

'Interview with Dr. Cliff Crone

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Interviewer: Philip Pogue

Pogue: This is Philip Pogue. We're in Naperville, Illinois. It's April 24, 2013. We're going to be talking to Dr. Cliff Crone about the formation of Indian Prairie as part of our Illinois school reorganization project. So, Dr. Crone, thank you for participating in the project. Could you give us some background about yourself, your high school, college, graduate, post-graduate and work experience? That's quite a group.

Crone: It may take all the time you have. I graduated from Warrensville, Illinois, High School in 1946 twenty-two in my graduating class. I went to Carthage College when it was still in Illinois, then military service, and graduate school at University of Wisconsin, which is almost within commuting distance of Freeport, where I was assistant superintendent at the time. I got a master's degree in four summers there. And then, still having some GI time, I thought I would use the privilege of money coming in for fun and go to University of Colorado. So I went there for a couple of sessions, and it was so nice. You had to be on a degree pursuit to be there, so I just kept going, and finally I realized it was attainable. So I finally got the Doctor of Education at University of Colorado at Boulder.



Pogue: As far as your work experience, what districts were you involved with?

Crone: Well, I was in Freeport School District 145 as assistant superintendent in the fifties. There'd been the subject of annexation by thirteen or fourteen one-room rural schools, so I was designated to be the supervisor of the rural schools and school bus transportation. It was a good combination for me, and I worked up to be Assistant Superintendent for Curriculum and Instruction in Freeport, as I was also working on my degrees at Colorado and Wisconsin.

Pogue: And then you left Freeport to go to?

Crone: Jacksonville, Illinois. I was superintendent down in Jacksonville from, when was it? Sixty-eight to seventy-five, or something like that. Eight years, and it was a good experience. A little smaller district, but interesting, with two colleges and close to Springfield. Commuting distance, almost, to St. Louis. I liked it until I was given a lot of encouragement by the board to leave, because the building program had generated some increase in taxes, though not substantial. But they said it was time to go.

Superintendencies are hard to get. I had to apply. I think I sent out at least fifty letters of application in Wisconsin, Illinois and Iowa. To get an interview was a big deal, and to get a job was super. So I ended up here at Indian Prairie School District, which was a new school district a small school district. The farmers out here didn't want to be having their boys and girls going into the big town of Naperville, associating with those city slickers. It was geographically the largest [school district] in DuPage County, and it was interesting to land the job and be here from almost ground zero. The first superintendent had sort of gotten things organized. Waubonsie Valley High School was in the final stages of construction. But the board maybe preferred me because I had a doctor's degree, and the person who organized it and was the superintendent, was about at the retirement age, I think. . So here I was; I got the job in what is now the third largest school district in Illinois, in terms of enrollment.

Pogue: You talked about being at Freeport and being in charge of the one-room schools. What kind of challenge was that?

Crone: Well, it was a challenge to make the curriculum more than it had been, to have the teachers more or less specialize in primary and secondary. I reorganized those schools, using the school buses to put grades one through three in one building and grades four through six in a neighboring building. And I think that was a benefit to the teachers; the teachers who had been doing their own custodial work and so on really liked to have a group and to have a supervisor. I think they were very friendly and appreciative of me. I think maybe one of them had a bachelor's degree, but they were superb teachers. They could do everything. I had an admiration for the teachers in these rural schools because they did so much. They were really parents, in a way, and had to do everything, even check the out houses to make sure there wasn't a hobo sleeping in one of them. One of them did find someone there. And they had to go out and make the fire and open the buildings. They were terrific people.

Pogue: Now was there the practice of closing those schools and bringing them into a larger center?

Crone: Yes. As quickly as we could create space and assignments for the teachers in Freeport, those schools were closed. Except we had a school in Cedarville, which was a four-teacher building, where I had been before, that we kept going. There's a new building there now that has since closed. Two other two-teacher buildings we kept going a couple years longer. But eventually all those (unintelligible) were brought into what I considered, and everyone considered, to be a better educational environment, more productive for them. But I still have a lot of respect for those one-room teachers, because they were terrific.

Pogue: Now, when you came up to the Indian Prairie area, were there other reorganizations taking place at this time in DuPage or Kane County?

Crone: Yes there was. Naperville also was reorganizing from a high school and a couple of elementary [school] districts into a unit district, , so it was in that unit district

movement. I think there were, at that time, forty-five school districts in DuPage County, including some that were strictly high school, some strictly elementary, and the last one-room school in Illinois, here next to West Chicago. And it persisted because it had such a terrific tax base, and the teacher was enjoying all the privileges she could have had anywhere. So it was interesting and fun to build and plan the schools literally from scratch. There were a couple of elementary schools, as I said, that were there. But then to plan and acquire, through the Land Cash Donation Ordinance that builders were required to donate to, and work out sites. They usually wanted to give the portion of the land least desirable for home building to the school district and the park district, but we've had good schools in good locations. It was the time to build, and I'm really proud of that district now. It's a blue ribbon school.

Pogue: When the three elementary districts formed Indian Prairie, I guess they were called Wheatland District 40C, Indian Plains District 182, and Granger District 90. You said that they came together because they felt more their own identity, as compared to going with a larger community, such as Naperville.

Crone: Right. Naperville had a smoking room in its high school for students and city slickers. Out here in 204, we didn't want our youngsters to be involved in that kind of social contamination, according to the board of education.

Pogue: How many years had the district been in existence before you came to Indian Prairie?

Crone: One. It had been organized, created, and the organization of it as a unit district actually followed a court battle. The Naperville High School District, which incorporated all of that area, wanted to be a super-large high school district, and people out there said, "No, we don't want to be identified with Naperville." (chuckles) So they wanted (unintelligible) with a lawyer, litigation, to establish their own school district that wouldn't be caught up in that larger mélange of Naperville.

Pogue: Was the court case settled before you came, or was that still ongoing?

Crone: No, it was settled.

Pogue: Could you give us a little background as to where these places are, Wheatland, Indian Plains and Granger?

Crone: Granger was in the very heart of the district, Aurora road and U.S. 34. And Wheatland was in Bureau County, south of 104th Street. And Longwood School was in the Longwood subdivision, which was not part of the City of Naperville, but just a subdivision of homes 59

Pogue: And then before they formed Indian Prairie, then these were K-8 districts, and then they went to high school at Naperville?

Crone: Yes.

Pogue: And how long had that relationship been in existence?

Crone: I really don't know, but it would have been the only place that youngsters could have gone to high school. There was argument from some in the western part of the district, which was on the Kane County line, that Aurora schools would be closer. And others said, we don't want them going to Aurora, based on mixed population there. We want them in Naperville. So that movement didn't get anywhere, but it had occurred before I came here.

Pogue: What was the relationship with the Naperville elementary district?

Crone: Well, that was effectively non-existent. There was no reason, because it was just a neighboring district. It was the high school district that was of interest, because that's where youngsters went to high school. But District 203 also was reorganizing from high school and elementary [districts] into a unit district.

Pogue: Had the three smaller districts shared programs prior to the reorganization? Did they have a common spirit that led them to go together?

Crone: I don't think so. There may have been some instances where a music teacher or an art teacher or specialist in an area like special education might have been employed by more than one school district, part-time in district A and part-time in district B, but in my experience (unintelligible) very little in Stevenson County or here.

Pogue: When the districts began their talks to unify, you mentioned some of the concerns. What did they list as reasons that students would benefit by being a larger entity and creating a unit district?

Crone: Well, youngsters would have the continuity of planning from kindergarten through high school in terms of foreign language, physical education, music, art. And the programs would be a lot better coordinated, because the supervisors would be looking at what items, areas we cover in elementary history, what you cover in middle school or junior high school, and so on. So one of the benefits, for example, would be in history, where elementary schools would teach U. S. History through World War II, Junior high school, U. S. History from colonial immigration through World War II, and there's just a great deal of repetition, although at a little more advance level. But it eliminated some of those inefficiencies and made, for a better, more appropriate, coordinated experience, I think. The same thing in mathematics.

Pogue: What did this region look like at the time of the reorganization and the time that you first were here?

Crone: Wide open spaces. It was farmland and there was general farm east of [route] fifty-nine and other farms down towards Wheatland Township, (unintelligible) Ament Corners, and so on. They were used for field trips to show kindergarten youngsters and first-grade youngsters farms. (chuckles) And very gradually the farms were sold to developers, who were delighted to split the acreage up into building lots and pay the fees for roads and streets. And so there were no farms anymore. So it was a transformation from general farms to suburbs.

Pogue: There had been reported that that was a feasibility study done by a group called Midwest Educational Consultant Services. When you came, was that study well-known, or did you follow it?

Crone: Yes, they were local people, and we did use them, more for financial planning, and they also marketed bonds. They were in the private sector, not connected with any university but they were fine local people. They did their consulting work all over Illinois. I heard of them when I was in Jacksonville.

Pogue: What were any concerns in the early days for creating a unit district from these three?

Crone: Well, it was probably the loss of what had seemed to be local control. We had our corner, they had their corner. But also the concern was to avoid -- contamination might be too strong a word but having youngsters sent into a super-large Naperville two or three districts. So we'll create our own. So the three boards banded together and hired consultants, hired a lawyer and it was, of course, the case was litigated, but the go ahead.

Pogue: How far up in the court levels did this go before it was finally settled?

Crone: It went locally to Wheaton, and I think the district court was in Aurora, but I'm not-- I wasn't on the scene at that time. I know we had relationships with lawyers from Aurora. (unintelligible) (Both spoke at once) I guess, for the court, it would have had to have been settled in Wheaton, although part of the district is in Joliet. But the court cases were all in DuPage.

Pogue: Was the referendum very positive in vote?

Crone: I don't know. I wasn't here when the referendum occurred to have the separate district, but I'm sure it was strongly positive.

Pogue: And when you came, what was the feeling about this brand new district?

Crone: To do well, and that it had a good assessed valuation for pupils. So after we issued the maximum tax anticipation warrants for the first year of operation, money was no problem. It really was an enviable financial situation.

Pogue: You talked about the court case with Naperville and Naperville also forming a unit district at the time. Were there issues tied to dividing up the assets, or battles on boundaries and wealth of manufacturing or commercial, or any of that?

Crone: I think there was a great deal of concern in District 203 about the Fox Valley Shopping Center, which was heart of the tax base in District 204. That was a real financial plum. And then that big factory, I think it was Nabisco maybe it was Kraft Foods or Nabisco, but now it's Kraft Foods, was on the Indian Prairie side of the road. The houses, the residences, were all in District 203, so there was a desire to have that big tax base.

Pogue: When you came into Indian Prairie, was there rivalry with Naperville?

Crone: No, because the boundary had been set. But still there was a little concern about the unfairness of it all, that District 204 had the shopping center and the factories and so on and so on, and Naperville didn't have as good a tax base for people as did 204.

Pogue: When you came, how were the boards elected? Were they at-large?

Crone: Yes.

Pogue: Were there any concerns about, from the old three elementary districts, that one was becoming more influential?

Crone: No. I don't recall the specific names, but some of the board members had served on the board of the three elementary districts that merged and were very much concerned about maintaining good things for the youngsters and their neighborhoods.

Pogue: What kind of building status when you came did Indian Prairie have? How many buildings?

Crone: It had Waubonsie Valley High School in the final stages of construction; it had what was then called Granger Elementary School, which was at [US Route] thirty-four and [Illinois Route] fifty-nine; and then it had Indian Plains School, up in the Longwood Subdivision, and the Wheatland School. So it had those schools. Let's see, the Granger School was part of the Longwood board's responsibilities, so three boards, four buildings.

Pogue: What building changes had to take place during your tenure here at Indian Prairie?

Crone: Mostly just to build buildings to create more space for a rapidly increasing pupil population, and also to have space for administrative headquarters. The administrative headquarters were the upstairs and downstairs of an old one-room rural school. And I really liked to have builders -- We were known as a wealthy district, but I liked to bring the sales people and so on downstairs to what we called the "poor room." It was just a basement of a building. We sat at a table and that was our administrative quarters for finance. And I don't know if it gave us a psychological advantage or not, because we were known pretty generally in the trade to be a wealthy district.

Pogue: How many years were you at Indian Prairie?

Crone: Let's see, [nineteen] sixty-eight to [nineteen] seventy-five. About eight years.

Pogue: And how many buildings did you have to build during that time?

Crone: Well, finished the high school and -- oh, the name up here -- I'd say three elementary buildings.

Pogue: During your years here at Indian Prairie, did you have to deal with any detachments or annexations or farmland?

Crone: No.

Pogue: When Indian Prairie was formed, who were your neighboring districts beside Naperville?

Crone: East Aurora and then Plainfield School District on the south. West Chicago on the north.

Pogue: What were the challenges in the building of Waubonsie High School?

Crone: Well, it had been bid and was supposed to be ready for occupancy the year I came, but it wasn't. It was for the fast track construction, but it had, I think, fifteen or sixteen separate construction contracts. One for plumbing, one for roofing, one for foundation, one for site development. And those separate contractors were bickering, arguing about who was responsible for this pile of dirt, and who is responsible for them being unable to get in the building and finish the interior work, and so on. And we were pushing at the door. We actually started having classes there before we had the Certificate of Occupancy from the Regional Superintendent. In my ignorance, I didn't know, one had to have the Certificate of Occupancy from the Regional Superintendent before you could put pupils in. So we were having some of the paperwork catch up after the fact, and the Regional Superintendent could have created a real problem, saying you can't have youngsters in there yet. But he was willing to bend a little bit, but not very much.

Pogue: When Waubonsie first started, roughly how many students were at that high school?

Crone: I think maybe they had five hundred in grades seven through twelve.

Pogue: And what was it built for?

Crone: Fifteen hundred.

Pogue: How many years did it take to build the school?

Crone: Well, it was in a state of revamping for three or four years. The board had been convinced by the architect that flexible scheduling, flexible programming, large group, small group, would be appropriate; that's the modern look. But the faculty, the initial faculty, was traditional and wanted closed classrooms. They didn't want to be teaching a class way out in the wide open, and so we were having a building unsuited for the faculty that came in, traditional. So we were making some arrangements and trying to accommodate the desire for self-contained classrooms, or closed classrooms, along with the flexibility. And we had a lot of visitors that first couple of years, because it was an unusual building. And we had one teacher, anyway we'll mention, kind of in humor, her name was Carol Fugami. She was a Honey Bear (cheerleading squad) for the Chicago Bears, and she was a smasher, in

appearance. She wore mini-skirts, and whenever we would tour the building with people coming in wanting to see it, I always made sure we walked through Carol Fugami's area, because she had long, black hair that came down about as far as the bottom of her skirt, and she was a knock-out.

Pogue: Before the building was built, then the students had to attend Naperville High School. How did that work?

Crone: That's fine. All of them that were in attendance at Naperville High School would have had only one year to go, because they were juniors. They were allowed to complete at Naperville High School and graduate from Naperville High School. The rest of the high school-age youngsters were required to come to Waubonsie Valley High School.

Pogue: Did that create any unique problems?

Crone: I don't think so, none that gave me any problems that I recall. People thought that was reasonable.

Pogue: How did Waubonsie High School get its faculty, since it was an elementary district merger and not a high school?

Crone: We recruited them from outside. [We] had set up divisions, English and arts, physical education, and so on, and brought in from West Chicago two or three people, from Naperville High School, to be division chairmen, to organize and bring in faculty for that particular division. That was the year before it opened. It was a pretty good plan.

Pogue: Were these teachers, then, experienced?

Crone: Oh, yes. Yes. They were, I'd say without exception, all older than I was, and were good counsel to recruit and set up departments in English, physical education, science, and so on.

Pogue: Who did Waubonsie Valley compete in, or what conference affiliation did they have, starting as a new school?

Crone: I don't recall the name. It is now, I think, called Upstate Eight. It did not have competition at the varsity level, but we had the full complement of coaches, so the games football and basketball were played in the backyard, as it were, for Indian Plains School. Had a couple of basketball games there. Until the building could be completed, the floor of the gym, for example, we played all the games away.

Pogue: How did the schools get their names? Like you talked about Granger and Waubonsie Valley.

Crone: And Indian Plains. I don't know how they got Waubonsie. Well, I guess Waubonsie was a legendary chief of an Indian tribe, and it was a nice name. Interestingly enough, the next high school to be built was going to be called the Indian Prairie High

School, and a bunch of youngsters, students who were going to be there, said, we don't want that name. Please change it Board of Education. We would be the IP School. So it became Neuqua Valley.

Pogue: When you look about those years, what were challenges in your role as superintendent dealing with a fairly new district?

Crone: Well, we staved off collective bargaining as long as we could, (chuckles) and a division change. But, yeah, providing space and realigning the elementary attendance areas, almost on an annual basis, because there's a huge parental loyalty to the school that their child attends. They were forever saying that it's going to change classrooms, it's going to change teachers even in that school. We had quality instruction in all of the buildings. There was no such thing as the school with the least desirable youngsters or neighborhood, as there would be in, forgive me, Aurora. It has some schools that are considered tougher schools in terms of student population. But in 203 and 204, no such thing as a school where the lower socio-economic people are identified. Jacksonville has a school like that. Freeport has a school like that. Aurora does. But in this area, Downers Grove, Lisle, Naperville, it's marvelous in terms of reputation of the schools vis-à-vis another.

Pogue: The issue of growth. What caused people to move into the district, and creating growth during your time, and how has it expanded since?

Crone: It was part of that tidal move of population to suburbia. Naperville, per se, grew immensely, and I think both Naperville and Downers Grove grew more rapidly, for example, than Aurora. But it was an opportunity to go out and build a new home. And it was a paradise to be a school administrator with that youthful population coming in building homes, because the tax base was growing, and they wanted good schools. They weren't established to the point of, "Hold the line on taxes." "Hey, we want a good home and a good school district and a good location." And it was a paradise to be a superintendent of that kind of population.

Pogue: Did you have to run any referendums?

Crone: Oh, yes.

Pogue: And what were they for?

Crone: Building buildings. And a piece of cake compared to an established district liked Jacksonville or Freeport, because the voters were young and wanted good schools. Of course, you could say the same about Naperville. There is a desire, even regardless of the age of the voters, that they tend to support good schools, good government.

Pogue: What led to the building referendums? What was the determining factor to say, hey, we've got to create a new school?

Crone: Overcrowding of existing schools. We never got to the point where we had to put them on split shifts, one group a morning session, another group a morning session, in essence doubling the enrollment capability of the schools. We threatened it a few times, but never had to do it. But we also would use spaces not intended for classroom use, like a portion of the cafeteria would have to be used for an English class or a math class; or gymnasiums, we'd use for offices. And so we would really publicized how we were cramped and using some spaces unsuited for the instruction that was being practiced in them.

Pogue: How close were the referendums as far as yes versus no?

Crone: They were easy to carry. I don't remember the proportions, but we had, as well, citizens committees to provide leadership. We would give them all of the material, when they weren't even members of the Board of Education, but people usually from the parent teacher's organizations and those interested in schools, to carry the torch and the message of the district and go anywhere anytime.

Pogue: And was Naperville also building schools at the same time?

Crone: Yes, they were, but I don't know, maybe one or two. They were near the build- out. . I think Naperville North probably was the last major building. I'm trying to think, they may have had one or two elementary schools to complete, but not to be comparable with Indian Hills.

Pogue: Did you have any cooperative arrangements with any of the other school districts during your tenure?

Crone: For special education for low incidence, handicapped youngsters, there was a cooperative serving several districts. We met and arranged for programming for deaf children, partially sighted, blind. Sometimes had to put them in specialized facilities for twenty-four hours, they were like boarding schools for the blind (unintelligible) one or two. We had one who we needed to put in semi-incarceration, and I had a battle with the administrator of Downers Grove school. He had placed the child out in Freeport in a contained environment for problem youngsters. And the mother moved to District 204 and so (unintelligible) it's your responsibility to pay that twelve or fifteen thousand dollars a year; whatever, it was expensive. "Well, you put her in that school." So we ended up paying it from our district.

Pogue: As to the growth of Indian Prairie, have you kept track of how it has gone since you have left?

Crone: Not very much. It's a professional courtesy not to be interfering, even expressing public opinions about the school. I told the successor superintendents that I would continue to live here, because my wife was in the real estate business and I liked Naperville, but I would be mute on any questions of school policy or attendance areas and stuff like that. So have not done anything to be involved with the schools, except the Clifford W. Crone Middle School. I go down there for an ego trip now and then.

I was down there this morning just hand out certificates, nothing to do with the operation or governance of the school.

Pogue: When was that particular building built?

Crone: (chuckles) It was in two phases. The original building was near Neuqua Valley High School, and that was in the late seventies, one of the first. And the newer one, way down in the southwest corner of the district, is about six or seven years old now.

Pogue: And the school is a middle school?

Crone: Yes.

Pogue: And what grades does that entail?

Crone: Six, seven and eight.

Pogue: And how many different middle schools are in Indian Prairie?

Crone: I think three.

Pogue: And Crone would then feed one or two of the high schools?

Crone: It feeds Neuqua Valley High School, and it's posh. There's no other word for describing it. It has a terrific faculty.

Pogue: How often do you get to visit that school?

Crone: I try to restrain myself, because, as I mentioned, it's an ego trip to go down there. But I needed to go down there this week to hand out some awards and just to stand around and look as if I had something to do with it. But I constantly tell the principal, it's your building, I'm not interfering, but I really am thrilled just to go there and see the name. (chuckles) A few years ago, I think three years ago, it was nationally-recognized Blue Ribbon School of Excellence. For that citation, the principal had to go to Washington or Baltimore, wherever the certificate was awarded. And there is a banner right next to my name: National School of Excellence, in purple. And the song is, (sings) "On Crone Panthers, On Crone Panthers." Knowing that I really like University of Wisconsin's, "On Wisconsin", so that's the song. So it's an ego trip that I try to ration a little bit, but not great.

Pogue: Well, you never got "On Wisconsin" into the Waubonsie school song?

Crone: No, no. What is it? I think that school uses the melody for the Illinois loyalty song.

Pogue: As we review your experiences at Indian Prairie, you've talked about the issue of finishing the high school, the building referendums, the transition from the tuition in Naperville to returning and having Indian Prairie having their own high school. What were some of the other challenges that you dealt with, with a brand new district?

Crone: Well, it was continuing to expand the resources, faculty and otherwise, and to constantly have to readjust the elementary school boundaries. I think I mentioned that. The people are loyal to the school that their child currently attends. And so to say, "Sorry, you're going to have to go to Wheatland next year rather than Indian Plains," or something like that, was cause for great concern. But once the move was completed, it wasn't so bad. In fact, it was no worse than going from fourth grade to fifth grade in the same building. But people have a tendency to be loyal and supportive to what's most familiar and closest to home.

Pogue: How did the Indian Prairie District differ from your experience at Jacksonville? Jacksonville was a more complete school district at the time, whereas you had the new district being formed. You had the difference of western Illinois versus probably a richer area up here. Were there any other differences?

Crone: Yeah, well, Jacksonville was, as you suggested, a very stable community, and it had two colleges and the School for the Deaf, School for the Blind, and a relatively low tax rate, because a lot of state money was coming in. It, however, was the first school district in Illinois that had a collective bargaining agreement. And they went through a teachers strike there. It was amiable, because it had to do with the Richard Nixon Wage Price Freeze. The salary had been established in August and then the Wage Price Freeze came in, and teachers said, "We want it regardless." The board said, they agree, we'll pay it if it's lawful for you to receive it. And so we had the one day strike and institute day. What else was unusual about Jacksonville? There was one other factor that slips my-- It was just stable. Compared to this, in terms of enrollment growth and houses. It was growing somewhat with new subdivisions, but nothing like the growth here. Probably no district in the state had enrollment growth comparable to Indian Prairie in those days, but it's built out now. Kathy Birkett is superintendent now, and I see her regularly at Rotary meetings. She's made a career of being in District 204. She came in as a girls' physical education teacher and was superb. In the meantime, in the years since she was physical education teacher, [she was] supervisor, elementary physical education, middle school, high school, and then she became an elementary principal, middle school principal, high school principal. She's doing a superb job now and the district is still lauded, I think largely because of her, and because of the strong support that continues with parents, even though the enrollment is flat now.

Pogue: When you look at the people that got together from the three elementary districts, which were somewhat rural, and then you coming in in 1968, did any of you envision what Indian Prairie would look like as of 2013?

Crone: No, no. There were—Well, we knew that the enrollment would continue to grow, because there was no other location in this metropolitan area where it would grow as much. We tried to think of locations and school sites that the developers (Hedinger?? unintelligible??) and the school district would occasion the purchase of some property. The administrative center at the Granger School, we had a hassle with the transportation department about access to the site and roads and so on. So it was working with other governmental agencies to make sure that the interests of the

school district were cared for. The developers, they want to give you that swampy portion of this area to fulfill their requirements of schools, and so we batted heads a few times on the donation requirement.

Pogue: The last question I have is that Indian Prairie today is in several different municipalities, and I believe in several different counties?

Crone: Two counties.

Pogue: Did that create any unique challenges for you as a school superintendent?

Crone: It requires the superintendent in the district to be on a good cooperative (unintelligible) basis. For example, fire protection. One part of the district is Naperville Fire Protection District. Another part is Aurora. Another part is Plainfield. Similarly for roads. One has to keep up, and you want and are encouraged to have (unintelligible). For example, the fire people, be absolutely, totally familiar with the layout of a building and so on. The departments, to their credit, Naperville and Aurora, do orient their folks to the layout of particular buildings, the exit routes and so on. So it is necessary to relate, and sometimes law enforcement, also. We had a fight one time between a high school teacher and a boy who attacked him, and law comes into the picture then. We made it perfectly clear that we would punish that kind of behavior, if a student attacks a teacher, to the extent of the law, but that just can't happen. So you have the necessity of relationship, that you hope and believe is in the best interest of the pupil population and of the employees. It challenges. And exceptions all the time. You see that in the national news today.

Pogue: Thank you Dr. Crone for giving us insight about the growth of kind of a rural farm community that now has become a mega-large unit district in Illinois, one of the largest in the state.

Crone: Yes, number three.

Pogue: So thank you very much.

Crone: It's been a privilege to be turned loose on a topic that's near and dear to my heart. Thank you.