 wins, 2 ties, and 3 losses under Coach Kieffer.
1948-1949: The varsity football, 1-7, was weak but the frosh-soph squad, 7-2, placed second. The cross country team was the best to date as it won titles at the conference and district meets and placed third in the state. The varsity basketball was 2-15, and the frosh-soph team, 4-12, was not much better. The track team placed third and the baseball team came in second.

The principals at York and Glenbard suspended the athletic programs between these two schools in the fall because the students had escalated their rivalry in extra-curricular activities to the point of destructiveness and violence. Each year the pranks and competitiveness had been increasing with groups of students trying to disrupt or prank the opponents' activities. These problems centered around student activities such as school bon fires and school dances, and some of these conflicts had resulted in fights which initiated a response from the school administrators.27

1949-1950: The games between York and Glenbard were reinstated without any incidents. Varsity football hit the bottom with a record of 0-8-1, and the frosh-soph were named the Barons and had a record of 3-5-1, placing fourth. The cross country team was good, placing second in the conference and in the district meets. In basketball the Dukes, 8-4, placing second, while the Barons, 6-12, placing fourth. This was the first year of wrestling at York and the grappling were 2-5. The Y's Tales of 1949 stated that the baseball team was very good but didn't list standings. East had the track team going again, and they won the county meet as the frosh-soph trackmen placed first in the indoor relays at Naperville. In tennis the varsity placed second and the frosh-soph placed third.
End of the 1940s

The 1940s was a decade of some changes in York. The world war had ended the depression and the stagnation of the economy. The students focused more attention on the war and less on the future results of their education. In the latter half of the decade the students were more focused on the opportunities afforded by success in school. The district continued to add to the property on the York site so there was room for future expansion. The district boundaries were slightly increased, a trend that would accelerate in the near future. The additions to the curriculum and the activities were another trend that would continue in the 1950s. Cross country, basketball, track, and baseball teams continued to be among the best in the conference. The football team slipped into the losing end of the conference standings, where they would tend to be for most of the next decade. The sports of tennis, golf, and wrestling were gaining in popularity, and in general, athletics served as a center of local entertainment for students and community.

2. Board Minutes, 7 July 1942.


5. Board Minutes, 1 September 1949, Vol. 16; Elmhurst Leader, 4 October 1948, Vol. 23; and York Archives, file: Principals.


20. Ibid.


24. Ibid.


26. *Elmhurst Press*, 6 October 1946, Vol. 57: York suffered through the tragedy of a death of one of their players. Richard E. Lithgow was a popular York student who suffered a fatal internal injury during a lightweight football game. The board of education voted to rename the York football field as the Lithgow Memorial Field in honor of John Lithgow.

CHAPTER SIX

YORK EXPANDS AND SPLITS IN THE FIFTIES
1950-1959

The 1950s was a decade of rapid increase in the American population, with the greatest increases in the suburban areas as people moved to the suburbs. The population of Elmhurst grew from 21,273 in 1950 to 36,991 in 1960, an increase of 73 percent. The Villa Park population more than doubled from around 7,500 in 1950 to around 17,500 in 1960. The other towns within the school district were growing rapidly, too. The enrollment of elementary school districts in Elmhurst and in Villa Park were the largest in DuPage County. Many suburban school districts began to build large sprawling high schools. These new high school also tended to follow a more modern design. The extremely low fuel prices of the 1950s resulted in building designs that relinquished the more energy efficient, compact designed, wood and brick construction of the past for the less energy efficient, spread out designs with steel and glass of this new era.¹

There were a number of national trends that influenced education. The Cold War continued from the 1940s through the 1950s and even turned hot with the Korean War. One effect of the
Cold War was that education became viewed as an essential component of our national defense. The schools became aware of the need for an international perspective and added a world view to their social studies departments. The fear of Communism brought about a "red scare" and the corresponding fearful mood known as McCarthyism. McCarthy and his followers attacked the academic community as being soft on communism, and loyalty oaths were placed into the contracts of many public employees, especially teachers.

Leaders in postwar America were debating the nature of school curricula. The progressive and life-adjustment education proponents had led the way since the middle of the 1940s. The influence of these groups in the 1950s was apparent at York in the initiation of high school credit for on the job training and the expansion of the following departments: guidance, home economics, industrial arts, fine arts, and music. But it was not without its critics, and by the mid-1950s it lost favor. These critics, included historian Arthur E. Bestor, Jr., Admiral Hyman G. Rickover, and educator and administrator Max Rafferty, believed that the progressive educators had misdirected the purpose of school. This resulted in a decline of American academic standards and achievement due to changes in the curriculum. They suggested that schools return to the traditional academic curriculum that was college preparatory.2

When the Soviet Union launched the space satellite Sputnik into orbit in October 1957, the effect was dramatic on American education. The American public perceived the Sputnik success as a sign that they were behind the Soviets in science and technology.
The Cold War fears resulted in quick actions to improve American education especially in the areas of mathematics, science and technology. The first significant federal law was the National Defense Education Act in 1958. This act provided federal assistance for improving education in mathematics, science, and foreign languages and also provided for matching grants to states to improve secondary school guidance and counseling programs.\(^3\)

James B. Conant, a former president of Harvard University, made a careful study of the American high school at the end of the 1950s and made a series of studies that became known as the Conant Report. Conant sought to revitalize and improve the high school curriculum. He advocated a core curriculum of four years of English, three or four years of social science, and at least one year of both mathematics and science. This core would occupy one-half of a student's program; the remainder would be electives. Some of Conant's other recommendations were to improve counseling, to provide more individualized instruction, to create homogeneous ability grouping, and to develop diversified career and vocational programs. As part of his research, Conant visited York in September 1957 to identify and collect information. He interviewed teachers, counselors, and students. His goal was to identify some of the practices which had proved most effective in making York one of the superior comprehensive high schools in the nation. Conant's recommendations in the late 1950s were already in effect at York early in the 1950s.\(^4\)
Expansion and Construction in the 1950s

The boundaries, enrollment, and facilities of District 88 were expanding in the 1950s. Illinois was changing school legislation to promote school district consolidation and part of these laws required non-high school districts to either establish high schools or consolidate with established high school districts. In response to this legislation District 88 was enlarged. The board began annexing non-high school District 91, York Center on 30 June 1950. Next came part of non-high school District 104 and the Churchville Elementary School District No.3 portion of high school District 100 on 21 November 1950. Then the largest annexation occurred on 23 July 1951 when a major portion of non-high school District 105 became part of District 88. Originally, York served Elmhurst, Villa Park, and East Lombard, but by 1951, with these additions, the district also served Yorkfield, Salt Creek, Churchville, Addison, and York Center. This new territory caused enrollments to increase rapidly. In the fall of 1950 there was a jump in enrollment by 233 students, nearly a 15 percent increase. The projections from the feeder elementary school districts forecast that this first jump was only the beginning, so the board responded to these projections by proposing a 16,000 square foot addition to York.5

To accommodate future needs, the board purchased a number of lots to enlarge the school site. Between December of 1950 and December of 1951 fifteen lots were purchased. The first fourteen individual lots were held by a combination of individuals, families and trusts; they sold for a total of $21,000. The final purchase was
the Rohlmeyer Farm; a triangular piece of land located south of St. Charles Road, north of the Illinois Central Rail Road tracks, and west of Spring Road. It was purchased for $75,000 to be used as a football field and track arena. 6

1951 and 1952 Additions

The board took over a year to consider the construction alternatives, and bids were awarded for the 1951 addition on 31 October 1951. This addition consisted of two floors located at the northwest corner of York. It was designed in a modern style of red brick, steel, and glass, a style continuing the 1943 diversion from the traditional structural design of York. In 1951, the first floor portion was built and it contained of a new student cafeteria, a modern kitchen, and a faculty dining area. In 1952, the second floor was completed and it housed nine new science rooms and space for science equipment and chemicals. During this time, there was a relatively small enrollment increase, sixty-two students, for the fall of 1951, before enrollments mushroomed again. The York enrollment increased by 188 students for 1952-1953, and by 175 for the following year, this hastened plans for more construction. 7

The board proposed the first of a number of referendums in April of 1952 to provide the building bonds for repairs and improvements for York. It also placed referendums to increase the levy for the building fund; to encourage the voters to support the referendums, they mentioned plans for the construction of a West York High School in the near future. Both issues passed convincingly: the building fund levy passed 1332 to 250 and the building bonds
1942, 1946, 1951, and 1952 Construction
passed 1264 to 329 votes. So they proceeded with plans for more construction; and with the fresh success of the springtime referendum behind them, referendums were set for the education fund and the building fund in the fall. Again, both referendums passed: the educational fund referendum vote 1370 to 444, and the building fund referendum vote 1324 to 450. All of these successes resulted in a third set of referendums involving a new West York High School. It placed three issues before the voters: (1) purchase a site, (2) approve the size of a building, and (3) approve bonds to pay for the project. Voters felt that they had increased taxes enough, so all three proposals were voted down. 8

1953-1954 Addition:

The board acted on plans to expand York again in 1953. On 13 May, contracts were let to construct three first floor math rooms, two second floor science rooms, and a larger boiler room. The classrooms were located west of the new cafeteria and just north of the 1920 building. The design continued in the more modern style of glass and brick. The new boiler room was attached to the original on the east side of the 1920 building. Both these jobs were completed in 1953. The district kept moving with the building program in 1953, and the board awarded contracts for the largest addition since 1929 on 19 September 1953. This section of York included a large gymnasium above an indoor track, an expanded two-storied library, twelve classrooms, a conference room, and main offices. It allowed the old principal's and the old main offices to be converted to use as a health
1953-1954 and 1956 Construction
center. The old library was made into two classrooms split down the middle by a new, second floor hallway to the south.9

The choice for the location of this 1954 addition was very controversial within the community. Since the 1926 addition, the frontal view was around a grand front entrance, centered around buildings with conforming brick and stone architecture. York's collegiate appearance, ivy covered walls, and carefully landscaped grounds, complimented its tradition of academic success. There was room to build to the north or west, and those options would have allowed York to retain its ivy league style and character. Yet it would have left future expansion more limited. Even though the 1954 addition hid an aesthetic exterior, within its walls, the tradition of excellence in education continued. Many members of the Elmhurst community were outraged by the destruction of York's traditional appearance. Consequently, the next board election was the most hotly contested ever when eight persons ran for three positions and two of the three winners were new members to the board. The new wing cost $1,500,000, and there was an open house and dedication it on 29 March 1955. Another aesthetic change came in 1955 when the vaulted ceiling of the 136 study hall was lowered and the room divided to provide four more classrooms.10

One minor boundary change began when the Glenbard High School District 87 requested that they be allowed to annex fourteen acres of land. This was the only portion of the Lombard Elementary School District that was part of District 88, with the remainder of the Lombard Elementary School District being part of the District 87. The
York board agreed with the logic of this change, and District 88 granted this petition on 20 June 1955.\textsuperscript{11}

**East Field and the 1956 Addition**

The Rohmeyer farm was purchased on 21 May 1956 for building a new track and football complex. This sports arena was christened the "Clarence D. East Field" in honor of East's extraordinary service. This was particularly fitting because track and football were his favorite sports to coach. The board also approved of plans for more expansion of the school district's sites and facilities. Alternative plans were drawn up to focus on the district's future needs. An advisory committee advocated building a second high school, while the district's demographic data clarified that expansion was essential. To accommodate general administrative, guidance, and classroom needs, York's southwest wing was built in 1956. The first floor contained guidance and administrative offices, including the mail room and mimeograph office. The second floor contained seven new English classrooms.\textsuperscript{12}

**1958 Additions**

In September 1956, the board discussed adding to York and finding a school site for a second high school. It considered the virtues of land south and west of York, this was 147 acres near Roosevelt Road in Villa Park. One concern about this location centered on state pressures to create unit districts, so they placed the issues of York expansion and building a second high school to a referendum for the fall. The new school site was called "York
Southwest," and the estimated construction costs were $6,440,000. The board discussed their plans with the public, and compared it to similar expansions in Aurora, Lyons, and Proviso. The referendum for the new high school passed. The first part of the referendum was the site: approved by 5397 to 2827 votes. The second part of the referendum, $7,900,000 in building bonds for York and the new school, (largest to date in DuPage County) was approved 5035 to 3166 votes.13

The next year continued to bring more change. On 22 April 1957 the board purchased a new school site for $414,624. The administration was busy in July reviewing the proposed plans for the new high school building, and the month of August brought the review of the bids on the new building. The contracts for the new high school were awarded to the Joseph Duffy Construction Company. The bid for the construction was $5,998,242. In September the board established a committee to propose names for the new high school. The naming committee diverted from the expected name of York West and decided to recommend the new high school be named Willowbrook. The goal for opening the new Willowbrook High School was set to be the fall of 1958.14

The board reviewed sites for the construction of a third high school while construction delays at Willowbrook pushed the opening date back one year. Although the board had originally wanted to occupy the new high school in stages, one class each year, this plan was changed because there would not be adequate lab rooms for the upper-class science courses if some of those students were not sent to Willowbrook. Ever since Sputnik, York had been emphasizing the
1958 Construction
importance of math and science so the students filled those classes. So decision was made to send all four class levels to Willowbrook on the opening date to accommodate students taking lab courses.15

The final additions were in 1958 and they created York's two largest enclosed courtyards. One connected the southeast corner of the original building with the northeast corner of the 1954 gymnasium. The first floor of this wing added four classrooms and storage for home economics; one recitation room; a journalism room; and three shop and three recitation rooms for industrial arts. The second floor had four large rooms, two for mechanical drawing and two for fine arts. The second wing connected the northeast corner of the 1928 addition with the northwest corner of the 1951 cafeteria. The first floor included Yorkshire Hall and music department rooms: separate band and chorus rooms, offices, practice rooms, and storage. Only a connecting hallway was built on the second floor. A committee recommended that the board purchase ninety-five acres of land, at the corner of Army Trail Road and Lombard Avenue in unincorporated Addison, for the third high school. By May they were moving ahead on proposals for that site and also accepted a proposal to build a pool at York since one was being built at Willowbrook. On 18 August 1958 it proposed purchasing the site for the third high school for $200,000.16

Faculty and Administration

Where the stability of the board and administration began to erode with a few changes in the 1940s, the 1950s had far more change and even less stability. Between 1950 and 1955 there were
ten changes on the board and was a new board president every year, except in 1955 when there were four new members. Incumbents had opposition in four out of the five elections in the 1950s. York had only three individuals serve as superintendent/principal from 1918-1949, there were seven different men who served as either superintendent/principal, superintendent, or principal between 1949-1961.17

Dr. Paul A. Young

Dr. Paul A. Young was hired by the board on 19 December 1949 and he began working as superintendent and principal on 1 February 1950. He arrived as rapid changes were occurring and he oversaw some of the largest additions to the district boundaries and school facilities and a 50 percent increase in both enrollment and faculty. He survived resulting pressures from the booming growth and the 1954 construction controversy, but these troubles took their toll. During spring 1956, superintendent and principal, Dr. Paul Young, announced his intention to retire at the end of the year. He had spent thirty-four years in education, the board requested that he stay on until his replacement could be found. He stayed until 1 July 1957, and became the first person to hold the single office of superintendent. The four prior superintendents, and Dr. Young for seven years, had all served as superintendent and principal of York.18
In 1956, the board decided that their two high school district would have a separate superintendent to oversee the administration, while principals supervised each school. It decided to split the single position of superintendent and principal into two administrative positions prior to the opening of the second school. So they hired Mr. R. Bruce Allingham to be York's principal mid-year in 1956-1957. He came from that same position in the Franklin High School, Cedar Rapids, Iowa. His skill in administration allowed him to later serve as a long term superintendent of District 88. Teachers remember him being strict and fair. He always addressed any individual who was not handling their responsibilities properly, yet he dealt with those people privately and never embarrassed anyone in view of another.19

Dr. Hal O. Hall replaced Young as superintendent on 1 July 1957 and served until 2 March 1961. Hall came from Belleville, Illinois, where he had been principal and superintendent of Belleville High School and Junior College. He was responsible for the administrative reorganization, in June 1959, to accommodate the adjustment of going from a one-school district to a two-school district. He established a central administration with the following positions and individuals: Superintendent Hall, Business Manager Motts, Director of Personnel Wigderson, Director of Adult Education Treloar, Director of Publications and Public Information Hitt, and Superintendent of Buildings and Grounds Bond. These administrators were supported
by a clerical staff, of eleven secretaries, clerks and bookkeepers. They were located in a new administrative wing at Willowbrook High School.20

William E. Herbster

William E. Herbster served as York's seventh principal when he led the second shift in 1958-1959. That shift had the classes of 1960, 1961, and 1962; and were the first three groups to attend Willowbrook High School under Principal Herbster.

Teachers

The economic conditions in America resulted in salary gains in all sectors of the society, and teachers were no exception. The teachers' salaries had risen from a range of $2,700 - $4,400 in 1949-1950 to $4,600 - $7,200 in 1958-1959. In addition to receiving greater compensation, they gained more control over the administration of York. The decisions were more centralized with the principal and board at the beginning of the 1950s. By the end of that decade, the process was delegated to committees. They consisted of teachers and administrators, which allowed teachers to gain more control. The principal held meetings with the administrative assistants and the department heads on a regular basis to make decisions. A change that increased the rights for teachers occurred on 15 April 1958 when the board reversed a policy that prohibited the employment of husbands and wives.21

The greatest change for teachers in the 1950s was the great number of new members on the instructional staff. The enrollment
had increased from 1,789 in 1950-1951 to 3,860 in 1958-1959. The staff had increased from 71 in 1950-1951 to 214 in 1958-1959. York was on double shifts and preparing to split into two schools by the 1958-1959 school year. That is why the staff was very large by that year. The staff increased at a greater rate than the enrollment for a few reasons. The decade of the 1950s was a time of great prosperity in the United States. The G I. Bill had provided many American veterans with the means to attend college, and with more college graduates there were more individuals qualified to teach. Educational improvement was receiving national attention and one way that the board demonstrated their desire to provide more time for education by extending the school year beyond nine months. The vote was rescinded later due to inadequate funds.22


Clarence D. East 1920-1956:

Clarence East retired after thirty-six years of teaching mechanical drawing, math, swimming, and coaching many sports. He was the athletic director from 1920-1956 and assistant principal in the 1923-1924 school year. East is best remembered for being the father of the green and white winning tradition. He had a terrific sense of competition and accepted nothing but the best from his players. Eulogized by close friend and fellow teacher, Vernon Kelly, "He had an outstanding character, a very positive person, and an excellent coach with a good sense of humor." East had many championship teams and track was one of his favorite sports. His track teams won ten district titles, seven conference crowns, state championships in 1936 and 1939, and, under his leadership, twelve boys were individual state track champions, and three relay teams were state champions. In football, his teams won the conference championship in 1922, 1923, 1930, and 1932; in basketball they won
the conference championship in 1923 and 1924; and in baseball they won the conference championship in 1921, 1922, and 1924. He is remembered for being tough but fair both in the classroom and on the playing and practice fields. Years after graduation, students remembered how East had tried to explain the basic fundamentals and objectives of football to the girls so they could fully appreciate the games they enthusiastically attended.24

**Harry Olsson 1922-1952:**

Mr. Harry Olsson retired from York in 1952 after twenty-nine years of teaching general science, physics, and chemistry. He had gone to Bethany College for his undergraduate degree and the University of Chicago for his master's degree. Olsson served as chairman of both the science department and the teachers' division of the parents' club.25

**Charles Berry 1924-1959:**

Charles Berry retired after thirty-five years of teaching algebra and geometry, coaching football, and assisting with the intramural program. He received his undergraduate degree at the University of Michigan and a graduate degree from Lawrence University. York faculty and students remembered Berry as a good friend, a hard worker, and a kind and gracious person.26
Roy E. DeShane 1924-1953:

Roy DeShane received an education degree from Blackburn University and an advanced degree from the University of Illinois. He came to York in the fall of 1924 and began as a science teacher. DeShane had successful stints as a football and a basketball coach. DeShane first served as a class sponsor and supervised the swimming pool in the 1920s. He quickly rose through the teacher ranks. He became the assistant principal in 1929. The title and responsibilities as dean of boys was added to his position as assistant principal in 1933. After nineteen years in the classroom, he was focused strictly on administration by the fall of 1943. By the forties he was the chairman of the faculty and administration committee, director of the student testing program, assistant principal, and dean of boys. DeShane was appointed to be York's acting principal and superintendent in the fall of 1949. He served until January of 1950 when Dr. Paul Young began his term. For many years he still had teaching duties in addition to being assistant principal and dean of boys. By the 1950s the assistant principal's job had become a full time position. DeShane left York after twenty-nine years of service, in January of 1954, to become the DuPage County School Superintendent. He was appointed as a Republican, and he was reelected three times and served until 1967. As the County Superintendent, DeShane played a key role in establishing the College of DuPage. He was well known in the Elmhurst community where he and his wife were very active in a number of organizations. He was an active member of the local chapters of the Lions Club and
the Masons, and he was professionally involved in the I.E.A. and the
N.E.A. Roy E. DeShane is one of the most memorable York faculty
members because of his many years of fine service to York, the
Elmhurst community, and DuPage County.27

Maynard Black 1929-1959:

Maynard Black retired in the spring of 1959 after thirty years
of teaching history, health, drivers education, first aid, safety
education, swimming, and physical education. He coached many
sports but is best remembered as a superb varsity coach in light-
weight football, 1932-1940, and lightweight basketball, 1931-1940,
for those teams each won five conference championships. Mr. Black
is remembered as a truthful and sincere person with a good sense of
humor. Mr. Pratt could remember many a time when Black sent an
unwary sophomore pole vaulter to look for one of Maynard's track
and field inventions, the left handed pole vault, that was so light and
wispy that it was frequently misplaced.28

Charles Rizer 1929-1959:

Charles Rizer retired from York in 1959 after twenty-nine
years of teaching social studies, economics, sociology, and general
business. He served as financial advisor to the York Hi, Y's Tales and
to the athletic department. Rizer was known to have had a casual
wittiness and made shrewd observations about York.29
Curriculum

As York expanded in the 1950s, the curriculum also expanded. The state had added drivers education to the curriculum, and York began offering it in the 1953-1954 school year. The new business courses were Business Machines, Business Economics, Office Practices and they reintroduced Salesmanship and Personal Typing. The art department added new courses titled: Ceramics, Printmaking and Graphics, Painting, Commercial Art, and Visual Survey. Industrial arts expanded by adding a second year in both cabinet making and architectural drawing. New industrial arts classes were Mechanical Drawing, Metal Shop, and Work Experience. The home economics department added Institutional Management, Home Management, and Family Relations. The English department expanded with Special Journalism, Stagecraft 10, English Literature 12, Modern World Literature 12, Regional American Literature 12, and Contemporary Problems 12. Business English 12 was moved from the business department to the English department. Cultural Italian was a new foreign language offering in the late 1950s. The Sputnik satellite encouraged an emphasis on math and science late in the 1950s. Math courses were expanded with advanced offerings in general math, algebra, geometry, and a course titled Pilot Math 11. In science, Horticulture 10 was a new course. The physical education department added health and drivers education, which was introduced in the fall of 1953, and resulted in the hiring of a number of new male teachers. The social studies department added Latin American History 9. The music department had a number of additions: Sophomore Chorus, Girls Chorus, Mixed Chorus, and
Beginning Strings. The class periods were reduced in time in the 1950s to forty-two minutes. The students began each day in their first class, which also served as home room, from 8:20 to 9:02; the passing periods remained at five minutes each.30

For 1957-1958, the board decided to place York on double shifts to accommodate an enrollment greater than capacity. The plan placed all students who walked on the first shift and bussed students on the second. This basically placed Elmhurst students on the first shift and the remainder of the district on the second shift. They used this division again in 1958-1959 with the enrollment split into two shifts, according to their future high school. Elementary graduates from Elmhurst and Churchville schools attended York, and those from the Addison, Salt Creek, and Villa Park schools were headed for Willowbrook. The York students were on first shift under Principal Dr. R. Bruce Allingham, and the future Willowbrook students were on second shift under Principal William E. Herbster.

Activities

York had many well-established traditions by the 1950s. The handbooks of this decade listed the following as the traditions of York: P.T.A. open house, Mardi Gras, Roman banquet, Roman races, bow (class) day, Halloween party, freshmen in the balcony, the Christmas tree, Christmas caroling, friendliness to newcomers, traditional dress, kaffee klatsch, college night, and home economics style show and bazaar. In addition to these items, there were established traditions and social gatherings in most of the clubs. The first month of September began with a dance organized by the music
club. Most months had a dance along with other organized social activities. Student Council was going strong with a president, vice-president and secretary of each class, and committees for: safety, assembly, elections, public relations, calendar, activities, and the executive officers. The officers were elected at large in each class and the council representatives were elected through the noon hour study hall/home room period. York was part of the West Suburban Student Council. In 1951 the council's meeting and dance were hosted by York. By the late 1950s the council had added committees for safety, publicity, rules, foreign students, social advisory, and were sponsoring homecoming activities, Pennies for Cancer Drive, the Snow-Ball program, the Variety Show, and the Senior-Faculty game.31

York had their first homecoming game 10-11 November 1950. They lost the game but enjoyed the activities: floats, a parade, pep rally, bonfire, and a party after the game. The Pep Club sponsored the annual basketball dance and began as the sponsor of the homecoming dance until the student council assumed homecoming responsibilities later in the 1950s. In 1950-1951 there were six female and three male cheerleaders. Don Cline was the last male cheerleader in 1951-1952 when he served with eight females.32

New clubs were also on the rise in the 1950s. In the fall of 1950 the French club restarted after a six year absence. That was also the year in which Principal Young began a program of service staffers. These students helped in the library, offices, bookroom, print shop, auditorium lighting and backstage, and with the audio visual equipment. The next year York had three new clubs: Chess,
Future Nurses, and New Yorker. The debate club was restarted as part of the Round Table Club in the fall of 1954. In 1955 the pom pons were created as a branch of the Pep Club, and the Magic Club began. The camera and the radio clubs restarted in 1956, and the Hi C (Christian) Club restarted in 1958. In the spring of 1954 the Equestrian Club ended. The Music and the Roundtable clubs ended after the spring of 1957. The 1958-1959 school year had the last of the class plays and the first of the all-school plays.33

The students continued to enjoy school just as the earlier generations had enjoyed school. American society enjoyed an era of success and good feelings. Many students and community members focused on the high school for entertainment and socialization. The Harlem Globetrotters entertained the students and the public, at York's gymnasium, with a game against the Elmhurst Rockets in the fall of 1950. In school the students were educationally competitive in a friendly sense. To encourage good attitudes and citizenship, York honored a student as "Mr. Courtesy" each year. Students worked hard to uphold the traditional success of academics at York. The Lincoln statue was the continued focus of school pranks, and in the spring of 1954 the statue disappeared over one weekend. It turned out that a few students had unlocked a window on a Friday so they could get into the school to take the statue for a prank. In the late 1950s the statue disappeared again only to reappear painted with a red sports coat, green pants, and shoes. Another prank befell a popular young teacher Mr. Victor Lesch. One night Mr. Lesch left his small foreign sports car overnight at York, and a group of students carried it up the stairs of the boy's gymnasium. It took a
group of the male teachers to carry the car back down the steps. Another prank involved one of the student's cars which was completely filled with popcorn during a sports event, the girls who pulled this joke did not admit it until the twenty-fifth reunion. The most daring and well organized prank was a result of the mid-1950s renovation of York. Part of the modernization was a new bell system. An enterprising student organized a crew of his peers and they secretly removed the clappers from all the bells in the new system. This was an accomplishment in itself considering there were bells in every classroom, office, and in all hallways. The next morning the old system was removed and the new was turned on, nothing happened. The school staff checked the system over for some time before they called in the repairmen from I. B. M. They tested and tested the system, but they failed to locate the problem. The next morning a freshman appeared in Assistant Principal Michelsen's office with a bag full of clapper balls and said, "I don't know nothing." The truth later surfaced that Larry Larkin was the organizer of this prank. The students of the 1950s sought out their own identity through being a little different in style of clothing and hair, and in their choice of music. Their music was rock and roll; it seemed to be a counter-cultural music at the time, but it became part of the American culture instead.34

Athletics 35

1950-1951: The varsity football team's 1-6 conference record left them tied for sixth with Riverside-Brookfield and the frosh-soph team placed fourth. The cross country placed third in the county and
fourth in the district. York's John Coseglia set a new record and was the individual champion as he ran in the state finals. Varsity basketball, 10-8, placed tied for third, and the frosh-soph team, 10-7, placed second. The wrestlers had a record of 2-7. The West Suburban Conference added Arlington Heights as a member beginning with spring sports in 1951. The tennis team placed second in the conference. The track team placed second in the indoor relays at Naperville, first in the county, and first at the Medley Relays at East Rockford. York scored nine points, placing fifth, in the state finals. The varsity baseball team rolled to a conference record of 11-3, winning a first place tie with Maine under Coach Keiffer.

1951-1952: The same sports trends continued beginning with the varsity football team record of 2-6 under a new coach, John Fischer and the sophomore squad earned a 4-3-1 record. The cross country team tied for second with Maine. The varsity basketball was 7-7 in conference games, placing fourth as the basketball Barons also placed fourth. The wrestlers had a good season, finishing 8-4. Wrestling captain Carrol Knight won in the sectional and wrestled downstate. The tennis team placed second. The golf team placed second in the conference meet. The track team placed first in the county, second in the conference, and third in the district. The baseball Dukes tied Downers for first, with a 10-4 record, by beating them 9-2 in the last game of the season.

1952-1953: The football varsity won only one game, tying two, and losing six and the frosh-soph team won only one game, with a record of 1-7. This was an off year for the cross country team as they placed seventh in the county and district meets. The basketball
Dukes had a good team, 16-5, and finished second to LaGrange. This was a fine accomplishment considering that LaGrange went on undefeated to win the state championship that year. This was Coach Birks' last year as head coach after twenty-four years at the helm. The Barons placed fourth with a record of 8-6. The York wrestlers had the best season in their history, the varsity went 8-5, the frosh-soph went 8-1. The tennis team was a great one and won the conference championship. The golf team finished in last place. The track team placed first in the county and third in the conference meets. The frosh-soph trackmen were third in the conference and missed first in the indoor relays at Naperville by only one half of a point. The baseball team placed in a tie for second with a 10-4 record, and they also won the district meet.

1953-1954: After years of general failure in football, York's fortunes changed dramatically in the fall of 1953, and behind the coaching John Fisher, Bill Mueller, and Dwight Larson, the Dukes were co-champions in football, tied with LaGrange and Hinsdale. After losing and tying their first two conference games, York went on a five game winning streak to end the season 6-1-1. The frosh-soph team had a difficult season going 1-7-1. The cross county team finished sixth in the conference. York's varsity basketball team had a new coach, Mr. Koch and placed third in the conference with a record of 11-9. The Barons were 9-5. The wrestlers, under Coach Stefani, improved again going 12-7, and lost by only one point in the sectionals. The frosh-soph team, under Coach Mueller, went 13-4. The varsity tennis, under Coach Kunze, placed third in the conference with a 5-2 record. The varsity golf team finished last, while the
frosh-soph team finished fourth. The track team won the East Rockford relays, tied Glenbard for the county championship, placed third in the districts, fourth in the conference, and sent six of boys downstate. The baseball team was 9-5 in conference and 14-6 overall, they won five games in the sectional before losing in the finals to Thornton Fractional. This team was led by pitcher Ken Travis who signed to play with the New York Yankees after finishing this season.

1954-1955: The varsity football team placed fifth in the conference with a 4-5 record and the frosh-soph team had a record of 1-7. The cross country team placed seventh in the conference. The varsity basketball team went 8-6 in conference to place fourth, as the frosh-soph team earned a record of 5-12. The wrestling team was the best yet with a record of 13-3-1, and they won the sectional by five points over Elgin. Frank Penna took the state championship in the 95-105 lb. weight class. The tennis team finished sixth in the conference with a record of 2-4. The golf team finished seventh with a record of 4-7 in Ray Pratt's last year as head coach. The track team was another one of East's best teams as they won all dual meets, the county meet, the East Rockford relays, and the district. The 880-yard relay and the mile relay teams placed first in the state. Track Captain Ron Etherton won state titles in the 100-yard and 440-yard dashes. Jon Cada placed fourth in the pole vault. The varsity baseball team, 11-3, was tied for second place.

1955-1956: The varsity football team had a record of 2-5-1, and the Barons record was 4-3-1. The cross country team had a record of 2-5. The varsity basketball team placed seventh with a
record of 4-10 in the conference and the frosh-soph squad placed fourth with a 9-8 record. The wrestling team continued to be strong placing second in the conference and third in the sectionals. The tennis team placed fourth with a record of 4-3. The golfers placed seventh with a record of 5-7. This was Clarence East's last year of coaching after thirty-six years, and the track team made East proud. The trackmen placed first in the conference and county and second in the East Rockford relays. Co-captain Jon Cada won the state championship in the pole vault. The baseball team finished last with a record of 6-11. Gymnastics began at York this year under Coach Victor Lesch. After a season record of 2-4, York's gymnasts went on to place fifth in the state finals.

1956-1957: The football team placed last with a record of 0-8 and the frosh-soph team placed sixth with a record of 1-6. The cross country team had a record of 6-1, placing second in the conference and fourth in the district. The basketball Dukes, 12-2, had a great season and won the conference title under coaches Koch and Larson. The frosh-soph team came in third with a 9-5 record. Both the Dukes, 11-4, and the Barons, 12-3, placed second in the conference for wrestling. The gymnastics team had six wins and four losses and placed fourth in the state meet. In tennis the Dukes, 3-4, placed sixth. The golfers placed fifth in both the conference and the conference meet as Lou Harmening and Lee Huston qualified in the district meet for the state tournament. The track team was wonderful under coaches Stefani, Newton, and Heinhorst as they went undefeated in dual meets, 11-0, won Rockford relays, Naperville relays, West Suburban Invitational at Oak Park, county
meet, district meet, and topped all this when it won fourth place honors in the state meet. The baseball team had a record of 11-6 and placed second in the conference.

1957-1958: The varsity football went winless, 0-8 and the frosh-soph went 0-7-1. The cross country team had a record of 2-5, sixth in the conference. The varsity basketball team tied for the title with a record of 17-6, won the regional tournament, before losing to Hinsdale in the sectional by one point. The frosh-soph basketball team had a record of 7-13. The wrestlers placed third with a record of 8-5. The gymnastics team second in the state and had a record of 7-4. The tennis team placed seventh. Two Dukes, Pete Voss and John Spelman, reached the quarter finals in the state tournament. The golfers placed fifth in the conference. The track team placed first in the county, second in both the Naperville and Rockford relays, fourth in the Palatine meet, and fifth in the conference. The baseball team placed fifth with a record of 7-7.

1958-1959: The football and track arena was named Clarence D. East Field in dedication ceremonies on 18 October 1958. The football varsity, 1-7, won their first game in three years, ending a twenty-three game losing streak and getting out of the conference cellar by beating Glenbard in their last game. The sophomore team was 1-6-1. The cross country team placed fourth in the conference. The varsity basketball team dropped to sixth with a record of 6-15 as the sophomore team placed fourth with a record of 7-7. The wrestlers, 4-3, placed in a three-way tie for third place. The gymnasts were fantastic again, had a record of 12-3-1, placed second in the state. York's Jim Weaver was the state trampoline champion;
Dave Black was fourth on the side horse; Ron Boyd was second in all-around competition; and Mike Hackleman was fourth in all around competition. The track team placed first in the Naperville and Rockford relays, second in the county. The tennis team placed second behind state champions Hinsdale with nine wins. The golfers, 7-4, placed third in the conference and second in the district. The baseball team had a coach, Earl Ellingson they placed fourth with a record of 7-7.

The 1950s was a decade that had some solid trends in York sports. The football program went from bad to worse with the exception of the co-champion team in the fall of 1954. The cross country team clearly became the top team for the fall. The basketball team was consistently good, earning standings in the top half of the conference for most of the decade, including two conference championships. The new York sport for the late 1950s, gymnastics, was superb as they placed with two seconds in the state and a fourth in the state in the first three years as an organized activity. Wrestling was the other new sport, and it was a strong sport for York with two third place finishes in the conference, one sectional win, and some individual placements in the state finals. The York's track team continued to one of the premier high school teams with numerous wins at meets, relays, and in the conference as well as one fourth and one fifth in the state finals. The baseball team was also very good with two conference championships, three second place finishes, and one trip to the state sectional finals. Tennis had some very competitive years with one championship and three
second place finishes. Golf remained a weak sport at York with one second and one third as their best finishes in this era.

End of the 1950s

The 1950's was a time of dramatic change for York. There was tremendous growth in the student enrollment and a great increase of faculty. The administrative structure had greatly changed from 1950 to 1959. In 1950, there was a simple administrative structure: a single person who served as superintendent and principal, one assistant principal who also served as the dean of boys, a part-time dean of girls, a superintendant of buildings and grounds, and an office staff of six women who were secretaries or clerks. By 1959, there was a larger and more complex administrative structure: a superintendent, business manager, four directors, two principals, four part-time administrative assistants, two full-time deans and five part-time assistant deans, and a clerical staff of eleven who served as secretaries, clerks or bookkeepers. Other changes were additional purchases of land which nearly doubled the site. Another change was the expansion of the district boundaries due to state mandated consolidation of non-high school districts. Next were additions to the building with construction projects in 1951, 1952, 1953, 1954, 1956, and 1958; these additions expanded facilities for the administration, cafeteria, fine arts, guidance, gymnasium, home economics, industrial arts, journalism, music, power plant, science, and general classroom use. The change from a traditional architectural style to a modern architectural style and the construction additions to the front of York made a permanent change
in the aesthetic appearance of the building. The construction allowed York to be a modern, comprehensive high school facility. The enrollment increases surpassed the space provided by the additions, overfilled the capacity of the facilities, and that resulted in the construction of a second high school, Willowbrook. In 1958-1959, York served as two high schools within one school building, and it was the last year that York Community High School District 88 was a single-school district. The 1950's curriculum was expanded and made York one of America's model comprehensive high schools according to James Conant in this famous study from this era. Part of the curriculum expansion included greater emphasis on business, science, mathematics, and foreign languages, all of which were reflections of the society's emphasis on big business and its more international outlook. The students of this era continued to be respectful and focused on success at school. The greatest change for the students and teachers was the loss of the small, close-knit environment as the enrollments doubled and the faculty tripled, making York a less personal institution. York continued to provide students with a rich school atmosphere of devoted teachers, an excellent comprehensive curriculum, a large assortment of extra-curricular activities, a goal-oriented student body, and traditions focused for success in education.36

2. Ibid.

3. Ibid.

4. Ibid., and *York Hi*, 18 September 1957.


6. York High School Archives, File: Property; The board purchased a number of lots in the 1950s to enlarge the York site and prepare for expansion of the building. Between December of 1950 and December of 1951 ten lots were purchased. First, the following five lots to the east, between York High School and Grace Avenue were purchased: lot 6 in block 9, purchased from the Elmhurst National Bank, Trustee under Trust #30, on 18 December, for $2,000; lots 7 and 8 in block 9, purchased from Edward C. Raffle, on 14 March 1951, for $3,500; lots 9 and 10 in block 9, purchased from the Elmhurst National Bank, Trustee under Trust #341, on 18 December, 1951, for $4,000. Next, five lots were purchased to the southwest, between York's south circle drive and Berkeley Avenue: lot 30, purchased from Walter A. and Janet Benedeck, in December 1951, for $2250; lot 31, purchased from Louis and Frances A. Seibert, in December 1951, for $2,000; lot 32, purchased from Dan L. and Gwen Prowse, in December 1951, for $4,000; lot 33, purchased from
Father L. McDonough, in December 1951, for $2,250; and lot 34, purchased as a quit claim deed from Harry C. and Mary Elizabeth Hesse, on 31 July 1950 for $1,000. The final land purchase was the Rohlmeyer Farm made in 1956.12 The Rohlmeyer Farm was a triangular piece of land located south of St. Charles Road, north of the Illinois Central Rail Road tracks, and west of Spring Road. It was purchased for $75,000 and was to be used as a football field and track arena; Minutes, York Community High School District 88, 21 May 1956; and Elmhurst Press, 2 May 1956.


14. Board Minutes, 22 April, 29 July, and 27 August, 16 September, 8 and 21 October 1957.


31. Ibid.

32. Ibid.
33. Ibid.

34. York Archives, under the name Bassett and Y's Tales, 1951.


American society experienced tremendous change in the sixties while the country continued to prosper. People continued to migrate to the suburbs while the baby boomers were growing up and filling the schools beyond capacity. The civil rights movements of the 1950s blossomed with the Civil Rights Act of 1964. The civil rights protesting by minorities spread to protests against the Vietnam War throughout the whole society. The protests precipitated demands for more individual rights and freedoms. As the courts ruled in favor of individual freedoms, the traditional fabric of society and schools was torn. The change from the beginning of the 1960s to the beginning of the 1970s was dramatic, as if more than a generation of time had elapsed.

This decade began being influenced by the events of the late 1950s: the baby boom, the Sputnik satellite, the National Defense Education Act, and the Conant Reports. The 1960 election of young John F. Kennedy initiated an emphasis on youth and hopes and dreams of a good future. Kennedy set space as the new frontier, established the Peace Corps, and called for legislation to provide
federal funding of public schools and higher education. Looming over these positive developments was the Cold War that rose to the point of a nuclear conflict during the Cuban Missile Crisis. Schools developed civil defense programs that included preparation for a nuclear attack by having students practice covering in a fetal position under classroom desks. The Elementary and Secondary Act of 1965 introduced a beginning of federal funding and influence in public schools. By the end of the decade court decisions had expanded student rights in public schools by granting students full constitutional rights. Students gained far greater control over their choices in clothing and hair style along with how they could express themselves.¹

The local community continued to grow in the 1960s. The Elmhurst population increased from 36,991 in 1960 to 50,547 in 1970; the Villa Park population grew from around 15,000 in 1959 to around 25,000 in 1969; and the Addison population grew from less than 10,000 in 1960 to over 20,000 in 1970. York began the decade trimmed down in size due to the opening of Willowbrook High School. York's enrollment was 2158 in 1959-1960, grew to 3,568 in 1966-1967 prior to the opening of Addison Trail High School, and was 3,095 in 1968-1969. The steady increase in the high school population demanded an increasing amount of money to cover the costs of more teachers and larger facilities.²

Financing and Referendums

The era from the fall of 1959 through the fall of 1969 had referendums presented on nine occasions. It began with the
proposals for the pools at York and Willowbrook along with the
search for the third school site continued. By October, it was decided
that an election would determine if the voters supported the
construction of pools at York and Willowbrook, the pools were
narrowly defeated, 2038 to 2230, in 12 December 1959.3

Plans were made for a second try to pass an increase in the
educational fund rate with help from a committee of citizens and
consultants from higher education to map a strategy. The board
made a number of cuts to reduce the 1960-1961 budget about
$400,000 in comparison to the preceding year. That 17 September
1960 referendum failed: 3,610 to 6,082, passing only in the
community of Addison. In response to the failure, the board
proposed three steps to economize: (1) efficient utilization of staff,
(2) cutting teacher salaries, (3) sacrificing portions of the curriculum.
It also reviewed the reasons for the failure of the past referendums
and at the 21 November 1960 meeting announced a budget deficit of
$450,000. They made cuts in the budget, increased class size to an
average of thirty, hired no new teachers for the following year, froze
teacher salaries, and threatened to discontinue the activities
program. They voted to continue the citizens' advisory committee
year round and expressed some of the critical needs for keeping a
top rate high school, such as the competition with the Russians and
the benefits of having quality and excellence in our schools. In
December, administrative costs were reduced by eliminating the
Director of Personnel. That cut and others reduced another $78,000
from the budget.4
The new year, 1961, brought continued hard work on a third attempt at passing a tax rate hike. On 2 March 1961, the pressures from the deficit and the failed referendums took a toll resulting in the resignations of the superintendent and board member, Frank Kinst. Hall stated that he hoped that his replacement would build public confidence for the concerns of the district. Kinst, serving his second term, relinquished that position to give voters an additional choice. The 8 April elections brought the third referendum defeat in two years, by a vote of 5,923 to 6,924. It passed in the Elmhurst and Addison areas and failed in the Villa Park area. 5

Board members had determined that the expenditures for materials, equipment, and services had been reduced to an absolute minimum, leaving the areas for cuts mainly in reducing personnel, reducing pay, and reducing or eliminating extra-curricular activities and special assignments. After reviewing the alternative courses of action, it decided to take ten steps to handle the financial crisis: (1) Increase class sizes; (2) Increase classroom loads; (3) Honors classes increased to a minimum of 20 students; (4) Reduce teacher time for activities; (5) Assistant deans assigned heavier loads of classroom work; (6) Student to counselor ratio increased from 350 to 515 per counselor; (7) Drop all clubs except National Honors Society, Quill and Scroll, and Thespians, all other non-class activities will be eliminated or reduced; (8) Extra compensation paid over and above the basic salary ranges will be reduced by 40 percent and all costs of athletics, drama, debate, and non-class music activities must be financed out of activity tickets and paid admission; (9) Salaries frozen; (10) Adult education programs are expected to be self-supporting. In
concluding, they stated that these cuts, however necessary, represented a step back from the high standards for which District 88 had been recognized and that they were deeply concerned about the North Central accreditation. A fourth educational fund referendum was set for September 1961. Even with cuts that caused York and Willowbrook to be placed on "accredited warning" rather than "fully accredited," it still failed in a narrow race, 6,528 to 6,649. The margin of defeat convinced them to try again soon, so for the fifth time in less than three years, the same issue was set for 10 February 1962. This time it finally passed, 9,174 to 8,202.7

February 1965, two issues were presented to the voters: first, to raise the educational fund levy rate from .92 to 1.03, and second, to approve building a third high school in Addison. In Elmhurst there was strong opposition, because feelings were that the tax money would go to other communities and not benefit Elmhurst. Some considered the new building at Willowbrook and the proposed building in Addison as too costly and too fancy, and many felt that their taxes were already too high. Some people felt that Elmhurst was being left with an old building; in need of repairs, and the district would not even share some of the new money to fix or build a pool. Despite the opposition and the sixth tax raising vote in six years, there was sufficient support so that both referendums passed: the educational fund vote was 5,818 to 4,280, and the third high school was approved 6,239 to 3,931. They immediately established a committee to choose a name for the new high school.8

In May 1967, there were committee reports advocating the establishment of swimming programs for all three high schools. The
board spent almost a year considering all of the district's needs before setting two referendums, one to raise the educational fund rate, from 1.03 to 1.24, and another to fund pool construction, on 30 March 1968. Both issues failed: the educational fund vote was 4,816 to 9,378; the building bond vote was 4,043 to 10,163. It voted to call for the educational fund increase again, in February 1969. This was the eighth referendum in ten years and it narrowly failed, 7,479 to 7,587. There was discussion about expanding vocational training by joining the Area Vocational Educational Program in 27 January 1969, but since that required taxing approval from the voters, action was deferred. The board set another try to pass the referendum for the educational fund and also additional building bonds on 7 June, then moved it to 25 November 1969. The education fund passed, 11,018 to 10,738; but the bonds for the pools failed, 10,726 to 10,964.9

Expansion and Construction

Focus changed from elections to construction of a third high school after the finances stabilized in 1962. The land at Army Trail and Lombard Avenue tested for construction and passed. Then the 44.9 acres west of Addison at Army Trail and Lombard Avenue were purchased on 6 August 1962, and rented to farmers. On 24 May 1965 the third high school was named Addison Trail.10

The board reviewed the sketches for the new high school and additions to the York cafeteria and science wing in April 1964. At the 18 May meeting the bids were reviewed for the York construction. The construction at the northeast section enlarged the cafeteria on the first floor and the science wing on the second floor.
was completed in the fall of 1964. The new areas included a new faculty cafeteria, a new chemistry laboratory, and the extension of two biology rooms. A proposal for the construction of swimming pools at York and the other two high schools was addressed by the board in April 1967, but those proposals were not funded.\textsuperscript{11}

They reviewed the ballooning elementary school district enrollments and concluded there was a need for planning a fourth high school. They investigated locations for a fourth high school site; and in August of 1964, made a close review of a fourth school site located in unincorporated North Elmhurst between Walnut and Oaklawn Avenues on the east and west, and Winthrop and Armitage Avenues on the north and south. A resolution was passed by the board on 11 January 1965 to purchase the North Elmhurst site for the fourth high school site. This site included the Feine Nursery and a number of homes, most had to be obtained by the district through public condemnation.\textsuperscript{12}

**Faculty and Administration**

Hal O. Hall served for four years as superintendent before he asked to be reassigned to a teaching position within the district for 1961-1962 school year. Dr. R. Bruce Allingham was promoted to acting superintendent and Bert Michelson was appointed acting principal 24 July 1961. On 25 March 1962, they were granted full title to those positions and Michelson's salary was set at $13,500. The board set the following administrative salaries for the 1963-1964: Superintendent Allingham, $21,000; York Principal Michelson $15,000.
Bert H. Michelson

Mr. Michelsen served as civics and Spanish teacher, foreign language department chairman, club sponsor, director of scheduling, assistant principal and principal during his nineteen years at York, 1947-1966. He is the first York principal to return to a York classroom before he finally finished his career in the District 88 central office. Michelson's first love was teaching Spanish and he made numerous trips to Latin America. After serving two years at the helm, Michelson informed the board of his request to be returned to teaching duties in the fall of 1964 so he could have more time to do some traveling.13

V. A. Jones

They appointed V. A. Jones to become York's principal, beginning on 1 July 1964, at a salary of $15,000. Jones, originally from Harmony, Minnesota, had been serving as superintendent at Ottumwa High School in Ottumwa, Iowa. He had received his A. B. degree at Central College in Pella, Iowa and his M. S. degree at Iowa State. He had done some advanced graduate work at Iowa State University at Iowa City. He had formerly been both a high school chemistry and mathematics teacher and a principal in Owasa and Nevada, Iowa. His style of leadership was traditional, and so he easily settled in at York, 1964-1969, to continue the excellent traditions that had been established for so long. He was appointed as administrative assistant to the superintendent effective 1 July 1969.
At a special board meeting on 29 May 1969, the board appointed Richard N. Stacy to succeed Jones as principal of York.14

Teachers

Teachers continued to make significant gains in both salary and professional control in the 1960s. In 1960 salaries ranged from $4,600 for a beginning teacher to $8,400 for a Master teacher with fourteen or more years of experience. With the passage of the increase of the educational fund, February 1962, the board was able to adopt a salary schedule. The salaries ranged from $5,100 for a beginning teacher with a Bachelor's Degree to $8,900 for a Master teacher with fourteen or more years of experience. The five year requirements for teacher training, six semester hours every five years, were reinstated by the board in April 1962. The teachers had worked hard to pass referendums and they continued to work with the district in organizing an Educational Advisory Committee to assist in working with the community to educate the public about needs of the high school. The board and teachers' association agreed to have an expanded salary schedule for both 1963-1964 and 1964-1965 with five scales to separate different levels of teacher training and education. The first scale was for a B. A. degree, the second was for B. A. + 13 hours, the third scale was for a M. A. degree, the fourth scale was for M. A. + 13 hours, and the fifth scale was for M. A. + 26 hours. The 1963-1964 low salary of $5,400 to a high salary of $9,550 and the 1964-1965 low salary of $5,400 and a high salary of $9,700. The board revised the 1964-1965 salary schedule by increasing the top scale to $10,100.
were set with the beginning salary at $5,600 and the top salary for a teacher with fourteen years of experience and a Masters plus twenty-six hours receiving 10,450. The salaries continued to rise with a sixth scale, M. A. + 42, added beginning with the 1966-1967 year. By 1968-1969 the salary range was from $6,750 to $13,500.15

There was competition between the American Federation of Teachers and the National Education Association for becoming the exclusive bargaining agent, and that issue was settled through elections in 1968. The A.F.T. won and the board entered into an extensive contractual agreement with the DuPage District 88 Council Local 571 of the American Federation of Teachers that year. This contract established greater rights for the teachers, including a grievance procedure and laid the foundation for them to institute additional rights.16


Twenty-seven new teachers were hired for the fall of 1959. In addition to Berger and Scullion, Mr. Richard Campbell was an individual who began and ended his career at York. He came to York after receiving his M. A. at Eastern Illinois University and was a physical education teacher and an assistant basketball coach. Campbell coached some of the most successful York basketball teams ever during the mid-1960s; then he left to coach at the University of Illinois; finally, he returned to York in the late 1970s, bringing back success to York's basketball program. Lawrence Wylie came to York in 1967 from Northern Illinois University. He taught mathematics
and coached basketball before serving in the district administration as the assistant superintendent of business.\textsuperscript{17}

There were a number of notable staff members who retired from York in the period 1959-1969. By the end of the 1960s, there were no teachers remaining from York's first three decades. These teachers, and many others, had laid the foundations for York as the school was growing in its infancy. All of these individuals had carried on those well-bred traditions through four or five decades.\textsuperscript{18}

Charles Berry: 1924-1959

Mr. Berry was the first teacher of this era to retire as he completed his thirty-five years at York in the fall of 1959. He had taught algebra and geometry, along with coaching football. Berry also assisted with the intramural program, was freshman class chairman and assisted the deans with hall patrolling. Mr. Berry did his undergraduate work at the University of Michigan, a graduate degree at Lawrence College, and additional graduate work at the universities of Wisconsin and Colorado. York faculty and students remembered Berry as being a good friend, a hard worker, and a very kind and gracious person. Mr. Knudson remembered the time a faculty member, who did not know that Berry was a former college football star, bet Mr. Berry that he could kick a football farther than Berry. When Berry kicked the ball, it went so far that the other teacher did not even take his turn at a kick. For three years, 1956-1959, Berry was the third faculty member to be the "Duke of York."
Erwin Leishman: 1927-1962

Mr. Leishman retired from York after thirty-five years in 1962. He was a graduate of the Stout Institute, received his B. A. at Oshkosh Teachers' College and his M. A. at Northwestern University. He was York's first shop teacher and the one who organized the industrial arts department. Under Leishman, the industrial arts department developed from a one-man shop to a six-unit department that included electronics, auto mechanics, metal shop, wood shop, drafting, and printing. He shared the fourth title as the "Duke of York" from 1959-1962.

Beulah F. Shehan: 1924-1963

Miss Shehan retired after teaching English thirty-nine years at York. She had graduated from De Pauw University and had taught in Lafayette, Indiana before coming to York. When she began at York there were 347 students and fourteen teachers. She remembered how the students and the faculty shared the same dining room with the faculty members at one end. Miss Shehan remembered York being like one big family; "When York was small there was a different atmosphere; it was more like one big family. There were smaller classes and a closer relationship between student and teacher. Everyone, including the faculty, attended all the activities."

Walter A. Knudson: 1932-1964

Mr. Knudson retired from York after spending twenty-nine years as English teacher, coach, department head, and administrative assistant. He was one of the many fine York staff members who
graduated from the University of Chicago. Knudson played college football under coaching legend Elionzo Stagg of Chicago, and he brought some of the Stagg expertise to the York football program. Knudson remembered many fond years as assistant to Coach East in football during the glory years of York football in the 1930s. Knudson took a military leave from his teaching duties at York and served as a lieutenant in the army during World War II.

Ida Settle: 1924-1965

Miss Settle retired from teaching math at York for forty-one years, the longest tenure to date. She had graduated with honors from Monmouth College and earned a Masters at the University of Illinois. She taught math for one year at the Normal Community High School in Normal before coming to York. Faculty members remember her for her willingness to help and for being ready to put aside her own work, even at her own expense, to offer assistance to others. She had served as the secretary-treasurer of the DuPage division of the Illinois Education Association and as the president of the York Council of the American Federation of Teachers.

Dorothea Peterson: 1925-1965

Miss Peterson retired after teaching foreign languages for forty years at York. Her main focus was teaching French, and she spent nineteen years as head of the foreign language department, but she also taught business English, English, and Spanish. She was instrumental in obtaining the language lab at York and even attended classes to insure that the government would help in paying
for it. Miss Peterson received her Bachelor's degree from Beloit College, Masters from the University of Wisconsin, and also attended summer sessions at Middlebury, Vermont and the University of Paris. She served a term as the president to the York Council of the American Federation of Teachers. Miss Peterson stated about her experiences at York, "York has been a lot of fun and very worthwhile."

Marion Johnson: 1928-1965

Miss Johnson retired after teaching art and math for thirty-seven years at York. She received her undergraduate degree at Knox College at Galesburg, Illinois, earned her Masters at the State University of Iowa, and did additional work at the Chicago Academy of Fine Arts, the Art Institute of Chicago, State Teachers' College of Baltimore, Syracuse University, and the universities of Colorado and California. Her main focus was art and she was head of the art staff for the yearbook for many years. She was a willing worker who was ready to help with all types of art projects around York.

Forest Birks: 1929-1965

Coach Birks resigned in 1965 after thirty-three years as a physical education and science teacher, basketball coach, and attendance office worker at York. Between 1929 and 1943 he was the head basketball coach and led the Dukes to six conference championships and two regional titles. He served in the Navy between 1943 and 1946, returning to coach the Dukes to another conference and regional title in 1947. Birks helped introduce the
system of hourly attendance that was collected by student assistants and initiated the policy of having parents call the school attendance office to report student absences. He stated that his fondest memory at York was his thrill of coaching twenty varsity squads.

George Simpson: 1928-1966

Mr. Simpson retired in February 1966 after teaching general science, math, and biology for thirty-five years. He came to York after teaching for two years in Paxton, Illinois. Prior to that he received his B. A. degree at the University of Ohio and he earned a M. A. degree at Northwestern University. Simpson served in the armed forces during World War II and rose to the rank of major. Teaching colleague Palmer stated, "He is extremely interested in people. His sometimes rough exterior hides a very mellow heart." Teacher Kelly stated, "Mr. Simpson is an avid reader and an interesting conversationalist."

Russell Palmer: 1927-1966

Mr. Palmer retired after thirty-nine years of teaching biology, bookkeeping, business mathematics, and general science. He had been the manager of the bookstore since 1928 and had designed the transformation of the original general offices into the bookstore. Palmer received his Bachelors degree from Grinnell College in Iowa, Masters from Northwestern, and did other graduate work at State College in Iowa and the University of Chicago. He was known for his interest in teacher welfare. He organized and played for many years on the York faculty basketball team. Palmer did work with the
board of education to establish the original sick leave policy. Palmer was the fourth "Duke of York" from 1959 - 1966, sharing that title with Erwin Leishman from 1959-1962.

Lois Ashton Larson: 1928-1966

Mrs. Larson retired after teaching Latin for thirty-eight years. She was the Latin program head and Latin club sponsor for many years, and she developed many of the fine Latin club festivals and traditions. Larson introduced special events such as the Saturnalia, or Roman Christmas, and the Roman banquet. Her biggest innovations were in the Roman banquet where she added the ritualistic dance of the Vestal Virgins, the water carrying procession, the songs, skits in Latin, and all the formal speeches and invocations of that day. Larson was a graduate of De Pauw University and received her Masters degree from the University of Michigan before coming to York. She encouraged students to enter competition in the Latin field and organized and raised funds for the Illinois State Latin Tournament. Mrs. Larson was also involved in classical organizations in the state and nation. She served as secretary-treasurer of the Chicago Classical Club, president of the Illinois Classical Conference, first vice-president of the Classical Association of the Middle West and also vice-president of the American Classical League. Mr. Michelson summed up her years if service by stating, "I never saw a person more dedicated to teaching and to helping students realize their fullest potential. She's a real student of human nature, a philosopher."

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Marie Gustafson: 1928-1966

Miss Gustafson retired after teaching typing, shorthand, stenography, business machines, and clerical practices for thirty-eight years. She received her Bachelors degree from Knox College before earning her teaching degree at Gregg's College followed by her Masters at Northwestern University. Miss Gustafson spent many years as head of the commercial department and worked hard to find good jobs for her former students.

W. Vernon Kelly: 1929-1966

Mr. Kelly retired in 1966 after teaching general science and math for thirty-seven years. Kelly was the director of York's first summer school. In the words of York math department chairman Nelson, "In the mathematics department Mr. Kelly has been noted for his helpfulness to other members of the department and for his willingness to cooperate in the many activities that are carried on. He is also noted for his knowledge of York." He had served as president of the York Council of the American Federation of Teachers.

Ray Pratt: 1929-1966

Mr. Pratt retired from York after thirty-seven years of teaching chemistry. He graduated from the University of Illinois and first taught at West Virginia high school before coming to York in 1929. In addition to teaching, Mr. Pratt coached golf, served as basketball scorekeeper, swimming coach, and supervisor of the distribution of graduation tickets. He is a former president of the York chapter of the American Federation of Teachers.
Bernice Newkirk: 1941-1966

Miss Newkirk, a reading specialist, retired from York in 1966 after teaching remedial reading for twenty-five years. She did her undergraduate work at Illinois Wesleyan University and received her Masters at the University of Illinois. In addition to working with her classes, she did individual work with students from other classes.

George Ehnebom: 1928-1967

Mr. Ehnebom retired from York in 1967 after serving thirty-six years teaching history, geometry, and as a class sponsor. He also organized the commencement activities. Ehnebom served as a captain in the army during World War II and was the sixth "Duke of York" for one year, 1966-1967.

Earl Heinhorst: 1935-1967

Mr. Heinhorst retired from York in 1967 after teaching mathematics for twenty-nine years. He had served as varsity cross country coach and spent three years in the army during World War II.

Vernon "Butch" Bakkers: 1936-1968

Mr. Bakkers taught history and was a club sponsor before he retired after thirty-two years of service to York. He attended Crane Junior College in Chicago and received a graduate degree from the University of Chicago. His approach to class was to have the student discover man's endeavors as a whole in order to see where man is
going and realize the progress he has made. Mr. Bakkers stated, "Respect for other peoples and cultures and appreciation for the contributions of various nations to world civilizations are the principal attitudes that I have tried to teach my students." He also added that the students taught him patience more than anything else.

**Velma Walker: 1937-1968**

Miss Walker taught English for thirty-one years, twenty-seven at York and four at Willowbrook. Walker had been English department chairman and had been a class sponsor. She helped set up the remedial reading class at York. Miss Walker received her bachelor's and master's degrees at the University of Illinois.

**Eleanore Davis: 1931-1969**

Miss Davis is one of the best remembered teachers at York during her thirty-eight years of service teaching English and journalism. She guided and motivated the students towards one of the highest standards in high school journalism as she sponsored the *York Hi*. Under Davis' tutelage the *York Hi* won many honors for excellence in journalism including winning the prestigious George H. Gallup Award on numerous occasions. The Wall Street Journal Newspaper Fund, in 1967, selected Miss Davis first in Illinois and second in the nation for a contest titled "Journalism Teacher of the Year."
The curriculum was well developed and yet still expanding between 1959-1969. The art department added Advanced Art in the mid-1960s. The business department brought back Personal Typing, Business Law, and Business Organization and added the course Distributive Education in this era. The English department added Basic English, Debate, Drama, and re-instituted Journalism 11. The foreign language department added a language lab in 1960, Russian I and II in 1965, and advanced courses in both Spanish and French in 1962. The home economics department added Clothing 11 in 1965. The industrial and technology department added three levels of automotive technology in 1960, and Beginning Mechanical Drawing. The math department added an advanced math and science course that was developed by the University of Illinois and titled UICSM. The goal of this course was to provide accelerated math and science skills for students with higher ability in those areas. Students with difficulty in mathematics were offered a special math course in the mid-1960s. The music department re-instituted Music Appreciation, Harmony and Theory, and Junior Mixed Chorus. The science department added a biological science lab and a science course titled PSSC, which was developed at Purdue University and focused on individual physics projects. The social studies department added a course titled Psychology. The following titles of courses were for partial credit: Sketching, Survey of Visual Arts, Personal Typing 10, Notehand 11, Stagecraft 10, Cookery for the Career Girl, Wardrobe Building, Beginning Mechanical Drawing 11, Woodworking 11, Commercial Food Service 11, Audio Visual Services
and Materials, Chorus, Junior Mixed Chorus, Senior Choir, Band, and Orchestra.

After being placed on a probationary status in 1962, York and Willowbrook were returned to full accreditation by the North Central Association in the spring 1964. The North Central Association reevaluated York as part of the normal cycle, and they successfully completed it early in 1968. When it was announced that Addison Trail would open with students from the Addison and Churchville elementary districts, Churchville parents requested that the board keep as many of their students at York as possible. They submitted a petition from 978 residents of that district who joined in the desire to have their children attend York. So a survey of the high school programs at York and Willowbrook reviewed and found that both schools were offering comprehensive programs, and the same programs would serve Addison Trail. Another district study, one of York graduates from 1962, showed that within five years after graduation, 79.1 percent of them had begun degree programs in higher education. There was racial controversy due to a book in the curriculum titled The Negroes in America in 1967. Some parents objected to certain portions in that book and wanted it removed from the curriculum. The board listened to the public opinions about his issue but did not order any censorship.20

Activities 21

Students experienced society going through significant changes in the era 1959-1969. During this time York maintained an atmosphere of a classical college prep institution going against the
trends of mainstream society that was moving to break with traditions. The students of the early years near 1959 were very innocent of worldly concerns. They were focused enough on learning and being successful at school to do very well on nationally standardized tests and on achieving other national recognition. At this same time the students were still typical of youth over the years with interests in sports events, having fun with their peers, pursuing members of the opposite sex. Rock music continued to be the new music that was popular with the students and which made adults feel it would be the downfall of youth. The students admired youthful heroes such as Elvis Presley and James Dean. The following quote from York graduate John T. Fischer, class of 1961, makes a brief summary of that era:

"As for memories of York Hi . . . I could write a book. The sporting events, always going crazy when 61 appears on the basketball scoreboard; the post game trips to MacDonald's in Villa Park where they displayed how many burgers they sold; once we had a minor brawl and sent a car driving away with a Mac Donald's shake as a hood ornament; the endless card games on the bus, in the library, even during class behind a pile of books, driving past the front entrance on a sport night with a car load of friends and all yelling out the window, 'CORK YORK,' and watching our fellow students go crazy thinking they had been invaded by rivals; making freshmen think they could purchase 'elevator passes,' wondering if they would ever reopen the covered-over swimming pool, racing the trains across non-gated crossings after school, etc., etc." 22

The board expanded its rules and regulations to include policies for student behavior in 1960. This was the first time they brought all of these policies together in such a comprehensive form. They summarized their policy with the following four points: "1. Students
shall respect constituted authority. This shall include conformity to school rules and regulations and those provisions of law which apply to the conduct of juveniles or minors. 2. Citizenship in a democracy requires respect for the rights of others and expects cooperation with all members of the school community. Student conduct shall reflect consideration for the rights and privileges of others. 3. High personal standards of courtesy, decency, and morality, clean language, honesty, and wholesome relationships with others shall be maintained. Respect for real and personal property, pride in one's work and achievement within the limits of one's ability shall be expected of all students. 4. Every student who gives evidence of a sincere desire to remain in school, to be diligent in studies, and to profit by the educational experiences provided, will be given every opportunity to do so and will be assisted in every way possible to achieve scholastic success to the limit of individual ability." The board based their rules and regulations by reviewing state law, court decisions, and former board policy. Rule five stated, "The school has a strong moral obligation to insist that students abstain from gambling, immorality, profanity, using (or attempting to use) tobacco, narcotics, or intoxicating liquors on school grounds, on the way to and from school, and when taking part in any school activity wherever it is held." Rule seven stated, "Students shall be properly dressed at all times. (Wearing of blue jeans, boots, cleats, black jackets, shirts improperly buttoned, trousers without belts and the like is considered unacceptable because of its implied defiance of authority. Unusual haircuts and bizarre makeup are unacceptable for the same reason. So-called 'dress-up days' or 'skip days' initiated by
impulsive student action are unacceptable because of the distracting and disruptive effect upon the daily educational work of the school.)" Married students were still prohibited from being involved in extracurricular activities and pregnant girls were required to drop out. A policy was established to grant permission for special religious holidays to students in the fall of 1965.23

The opening of Willowbrook reduced the enrollment of York by almost one-half and with fewer students to serve, there was room for some additional expansion in the already full program of student clubs and activities. The two years between the fall of 1959 and the spring of 1961 were the high-water mark for the number of clubs at York. For 1959-1960 Art Staff was added as an activity and the following clubs added: Biology, Model Railroad, and Scriblerus. There were forty-one clubs and activities in 1959-1960 beyond the boy's athletics. The Science and Christian clubs ended after the spring of 1960. In 1960-1961 a Jazz Club was added. The severe financial problems brought austerity to York in 1961-1962 and resulted in a temporary end to most clubs and the permanent end to some others. The drama productions, and related activities, were limited to two performances; the Y's Tales and York Hi staffs were cut in half. The cheerleaders, pom pons and lettermen were still in operation even though they ceased to function as club activities. The band, orchestra and choirs were still active. The boys' athletics and G. A. A. were also still active.24

Television was beginning to affect the focus of the students and the community. The high school was still the center of entertainment for the community for most of the 1960s, yet the erosion of the
school's extra-curricular influence was evident in the number of clubs that did not restart after the cuts in 1961. Nine clubs, over one fifth of the total in 1961, did not restart when the austerity ended in the fall of 1962. The clubs that did not restart were: Camera, Car, Jazz, Red Cross, Magic, Model Railroad, New Yorker, Scriblerus, and Square Dance. The remaining club structure was stable from 1963-1969 other than the Historical Society ending after the spring of 1968, and the Green Key and Radio Clubs ending in 1969.25

The students at York continued to win many academic honors during this period. The Gallup organization announced that the York Hi was one of their top winners for national high school journalism for 1959-1960. This was the third year in a row that York received the top honor. The Latin department won their tenth top trophy for excellence in the fall of 1961. The printing award of the International Graphic Arts Education Association was won by York for two years in a row, 1962-1963 and 1963-1964.26

The whole community received an honor in the fall of 1960, when, during the presidential campaign, Senator Kennedy, Illinois Governor Kerner, and Senator Douglas came to the York gymnasium as part of a political rally on 25 October 1960.27

Athletics 28

1959-1960: The football team was the best in five years with a record of 3-5. The varsity cross county team placed seventh. The frosh-soph team won the conference. The varsity basketball team placed second with a record of 11-3 in conference. Their record was 17-5 overall. The Barons were even better under new coach Bill
Campbell. They placed first with a record of 18-2. The gymnasts were under a new coach, Mr. Hazlett. They earned a record of 7-2. The wrestlers were tied for second in the conference with a record of 9-4. They placed third in both the district and sectional meets. The tennis team, under Coach Paddock, and the golf team, under Coach Nelson, each placed last. The track team placed second in the Naperville and Palatine relays and in the county, third in the Rockford relays, and fourth in the conference and district meets. This was the first year that Joe Newton was head track coach. The highlight of the year was the varsity baseball team. Coach Ellingson's boys won the first state championship in years. They had started slow with a conference record of 4-10. The Dukes beat Feitshans of Springfield, Lane Technical of Chicago and Waukegan to win the state title. The frosh-soph team had a record of 7-7-2.

1960-1961: The football varsity was improved with a conference record of 3-4, placing fifth. The frosh-sophs were better, placing in a tie for second. The basketball Dukes placed third in the conference. The Barons earned a record of 11-3, placing second. The wrestlers had a record of 1-7. The high point of this year was the gymnastics team. The York gymnasts had been very good for years. They finished this year with a record of 10-1-1 and went on to win the state championship under Coach Hazlett. York's Glenn Gailis earned 45 points, the high scoring record. He was named first in the state in all-around gymnastic performance, first in the state in the parallel bars, second in the horizontal bar, third in the rings, and fifth in the side horse. Jerry Fontana placed first in the horizontal bar. The tennis team, 7-3, and the golf team, 9-6, placed fifth. The
The baseball team also finished fifth with a record of 9-9. The track team was another great one. They won all eleven dual meets. They also placed first in the West Suburban Invitational, DuPage County meet, district meet, and relays at Naperville, Palatine, and Rockford. This was a true team effort. The cross country team placed fifth with a record of 4-3. Although the season record was not significant, this was a turning point for cross country at York, in Illinois, and in the nation. For this was Joe Newton's first year of coaching. His development of coaching cross country and producing state champions would surpass all others in the coming years.

1961-1962: The varsity football was greatly improved this year. They placed second with a record of 6-2. Halfback Wayne Strauch was elected all-state and all-American. The Barons also placed second with their 4-2-1 record. The cross country team improved to third in the conference, second in the district, and to place seventh in the state. York's varsity basketball received a significant lift when Richard Campbell was appointed to be the head coach. The Duke's basketball team fought their way to the state finals in Champaign for the first time. They ended the season with a record of 25-4. York had three players voted for all-conference: Don Anderman, Jim Dawson, and Bob Rudolph. Four players were selected as special mention all-state squad: Don Anderman, Jim Dawson, Al Malecha, and Bob Rudolf. They had a conference record of 11-3, placing York tied for second with Hinsdale. The Barons did well themselves winning the conference with a record of 12-2, and a record of 18-2 overall. The wrestlers were 6-7-1. Eric Avery placed third in the state finals. The gymnastic team was great again with a
dual meet record of 8-5. They placed tied for second with sister school Willowbrook in the state finals. Jerry Fontana was the state horizontal bar champion and Ray LaFrancis was the state trampoline champion. The tennis team improved with a record of 7-6-1. The golfers were also improved with a record of 8-7-1. The trackmen were in good form again. They were first in the county and at the Rockford relays, second in the conference, district, and at the Palatine relays. The baseball team placed third with a record of 10-7.

1962-1963: Coach Joe Newton's boys rose to the top for the first of many state championships in cross country this year. The harriers were also first in the conference. The varsity football team had a bad year. The Barons were better, placing second with a record of 6-1. The York Dukes were great again in basketball. They tied Riverside-Brookfield for the conference championship, with a record of 12-4. Jim Dawson was named all-conference and all-state. Jack Marbarger was also all-conference. The Barons also placed second with a record of 10-4 in conference and 15-5 overall. The wrestlers placed in seventh with a record of 1-6. The gymnastic team place eighth in the state meet held at York for the first time. The tennis team placed fifth. The varsity golfers had a record of 3-4 in conference and 7-5-1 overall. The frosh-soph golfers won the conference with a record of 6-1, they were 11-2 overall. The baseball team placed fifth with a conference record of 7-7, and 7-9-1 overall. The track team was great again. Their overall record was 14-1. They placed first in the district, county, and Rockford relays. They were second in the conference. The highlight of the cindermen
was placing first in the National Championship's two mile relay, both indoors and outdoors.

1963-1964: The cross country harriers won the conference with a record of 7-0. York's football varsity was the best in eleven years as they placed second with a record of 6-1. The Barons placed tied for third with a record of 4-3. The basketball Dukes placed second with a conference record of 11-3. The Barons were sixth with a conference record of 6-8. The varsity wrestlers placed seventh, going 3-10-1 overall. The Barons tied second with a record of 5-2. The gymnasts, coached by Wayne Mahood, were third in the conference and ninth in the state. York had three gymnasts place in the state. Sam Richards placed tied for first in the state for tumbling. Roy Hanschke placed fourth in the parallel bars and Homer Sardina placed tenth on the trampoline. The varsity tennis team, 8-7, placed sixth in the conference. The Barons, 1-6, placed last in conference but were undefeated, 9-0, in non-conference meets. In golf, the varsity, 4-3, placed second and the Barons, 3-4, placed third. The baseball standings were fifth place for the varsity, 6-7-1, and sixth place for the frosh-soph, 6-8. The varsity won the district and regional crowns. In track, York remained one of the best. They placed seventh in the state due in part to George Fantozzi's first in the discus and Kipp Melchior's third in the pole vault. York won the district, county, Rockford relays and placed second in the conference with a record of 12-2.

1964-1965: The football Dukes placed fourth with a record of 5-3. The Barons were last with a record of 0-6-1. This was the year the cross country team was titled "The Long Green Line." The cross
country team was undefeated in dual meets, 14-0. They placed first in the conference, the district, and in the National Postal meet, and second in the state. John Woods placed sixth and George McGregor placed eighth in the state. The basketball Dukes earned a conference record of 10-4, good for second place. They were 17-7 overall. The sophomore squad went undefeated, 14-0, in conference play, 19-2 overall. The gymnastics team placed second in the conference and fourth in the district. In wrestling the record was 2-5 in conference and 5-7-1 overall. In the state meet they placed eighth behind the first place of York’s Bob Bien in the 120 pound division. The track team was in top form. They won the first West Suburban Conference indoor championship as well as the outdoor title. They won the Palatine and Rockford relays and placed second at the Naperville relays. This team set twenty-six varsity records. The sophomore track team was 9-2 and won the conference title. The varsity, 7-5, and sophomore, 8-4, tennis teams both placed sixth. The golfers started slow, 3-4, placing fourth in the conference. Coach Nelson’s Dukes went on to win the district tournament and placed fourth in the state. The Baron golfers were 10-2. The varsity baseball team, 9-5 in conference and 12-7 overall, placed second. The frosh-soph team, 12-4, won the title with a conference record of 11-3.

1965-1966: The varsity cross county team crushed all opposition this year to win the state championship. The sophomore team was perfect. The Dukes and the Barons both won all dual meets and swept the county and conference titles. Don DeMent, fifth in the state, and Bruce Coleman, first in the county, led the Dukes to record setting victories. The Football Dukes, 4-4, placed fifth. The Barons,
5-2, placed tied with Hinsdale for second. Next came York's best basketball team to date. The Dukes went undefeated in the regular season and were ranked tops in the state. They ran away with the conference title by five games over second place Arlington Heights. York won all games by comfortable margins until they were upset in the DeKalb regional championship. This team had many talented players. They were led by center Larry Saunders, guard Ned Reese, and forward Scott Fiene. All three received all-conference honors, Saunders also received all-area and all-state honors. The sophomore team contributed two superb members to the varsity, Chris Schweer and Derrick Grove. The Barons, 9-5, placed third with their two stars absent. In gymnastics the Dukes placed third and the Barons placed first. In wrestling the Dukes were 7-6 and the Barons were 7-7. Defending state champion Bien placed third in the state in the 120 pound class. Rich Bobus placed fifth in the state in the 133 pound class. The track team picked up right where they had left off last year. Again they won the indoor and outdoor conference titles. They won the county, the Rockford relays, and tied for first at the Palatine relays. They topped all this with a fourth place finish in the state. The varsity trackmen set fifty-two new records. Al Janulis led the way as the Dukes leading scorer. The sophomore team, 10-3, did well themselves. The golfers had a great sophomore team, 11-1, that won the conference. The varsity, 3-4 in conference, placed fourth. In tennis the varsity was 9-7 and the sophomores were 9-5. The varsity baseball team, 9-8, finished third and the sophomores were 7-9.
1966-1967: The cross country harriers, 9-1, were good again. The Long Green Line won the conference, place second in the district, and third in the state. The frosh-soph harriers also won the conference, going undefeated for the season, 10-0. Varsity football team, 4-3-1, placed fourth in the conference. The sophomores, 5-3, placed third. The gymnasts, 5-1, placed second in the conference and district. The sophomores, 8-4-1, also placed second. In wrestling the varsity, 0-7-0, was eighth and the sophomores, 3-6-1, were fifth. The Duke's basketball team continued on with the success of last year. This team won twenty-five games, losing only four. They won the conference with a record of 13-1. They won the DeKalb tournament. In the state tournament they won the regional and sectional and went downstate to Champaign. There they lost to the eventual state champions, Pekin. Juniors Chris Schweer and Derrick Grove led this team which averaged over seventy-seven points per game. Schweer and Grove received all-conference and all-area honors. Schweer was recognized as one of the best players in the state of Illinois and was selected to be on the all-state basketball team. York swept all titles as both the sophomores, 21-1, and the freshmen, 17-0, won their conference titles. The baseball varsity, 7-6-1, tied for fourth in the conference. The sophomores, 10-4, placed second. The track team had an off year. They placed sixth in the conference. The Barons were perfect, 17-0, and first in the conference. The golfer varsity, 5-2, placed third and the sophomores placed sixth. The varsity netmen, 9-3, placed fourth while the sophomores placed third.
1967-1968: Tennis was the only sport where girls had a chance to compete with other high schools. Miss Bonnie Read coached the fifteen York girls as they competed against Glenbard West, Lyons Township, Naperville, Riverside-Brookfield, and Willowbrook. The girls' tennis team placed fourth. York's varsity cross country were perfect in their dual meets, 11-0. They were conference and county champions. They placed second in the district and third in the state. The sophomores also were undefeated in dual meets, 9-0, on their way to winning the conference. The varsity football team, 3-5, placed seventh. The sophomores, 6-2, were third. The varsity wrestlers, 6-1, won the conference. The varsity gymnasts finished sixth. The Baron gymnasts finished third. The basketball Dukes had a new coach, Cecil Stinson. They continued the years of success by winning conference with a record of 13-1. The Dukes were 19-4 overall. All-American center Chris Schweer led the way with a career York record of 1,451 points. This was among several other records that Schweer set. He also received all-conference, all-area, and all-state honors. Guard Jeff Dawson was all-conference and hit a York record for free throw percentage of .809. The Barons also had a great year. They won the conference with a record of 12-2. The freshmen "A" team, 11-1, and "B" teams both won the conference title giving York a clean sweep in basketball. The track team was victorious in the county meet and Rockford relays. They were the indoor conference champs. They placed third in the conference. Five Dukes set an unofficial national high school record in the 5-man, two mile team race with a time of 47.50 minutes. They were the first high school team in history to break
the 48 minute time in this event. The sophomores, 14-2, won the conference, indoor and outdoor, the Glenbard West Invitational, and the Panther relays. In baseball the Dukes, 8-10-1, were 4-9-1 in conference and finished seventh. The Barons, 8-6, finished fourth. The varsity golfers were eighth in the conference but finished second in the district meet. The tennis team, 12-1, was the best in a decade. The Duke netmen placed second in the conference and second in the district. The sophomores, 10-3, were fourth in the conference. York won a share of the President's Cup, splitting it with Glenbard West this year, as the top overall school in the conference for 1967-1968. This was the last year that the President's Cup was awarded by the conference. It was the eighth time York had won the award, placing them overall as the second best athletic team in West Suburban Conference history.

1968-1969: The sixteen member girls' tennis team, 2-4, tied Naperville for third at the Playday matches meet. Cross country was king again as York won the state championship and set another national mark. They had a perfect season while winning their seventh straight conference title. The Dukes were led by co-captain and most valuable player Pete Reiff who placed third in the state, highest finish ever for a York runner. Other state finishers were co-captain Dean Foote, 8th, Ed Wagner, 13th, Mark Schmelzel, 63rd, and Chuck Weigel, 67th. The sophomores won the county meet and placed second in the conference. The varsity football team, under Coach Clark Fischer, was 0-7, and in eighth place. The Barons, 6-2, were in second place. The varsity basketball team was 6-8 in conference, placing fifth. The sophomore team, 13-1, was the
conference champion. The freshman "A" team was 11-3, placing second in the conference. The gymnasts were 4-3 and fourth in the conference. The sophomore gymnasts were 11-3 and placed second. The varsity wrestlers, 0-7, were eighth, while the sophomores placed first in the conference. The trackmen were on top again. They placed first in the conference, Rockford relays, and county. They were second in the district. Freshman Kenneth George Vincolese tied the York long jump record when he leaped a distance of twenty and one-half feet. The sophomores placed second in the conference. The baseball varsity, 8-6, placed tied for fourth. The sophomores, 6-8, placed fifth. The varsity golfers, 5-7, placed eighth while the Barons finished third. In tennis both the Dukes and the Barons placed third in the conference.

This was the decade in which York made its greatest all-around appearance on the state level in athletics. They earned five state championships: three in cross country, one in baseball, and one in gymnastics. They placed second in the state, twice in the sports of gymnastics and cross country; placed third in the state in cross country, twice; placed fourth in the state twice in the sports of golf and track; and went to the state finals for the first time in basketball. Along the way to winning those honors, York was very competitive in most sports, with the varsity winning fourteen conference titles and placing second fourteen times. The cross country team was perfected by Coach Joe Newton to become York's most dominating team as they continually dominated the conference and the state for most of the decade. The basketball teams were the best to date at York as they remained at or near the top of the tough West Suburban
Conference in this era. The gymnastics teams were also the best to date and remained near the top of the conference during this time period. The track teams continued the historical winning traditions by remaining at or near the top of the conference. The baseball team began the decade at its peak and was generally good for the decade. The football team had improved from the 1950s, but the championship remained just out of reach. Golf, tennis, and wrestling teams all had some shining moments yet were weak sisters in comparison to the successes of the other sports. The reemergence of girls' sports was a small but significant change at the end of the 1960s. York's success in sports at the state level had added to the prestige and glory that had been building over the years. It also added to the school spirit and enthusiasm of the students and continued to keep the community focused on the school in a positive way.

The Era Ends

York passed through a decade in which there was tremendous change in society, but the basic nature of York had not changed significantly. York's enrollments had seesawed up, down, and back up again; the exterior, or facility, had changed dramatically in a score of years with a number of building additions; the curriculum had been updated and modernized to meet the needs of a changing society. Yet in 1969, York was still a conservative and traditional high school; the heart of the school, the students and teachers had not changed much from the former decade. There was still a strong focus on doing the things which resulted in a good education.
Positive aspects of learning and proper behavior were rewarded and honored by faculty and students. There was a strong desire in most student to uphold the traditions of excellence in education and activities at York. The attitudes of teachers and students were positive and the school spirit was excellent. York was at the center of many students' lives and was a focal point of the community.
ENDNOTES


5. Board Minutes, 2 March and 19 May 1961.

6. Ibid. 1. Most class sizes will be set for 28 to 32 students with the exception of certain laboratory-type classes which are limited in capacity by the number of pupil stations. In the past an attempt was made to schedule about 25 per class.

2. The assigned daily classroom load of all teachers, including department chairmen, will be increased. Similarly, the hours which teachers have customarily been given for lesson preparation, paper grading, individual assistance to pupils, curriculum study and revision, professional inservice and improvement of competencies, and working with student activities of numerous varieties will necessarily be reduced.

3. Honors classes, as in the past, will be established upon the decision of each department. The offering of honors work will depend upon whether there are enough eligible honors candidates to form a class of at least 20 students and whether enough teachers' time can be provided in the department to devote to honors work.
4. Teacher time devoted to certain during school hours activities such as yearbook, art staff, stagecraft, newspaper, and others will be cut in half.

5. Although increasing enrollments will add to the task of the deans in controlling behavior, the time devoted to the deans' work will be reduced because the assistant deans will be assigned a heavier load of classroom work.

6. Similarly, while the increased enrollment will add to the work of the counselors in helping students in their adjustments to the schools, the time devoted to counseling will be reduced by about one third. This will mean that the ratio of about 350 students per counselor will be reduced to about 515 per counselor.

7. Since increasing class enrollments and heavier class loads will unquestionably place greater time demands upon the time and energies of teachers, they will be relieved of responsibilities for a large part of their non-class activities. This will mean dropping all clubs except National Honors Society, Quill and Scroll, and Thespians. All other non-class activities will be eliminated or reduced.

8. Expenditures for all special assignment activities in which extra compensation is paid over and above the basic salary ranges will be reduced by 40 percent. This includes the cost of coaching services for all boys' and girls' athletics, compensation for drama personnel, debate and music personnel, newspaper and yearbook sponsors, summer counseling, and the orientation program for new students— all reduced by 40 percent. No educational fund money has been budgeted to underwrite the expense of any of these activities. For example, all costs of athletics, drama, debate, and non-class music activities, except compensation for coaches and sponsors, must be financed out of activity tickets and paid admission.

9. In the budget allotment for salaries of the professional staff, there is no provision for an increase of the basic salary schedule. This places a District 88 teacher $600 to $1,000 behind the salary schedule of most comparable high school districts.

10. The adult education program will be continued, but no educational fund money is budgeted to underwrite it as the program will be expected to be self-supporting.

In concluding, they stated that they believed that these cuts, however necessary, represented a step back from the high standards for which District 88 had been recognized and that they were deeply concerned about the North Central accreditation.


14. Ibid.


16. Ibid.

17. York Archives, file: Faculty.


25. Ibid.


27. York Hi, 2 December 1960, Vol. 27.

CHAPTER EIGHT

YORK AND THE ELMHURST ELEMENTARY SCHOOLS UNITE
1969-1974

This period was a time of more change for York. The community grew; new housing was being built, yet the pace of increasing growth was less than in the two previous decades. The population of Elmhurst, Villa Park, and Addison peaked in the early 1970s. A large portion of the population were the children from the baby boom and their numbers also peaked in the early 1970s, making this the decade with many of the largest class sizes ever at York. The increasing number of students required more educational funds.¹

The board publicized the need for the increase in taxes focusing on the deficit of 1.7 million dollars. The public concern about the financial and crowding problems at the high schools was demonstrated when four citizens ran for two openings in 1970. They continued to be concerned about the size of high school enrollments and established a joint committee with personnel and community members from all three high schools. It was established to assist the
district in planning facilities in response to the increasing school enrollments and to educate the public on the school district's needs.²

Referendums

Late in the fall of 1969 the voters narrowly passed, 11,018 to 10,738, an increase in the educational fund rate, $1.03 to $1.20; and rejected building bonds for swimming pools, 10,726 to 10,964. One year later came two more, one raise the tax rate from 1.20 to 1.37, and a second to let the voters decide if District 88 should levy an additional 5 cents to have its high schools join the DuPage Area Vocational Educational Association (D.A.V.E.A.). Both were defeated with the fund rate losing 3,635 to 6,019, and D.A.V.E.A. losing 3,832 to 5,836. This was the tenth time from 1959 through 1970 that the board had scheduled referendums. Over the those years the district had struggled to win approval for fifteen different issues with four victories and eleven defeats.³

Unit District 205

The issue of forming a unit district in Elmhurst had been a lingering subject since the 1950s; it continued with greater interest in the 1970s; first as a result of incentives passed by the Illinois General Assembly, next due to formation of five unit school districts in DuPage County, beginning in 1970; and the final motivation was in response to the friction between regions of the school district that were aggravated by the financial situation during the last dozen years. Those problems were highlighted by funding shortages that resulted in the issuance of tax anticipation warrants to cover
expenses in September 1972. The Illinois State Office of Education continued to encourage school districts to form unit districts. In June 1971, District 88 funded a unit district feasibility study with the following elementary school districts: Churchville District 3, Addison District 4, Villa Park District 45, Elmhurst District 46, and Salt Creek District 48. The total cost of the study was $11,300 with $2,500 paid by the state and the remainder divided among the participants. The discussions about breaking District 88 into unit districts reduced the fourth high school issue to a low priority, the Elmhurst Park District was granted use of the fourth school site at the rental cost of one dollar per year and was allowed to improve the land for their use. 4

Elmhurst community leaders liked the results of the unit district study and began the process to create one that would include most of Elmhurst by combining the Churchville and Elmhurst elementary schools with York Community High School. The referendum to approve that new unit district was set for 14 April 1973, but it was delayed by a lawsuit blocking its formation brought by Addison School District 4. The courts rejected Addison's petition and allowed the election. The election for the formation of Elmhurst Unit District 205 was reset for 13 April 1974. That referendum passed, and the Unit 205 school board election was held 29 June 1974. The new district would officially form on 1 July 1974 with the first board meeting. During the months of May and June 1974, District 88 worked on the transition of York Community High School to Elmhurst Unit District 205. Since the fourth school site was located within the new unit district, they decided to sell the fourth school site to the Elmhurst Park District. 5
Faculty and Administration

Richard N. Stacy

The board appointed Richard N. Stacy be principal of York beginning 1 July 1969. He had been principal of Athens High School in Athens, Ohio and both an administrator and teacher in the Ohio public schools since 1949. He was principal there for three years, a high school principal in Midview, Ohio for two years, and a junior high principal in Midview for two years. He had been supervisor and director of music in the Medina schools for six years and prior to that he had been a music teacher in Medina and Fredericktown, Ohio. Stacy, 1969-1972, was considered to be an innovator and introduced pass-fail grading, flexible modular scheduling, team teaching, and promoted individualized instruction. He was also an administrator who held very loose reigns on students and teachers, which was a big change from the traditions of York. The board had determined that his lax discipline policies towards both students and teachers were at the core of the problems for York. Stacy resigned at the end of the 1971-1972 school year.6

Robert W. Trevarthen

The board hired Robert W. Trevarthen to begin as York's principal on 1 July 1972. Trevarthen came from Evanston Township High School where he had been principal for twelve years. He was known for having introduced many new policies at Evanston, and was expected to do the same at York. His first changes for York were the restricting of most students from halls during class periods,
restricting smoking to one designated area on school grounds, and making admit slips necessary for entrance to missed classes. Students were given a list of limited alternatives for their unscheduled class time: study in one of the departmental resource centers, study in the library, attend open lab, meet with a teacher who was unassigned, meet with a guidance councilor study, relax in the cafeteria, or leave the campus. Principal Trevarthen, 1972-1974, was appointed to be the first superintendent of Elmhurst Unit School District 205.7

Teachers

The teachers at York between 1969 and 1974 witnessed considerable changes in the student attitudes towards teachers, administrators and the school. During this era students were challenging the authority of the school establishment. This change was particularly hard on the experienced staff members who were accustomed to a more respectful and humble student body. Some staff members tried hard to maintain the standards of decorum from York's past, but the changes continued. The teachers also were given much greater freedom in choices of their hair styles, dress style, and in their style and curriculum in teaching. In the early 1970s, a few years after the students' dress codes were removed, the strict codes for teacher appearance were made less strict; men were no longer required to wear suits and ties and were allowed longer hair and beards, and women were allowed to have shorter skirt lengths and were allowed to wear pants.8
These are the teachers who began their long careers as York faculty between 1970 and 1973: 1970 - Kathleen Jakubik Anderson, business education; Gary Edie, mathematics; Larry Hayes, social science; Alan Janulis, physical education; Lawrence Krengel, special education; Linda Lynch, social science; 1971 - Karla D'Atri Manusos, business education; Ronald Chambers, social science; William Leensvaart, mathematics; Gary Peterson, special education; 1972 - Susan Arentsen, counselor; Mary Ber, William Cloud, English; Thomas Countryman, foreign language; Brenda Dorsey, James Jarvis, social science; Fredric Martin, industrial arts; David Trayser, physical education; 1973 - Nancy Butler, Phyllis Cady, Christ Forte, science; Terry Grider, science; Jacalyn Hummel, Robert Kapheim, science; and David Moore, industrial arts.9

The following teachers completed their long career at York in the years 1970-1974:10

Myrtle Ellis 1929-1970

Miss Ellis tied the record years of service at York when she retired after forty-one years of service in the library. She spent most of those years as the head librarian. It was clear that she was deeply devoted to establishing and maintaining a superior library for York. Miss Ellis oversaw a fourfold increase in enrollments at York.

Paul H. Hartwig 1937-1970

Mr. Hartwig retired after teaching technical drawing and architectural drawing for thirty-three years. He also served on the staff planning committee and other faculty committees.
Greddo Zacharias 1943-1971

Mr. Zacharias retired after teaching history for twenty-eight years at York and forty-four years in the social studies field. He also served as sponsor to the student council and historical club.

Howard Van Norman 1937-1972

Mr. Van Norman retired after teaching American history and social science for thirty-five years. He had served as chairman of the social studies department for many years and sponsored student council and clubs such as the round table and the future teachers. He was well-traveled and an interesting speaker.

Robert Ferry 1938-1973

Mr. Ferry retired after teaching for thirty-five years at York. He graduated from the University of Dubuque in 1935 and first taught in Galena, Illinois before coming to York in 1938. His experience at York included teaching classes in general science, biology, physics, and geometry. Besides teaching, Ferry coached frosh-soph and varsity football and frosh-soph basketball for ten years, and he officiated football for about twenty years.

Curriculum

The curriculum had continued to expand in the years between 1969 and 1974. The Art Department added classes in Color Design, 3-D Design and Sculpture, and Independent Study. The business department added Advertising 11, Consumer Education and

The 88 Plan - Open Campus

Part of the change for this era was in the structure established for providing the curriculum. The main thrust of the baby boomers was placing its full force upon District 88 in the end of the 1960s and
into the mid-1970s at a time of referendum failure and financial difficulties. The "District 88" plan was the district's response to the rapid growth and acute shortage of classroom space. Open campus policy titled the "88 Plan" began in the fall of 1970 to allow greater use of the limited facilities. The portions of this plan that changed the way the curriculum was administered included: open campus, the student body on five shifts, the faculty on three shifts, and the establishment of resource centers for different subject areas where students could work and have materials available. The school day was expanded to ten periods; students were no longer required to remain on campus; and classroom attendance was liberalized so absences were the responsibility of the student. Students were allowed to receive credit for courses taken on a pass-fail grading option. Student schedules were no longer required to be contiguous; this allowed greater scheduling flexibility and resulted in students having free periods between classes. Students were free to roam halls, go to the cafeteria, or leave the building. Smoking rules were reversed when the formerly forbidden habit was given sanction with designated smoking areas established inside and outside of the school.12

The combination of these changes presented a radical change in the traditional structure of York. Perception and appearances are important to an institution and so York's students were harmed when there was some erosion of the York mystique of order, respect, and success. The changes in school structure and in society tarnished some of the traditions, and the students became more self-centered. Evidence of students being more self-centered is the most apparent
in the number of students who had dress and hair styles that were far less neat and orderly than in the past. Litter was far more apparent around the school building and grounds. Many students decided to work and make money for themselves rather than focus on school activities. More of these working students chose work for their own personal gain rather than a family need for money.

The board had to contend with a public that was angry about the discipline and behavior of students around York due to their policy in 1971-1972. Public opinion was opposed to the open campus for York and presented a petition to the board in February 1972. It responded to the petition with a nine point proposal that explained how the overcrowded conditions made open campus the only viable means for the district to educate all of the students and that ninety-seven percent of the students did not leave the campus. The board worked with the Elmhurst police who were patrolling the neighborhood around York to control problems with the open campus. The board openly worked on confronting the drug problems in District 88 high schools. There were members of the community who continued to pressure the board to revoke open campus, the "88 Plan." 13

Activities 14

The students began the fall of 1969 in a school that had changed some in the 1960s, yet there was still the strong feeling that York was a traditional institution. York always had some students on the fringe who diverted from the norm, but they were the exception. Prior to the 1970s, inappropriate and harmful behaviors were
scorned and rejected by the majority of students. Over those years, York students were united in their drive for success, and in their own way, they wanted to continue and add to the outstanding traditions that were part of York's past. There was a school dress code and pride in the way a person looked and dressed. Students had goals to become successful like their parents and success resulted from becoming part of the mainstream of society. The late 1960s had brought about a drug culture in society that was invading many schools. The first students who took drugs were considered outcasts and losers; but in the 1970s, beginning with the 88 Plan, and the breakdown of the formal structures resulted in an atrophy of student discipline, and drug taking became more acceptable. The formal structures that experienced a breakdown at this time were: dress codes, hair and skirt length rules, study halls, rules for class time use of hallways, limited access to many of the classrooms and the building. This decline in student behavior was apparent after only two years of the 88 plan, 1970-1972, and continued on past 1974. One of the signs of divergence from tradition was the election of a non-traditional Homecoming King and Queen in 1971. The elected homecoming royalty were traditionally selected from the top athletic and academic elite; frequently those students were leading in student council, athletics, and high grade point averages; they also tended to have a fashion-model type of appearance. The Homecoming King and Queen in 1971 did not fit any of those traditional categories, the King was part of a senior group known as the "brew crew." The 1971 Homecoming was canceled after destructive pranks between the junior and senior class floats
resulted in a minor traffic accident. Another example was when lunch time softball was prohibited in 1972 after a softball entered the cafeteria through a large window. Finally, local residents demanded frequent police patrols after students littered some properties with paper and cigarette butts and also trampled lawns and flower beds. The community members, police, faculty, and parents all learned that young people could be difficult to control in an unstructured situation.

The elimination of home rooms under the 88 Plan brought an end to the student council in 1970 since the home rooms were the basis for the council structure. An at-large student council was elected in 1971 and spent the year developing a system for student council communication with the student body. Even with the breakdown of some traditions, most of the students still enjoyed school activities. The majority of the traditional clubs were continued and active between 1969 and 1974. The financial austerity and the advent of the district 88 plan in the fall of 1970 placed a strain on and reduced the structure for clubs resulting in a decline in their membership totals. The following clubs were started in this era: Ski 1969, Stamp and Coin 1969; Weather Command 1970, Flashers (assisting the wrestling team in 1970 and the gymnastic team in 1971), Photography 1971, and Aviation 1972. The Camera Club restarted and lasted for only the 1971-972 school year. The clubs ended in this era were Math in 1970 and Biology in 1971.
Athletics

1969-1970: The seventeen member girls' tennis team, 6-2, placed second in the district. Both Jan Vaccaro and Sue Hahn earned individual records of 7-1. Cross country Dukes continued their dominance of the conference for the eighth year in a row. They placed second in the district, sectional, and the state meets. Mark Schmelzel led the Long Green Line, placing tenth in the state. The Barons placed second in the conference. York's varsity football team, 5-2, came up two points short of winning the conference and placed third. They won the Chicago Sun Times "Comeback of the Year" award as they contended for the title. The sophomores were 0-8. The Dukes, 17-7, were good in basketball again. They placed second behind undefeated state champion LaGrange. The varsity had three co-captains, Denny Pertle, Gary Dietelhoff, and Dan Perdom. Pertle earned all-conference and all-area honors. Junior forward Gary Pokorn earned all-conference honorable mention. The sophomores, 19-5, placed third in the conference behind center Mike Gleason, forwards Dale Hilliger and Keith Tilden and guards John Williams and Steve Ellingson. The varsity and sophomore wrestlers, 2-5, both placed fifth. In gymnastics the varsity was fourth. In the state meet York's Bill Carney placed third on the parallel bars and Tim Raffen placed second on the trampoline. The varsity track team was led by three all-staters: Tom Case, Pat Keever, and Chris Rentsch. They captured the indoor and outdoor conference titles with a record of 10-1. They also won the County Meet, Proviso Meet, and the Rockford Relays. The sophomores, 9-4, placed second in the
conference. The Duke netmen placed fifth. The Barons set the best record in history by finishing 16-1, second in the conference. The varsity golfers placed fourth, going 8-4 overall. The frosh-soph team placed fifth. The baseball teams were weak with the varsity, 4-10, in seventh and the sophomores, 4-10, in eighth. A real surprise was the resurgence of the York swim team. There was no official swim program or a pool at York. But Miss Betty Bingham sponsored the York swim team of Phil Benezra and Hans Vogel. They were coached by Hinsdale's Don Watson. Benezra and Vogel placed in two events in the conference meet so York placed sixth out of eight teams in the conference.

1970-1971: The girls had two competitive sports in 1970, tennis continued and volleyball was added. The cross country team was good enough to place third in the conference and eighth in the state. They came second in the county, first in the district, and third in the sectional. The sophomores placed second in the conference. The football varsity, 2-6, placed sixth in the conference. The sophomores, 6-2, placed second. The basketball Dukes were led by all-conference stars Gary Pokorn and Bill Uecker. They were 9-5 in conference placing third, and 18-8 overall. The season had exciting moments. Junior Mike Gleason put forth a stellar performance and sent the Dukes into an overtime game against top ranked Proviso East in the holiday tournament. York won the regional title by defeating a good Willowbrook team. The sophomore team, 10-11, placed fifth. The varsity wrestlers, 1-6, finished in a three way tie for sixth. The sophomores went undefeated, 7-0, and won the conference. The varsity gymnastics team, 4-3, placed third in the
conference. They placed third in both the district and sectional. The sophomores were second, 6-1, in conference and 11-3 overall. In track the Dukes placed third indoors and second outdoors in the conference. They won the Arlington Invitational and the Rockford Relays. The Barons dominated the conference with a perfect season of 15-0. In baseball the Dukes started fast going 3-1 in preconference games. In conference they fell to 2-12 and last place. Frank Seter batted, 319 and pitcher Bob Cerone struck out 46 and had a 1.17 earned run average. The varsity tennis team was excellent. They placed second with a record of 12-1. They were led by Kit Miller, Ralph Tellefsen, Skip Jones and Chuck Wolff. The sophomores, 11-1, also placed second. The Duke golfers, 0-8, were rallied at the conference meet to move into sixth place. The Barons, 11-3, placed third. Phil Benezra represented York in swim competition. He scored points in the conference, district, and state meets. He placed 23rd in the state meet, going ninth in the 100 yard backstroke and eighth in the 50 yard freestyle.

1971-1972: Joe Newton's harriers were at it again in 1971. The pressure was on because since 1962 the Dukes had won the state title in cross country every three years. This team swept their way to the finals by placing first in the county, the Peoria Invitational, the conference, the district, the sectional and finally the state. The Duke state champions set a scoring record of 67 points in the finals. This fantastic team was well balanced. This team was headed by seniors Al "Arnie" Anderson, Steve Croghan, John Carlson, and juniors Dennis Julison and Jeff Klemann. The Baron harriers placed third. The varsity football team, 2-5, placed seventh. The sophomores, 7-1,
and freshmen, 8-0, did much better on the gridiron by both placing first in the conference. The basketball Dukes, 4-15, had an off year under new head coach Larry Wylie. Keith Tilden, most valuable player, led in scoring; Steve Ellingson earned second place in the York basketball record book by shooting .789 percent from the free throw line; Mike Gleason delivered the single game, season high score of 30 points against Arlington. The sophomores, 7-7, began the year dominating all opponents until mid-season when their two leading players, Pete Wanzung and Kevin Keever were moved up to the varsity. They placed forth. The varsity gymnastics team placed third in the conference and sixth in the state. Ross Olson placed first in the state on the high bar. Sophomore Curt Austin placed second and freshman Jeff Rust placed fifth on the trampoline. In conference the sophomores, 12-1, placed tied for second. The wrestlers, 2-5, were tied for sixth in conference. They placed fourth in the district behind Gary Moore's first and Greg Goebel's second in their respective weight classes. Marty Bennett joined Moore and Goebel on the all-conference team. The Barons, 2-9, finished seventh. The baseball Dukes, 7-7, placed two players on the all-conference team: Frank Seter and Steve Manning. The Barons, 9-5, placed third. The varsity trackmen were first at the Rockford Relays, second at the Prospect Invitational, and third in both conference indoor and outdoor meets. York placed three as all-state trackmen: Al Anderson, Ken Paulson, and George Muschler. The Barons tied for first with Lyons. The baseball varsity finished 7-7. Frank Seter and Steve Manning were selected all-conference. The sophomores, 9-5, finished third. Sophomore pitcher Tony Belville pitched a no-hitter
against Glenbard. The varsity tennis team, 18-1, was very good again. They placed second in the conference. They were led by Kit Miller, Steve Erickson, Jerry O’Neil and Chuck Wolff. The sophomores, 12-2, placed third. The varsity golfers, 4-3 in conference and 7-6 overall, placed fifth while being led by Chuck Graber. The sophomores placed third. York did not field a swim team this year but they did have a diving team. Darryl Hodges and Scott Seablom were the diving team. Seablom placed sixth in the conference meet. The girls' teams were greatly expanded in 1971-1972 to include: badminton, bowling, softball, tennis, and volleyball.

1972-1973: Cross country did it again when they repeated as state championships. This was the first consecutive state title for York and Joe Newton. This great team also won the Peoria Invitational, county, conference, district, and sectional meets; they were led by Dennis Julison, John Tideman, and Jeff Klemann. The Barons, 5-1, placed second in the conference. The freshmen placed first in the county. Varsity football, 5-2-1, was improved greatly. The Dukes placed Tony Belville, Gary Moore, Steve Jongebloed, Lad Pircon, Dave Kay, Steve Starzyk, Dave Tauber, and Chris Loechl on the all-conference squad. The Barons, 4-3-1, placed third in the conference. In basketball the Dukes, 3-9, finished last in the conference but upset Lyons in the regional and were 10-12 overall. The Barons finished with five straight wins and were tied for second. The varsity wrestlers, 3-3, placed fourth. The sophomores placed third. The Duke gymnasts, 5-1, placed second in the conference. They were very good in spite of being overshadowed by state and conference champion Hinsdale. York placed eighth in the state
competition with firsts from Curt Austin in the free exercise and Dave Daniels on the trampoline. In addition to Daniels and Austin, York was led through the season by Gary Rust. The Barons placed third in the conference. The varsity track team dominated the conference, winning the indoor and outdoor meets. Dennis Julison set a new York record of 1:54.7 in the 880. The Barons were doing the same with the county championship indoors and outdoors. Scott Maechtle set a new pole vault record of 13'7". The golfers placed fourth in the conference and second in the district behind Tom Nelson and Bob Kay. Kay's score of 160, for thirty-six holes in the district, qualified him to be the first York golfer in ten years to go downstate. The frosh-soph golfers placed fifth. The tennis varsity placed third in the conference. They placed second in the district and won the Forest View Quad. The baseball Dukes, 7-4, placed second. All-conference pitcher Tony Bellville, 1.65 ERA, won six games. Jeff Stensland and Brian Scott were the top hitters. The Barons had a record of 6-11. The swim team was back after a two year absence, practiced at the Y.M.C.A., and placed sixth in the conference and tenth in the district. The girls had teams in softball, gymnastics, volleyball, badminton, tennis and basketball.

1973-1974: Newton's boys made it three in a row when they won the state title in the fall of 1973. This cross country team worked as a pack led by Bob McCarty, Scott Brown, Jim Nasti, Tod Miller, and Howie Bass. This team also won the conference, DuPage and Peoria invitationals, sectional and district meets. The frosh-soph harriers, 7-0 in dual meets, also won the DuPage, York and St. Patrick invitational meets. The football varsity, 3-5, placed Brian Scott,
Roger Stefani, Scott Maechtle, Bruce Josephs, and Bill Pratt on the all-conference team. The Barons, 4-3-1, placed third. The freshman record was 2-6. Soccer was introduced in the fall of 1973 with the varsity going 1-5 and the frosh-soph going 3-2-1. Girls' tennis placed second to Hinsdale in both the conference and the state with Marcia Millon as the top singles player. Volleyball "A" were 0-10 and "B" were 2-8. There also were girls' teams in basketball, bowling, and badminton. The varsity basketball team, 7-5, was led by the conference's two top scorers, Kevin Keever and Pete Wanzung. The Barons lost only one game, by one point, and won the conference. The freshmen record was 13-7. The gymnasts placed second in the conference and sixth in the state as they were led by free exercise champion Curt Austin, all-around performer Gary Rust, and trampolinist Jim Broderick. The swim team continued to practice at the Y.M.C.A. The varsity wrestlers were 13-8, and the Barons were 2-4. The varsity trackmen placed second in the conference. The sophomores and freshmen both placed first. The tennis Dukes, 3-3, placed fourth. The frosh-soph team, 10-4, placed first. The varsity baseball team, 9-3, placed second. The sophomore team was 12-5-1. The freshmen were 9-3. The girl's softball "A" team was 1-3 and the "B" team was 2-2.
ENDNOTES


10. Ibid.

12. Ibid.


15. Ibid.
SUMMARY

Public high school in Elmhurst had made a full circle between 1918 and 1974 with a number of changes along the way. Elmhurst began in 1918 with secondary classes that were an extension of elementary school system, it was part of the public school structure, kindergarten through twelfth grade; and by 1974 York was the Elmhurst Unit District 205's high school. In-between those years York had grown to become one of the outstanding high schools in America. York rose out of the ashes of the Hawthorne School building fire. It began as a means to tap the financial resources of a separate high school taxing district and the tax base of the communities surrounding Elmhurst. The board went to one of the nations top schools of educational, the University of Chicago, and chose James Crann to be to be the first superintendent and principal at York. He followed the latest research on high school curriculum and activities as he planned and the board funded York's programs; that included classes for students preparing for college, trade school, a profession or the working world. His and the board's efforts laid the foundation that resulted in the establishment of a superior educational institution. Crann was hard working and was well liked by the students and the teachers. His care and concern for students
and teachers was obvious. The York student body began largely the same as the Elmhurst High School student body had finished. They enjoyed the curricular and extra-curricular activities at York. Even in infancy, York had some remarkable accomplishments for small school, such as the Y's Tales and the York Hi. The sports played a minor role in the early era but the students were enthusiastic and supportive of the teams. The teachers arrived from a variety of locations and tended to be transient in the early years. They were a caring group who worked hard and were devoted to the students.

The board had a wealth of financial resources available in the early days and used those funds to build and excellent, luxurious, state-of-the-art high school facility. The students and teachers were treated in a similar manner by the board and principal, they were expected to listen and do as they were told, they did not have much influence on the school program. During the period from 1918 to 1924 the board dominated York and controlled the program and decision making there. They had strong control over the students, teachers, and the principal. The community supported the financial requests of the district and the board remained stable during this era. There were three successful referendums in the 1920s; all of these were to increase the Building Fund, as York was built, and later two additional wings were added.

George L. Letts was a significant leader in York's history. For most of his years, he dominated York more than any one individual has before or after his tenure. During his reign the facilities were added to triple the size of York; the student enrollment and faculty size increased more than fourfold. The curriculum increased in the
number and type of course offerings early in his era, and he was able to retain the majority of the program through the financial crisis during the Great Depression. Those financial difficulties resulted in the first double referendum was set to increase both the Educational Fund and the Building Fund in 1933 and 1934, and each time both failed; in 1936 the same two issues passed. Letts set the educational tone that became a tradition at York. He drove students and teachers to act properly, set goals, seek excellence, publicize accomplishments, and build on the traditions at York. Letts used his alma mater, the University of Chicago, to keep York's curriculum and program on the leading edge; and hired many faculty member from that institution to address students and teachers. Many teachers who were hired by him devoted their career to York. This gave York a solid core of experienced teachers and added to the tradition of excellence and stability. One method that Letts used to develop school unity, school spirit, and fierce competition was through increasing the focus on interscholastic competition, especially athletics. The students rallied around some of the most successful athletic teams in York's history and this provided a viable distraction from the depression. Letts' longevity enhanced his power and influence. He eclipsed the board to become the most influential individual person at York in an era when teachers and students were still expected to be followers.

Once Letts departed, the position of superintendent and principal were never again as powerful and influential as it had been under him. Roy Tozier began at York in an unenviable position, following Letts' legend. This was a time of rising power for teachers and the unionization of the faculty spearheaded the movement to
empower teachers at York. The students were given an additional channel for influencing the school with the introduction of student council. The board was divided over issues such as support of Tozier and the district's finances, and this weakened the board and the administration. The district's finances were very good and there was only one referendum, a successful one, in this era. The curriculum and student activities continued to expand. York received more academic honors and recognition than ever before. Student enrollment and the number of faculty members continued to be generally stable, with only a slight decline. The boundaries of the district were expanding, resulting in a greater diversity among communities within the district. The board prepared for addition expansion in the future by purchasing land to add to the school site. The school facility was expanded only slightly in this era. The interscholastic sports were expanded by two and the structure was realigned to divide competition by graduation class instead of weight. The major high school sports continued to be at the center of the school and community attention, but because York did not dominate opponents as they had under Letts, the students' focus was not as intense as before.

York in fifties experienced a continuation of the trends from the late forties. Additions to the district boundaries and migration to the communities within the district resulted in a booming of the district's population. The old stable group of citizens who had dominated York from the earliest days was not able to continually consolidate power. The board experienced more turnover than ever before, diluting its power. The superintendent was separated from
the principal, making both positions less powerful. The student enrollment and the number of faculty more than tripled in this era resulting in more power and influence for those groups. The growth required more expansion than ever before, including a second high school. The community was supportive; passing the first six referendum issues; and only rejecting the seventh, swimming pools. The curriculum and student activities continued to expand. York had a true comprehensive high school in this era, offering extensive programs to students seeking different careers. Close contacts with the universities continued as York faculty continued to keep the program on the leading edge of curriculum developments. The athletics programs continued on the trends of the late 1940s with only average success in the major sports other than track. The students and community continued to be focused on the major sports.

The sixties began with some difficult financial problems. This resulted in a greater turnover in the board and less stability at the helm. The administration was enlarged and moved to Willowbrook, both actions diluted management's power, especially from York's point of view. There was greater turnover of principals of York than ever before with four principals in this decade. The curriculum continued to expand while the student activities declined slightly. Athletics expanded with the reintroduction of interscholastic competition for girls. A number of the York athletic programs were whipped into a frenzy as a result of some phenomenal successes including four state championships and a basketball trip to the downstate games. The sports teams continued to be a major focus of
the entire community. The way the athletic successes built on York's fine athletic traditions seemed to carry over into the academic and other activities there and may have been one of the reasons that York students traversed the 1960s preserving much of the educationally sound attitudes and traditions of the past. Another reason for the preserved traditions was that there were many teachers from the 1920s and 1930s, when the traditions were developed, who were still at York for part of this decade.

The seventies brought the societies problems of the 1960s into York. The combination of court decisions that broke down the structure of discipline and orderliness in American schools, the anti-institutional attitudes in society, and the unstructured "88 Plan" for the York program in 1970, resulted in an erosion of the traditional mystique at York. The board had been overseeing three high schools since 1966 and this made it difficult to focus on individual needs at York. Richard Stacy was not a strong leader during a time when even strong leaders were severely challenged. The absence of a strong leader, combined with the great difficulty of the times made students and teachers lose some control over the traditional process of education at York. There was not any rallying to a traditional focus, like the sports teams in the 1960s, for the majority of the students. Joe Newton's cross country harriers did win more state championships in the seventies than all of the other sports combined in the past and Newton was one of the greatest advocates and promoters of traditional values at York. Trevarthen was hired as principal and began to restructure the program at York, but it was difficult to regain the traditional mystique that had been lost in the
early 1970s. The students at York were still getting a good education and they enjoyed their time at school and in the activities surrounding the school. Aptitude test scores followed the national trend of decline, but York students continued to be above national norms. They continued the tradition of doing well on the National Merit Scholarship Semi-finalists competition. The Class of 1972 set a new York record with 21 Semi-finalists, over twice the average of the first fifteen years of winners.

York has been a successful high school for a number of reasons. First, there has been a good foundation laid with funds spent to establish an excellent curriculum based upon the latest research and close contact with renowned universities, to hire a well educated and devoted staff, and to build and equip a state-of-the-art facility. Second, there is a faculty that cares about each student as an individual and spends the time to convey that caring to the students through the structure of the school program. Finally and foremost, the students have a good basis in their elementary education and have a home and community environment that cares about education and supports the school. For many years the district's communities were rather stable so there were a number of families who were alumni sending their children to York, reinforcing good traditions and values.

One measure of a successful educational institution is the success of its graduates. These are some of the successful York graduates, their class, and their profession from 1918 through 1974: Hazel Stevens Dame, 1922, poetess and writer; Ruth Strand, 1922, director of Elmhurst Public Library; Frank C. Besic, 1926, dentistry;
Charles W. Paape, 1931, professor at Brown University; Everett Bauman, 1934, journalist, United Press International and N. B. C.; Alfred S. Berens, 1934, businessman; Robert E. Thompson, 1934, actor; Harold Marsch, 1936, head doctor at V. A. Hospital, Minnesota; Francis W. Karasek, 1937, author, inventor, professor; Marion Castleman Skedgell, 1937, author of the book, Farm Boy; Floyd Swink, 1939, aborist at the Morton Arboretum; Margaret Chant Papanddrew, 1941 ca., former University of Oregon professor and First Lady of Greece; Dr. Arne Carlson, 1942, thorastic surgeon; James Patterson, 1943, First Assistant Regional Superintendent of DuPage County; Armen Avedisian, 1944, Statue of Liberty; Margaret Arent Madelung, 1944, professor; Alan Heirmert 1945, author and professor; John Smale, 1945, C.E.O. Procter and Gamble; Tom Willis, 1945, drama critic for the Chicago Tribune Robert Elworthy, 1947, musician; Craig McCreary, 1947, N.A.S.A. scientist; Robert Martin, 1948, radio announcer; George Unverzagt, 1949, attorney and U. S. Appellate Court Judge; James "Pate" Philip, 1950, President of the Illinois Senate and Chairman of the DuPage County Republican Organization; Keith Achepohl, 1952, artist; John Dame, 1952, Motorola Corporation inventor; Ralph Hampton Lane, 1952, musician; John Daly, 1955, national politics; Robert Goldsbourgh, 1955, author of the "Nero Wolf Mysteries," in the Chicago Tribune Matt Lowman, 1956, rare books dealer; Joan Johnsos Smith, 1957, professor, author, and dean at Loyola University of Chicago; Sarah Meisels, 1957, librarian at the Wheaton Public Library; Sidney Carne, 1958, astronomer; Judith Helm, 1958, politics and government; Dave Black, 1959, teacher; Joseph Coleman Carter, 1959, archaeologist; John Dailey,
ENDNOTES

1. Appendixes III and IV.

Appendix I

ATTENDANCE RECORDS of YORK from 1918 to 1974

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1934 courses from York Archives, file: Superintendent's Records
(underlined titles indicate departments)

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Appendix V

Principals and Superintendents: 1918-1974

Principals at York

James H. Crann 1918-1924
George L. Letts 1924-1942
Dr. Roy B. Tozier 1943-1949
Roy DeShane 1949-1950
Dr. Paul A. Young 1950-1956
R. Bruce Allingham 1956-1961
William E. Herbster 1958-1959*
Bert Michelsen 1961-1964
V. A. Jones 1964-1969
Richard N. Stacey 1969-1972
Robert Trevarthen 1972-1974

Superintendents of District 88

James H. Crann 1918-1924
George L. Letts 1924-1942
Dr. Roy B. Tozier 1942-1949
Roy DeShane 1949-1950
Dr. Paul Young 1950-1957
Dr. Hal O. Hall 1957-1961
Dr. R. Bruce Allingham 1961-1970
Dr. John Thorson 1970-1974

*In 1958-1959 York was on two shifts, with the second shift designated as the students bound for Willowbrook High School, Herbster was principal of that second shift.
Appendix VI

Building York 1919-1964

1919-1920 Original building: old gym/auditorium with a stage, pool, cafeteria, study hall, club room, offices, and classes.

1926 The center, four-floor section: new library and more offices, classrooms and the cafeteria and shop enlarged.

1928-1930 Auditorium, NW gym, classrooms, third floor band room; some areas remained unfinished.

1937-1938 In these two years the remaining classrooms and washrooms were completed in the 1928-1930 addition.

1943 Shop expanded again with a one story wing to the east.

1946 Two classrooms placed on the third floor of the 1926 addition, just above the second floor study hall.

1951 The large cafeteria, faculty dining, and kitchen is built to the northeast.

1952 A second floor is constructed above the new cafeteria for nine new science rooms.

1953 A larger boiler room is built to the east and a two story section is added west of the cafeteria, adding three first floor math and two second floor science rooms.

1953-1954 New gym, library, main offices, and fourteen classrooms in a two story addition attached to the front of York.

1956 Administrative and counseling first floor and seven English rooms on the second floor of this SW wing.

1958 Two wings, two floors each. The SE one connects the 1920 section with the 1954 gym; serving home economics, journalism, and shop on the first floor and drafting and fine arts on the second. The north one connects the 1930 section with the cafeteria; adding specialty rooms for the music department and a medium sized, staged assembly room for general use on the first floor, and a hall on the second floor.

1964 Cafeteria is enlarged north and a new faculty dining room is constructed.
Appendix VII

York's Additions
SOURCES CONSULTED

Published Materials


Russell, Don, Elmhurst: Trails From Yesterday, Kjellberg and Sons, Inc. 1977.


Governmental Publications

Laws of the State of Illinois, enacted by the 46th General Assembly, 12 June 1909, School Code, Section 89 a.

Archival Collections


York Hi, September 1921-June 1922, Volume 1.
York Hi, September 1922-June 1923, Volume 2.
York Hi, September 1923-June 1924, Volume 3.
York Hi, September 1939-June 1940, Volume 6
York Hi, September 1956-June 1957, Volume 23
York Hi, September 1964-June 1965, Volume 31
York Hi, September 1965-June 1966, Volume 32.
York Hi, September 1967-June 1968, Volume 34.
York Blueprints, 5 February 1919, 26 October 1925, 1 October 1928, 7 August 1953.
"Minutes of the Board of Education, Elmhurst School District 46, DuPage County, Illinois" 1901-1918,
Y's Tales, George Hanson, ed., 1923, Vol. 2.

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Y's Tales, Richard Bowden, ed., 1944, Vol. 11.
Y's Tales, Nancy Mc Queen and Barbara Mahler, ed., 1957, Vol. 24.
Y's Tales, Bruce Berg and Dave Wright, ed., 1965, Vol. 32.
Y's Tales, Jean Rosback and David Bermis, ed., 1967, Vol. 34.
Y's Tales, Alice Klement and Laura Cline, ed., 1969, Vol. 36.

"Minutes of the Board of Education, Community High School District
No. 88, DuPage County Illinois' May 20, 1918- May 20, 1974,
Volumes 1-52.
Elmhurst Unit District 205 Archives, Board and Administrative Offices, 145 Arthur, Elmhurst, Illinois.

York Archives, York Community High School, 355 St. Charles Road, Elmhurst, Illinois.
File: 00-00-00, Property Purchases for York Community High School, Board of Education
File: 00-00-00, York High School an archives document recording the construction of York, 1919-1979.
File: 00-00-04, York Blueprints, 5 February 1919, 26 October 1925, 1 October 1928, 7 August 1953.
File: 02-00-03, Superintendent's Misc
File: 04-12-03, Principals.
File: 29-00-03, York Hi, Volumes 1-12 and Volumes 1,2,5, and 6.
  York Hi, September 1921-June 1922, Volume 1.
  York Hi, September 1922-June 1923, Volume 2.
  York Hi, September 1923-June 1924, Volume 3.
  York Hi, September 1925-June 1926, Volume 5.
  York Hi, September 1927-June 1928, Volume 7.
  York Hi, September 1928-June 1929, Volume 8.
  York Hi, September 1931-June 1932, Volume 11.
  York Hi, September 1938-June 1939, Volume 5.
File 32-02-00 and 32-02-03, Alumni.
File: 32-01-08, Class of 1933, Oral History video tape interview in 1983
File 33-04-03, Faculty.


Newspapers


Interviews

Isabelle Bennett, interviewed by author, 24 August 1991.
Fred Coplien, interviewed by author, 5 October 1991.
Bert Daniels, interviewed by the author on 5 August 1992.
Evelyn Daniels, interviewed by the author on 5 August 1992.
Henry Hitt interviewed by the author, 6 August 1991.
Bert Michelsen, interviewed by author, 8 May 1991.
Joe Newton, interviewed by author, 7 June 1993.
James Patterson, interviewed by author, 28 November 1992.
Hazel Dame Stevens, interviewed by the author, 15 July 1991.
Ruth Strand, interviewed by the author, 1 August 1991.
Approval Sheet

The dissertation submitted by Gary Jay Vician has been read and approved by the following committee:

Dr. Joan Smith, Director
Professor,
Educational Leadership and Policy Studies, Loyola

Dr. Janis Fine,
Visiting Assistant Professor,
Curriculum and Instruction, Loyola

Dr. Edward Rancic,
Assistant Professor,
Educational Leadership and Policy Studies, Loyola

The final copies have been examined by the director of the dissertation and the signature which appears below verifies the fact that the dissertation is now given final approval by the Committee with reference to content and form.

The dissertation is therefore accepted for the degree of Doctor of Education.

26 October 1993
Date

Director's Signature