

Bridging Three Centuries

The History of Tucson School District, 1867 - 1993

By Georgia Cole Brousseau

a revised and updated edition of The First Hundred Years:

The History of Tucson School District 1, Tucson Arizona, 1867 - 1967

By James F. Cooper, Edited by John H. Fahr

Introduction

The 126-year history of the Tucson Unified School District is a tale reflective of the patterns of growth and activity in our community. Often people look back on the past as a "golden era" in which everything was better than it is today. As we examine the records, however, we find that throughout time similar problems have been encountered: inadequate finances, overcrowded classrooms, critical newspaper editorials, conflict between school board, administration and teachers, and public controversy over elections.

A search of the available public records also reveals that Tucson Unified School District has been a state and national leader in education for many years. Educational excellence, high standards, progressive curriculum, and community partnership have been hallmarks of the Tucson Unified School District for much of its existence. From early days, attempts to meet the needs of diverse populations have been the norm rather than the exception. Adaptive education, bilingual education, and alternative education are just a few areas in which School District 1 is recognized as a leader.

Threads of Continuity

While growth and construction of new schools have been central factors in the history of TUSD, the true story of any district is written in the efforts and achievements of the students, faculty, and administration who form its core. Tucson Unified School District chose to name most of its buildings in recognition of services to the students and employees of the district. The list of school names is a roster of honor recognizing men and women who dedicated their lives to the education of children. Many of them also spent personal time serving the Tucson community at large.

Names of individual schools have changed in various ways over the years. Some names have disappeared entirely. Others have been converted or merged. A wholesale change occurred in the 1980s when all the "junior high schools" became "middle schools." Whenever a change occurred, an explanation is given for the action.

Professional qualifications for teachers rose throughout the years. The minimum educational level for employment as a teacher increased from high school graduate more than a century ago, to normal school graduate, to the current minimum bachelor's degree requirement. For at least half of its history, it was policy to hire only experienced teachers. Even today, the majority of teachers hired have some experience before coming to TUSD.

For many decades the neighborhood school was the ideal, and schools were built to support that ideal. Yet, with scattered population, a "neighborhood" might require busing over several miles. Only the minimum required number of classrooms were built, thereby necessitating constant additions as the community grew. Often the children arrived before extra classrooms were finished, requiring double sessions and overcrowded sites for several decades. During the post-World War II boom years, many students were bused to several different schools during their elementary grades as a result of constant construction. As the list of school sites unfolds, it is noteworthy how few have been closed over the years.

The massive building program of the '50s and '60s carried a hidden time bomb, however. Schools were built with a practical life of 25-30 years, which meant that the entire physical plant of the school district would need significant repairs and renovations by the end of the 20th century. That is the period in which this revised edition of *The First Hundred Years* has been written.

Organization of This Book

To read this history in a purely chronological order would become tedious. Therefore, although each chapter covers a consecutive twenty-year period, within that period a loose structure by decade has been organized. Educational events and economic conditions are addressed before including construction of schools within that span of time. In most cases, biographical material concerning those for whom schools were named appears when the school was built.

As all of the schools have had multiple additions and renovations over the last century and a quarter, school physical sizes and costs are presented for the original structures only.

Some school board members and superintendents have played significant roles in the history of this district, while the impact of others has been less notable over time. The appendices include a chronological listing of all persons who have filled these positions.

"...Establish a public school in the town of Tucson..." 1867-1879

In the Beginning...

Ten public-spirited citizens of Tucson in 1867 began the partnership of community and educators which has worked for children ever since. It was November 4, 1867, one month after enabling legislation was passed by the Territorial Legislature, when John B. Allen, Charles H. Lord, Mark Aldrich, M. J. Flaminez, Philip Drachman, John G. Capron, Sidney R. DeLong, William H. Tonge, Leopoldo Carrillo, and S. B. Wine brought a petition to the Pima County Board of Supervisors requesting that a public school be established in the town of Tucson. The Pima County Board of Supervisors decided twelve days later, on November 18, 1867, that:

It is hereby ordered and decreed that all the Territory lying and being within one mile each way from the Plaza de la Mesilla in the town of Tucson be and the same is hereby declared a School District to be known and styled School District No. 1 Pima County – and it is further ordered that the Collector of Pima County proceed to collect the one-half of one per cent on all taxable property within said School District above described as assessed by him at his last assessment and as corrected by the Board of Equalization.
(1)

The Supervisors then appointed a School Committee composed of John B. Allen, a retired merchant; William S. Oury, newspaperman and first mayor of Tucson; and Francisco S. Leon, a former territorial legislator. Early records are incomplete prior to 1884, as record-keeping and school committee meetings were often casually conducted and were referred to sporadically in the territorial newspapers. A fire in the late 1800s may have consumed other records.

The School Committee hired Augustus Brichta, 47 years of age, to be the first schoolteacher in the new district. His qualifications for the position included such prior occupations as saloon keeper, soldier in the War with Mexico, unsuccessful gold miner, and legislative clerk. The most compelling reason to hire him was that he was a graduate of St. Louis University, as there were few educated men in the territory. His school was a rented adobe building, 25 by 40 feet in size with a dirt floor and roof, furnished with benches. Its location downtown was probably near Stone and Pennington, although records are not exact. With 55 "Mexican boys" enrolled (2), the school commenced in January 1868, and was conducted for six months before it closed for lack of funds. Brichta was paid for only four months.

For the next several years no tax-supported public school existed. Several attempts were made by local citizens and religious groups to provide private school education for boys or girls separately, with limited success

Territorial School Finance

Governor Anson P. K. Safford was an ardent supporter of public education. His early attempts to persuade the Territorial Legislature to provide public schools were met with disinterest. The Legislature was more concerned with protection from Apache raids and crime in the territory. They were skeptical of the acceptance of schools by the territorial settlers. Safford enlisted the aid of Estevan Ochoa and

Sam Hughes, respected local merchants and politicians, in passing the legislation.

Finally, the last day of the 1871 legislative session saw the passage of a school finance law which set a 10-cents per \$100 property ad valorem tax, to be collected by the County Boards of Supervisors for a Territorial School Fund. It also permitted a 50-cents per \$100 property ad valorem tax to be set by the Boards of Supervisors in school districts. A Territorial Board of Education was established to manage the school fund, to supervise the distribution of the territorial school tax to the counties and to select a uniform series of textbooks. Under the act, each district could elect three School Trustees. Their duties were to provide for the establishment of schools and employ teachers. They could levy and collect an additional school district tax – above the 50 cents per \$100 ad valorem tax – if taxpayers of the district voted for the increase. (3)

The Congress Street School

The next public school in Tucson opened in the spring of 1872, with enrollment limited to males between the ages of six and 21. Spanish was their primary language, so John A. Spring, the second teacher hired, taught by first giving instruction in Spanish, and then in English, for a salary of \$125 a month. John Spring was a native of Switzerland where he had attended college. A Union Army veteran, he became a merchant, a bartender, and later a brewer before becoming a schoolteacher. His maximum enrollment was 138 with average daily attendance of about 98 students. Many of his textbooks had been contributed by Governor Safford. The Governor also gave Spring \$20 in prize money to be distributed to students on recommendation of the teacher.

An article in the Arizona Citizen of March 16, 1872, described the opening in hopeful terms: "Here is the first hopeful attempt to truly harmonize the Mexican and American elements of this population. These elements are here and will remain. The prevailing inability of each to speak the other's tongue prevents a just understanding of the motives of each. The free public school will frame the children's minds aright in this respect."

In May 1873, John Wasson, the editor of the Arizona Citizen, wrote, "We want more good school ma'ms and must have them. Good wages will be paid and when they get tired of teaching, we will find them all good husbands." (4) At that same time, Spring proposed to the board of trustees that his salary be increased by \$25 a month (to \$150). The trustees instead pointed out that two female teachers, "school ma'ms," could be obtained for the amount of his salary. He resigned, and was replaced by Miss Maria Wakefield and Miss Harriet Bolton, the first female teachers in the district. The ladies traveled by railroad and stagecoach to reach Tucson. As neither lady knew Spanish, they had to take language lessons from Spring in order to teach. Miss Bolton married the editor of the Arizona Citizen within a few months, and Miss Wakefield married Edward Nye Fish in March, thereby ending their teaching careers.

The school term of 1877-78 had an enrollment of 130 boys and 66 girls for ten months of schooling. A male principal, with the assistance of one female and one male teacher, did the teaching. The girls were taught in English in one room, with the primary boys receiving instruction in Spanish and English in another. The principal taught the advanced boys in English. Their curriculum included reading, arithmetic, algebra, geography, spelling, English grammar, U. S. History, and English and Spanish translations.

The Congress Street School, long since demolished, was the first publicly constructed, rather than rented, facility of School District 1. The sum of \$9,782, including a \$2000 loan, was spent to construct the three-room school, which was located on the northwest corner of what is now Congress and Sixth Street. No tax money was used to build the school; instead, funds were raised by cake sales, socials, contributions, and the sale of a goat. The ladies of Tucson were responsible for the fund-raising efforts.

Notes

(1) James F. Cooper, *The First Hundred Years The History of Tucson School District 1, Tucson, Arizona 1867-1967* p. 1.

(2) Ida Flood Dodge, *Incidents and Thoughts Concerning the Origin and Early History of Safford Junior High* (Unpublished manuscript May, 1943).

(3) Cooper, p. 9-10.

(4) James F. Cooper, *The First Hundred Years The History of Tucson School District 1, Tucson, Arizona 1867-1967* p. 14

"The outlook for the educational interests of Tucson is indeed bright" 1880-1899

The last decades of the 19th century brought many changes in School District 1. The Congress Street School held 280 students in 1881. George C. Hall, the new principal, introduced educational innovations. Three divisions of the school were created: a primary department of four grades, a grammar school of four grades, and a three-year high school department. Boys and girls were educated in the same classrooms, but they exercised in separate yards. At one point, parents of 75 percent of the children withdrew them from the school in protest of such mixing of the genders, but Hall persisted in the grouping until it became a usual and accepted practice.

The major construction project at the start of the decade was a new school. By 1884 the Military Plaza School, a 2-story, 12-room brick building, was completed near Armory Park, where the present Safford Magnet Middle School is now located. Parents expressed concerns that children might be subject to Apache raids as open desert was to the east and south of the new school. (Geronimo was not captured until 1886.) (5) The school was intended from the start to be named for Gov. Anson P. K. Safford, but it was 1904 before the name was formally applied. Meanwhile, the school was known variously as "the Plaza School," "the brick school," or "the new school."

Early Curriculum

The school board hired the first music teacher at \$50 a month, but she lasted only a year, being dismissed along with the Spanish teacher. The school board decided that music and Spanish were not considered necessary. By fall 1886, elective courses were added to the high school curriculum. Students

were required to choose three from English Literature, Universal History, Latin, Bookkeeping, Commercial Arithmetic, Algebra, Geometry and Natural Philosophy; all were taught by three male teachers.

A kindergarten class, and the "study of the nature of alcoholic drinks and narcotics and their effect on the human system" were introduced in 1886. District enrollment figures in 1887-88 showed 21 high school students, 117 grammar school students, 107 intermediate pupils, and 283 primary students for a total of 528. Ten teachers served this population. A policy was introduced the next year limiting each teacher's class roll to 40 pupils. The high school boasted a "new laboratory, reading room, and library."

Even in the early years of the school district, student conduct was a concern. Notes from the Tucson Public School – Discipline Book of 1887 mention small incidents such as throwing stones, insolence toward the teacher, and taking screws out of the ink well. An October 7, 1887, notation reveals that "Zoe Knapp told Myra Drachman that Clara Fish and Ann Sanford were speaking disrespectfully of some girls." (6) (Clara Fish would later be elected to the school board.) However, in the 1890s several teachers were being charged with excessive punishment by parents. In 1894, the school board responded to criticism with the statement that there was "less viciousness and the standards of morality [were] higher at the present time than it has ever been in the history of the public schools." (7) In 1899 a student was whipped for having "told the teacher to close her face." (8)

Salaries in 1888 were \$65 a month for primary teachers and \$75 per month for grammar schoolteachers. However, since the janitor was paid \$70 a month, it was necessary to raise the primary teachers' pay by \$5 per month. The first part-time librarian was hired in 1890 at \$5 a month, and the first woman janitor was hired in 1893.

New Schools

1887 saw the annexation of the Old Adobe School, which was then closed. This structure, also known as "The Little Adobe High School," was located near where the Morrow Education Center now stands on 10th Street and Park. The building was not demolished, however, and was opened and closed twice more in the following years as school population shifted.

On December 21, 1888, the board decided to open a Ward School in the Barrio Libre. The exact location is not known, but it was in a building rented for \$150 a year. Miss Lizzie Borton was transferred from Safford Middle Magnet School to the Ward School #2, as it was designated, to serve as teacher. In 1891, Superintendent Charles Tully reported that the attendance at the Ward School in Barrio Libre was half of that in former years, caused by parents moving their families elsewhere in the territory. The school was discontinued as a result. Miss Borton returned to the Safford School. The Congress Street School also continued in operation.

The End of the Century

At the start of 1890-91, "a total of 365 students enrolled: 43 percent Mexican, 19 percent Mexican and Anglo, and 38 percent American. (9)" The year 1891 saw School District 1 lose its first school bond election, a \$10,000 proposal. The opening of the University of Arizona in 1891 resulted in a loss of high school students to the university preparatory program. By 1896, the high school department closed, as

there were not enough students. Two years later, the public voted against a special tax election for \$4,000. As a result, the schools closed two months early. The first school district budget was prepared in the summer of 1898, when the Clerk of the School Board notified the County School Superintendent that the estimated school district expenses for the 1898-99 school year would be \$13,500.

Compulsory school attendance was legislated in 1899 for children between the ages of 8 and 14. Exceptions included parents who were unable to purchase suitable clothing for the child, physical or mental incompetence of the child, or residence farther than 2.5 miles away from school. Also excused were children taught at home. A school canvass revealed that 471 children of the proper ages were not attending school in Tucson District 1. The Old Adobe School had to be reopened to serve the expected increase in school population, but was closed again in 1900.

A complete course of studies for all grades of the district was produced during the 1890s, written by a school committee composed of Superintendent W. C. Bowman, Miss Lizzie Borton and Mrs. Frances J. Warren.

For the first time, in 1899, formal commencement exercises were held for graduating classes in rented facilities at the Tucson Opera House.

Administrative Turmoil

Board-administration troubles were also evident in the decade of the '90s. Superintendent W. W. Gillette, in trouble for condoning excessive punishment by teachers, discovered to his surprise that he would not be paid during the months of July and August. The next superintendent, W. C. Bowman, signed a contract which gave the board the right to "dispense with his services whenever the school funds of the district should be insufficient to pay said salary" of \$125 a month. The contract was clear that he served month-to-month at the option of the board only when school was open.

Nine superintendents served in the 1890s, with six serving between 1895 and 1896. Miss Lizzie Borton was the first woman to be appointed superintendent in 1895 but resigned a month later because of ill health. Although she was succeeded by Mrs. Frances Jane Warren, one board member objected to "the election of any lady to fill the responsible positions of principal of the schools of this District on the grounds that the duties and responsibilities of the position are too arduous to be properly fulfilled by a lady teacher and the schools will suffer." (10)

Prior to 1895, the local newspapers had expressed pride in the schools. But in March 1895, the Daily Citizen editorialized that "great wrongs had been perpetrated and the dear public have been made to foot the bill." However, no evidence exists in the financial accountings of the period to substantiate the opinion.

Working Conditions

A significant teacher employment clause was passed by the board in 1890: Teachers could not be dismissed other than for "good and sufficient cause" except "provided for want of funds to maintain said schools shall be deemed a good and sufficient cause." A year later, the board declared that dismissal was possible for unsatisfactory teaching methods, and for "failure to exercise diligence in the

preservation of school buildings, grounds, furniture, apparatus, and other school property. (11)"

In December 1892, the usual one-week Christmas vacation extended to two weeks to enable teachers to attend the "Teachers Institute" in Phoenix. This practice continued for many years and was the forerunner of granting teachers time off to attend the annual teachers' convention. State aid payments based on average daily attendance were established by the territorial legislature in 1895. Meanwhile, in 1898, teachers were required to present medical certificates stating they were free from tuberculosis or any infectious or contagious disease.

Notes

(5) Ida Flood Dodge, Incidents and Thoughts Concerning the Origin and Early History of Safford Junior High (Unpublished manuscript, May 1943). "Beyond the new building to the east and the south was open desert. From that same direction had come Tucson's Apache raids. For many years the Santa Ritas had been the rendezvous of the Chiricahuas when they left their home grounds farther to the east and went trouble hunting. No protection stood between Tucson's youth and Tucson's inherited foe."

(6) Cooper, p. 22-23.

(7) Cooper, p. 28.

(8) Cooper, p. 31.

(9) Cooper, p. 27.

(10) Cooper, p. 30.

(11) Cooper, p. 28.

"The schools exist for the children" 1900-1919

Attendance areas were defined for each of the schools in 1902. Twenty-seven teachers worked in the district by 1904. By 1905, the five district schools had an average attendance of 1,612 students. One classroom reported 80 students in a space built for 40 in that year.

Although a school census for 1911-12 showed the total number of children ages 6 to 21 living in the district to be 3,386, only 1,840 were enrolled in the public schools. By contrast, when school closed in May, 1920, the total enrollment of the school district was 4,120 with the high schools having only 538, and the balance in the elementary grades.

At the close of the decade in 1920, school finance came from a state appropriation, divided among the school districts according to size, and by a county contribution to the school districts of \$35 per pupil in average daily attendance. The state legislature had also permitted a district school tax. The budget for Tucson District 1 was \$249,782.20 with 19 high school and 89 grammar schoolteachers.

Salaries in 1910 were \$75 to \$90 a month for grammar schoolteachers, and \$1000 to \$1200 for the nine-month term for high school teachers. The principal earned \$1400 for 12 months. By 1917, a minimum salary for teachers was established at \$100 a school month. The following year it was raised to \$1,080 a year. Teachers were also provided paid sick leave for the first time. Teachers who served out the entire contract were given a \$50 bonus at the end of the year. Widows were permitted, yet married women were not welcome as teachers until World War II. Substitute teachers were paid \$5.00 a day.

Teaching Standards and Curriculum

The great teacher scandal of 1906 was the investigation by the board into charges that five female teachers had been seen drinking beer and wine and smoking cigarettes in Sabino Canyon on a Saturday. A female University teacher observed them and felt their conduct was unbecoming. Two of the teachers admitted the actions. Board members Sam Drachman and Lon Holladay thought the matter had been "considerably magnified." Board member George Roskrue felt that it was the duty of the board to see that none "but competent and trustworthy teachers are employed, to whom the children committed to their care can look up to for guidance both mentally and morally." (12) He felt the errant teachers should resign or be suspended for the balance of the year. The board voted 2-1 to dismiss the charges, which had been covered by the local press. Roskrue did not attend any further meetings of that board and resigned his office, although he was elected again several years later.

In 1910 the board resolved that only "graduates from colleges of unquestionable standing" with successful experience in teaching their subjects would be hired as high school teachers. Normal school or college graduates could teach in the grade schools, if they possessed prior teaching experience. The following year the policy was amended to waive the experience for university graduates, who would be given 12 weeks probationary trial.

After a territorial law forbidding corporal punishment was rescinded, it was authorized by the school board in 1912, with the admonition that, "This may be done only in extreme cases of continued insubordination, open defiance or disrespect for authority on the part of the pupil. Teachers must be discreet when resorting to corporal punishment; they must be free from anger; the principal of the school must be present; the punishment must not be excessive, and the pupil must not be humiliated." (13)

J. F. (Pop) McKale was the first athletic coach in the Tucson Public Schools, coaching football and teaching math at the high school beginning in 1912. He worked in District 1 for two years, until the University hired him away to be its coach for all sports. The first full-time librarian, Mrs. Annie W. Kellond, was also hired in 1912. She later became the first full-time secretary to the school board.

Curriculum continued to be defined. Physical Culture classes were permitted on Saturdays at Safford School in 1900. German was taught for the first time. Cinco de Mayo celebrations were made an official district holiday in 1910. Medical examinations of children were provided for in the school budget, through the services of a part-time school physician. The curriculum added manual training and domestic science classes in 1911-12. Physical culture for high school girls was provided in 1915 when Miss Edna Davidson was hired to teach the subject three times a week after school hours to 54 girls. Elementary teachers were required to possess a Palmer Writing Certificate as proof of proper

penmanship.

The Tucson Education Association was started in 1917 by three educators in the district: Alice Vail, Mary Duffy and Anne Rogers. For many years thereafter the education association and the school district administration were closely connected. Many former presidents of the Tucson Education Association have had schools named in their honor, for their services as educators and administrators in the school district, including the three founders.

A night school opened in 1917 with classes in commercial Spanish, typewriting, shorthand, stenographer trainer, dressmaking, shop arithmetic, auto repair and construction, architectural drawing, business English, folk dancing and Red Cross instruction. At the same time, high school students received permission to hold dances. Summer school for a six-week period was open for students with poor grades.

Federal aid was accepted in 1918 for the support of vocational industrial education, vocational agriculture and home economics. Further use of technology was in the form of the purchase of a motion picture machine for the high school, and the first powered vehicle in 1918, a Buick truck with "demountable rims, electric lights, and an electric self-starter," for the price of \$905.

School board and administration transitions

The distinction between the role of the superintendent and that of the board became clearer in 1906, when a policy was adopted that said the assignment of teachers and the general management of the schools were to be the responsibility of the superintendent, with advice and consent of the board. However, just a few months later, a board committee was formed to report "on the matter of the unsanitary condition of the toilets." The toilet issue continued to be on agendas for a year.

In 1907, the role of the superintendent was made more specific. Duties delegated to the office included preparing and submitting budgets to the board, preparing an annual report on the school system, obtaining supplies and materials, maintaining buildings and grounds, visiting schools, seeing to their proper operation, and assessing the qualifications and efficiency of teachers. However, delineation of duties was not sufficient to make smooth the path of the current superintendent, William M. Ruthrauff. He was publicly rebuked in writing for using textbooks which had not been prescribed by the Territorial Board of Education. Later in 1908, Ruthrauff resigned after complaining about the "flagrant and open insubordination on the part of a few teachers." Petitions asking for Ruthrauff's dismissal signed by 36 teachers were presented to the board, upon which his resignation was accepted.

Miss Lizzie Borton was once again called on to serve as acting superintendent (as she had been in 1902) at a salary of \$125 per month. Ruthrauff had received \$200. The following month S. C. Newsom was hired at \$3,000 per calendar year and was given "full and free control of educational policy" and all teacher employment actions could only be ordered by the board upon his recommendation.

The year 1916 witnessed the retirement of Miss Lizzie Borton, a district teacher and administrator for 35 years. A graduate of St. Joseph's Academy, Lizzie Borton began teaching at the Congress Street School in 1881. She had been the highest-ranking employee of the district on at least three separate occasions, as

well as serving as assistant to the superintendents for many years. She was given a gold watch by the school board, and a large Navajo blanket from her colleagues.

The following year brought the election of the first woman trustee in Tucson Public Schools: Mrs. Clara Fish Roberts. Mrs. Roberts was a graduate of the Tucson schools, one of the first students at the university, a former teacher in Tucson, and was the daughter of the former Miss Maria Wakefield, one of the first two women teachers in Tucson.

Bond Elections and New Construction

The new century marked the beginning of a massive building program for the 30-year-old school district, including installing telephones in schools. Overcrowded buildings led the board to construct three new 4-room schools, which the board of 1901 decided should be named after themselves: William C. Davis, Samuel H. Drachman, and Leonidas (Lon) Holladay. Initial building funds were raised by selling the Congress Street School and other property for more than \$31,800. Davis School, at 500 W. St. Mary's Road, and Drachman School, 549 S. Convent Avenue, are still in their present locations; however, the original Holladay School was located where Tucson High School now stands at 1st Avenue and 7th Street. Each of the schools was built for less than \$10,000 for land and buildings combined. Drachman School was almost completely destroyed by fire in 1948 but was rebuilt in the same location.

William C. Davis was a tinsmith from Philadelphia who arrived in Arizona in 1869. He provided the grubstake for the prospector who discovered the Quijotoa Mine and received \$75,000 for his half-share. That money was used to start the first private bank in Tucson, which later became the Valley National Bank. Davis also owned the Tucson Daily Citizen.

Several members of the Drachman family were influential in the development of the Tucson Public Schools. Samuel Drachman had come to the United States from Poland in 1855 as an 18-year-old. He served with the Confederate Army, and then in 1867 came to Tucson, where he established a cigar and tobacco shop on West Congress Street. Sam Drachman was active in public life, serving in the Seventh Territorial Legislature as well as being a Tucson city councilman.

Other Drachman family members who have contributed to the schools include Philip Drachman, an original petitioner for the establishment of Tucson School District 1; Myrtle Drachman, Sam's daughter, a teacher in District 1 in the early 1900's; and Harry Arizona Drachman, son of Philip, who served as president of the school board in 1916. Harry was the first Anglo child born in the Arizona Territory. Mose Drachman also served on the school board from 1920 to 1935; Oliver Drachman was elected to the board in 1948.

Lon Holladay was a railroad man, an engineer on the Southern Pacific. He was born in Tennessee in 1854 and began his railroad career at the age of 15, starting out as a fireman. The railroad took him to first California and then to Benson, Arizona before he settled in Tucson. Holladay was involved in local Democratic politics and served in the railroad union as well as on the school board. Ida Flood Dodge remembered Holladay from her days as a student at Safford School, "We could tell when he was in the building. The first thing he did was to pull the gong for a fire drill." (14)

In 1904, the original 8-room Mansfeld School, named for former school board member Jacob S. Mansfeld, was constructed next to the Military Plaza School by Armory Park. Today, that building is known as Safford Elementary. Mansfeld also gained fame for persuading the legislature to put the University of Arizona in Tucson.

In 1906 the Old Adobe School was opened a third time to serve temporarily as a high school. The construction of the new Tucson High School on 6th Street in 1907-08 marked the return of a high school to Tucson Public Schools, after a ten-year absence. The University of Arizona, which had been providing preparatory classes to high school age students began phasing out the program, forcing the need for a new school. An April 1907 bond election to provide \$50,000 for the purpose was passed by the voters 226 to 3. The new high school building of 1907 is today occupied by Roskruge Bilingual Magnet School. The new building possessed a lunchroom, without cooking facilities, but with tables and chairs for cold lunches from home.

Another \$50,000 bond election for elementary construction passed in July 1907 by a vote of 153 to 1. Those funds were used to add four rooms each to Davis, Drachman, and Holladay Schools, with the balance being used for repairs and furnishings.

More schools were constructed between 1910 and 1920, following successful bond votes. An elementary school to be called Roskruge School, also on 6th Street, opened in 1914 as an addition to Tucson High School. The addition was named in honor of George J. Roskruge who had been re-elected to the school board in 1909. Roskruge was embarrassed by the action and walked out during the vote. Roskruge, who had arrived in Tucson by walking from Colorado in the late 1800's, had been an early supporter of education. He drew the original plans for the Congress Street School, and later served as a member of the Board of Regents for the University.

A new 26-room Safford Junior High, adjacent to Mansfeld School, was completed in 1918, although the war had caused both material and labor shortages. The previous Safford School was razed to make room for the new one.

Menlo Park and University Heights Schools were approved in a bond election in 1917. Each school was built as a 2-classroom structure. Menlo Park School, at 1100 W. Fresno, eventually acquired 14 classrooms through renovations. University Heights School, on Park north of Speedway, originally costing \$8,984, became a 18-classroom school over time. Both schools were named for the neighborhoods in which they were built.

By 1919, the public mood had changed, as had the attitude of the newspapers. The citizen editorialized daily against the school district administration. A table printed on April 18, 1919, showed the cost of grammar school education rising from \$37.82 per student in 1915-16 to \$50.48 in 1918-19. The high school cost per student went from \$71.25 to \$102.50 in the same period. The newspapers presented constant opposition and personal attacks on Superintendent Fred Nims: "We don't need money for schools, but we do need a good superintendent," "a typical political school master," and "The Czar of the public schools must be dethroned." Superintendent Nims was accused of "lobbying in the Legislature" and of "campaigning through the children." (15) The bond issue was defeated.

Segregation Begins

In the early years of the school district, the student population was primarily Hispanic. The few African American children were included with the larger number of Anglos, but both groups were minorities in the earliest school population. As settlers from the East moved into the territory, the numbers changed, with Anglos slowly assuming the majority status. Students of Mexican descent were never legally segregated.

Territorial legislation had been passed in 1909 requiring the segregation of pupils "of the African race from pupils of the White race." A 1910 enrollment assessment showed more than 2,300 students in grades 1-12, including 41 Negroes in the first eight grades. By 1912, "a committee of Negroes, men and women, of the number of seven, with Rev. Dixon, appeared and presented a petition for re-segregated schools." (16) Details of the petition were not reported; however, the response from the board to the apparent request for a separate school was to establish "a Colored School" in 1913.

Cicero Simmons, a graduate of Tuskegee Institute, became principal and teacher. The Arizona Daily Star stated in September 1913, "The new teacher, Cicero Simmons, comes very highly recommended and is one of the leaders of his race in the Southwest. Not long ago, in a public address in Tucson, he publicly advocated the employment of Negroes for the purpose of teaching Negroes in order to foster race pride and to aid in race progress." Simmons was paid \$90 a month, out of which he paid the \$3 monthly charge for the school telephone. He was expected to teach everything for all classes. Three years later he received a raise of \$5 a month, and was advised if any 9th grade students enrolled, he could teach them at an additional \$5 a month.

After five years of teaching in a rented building at 221 E. 6th Street, a new 2-room school was completed in 1918 and named for Paul Laurence Dunbar, an African-American poet of national reputation with no personal connections to Tucson.

Dunbar School remained the school for African-American students until segregation was ended in 1951. The school's name was changed to John A. Spring Junior High to honor the second teacher in the district. It was later closed altogether as a part of the settlement of the Tucson Unified School District desegregation case in the 1970s. In 1919, the local N.A.A.C.P. asked for a "colored high school," but the request was not granted. African-American students continued to attend Tucson High School, using segregated homerooms.

Notes

(12) James F. Cooper, *The First Hundred Years The History of Tucson School District 1, Tucson, Arizona 1867-1967* p. 42.

(13) Cooper, p. 56.

(14) Ida Flood Dodge, *Incidents and Thoughts Concerning the Origin and Early History of Safford Junior High* (Unpublished manuscript, May, 1943)

(15) Cooper, p. 55.

(16) Cooper, p. 51.

"A true schoolman..." 1920-1939

The single most unusual factor in this energetic twenty-year period was the employment of only one superintendent of the Tucson Public Schools. In contrast to the six changes in leadership of the preceding 20 years, Clinton E. Rose held the post from 1920 until January 1941. C. E. Rose, a graduate of the University of Kansas and Columbia University, had come to Tucson from the Boise City Schools in Idaho, where he had been principal and then superintendent. His successor described him as a "true schoolman."

C. E. Rose was responsible for many progressive changes in District 1 during his 21 years as superintendent. He was willing to take risks and try new teaching methods and organizational structures, as well as show concern for social conditions. Rose truly cared whether students learned. Some of the methods and organizational structures that were attempted in the 1920s and '30s would not be acceptable today in light of current knowledge about learning. However, in the context of their time, the efforts of C. E. Rose and his teachers were dedicated to improving the educational system for the children.

Educational Changes

One of Rose's first acts was to persuade Mrs. Gertrude Cragin, whom he had known in Idaho, to come to Tucson as the first full-time school nurse. The board purchased a Ford car for her to use to visit the schools, in addition to her annual salary of \$2,000. Mrs. Cragin began a program which included feeding poor children at school and providing smallpox and diphtheria inoculations as well as school medical and dental examinations. A school lunch program for undernourished children at Drachman School, Davis School, and the 24th Street School cost the school district \$10 per day in 1920. The lunch was oatmeal and milk.

To enforce compulsory attendance laws, janitors doubled as truant officers. Under Rose, the first full-time truant officer, Jake Meyer, was hired and provided a Ford sedan to pick up the kids. Meyer took along a bloodhound to help persuade children to return to school. The bloodhound "wouldn't bite a piece of meat unless it was cooked, but those kids didn't know it," (17) according to the citizen. A woman truant officer, Mrs. Nora "Ma" Nugent was hired in 1937 to collect girl absentees. She often purchased clothes for children from her salary.

Kindergartens began in 1921 with an enrollment of 89 and rose to 322 by 1931-32. In that year state aid was no longer available for kindergartens and they were disbanded.

One way of adding money to the district coffers was by renting out the Safford School Auditorium, and later the Tucson High School Auditorium, to traveling shows and performers. The practice began in 1920.

A district-financed summer school in 1925 began with 79 students. When it was discontinued in 1931 for lack of funds, the enrollment was almost 700. Teachers continued the plan on a tuition basis. The first school bus was bought from O'Reilly Motors in 1927 for \$3,675. It would hold 30 students and was fabricated from a GM body and other parts. An indoor rifle range was built in the south end of the high school auditorium so the junior R.O.T.C. program could qualify for federal assistance.

The minimum salary for new teachers in 1920 was \$1,400 at the grammar school, while high school teachers received at least \$1,700. Principals received \$1,800 at the lower level, and \$2,000 for the high school, while Superintendent Rose earned \$6,000 annual salary. By 1929, Rose was earning \$8,000. Teachers had no tenure and their contracts reminded them that the superintendent could terminate the contract at any time with 15 days' notice. Teachers were permitted 10 days sick leave at full pay, and for every day over the 10 days, they forfeited one-twentieth of their monthly salary. A teacher exchange program with other states began.

Student "Retardation" and Special Classes

Student "retardation" was a major struggle for the teachers and administration throughout the early years of the school district. Retardation did not imply the current meaning of mental deficiency. Instead, it referred to any child who was over-age for the grade in which he/she was assigned. At an early point in Rose's tenure, the classification was reserved for any child 14 years or older who would have been placed in the first four grades.

Student retardation had various causes. Many students simply did not enter school at the legal age, or only attended a few weeks or months during a normal school year. Numerous students entered months late in the year after the farming chores were done for the season. Many of the students spoke little or no English. When Rose came to Tucson the retarded enrollment was 64 percent of the student body. There was an age range of 8 to 10 years in each grade.

Semi-annual student promotions began in 1920-21 to enable advanced students to progress more rapidly. At the other end of the educational scale, in 1921-22, "ungraded rooms" were established to teach "slow and retarded children." Over-age children attended these classes so that work best suited to their age could be offered. In tune with educational thinking of the times, in 1921 Rose also instituted using intelligence tests, ability groupings, and the first supervised study halls.

Twenty years later the meaning of student retardation seemed to have moved closer to the definition of mental deficiency. An October 1940, article in the Arizona Daily Star described the "special rooms" at Carrillo Elementary which housed 20 boys and 15 girls who "had gone as far as [they] could go in the regular classrooms – the third grade. But that does not mean that each cannot be made a useful and contributing member of society." The article describes the efforts of Elbert Gump and Miss Marie Curiel to provide meaningful curriculum for the students: "There were mechanical woodworking tools [left over from] WPA carpentry courses. Gump built his curriculum around the tools. He moved his class into the room and began his task of teaching 'los burros' to use their hands as well as their heads.... Progress was made in the 'academics' as proficiency increased in the use of tools.... Reading, for example, consists of learning to read street signs and the like, learning to read the newspapers.... Arithmetic was based on finance. A boy, or girl, learned to add and subtract by making change."

The "special" girls learned "beauty culture," cooking, sewing, and table setting and serving. "The girls assigned to the kitchen are learning the things that will make them excellent house servants, ... [they] are learning proper table manners and how to conduct themselves at a social gathering." The article continues, "Concrete results of the special training program includes the placement of several boys and girls in good jobs. And best recommendation for the classes is the fact that although students over 16 are not required by law to attend school, there are those over the legal age attending classes."

The Platoon System and IC Classes

Rose tried the "Platoon System" during the '20s and '30s in several of the schools with a high percentage of retarded students. It was a departmentalized plan which involved sending groups " platoons" of elementary children to different teacher specialists to learn their subjects. It also included classes in "Americanization." The IC and Americanization classes were intended to fight retardation and improve attendance. The IC classes presumed that Spanish-speaking monolingual children could attend a year of school in which the focus was totally on learning English. The following year the children would enter regular 1st grade, although they would be a year older than the other students. The practice continued for 45 years.

The Platoon theory was that children would succeed in some classes even though they might not do well in others. "Visible speech drill" was used in all schools in an effort to improve command of the English language sound system, to correct pronunciation and enunciation, and prevent formation of wrong habits which would have to be corrected later. The description is reminiscent of intensive phonics instruction.

The Depression Years

At the end of 1929, the high school enrollment was 1,481 and the elementary schools had an enrollment of 7,001. By contrast, the 1920-21 total budget was \$327,377, while the 1929-30 budget was \$678,700. But after the peaceful years of the '20s, the Depression years of the 1930s were difficult because taxes went unpaid. Fewer educational innovations were tried, and financial problems were of paramount concern.

At the start of 1930, Superintendent Rose had an annual contract for \$8,500. Top salaries for high school teachers were \$3,000 and for elementary teachers the maximum was \$2,400. The school board purchased a new Buick school bus for \$6,107. Seventeen months later, a motion passed unanimously that no salary raises would be given "because of the depression in business throughout the country and particularly in Arizona." (18)

By the fall of 1932, salaries were cut 5 percent. Pay for substitute teachers was cut from \$7.50 per day to \$5 per day. Superintendent Rose accepted a pay cut in the spring of 1933 from \$8,500 to \$6,600. Later, salaries were cut again, and everybody's jobs were placed on a month-to-month basis with layoffs possible. Bus drivers were hired on contract and required to buy their own liability insurance. By 1934 all janitors were placed on part-time. Even the graduating students felt the pinch. The board voted to replace leather covers on diplomas with plain white envelopes to save money.

By 1937, however, salaries had risen to nearly the 1930 levels. Superintendent Rose was back up to \$7,488. A uniform salary schedule with increments of \$48 per year of service for four years was adopted. This increment, however, was half of what it had been in 1930. Maximum teacher pay with a master's degree was \$2,496. The schedule held through the end of the 1930's. By 1939 there were 72 high school teachers and 279 elementary teachers.

The final budget total for 1939-40 was \$902,606, for an enrollment of 2,216 high school students and 9,526 elementary students.

A Massive Building Program Begins

Rose was immensely successful at persuading the voters to pass bond issues by very wide margins in 1920, 1921, 1927, 1929, 1931, and 1935. Three years later, in the face of strong opposition by the Star editorial staff, a bond election in April 1938, lost by a narrow vote. "Is it not high time to curb this expression of arrogant power on the part of Mr. Rose?" said the closing paragraph of a Star editorial. But a second election held in July of 1938 was successful.

Funds raised in these elections (totaling \$2,497,000) were spent on a massive long-term building and renovation program for the district's schools. Miles, Ochoa, Roosevelt, Mission View, Borton, Hughes, Richey, Carrillo, Government Heights and El Rio Elementary Schools, Mansfeld and Wakefield Junior High Schools, and a new Tucson High School, were constructed. Davidson School District, consisting of one 3-classroom elementary school, was annexed in 1928, and major additions and renovations were made to many of the older schools. Also, during Rose's tenure, schools were constructed for Native American children living in Tucson.

The spring of 1920 showed a bursting-at-the-seams enrollment of 4,120 students, with 1,200 of them on half-day sessions. The crowded conditions made it clear that the 1920 bond issue was critical. It passed with scarcely any opposition. Roosevelt, Ochoa and Miles schools were built as a result.

President Theodore Roosevelt had visited Tucson in 1912, speaking in the Elysian Grove on what is now the site of Carrillo Intermediate Magnet School. His enthusiasm for Arizona on that occasion probably led the school board to name Roosevelt School for him on Jan. 10, 1921. Three months later, the board changed its mind after receiving a petition from Col. C. C. Smith asking that the name of Roosevelt School be changed to honor William S. Oury, an original board member. The board granted the name change, but after another three months, changed its collective mind again to rename the school Roosevelt. The nine-room school was built at a cost of \$38,122 in the Highland Addition a few blocks northwest of Stone and Speedway.

Another of the schools constructed from the 1920 bond issue was also named for a national figure, Union General Nelson A. Miles. Miles was credited with the capture of Apache Chief Geronimo in 1886. General Miles had been honored in 1887 in Tucson with a two-week-long celebration and presented with "a sword of gold — the most artistic weapon ever made in the United States." Miles School, opened in 1921 at 1400 E. Broadway, was built as a duplicate of Roosevelt.

Returning to the more customary pattern, Ochoa Elementary School was named for a pioneer board

member, legislator, and mayor of Tucson, Estevan Ochoa, whose assistance had helped pass the first Territorial legislation authorizing public schools. The seven-room school was built in 1921 at a cost of \$46,784. The school is located at 101 West 25th Street.

Near the site of Ochoa had been the federal Indian Service School which taught Tohono O'odham children (then known as Papago) living in the area. Since the federal government had closed the school, it offered the use of one of the buildings to the school district. It was known as the 24th Street School, although it was actually located on Papago Street between 9th and 10th Avenues. It opened with 42 students in September of 1920. By April there were 191 students. The school was closed when Ochoa was completed.

More Construction Needed

The year 1921 held a successful \$750,000 bond election for a new 1,500 student building for Tucson High School. As a response to critical Tucson Citizen editorials, the board resolved to keep the price under \$650,000. The final price tag was \$588,948.45, when the building was completed in 1924 on the south side of 6th Street. The following year the grandstand on the athletic field was built, followed in 1939 with an annex. Remodeling projects and additions of classrooms have been built through the decades.

Mission View School (so named because in 1920 San Xavier Mission could be seen from the site) was constructed as a two-room school at a cost of \$8,200. The administration considered having the school built by "Mr. Seller's Carpentry Class" but later abandoned the idea. It was opened in 1923. Mission View is located at 2600 S. 8th Avenue.

A four-room school costing \$18,805 was named for Miss Lizzie Borton in 1927. Miss Borton, the most significant early woman in the school district, has been written about in an earlier chapter. The board decided to formally name the building "Elizabeth Borton School" although she was known to all as "Miss Lizzie." The school in her honor is located at 700 E. 22nd Street.

Sam Hughes Elementary was also constructed at the same time, for \$49,901. The Sam Hughes neighborhood built up around the school, at 700 N. Wilson, taking its name from the school rather than the other way around. Sam Hughes was an influential school board member and leading citizen who had limited education of his own but saw the need for the children of Tucson.

Education for the Pascua Yaqui children became a district concern during this period. Miss Tamar Richey, who had taught Native American children on the Mojave Reservation before coming to Tucson in 1923, brought the plight of the Yaquis to the attention of C. E. Rose. She informed him that the Yaquis did not want to send their children to Roosevelt Elementary but preferred a school of their own. She asked permission to start a school at the Pascua Village. When Rose visited the site a few weeks later, he found her teaching in a hut made of cardboard and tin scraps. He persuaded the school board to build a small adobe school in 1924 which was known as the Pascua School. The school was patched and built on over the years until the school district decided to build a proper building. Miss Richey was teacher, mother, provider, and friend, collecting clothing and food for the Yaqui Village. She died in 1937 at the age of 79.

Administrative offices had been located inside the Safford School until 1927. The need for more classroom space forced a move to a house across the street from Safford, and a garage was built to hold the school buses and trucks in 1928.

Toward the end of the decade, the school board voted to tear down the old Holladay School which was still on the site of the new Tucson High School, and also made land purchases for several new schools. In spite of the stock market crash on October 29, 1929, less than a month later the voters approved a \$500,000 construction bond to build Mansfeld Junior High, Carrillo and Government Heights Elementary Schools, and to pay for renovations on other older schools.

Carrillo School was originally constructed in 1930 for \$72,114 as a 12-classroom building in the old Elysian Grove at 440 S. Main Avenue. It was named for Leopoldo Carrillo who had once owned the land. Carrillo was one of the original petitioners who set up the school district in 1867. Carrillo came with a swimming pool from the Elysian Grove, which was eventually leased to the city for operation. From the beginning of Carrillo School, Las Posadas nativity pageant has taken place in the school neighborhood each December. Miss Marguerite Collier began this rich tradition which continues to the present time.

Junior High Schools are Established

Junior high schools started in the fall of 1930 at Safford, Roskruge, Dunbar, and the new Mansfeld Junior High Schools. These 7th, 8th, and 9th grade schools were established to relieve the pressure on Tucson High School. Mansfeld Junior High was constructed at a cost of \$147,000 with 17 classrooms. It is located at 1300 E. 6th Street. The old Mansfeld School was renamed Safford Elementary when the name was transferred to the new site. The Mary J. Platt School, adjacent to Mansfeld, was a private school belonging to the Methodist Church which closed in 1928, and the land and buildings were purchased by the school board. Later the land was added to the Mansfeld site.

Government Heights Elementary was constructed with four rooms and an office at 150 W. Ajo Way. The school was named for the neighborhood which at that time housed a number of federal government offices. Public Works Administration funds made possible the addition of two more rooms in 1936. On two occasions, 20 years apart, Government Heights lost classrooms from arson fires. Today, the school, now called Hollinger Elementary, is one of the largest elementary schools in the district. The name was changed during the early 1970s to honor Charles Hollinger who had been principal of the school for twenty years.

The New Deal Brings Federal Funds

No new schools were built between 1931 and 1939, although substantial additions and improvements were made to existing schools and grounds with Public Works Administration and Works Project Administration funds. Roskruge Junior High was substantially remodeled, vocational shops were built for the high school as well as an annex, and additions were made to Carrillo and Sam Hughes Schools.

Public Works Administration (PWA) money was available on a 55 percent - 45 percent basis. That meant the school district could provide 55 percent of the money through bonds, or by borrowing from the federal government, and receive 45 percent of the cost as a grant from the federal government. A 1935

bond election passed for "55 percent money" to be used for additions to various renovation and addition projects. However, an April 1938 bond question for a total of \$750,000 ran into stiff opposition from the Star, but support from the Citizen.

The Citizen editorialized: "Worst of all, there are 38 teachers in the school system who have no regular rooms at all, and they and their classes must take instruction rooms when and where they may be available. Two grade classes are being taught in storerooms." (19) The Star contended: "The issue is whether the people of Tucson are going to have a voice in the conduct of school affairs other than mere voting a cut and dried 'Yes' or 'No' on the ballot next week." The issues lost on a very close vote.

A second election for a total of \$420,000 of "55 percent funds" passed in July 1938. The funds were designated for the high school annex and a football stadium, as well as Wakefield Junior High and El Rio Elementary. The six-room El Rio School was built in 1939 for \$32,966 while Wakefield cost \$87,878. El Rio was located at 1301 W. Ontario and was the site of a disastrous fire in the 1980s.

Wakefield Junior High, a 13-room building at 101 W. 44th Street, was originally to be called Tucson Junior High School. A committee from the Tucson Chamber of Commerce asked that the new school be named for Marcos de Niza, an early Spanish explorer. The Arizona Pioneer's Historical Society wanted the school named for Maria Wakefield, one of the first two female teachers. After her marriage to Mr. Fish, Maria Wakefield was one of the prominent women in Tucson who took an active part in raising money to build the Congress Street School. A community-minded woman, Mrs. Fish was the founder of the first Protestant church in Tucson, as well as president of the Women's Christian Temperance Union. The board chose the Wakefield name for the school which opened in 1939.

Notes

(17) James F. Cooper, *The First Hundred Years: The History School District 1, Tucson. Arizona 1867-1967* p. 76.

(18) Cooper, p. 88.

(19) James F. Cooper, *The First Hundred Years: The History of Tucson School District 1, Tucson, Arizona 1867-1967* p. 85.

"One of the most progressive and advanced systems in the United States" 1940-1959

By the start of the decade of the '40s, Superintendent Rose was in failing health as a result of injuries from an automobile accident. He notified the school board that he would retire as of June 30, 1941, after a little more than twenty years as superintendent of the Tucson Public School District 1. His final year as leader of the district was spent addressing the constant population increase and the need to repair and renovate older schools.

The Pascua School, now 17 years old, was unable to provide enough space for the students. In April 1940, Dolores Wright, the Pascua teacher, informed the board that if the district would provide the

lumber and hardware for an additional room, the Yaquis would furnish the adobe and labor. The district accepted the offer. Plans were also made to enlarge Dunbar, Government Heights, and El Rio Schools.

In the spring of 1941 Superintendent Rose called once again for a bond election for \$450,000 to build a new junior high school, two new elementary schools, a new administration building, and remodel of the high school, as well as other additions. The vote was successful.

Clinton E. Rose passed away in 1942. In a June 1942, Star obituary, his successor described him in this way: "During his superintendency he worked assiduously to raise the standard of teaching and teacher qualifications; the standard of work demanded from the pupils was also raised and achievement reached a new high. AU phases of schoolwork received new emphasis and became vital and alive. And he had vision, saw the future needs of the school."

The Morrow Era Opens

That successor became the most significant figure to date in the long history of this district. Although internal applicants were considered, the board settled on Mr. Robert D. Morrow, who had been Superintendent of the Arizona State School for the Deaf and Blind for a decade. Mr. Morrow, a native of Nebraska, was graduated from high school in Iowa and attended Westminster College in Fulton, Missouri. He received an A.B. degree from George Washington University, Washington, D.C., and an M.A. from Gallaudet College, also in Washington, D.C., in 1927. He earned another M.A. from the University of Arizona in 1942 and was awarded an honorary Doctor of Humanities from Westminster College in 1957. Although Mr. Morrow's training and experience had been in working with the deaf, he rose to the challenge of supervising a major public school district with such distinction that he served for 28 years.

More than any other superintendent, Robert Morrow left an indelible mark upon the Tucson Public Schools, leading it through a period of growth from some 9,000 students to more than 54,000 students by the time he retired in 1968. Fifty-five of the district's schools were constructed or planned during his tenure in office. In addition, he shaped the basic structure for central administration in the rapidly enlarging district.

World War II Affects the District

The war years created new challenges for School District 1. Even before the United States entered the war, the Tucson school board resolved on April 11, 1940, to ask the state board of education "not to make any changes in either the histories or the geographies used in the school as long as the present unsettled conditions continue in Europe and other parts of the world." (20)

By June of that year, teachers who were Reserve Officers and any other teacher called into the service received leaves of absence with guaranteed jobs upon their return. However, teachers who left the district for war industry jobs did not receive that guarantee. New teachers were placed on probationary status so they could be removed if the number of returning teachers required such an action.

Also in 1940, the board decided to charge \$65 annual tuition to any English refugee children enrolled in district schools by Tucson families. In March 1941, the board decided to offer National Defense

Education classes in machinists' welding and sheet metal airplane construction. Once the war involved U.S. forces, the school board responded calmly to a request for air raid identification tags for school children, saying, "As the need for action in this matter seems more or less remote, the recommendation of the committee in charge of Air Raid Defense was tabled for future action." The board also decided not to take action to procure war insurance on the school buildings. In September 1942, Superintendent Morrow reported that the district was receiving four to seven resignations a week from both male and female teachers entering the services.

During the war years, the government financed nurseries, staffed by the school district. These, however, were closed in the fall of 1945 when federal funds were withdrawn. The need for defense workers rose to such a level that teachers were permitted to work at the Consolidated Aircraft Plant on Saturdays and Sundays and not more than two hours per day during the week. By 1943, servicemen were returning from the war with discharges from wounds or other physical reasons. Many had not finished high school before enlistment and now wanted to enroll and be graduated. The board decided to allow the men to complete the high school curriculum, but to not take part in extra-curricular activities. Married women were not permitted to return. As the numbers increased, so did the problems. In 1946, Morrow issued the following bulletin: "Veteran students in high school must observe the high school rules about smoking in the school building or on the schoolgrounds. Also carrying liquor to high school games when seated with high school students will not be tolerated." (21) After the war, the district received federal funds for educating veterans. During the war years the ban was lifted on married women holding teaching positions. Teacher pay scales rose: elementary teachers' salaries ranged from \$1,488 to \$2,208 per year in 1940-41. High school teachers received from \$1,536 to \$2,688 per year. Administrators were paid higher salaries proportionate to their duties, and principals in the larger schools were relieved of teaching responsibilities. Substitute teachers were paid \$6.00 a day, the first raise since 1919. Morrow recommended cost-of-living pay increases throughout the decade, with longevity-based increment raises, and added pay for master's degrees and graduate work. In 1943, the state legislature enacted the teachers' statewide retirement system, providing a new benefit. By 1949-50, teachers on all levels earned a range from \$2,784 to \$4,704.

At the start of the '40s the total district budget had been \$947,699 for about 11,000 students. By 1950, the student population increased to more than 18,000, with 518 teachers, and a total district budget of \$4,106,383.

Educational Advances of the 1940s

Educational advances made during this wartime decade included an automobile driving course at Tucson High School in 1941-42; Distributive Education in 1946, through which students learned retailing methods and worked part-time in retail outlets; a new science course for grades 18; and a tuition-based summer school in grades 4-12. The school year calendar was standardized for both elementary and high school students. Previously the elementary year started later than the high schools did.

In 1947, the school district began providing counseling and guidance for students by releasing one teacher in each junior high and six teachers in the high school for half-time counseling. They also hired a full-time director for coordinating the services. A year later, Mrs. Laura Ganoung was hired to supervise a program to educate handicapped children, as the start of the Special Education Department. By 1949,

Morrow had reported to the school board that the combined efforts of the counseling, testing, and guidance programs had brought "the number of pupils who drop out of school down to the lowest in the history of the school system" with tardiness and truancy reduced by 65 percent.

Pressed by continuing demands for new buildings, the school board conducted an extensive study of a year-round school proposal, but after surveying the community, concluded that few parents actually supported the concept. The idea was formally rejected in 1950. The plan surfaced again in the '60s, and once again was rejected as not cost-effective or acceptable to parents.

The year 1952 marked the organization of what would become the Educational Materials Center. Originally known as the Instructional Aids Department and housed at the administrative offices, the department was a collection of "visual aids," including charts, maps, projected, display, and recorded materials and the audiovisual tools needed to use them. The name was changed in 1963 to reflect the broad use of materials. The EMC provided district wide supervision for libraries and the central processing function for new acquisitions, while providing a central reference library for use by employees. The EMC was a teacher training location for use of equipment, and a preview area for materials, which could then be checked out for school use.

The Original Desegregation

Perhaps the district's most significant educational event came at the mid-point of the century when Robert Morrow voluntarily desegregated Tucson School District 1. Although the school board had opened the "Colored School" in 1913, later known as Dunbar Elementary and Junior High, the high school had always permitted African American students to attend. They were placed in segregated homerooms, and integrated extra-curricular activities were limited to sports and band. Many African American students dropped out. Those who chose to participate in team sports encountered discrimination in housing and food when they played out-of-town games.

At the Dunbar School, a new principal had been hired in 1940. Morgan Maxwell, a graduate of Kansas State Teachers College and the University of Kansas, brought a new demand for improved educational access, asking for and getting an improved campus with trees and a ramada. A cafeteria was set up and began serving hot lunches for a nickel. In the previous decades, African American teachers were allowed to teach only at Dunbar School, where they often had to ask for materials that other schools took for granted. Teachers from the period recalled that "Everything was secondhand from the other schools. We used old textbooks, old desks." (22) Maxwell demanded academic equality. He found an ally in Robert Morrow.

As superintendent at the School for the Deaf and Blind, Morrow had already ruffled feathers by refusing to segregate five Black children in the face of threatened lawsuits. As Superintendent of Tucson Public Schools, he had been appalled by the conditions for Black students at Tucson High School. He ordered changes, from ending segregated homerooms to canceling interscholastic sports with Texas schools.

Meanwhile, in the community Morrow worked with the N.A.A.C.P., the state legislature, and local leaders of both races to help bring about the repeal of the state segregation law. A statewide initiative on desegregation had failed 2-1 in November 1948. Morrow went to the school board anyway on

January 19, 1949, and took a public stand in opposition to segregation of Negro children. The state legislature did repeal the law on March 30, 1951, and that fall, Tucson School District 1 became the first school district in Arizona to desegregate, earning national recognition for having done so.

The change was accomplished peacefully in large part. Morrow recalled having been called names such as "nigger-lover," "fascist," and "Nazi" by a few groups in town, but the board moved ahead unanimously (23). Letters were sent to all school staff members, meetings were held with parent and community groups, and students were assigned to the schools closest to their homes. The newspapers were totally supportive of the action. African American teachers were no longer restricted to just one school, although many remained on the west side. On May 28, 1951, Dunbar School graduated its last class. Then it was renamed John Spring Junior High, after the district's second teacher. Morrow asked for the change because "Dunbar was the name of schools all over the country, and not a single one was integrated." (24) School opened peacefully in September 1951, as 25,000 school children began the process of integration in Tucson – a process that continues today.

Construction During the War Years

Immediately upon Morrow taking office, the construction of six-room Blenman Elementary, 1695 N. Country Club, began at a cost of \$64,530. The school was completed in 1942. Judge Charles Blenman was an Englishman who had studied law at Oxford. He decided to try his fortunes in America. Sailing from Southampton on a windjammer in 1887, he made a nonstop trip around Cape Horn and up to San Francisco. The journey took 145 days. Blenman arrived in Tombstone about 1890 to defend an accused man on trial for his life. Blenman's "impassioned plea" didn't get an acquittal, but did get a life sentence, which was unusual in those days. Blenman settled in Tucson in 1893, and later homesteaded a square mile of desert land to the east of the University of Arizona. A part of that homestead is where Blenman School now stands.

The district applied for new federal construction money, based on the steadily increasing population of defense employees at Davis-Monthan Air Force Base and Fort Huachuca. The funds were available to districts obligated to educate children of families whose employers were exempted from property taxes.

The district administration offices had been housed, literally, on the Safford School campus for many years. There were ten employees in central administration at the time that construction was started on the new Education Center at 1010 E. 10th, roughly on the site of the Old Adobe High School. Construction costs were \$42,273 for the 15-room building, completed in 1942. Since 1948 multiple renovations and additions have been made to the Education Center, expanding to fill the entire block.

Although plans had been drawn in the fall of 1941 for Jefferson Park Elementary after the annexation of Jefferson Park Addition, they were canceled because of the outbreak of World War II. The federal government permitted no construction until 1945 because of wartime shortages in building materials. Finally, in 1945, the six-room school, located at 1701 E. Seneca, including offices for a nurse and an administrator was completed.

Catalina Junior High School was also constructed in 1942 at a cost of \$145,457 for a 12-classroom campus at 2400 N. Country Club. By 1957, the district decided to name future high schools for

surrounding mountains. Therefore, the name "Catalina" was given to the new high school and the junior high was renamed for Coach Bryan C. (Bud) Doolen. Doolen had been a basketball coach at Tucson High for 20 years, with phenomenal success. At one time the Doolen coached teams won 51 consecutive games.

The Post-War Building Boom

The first post-war building boom in Tucson School District 1 was financed through two successful bond elections in 1946 and 1948. The 1946 \$2.1 million combined bond issues provided additions to El Rio, Government Heights, Blenman, Mission View, and Wakefield Junior High, and provided the funds for a new 15-room elementary school to be named in memory of C. E. Rose. Located at 710 W. Michigan, its original cost was \$261,493. Further, overcrowded Tucson High School would receive badly needed new classrooms and a new Vocational Building.

Still the only high school in District 1, Tucson High was placed on double sessions in 1948. Students living south of 5th Street attended school from 7:15 a.m. to 12:15 p.m. Those who lived north of 5th Street attended from 12:45 p.m. until 5:45 p.m. This pattern continued at various times into the '60s.

The 1948 bond issue brought in another \$3.2 million in combined funds for construction and repairs. During this same period, the original Drachman School suffered 80 percent destruction from a fire set by a burglar. The school was rebuilt on the same site.

Another annexation took place in 1948, this time of the Fort Lowell School District's single seven-room school at 5151 E. Pima. The annexation resulted from conflicts between parents and administration in the Fort Lowell area. Dr. Morrow recalled a time when he had been invited by an administrator to a public meeting in the Fort Lowell district. A female parent had grabbed the hair of a female administrator and was dragging her along, while cheerfully telling Morrow that she felt as a parent she could work with District 1. He was aghast at her conduct and ordered her to let go immediately. Morrow said that incident helped to activate the annexation drive. (25)

Davis-Monahan School was opened in 1948 in government buildings on the base, with its teachers paid by District 1. Smith Elementary School replaced the school in 1952-53 built with federal funds to the sum of \$294,807 under the direction of the Air Force. The school, located at 5741 Ironwood St., was named for the second commander of Davis-Monahan. Col. Lowell H. Smith was a pioneer airman who dropped the first bomb from an airplane. Col. Smith was also known for having flown a bomber around the world in 1924 in 363 flying hours. His military career began in the Air Corps in 1917 and ended with his death in Tucson in 1945 when he fell from a horse in the Catalina Foothills.

Longfellow School was renamed Peter E. Howell after one semester. It was constructed at 401 N. Irving Avenue in 1949 as a 22-classroom school, constructed for \$317,720. It was the first school with evaporative coolers in the district. In 1949 that was considered air-conditioning. Peter Howell had been a long-time school board member who was a barber by trade, and a community servant by avocation. He was the first Pima County Recorder under statehood, and previously served in the position under territorial government. Peter Howell was instrumental in setting up many student scholarships and youth groups through community organizations.

Other schools built through the 1948 bond issue included the 6-classroom Cragin Elementary, named for the first school nurse, Mrs. Gertrude Cragin. Built in 1950 for \$106,514, Cragin has since had 16 classrooms added to the site at 2945 N. Tucson Boulevard. Mary Lynn Elementary School was named for a teacher who had worked with the Tucson Indian Training School and the San Xavier Reservation. Mrs. Lynn never taught in Tucson School District 1, but the land for the school at 1573 W. Ajo Way was purchased from the Lynn family; therefore, the board decided to honor her.

Lynn Elementary School opened in 1950 as a six-classroom structure, costing \$101,359. When four additional rooms were built in 1954, the contractor refused to turn over the keys to the teachers so they could prepare for opening day. The refusal stemmed from the Pima County Board of Supervisors withholding of final payment until a minor part of the job, costing \$50, was finished. The contractor said the work wasn't finished because of delayed arrival of materials. When school opened on September 7, 1954, classes at the school were on double sessions because of locked rooms. Supervisor Chairman Lambert Kautenburger worked out an arrangement with Superintendent Morrow to resolve the issue. Kautenburger guaranteed the supervisors would pay the disputed \$50, drove to the contractor's home to get the keys, and then gave them to Morrow. On September 20, 1954, the school went off double sessions, making it the first time in Morrow's 14-year career with District 1 that all schools below the high school level were on single sessions.

Pueblo Gardens Elementary, a six-classroom structure, was named for its neighborhood, a subdivision that had achieved national recognition as a planned community in 1950. The original construction at 2210 E. 33rd Street carried a price of \$106,264.

Robison Elementary was built in 1950 at 2745 E. 18th Street with 15 classrooms plus nurse's and administrative offices, a community room and a kitchen, all of which had become standard in school construction. Construction costs totaled \$289,370. The school was named in honor of an assistant superintendent of District 1, Roy H. Robison, who died in 1948 while attending an education conference in Phoenix.

The second Holladay School was constructed at 1110 East 33rd Street in 1951-52, borrowing its name from the older building which had been demolished 20 years before. The basic building consisted of six classrooms and related offices at a cost of \$114,957.

Another annexation occurred in 1953 when District 1 acquired the Wrightstown District. The district came with 141 pupils and 6 teachers in a single school building constructed in 1914. After District 1 acquired it, seven more rooms and a multi-purpose room were added. The neighborhood and school were named Wrightstown for Harold Bell Wright, a well-known novelist and former resident of the area.

[Correction: While the original print version of this document identifies Harold Bell Wright as the namesake for the Wrightstown school and school district, the Wrightstown District, annexed by District 1 in 1953, and Wrightstown Elementary School are named for Fredrick and Dolores Wright, homesteaders who founded the school and donated the land on which the school is located.]

The district reached its present geographic size through a final annexation of the southwest corner in June, 1951. The area was unorganized and contained no school. At various times over the years newspapers and board minutes mentioned annexing the Catalina Foothills District, but nothing came of the discussions.

Educational Changes of the 1950s

Educational innovations and school changes during the '50s were many. The school safety patrol program, which had been financed by the Lions Club International, was returned to the school district. Also, for student safety, school grounds were paved, and grass was planted to diminish dust as a health hazard. A 12-month school program was once again considered to alleviate the constant overcrowded condition of the schools. The idea didn't win parental support and was dropped.

The Special Education program was enlarged to teach physically handicapped children. Classes for "mentally slow" children were continued and updated, and the homebound teaching program was also started.

In 1952 a radio broadcasting bureau was established in the basement of the Vocational Building at Tucson High School. By March 1959, students and teachers were taking part in live educational television through KUAT-TV Channel 6 at the University of Arizona. Science, music, and child guidance were among the areas presented between 6:30 and 8:30 p.m. during the experimental phase of the station.

The Korean War impact was limited to losing male high school students to the draft or to enlistments. These veterans then returned to school after the war.

The schools' organization was changed in 1954-55 to a four-year high school, taking the 9th grade from the junior highs. This was important for budgetary reasons, as the high school and the elementary school districts were considered separate districts by the legislature. State law designated grades 1-8 as the "common" or elementary grades. Grades 9-12 were not designated as required education at this time. Free textbooks were provided for grades 1 through 8, but not for grades 9-12. State aid was still not available for kindergartens. Parents continued to petition the district to reestablish them, but no state funds were provided for them. School District 1 felt it could not afford the building and operation costs without state support.

The school board established closed campuses in 1956. That meant students must remain on the campus during the noon hour and free periods or have written permission from their parents to go home. The policy was adopted to "curb juvenile delinquency." The school year was standardized in 1959 at 180 days per year, five days longer than the state required minimum. High school graduation requirements were raised to 20 credits from the previous 18.

Also in 1956, the school board, at the behest of Mrs. Nan Lyons, established the practice of holding one education meeting a month to explain particular school programs in addition to the regular once-a-month business meeting. Publications such as the TPS News and the Update informed Tucson families of the regular and special activities and programs of the school district. Ad-hoc citizen committees began

to be used to advise the school district and the community on various aspects of district administration and needs, as well as build community support for the district.

Educators' Economic Conditions

Robert Morrow worked diligently through the '50s and '60s to bring about changes in state support for public schools, seeking equalization of funding across school districts and provision of a broader base for school funds. Morrow also sought changes in 1950 to the Teachers' Retirement System to allow all school personnel to enroll.

For the first time in 1951 the principals of elementary schools had clerical help. By the end of the decade, policy was established to provide two full-time clerical employees for schools with 25 or more teachers. Salaries for elementary principals were based on the number of teachers supervised, with three tiers resting at less than 12 teachers, between 12 and 22 teachers, and more than 23. Junior high school principals were paid \$200 more than elementary school administrators at the same sizing tiers.

The wartime practice of hiring married women as teachers became a permanent part of the system. Also, toward the end of the '50s, maternity leaves began to be granted. Pregnant women were required to drop out after the 4th month of pregnancy and could not return until three months after the birth of the child. A related issue was the nepotism policy established in 1956. It provided that two people from the same family could now be employed, but they could not work at the same school.

Personnel policies were codified in 1956 when a personnel administration department was created to assist in management of the numerous employees. Regular discussions were held with the Tucson Education Association on salaries and benefits as well as educational matters. By the end of the decade, teachers' salaries had been raised significantly. Those holding a bachelor's degree from \$4,400 to \$7,300; with a master's degree, the range was from \$4,600 to a maximum of \$8,000. The dual salary schedule was created in 1959, which recognized years of service as well as further education completed after employment. Teachers could anticipate an annual incremental increase of \$250 until the maximum for their educational level was achieved. After 25 years' service, an extra \$100 longevity pay was added to the salary. Ten days annual sick leave for critical illness were permitted, and teachers could accumulate 90 days. Teachers could also increase their earning by taking further college or in-service courses. Four new categories provided an increase for credits earned after a master's degree. The following year, a mathematical salary index was created which greatly simplified computation of teachers' salaries.

When Robert Morrow became superintendent in 1941, there were about 9,000 students in School District 1. By 1959-60, the enrollment was 38,236. The total school district budget for 1959-60 was \$16,619,934. Morrow's salary in 1960 was set to be three times the maximum teacher salary.

More Construction Needed

Once again the district turned to the voters for construction money. A March 1953, election passed easily for a combined total of \$6.2 million for elementary and high school purposes. Three new elementary schools, renovations to nine existing elementary schools, and two new high schools were called for. In addition, the district received federal impact funds (based on defense workers) for the

building of five other schools, as well as contributions to the construction of the two new high schools.

Lizzie Brown Elementary was a 16-classroom structure with a price of \$306,436, named for the wife of a former owner-editor of the Tucson Daily Citizen. She was a schoolteacher in Arkansas and California before her marriage. From 1900 until 1933 she taught in School District 1, pioneering special classes for non-English speaking students and remedial work for retarded children. She taught until shortly before her death at age 82. Brown Elementary was completed in 1954.

Duffy Elementary, a \$350,85218-classroom school opened in 1954, has the unique distinction of being named for five sisters, all of whom taught for District 1. The Duffy sisters were all born and educated in Tucson. Their parents were married in 1888 in San Augustine Cathedral, a railroad construction crew worker and an Irish immigrant bride. They attended St. Joseph's Academy and Tucson High School, the University of Arizona, and the State Colleges at Tempe and Flagstaff. Mrs. Mary Duffy Collins taught for 20 years at Davis, Drachman and Safford Junior High Schools. She was one of the founders of the Tucson Education Association. Mrs. Harriet Duffy Murphy taught at Julia Keen School and was a member of the faculty of Arizona State College at Flagstaff. Miss Ida Myrtle Duffy was a teacher at Safford Elementary School. Mrs. Catherine Duffy Foy was a teacher at Safford Elementary. Mrs. Alice Duffy Murphy was principal of Pueblo Gardens and Borton Elementary Schools, as well as teaching at Drachman, University Heights, and Safford Elementary Schools. She was also the first principal of Duffy Elementary School. Duffy is the only school to have been named for an employee who was in service to the district at the time of construction.

Julia Keen Elementary School was one of the five schools built through federal impact funds. Keen, costing \$293,192, opened in 1953 with 12 classrooms, to which 9 more were added. Keen School has the same architectural plan as Lizzie Brown Elementary. The school is named for a woman who taught in the Tucson Public Schools from 1908 until 1951. Miss Keen was born in Tucson in 1885 and attended St. Joseph's Academy. She taught at Safford and Davis Elementary Schools for 10 years, and then was principal of Drachman Elementary until her retirement in 1951. During World War I, Julia Keen helped to feed nearly 200 school children every day, getting the food "by hook or crook" from the butcher and the baker. (26)

Ignacio Bonillas Elementary School also opened in 1953 with 16 classrooms. The original structure cost \$386,777. The school opened with double sessions. Ignacio Bonillas was also one of the earliest teachers in Tucson, whose sister-in-law was Miss Lizzie Borton. After teaching in Tucson, Bonillas had a varied career in mining and politics on both sides of the border, serving as mayor of Nogales, Sonora, Mexico, and later, in 1917, as Mexican Ambassador to the United States. In 1920, Bonillas was a presidential candidate in Mexico, losing to General Alvaro Obregon.

Tamar Richey School, an 8-room school to which 4 more were added, was built in 1954, with federal funds in the amount of \$193,529, to replace the Pascua School at Pascua Village. The school was named for the teacher who spent her life serving the Yaqui children, and who was responsible for them having a school provided by the district.

John B. Wright School, built for \$375,901 in federal funds, opened with 16 classrooms in 1954. John B.

Wright was a lawyer and former school board member from 1906 until 1916. Wright had attended the University of Michigan law school in 1894, and then moved to Tucson in 1900.

Alice Vail Junior High School was also built in 1954 with federal funds to the amount of \$788,393 for 32 classrooms, to which a library and science classroom were added later. It was the first junior high school to be built in a 13-year period. Alice L. Vail had taught for 30 years in the Tucson Public Schools. She had been the head of the English Department at Tucson High School, and the advisor for the school's newspaper, *The Cactus Chronicle*, for 26 years. Miss Vail coached oratory for 15 years and helped found the Tucson Education Association. She also was president of the Arizona Education Association.

Corbett Elementary School was built at a cost of \$309,429 in 1955 as a 6-classroom school. The school was named for Johnston Knox Corbett, former mayor of Tucson and District 1 school board member. J. Knox Corbett was married to Lizzie Hughes, daughter of Sam Hughes. He owned a freight delivery line before he became a U.S. Postmaster, a position he held under Presidents Harrison, McKinley, Roosevelt, and Taft. He later opened a lumber company which merged with a hardware store. Corbett's son, Hiram S. Corbett, became a state senator from Pima County for whom Hi Corbett Baseball Field is named. His grandson is a former city councilman, mayor of Tucson, and court clerk, Jim Corbett.

New High Schools are Needed

Two new high schools were planned and built during this period using funds from the various bond issues. Pueblo High School was completed in 1956 on 40 acres of land, at a cost of \$1,828,510. The original school had many additions: a 2,000-seat stadium, classrooms, shops, industrial education facilities, a library, and swimming pool were built over the years. The name of the school was chosen through a poll of students, making it unlike any other high school in the district until University High. When the school opened in April 1956, there were 867 students. The following fall, more than 1,300 students were registered. In 1964, Miss Florence S. Reynolds became the first woman high school principal in Arizona when she was placed at Pueblo High School. In later years, Miss Reynolds was the third woman to be named Acting Superintendent of the Tucson School District.

During the 1960s Pueblo High was the home of a program developed to teach Spanish to native Spanish-Speakers. Recognizing that the usual "foreign-language" Spanish classes did not meet the needs of native Spanish-speakers, a team of teachers created a curriculum designed to enhance reading and writing in Spanish for those students. Later in the decade of the '60s, Maria Urquides, Henry Oyama, Adalberto Guerrero, and Rosita Cota researched and co-authored a National Education Association report, called "The Invisible Minority," on the status of Mexican American students in American high schools. That report led to congressional hearings at which the four District 1 teachers testified. The first federal legislation funding bilingual education was the result. Urquides, Oyama, and Guerrero were later responsible for beginning the Pima Community College Bilingual Studies program.

As noted earlier, Catalina High School, opened in 1957, was named under a new board policy of calling the schools after local mountain ranges. Catalina was built as a showplace school for the times, costing \$2,496,619, to which were added extra classrooms, locker and shower facilities and a science wing, totaling 73 regular classrooms. The school was controversial at first, with some critics calling it "Disneyland" because the architecture was viewed as lavishly modern and expensive. Catalina, which

had been designed for 1,500 students, opened with an enrollment of 2,000. Prior to the completion of the building, students had attended Tucson High on split sessions, with Catalina students attending the afternoon session.

Another Bond Election Passes

Once again the public approved a bond election for the schools in 1955 for a combined total of \$8,585,000. From these proceeds, seven elementary schools, one junior high school, and one high school were constructed, with additions made to ten other schools.

Howenstine School was designed for Special Education classes and was originally located near the district maintenance shops on Winsett Boulevard when it was dedicated in early 1958. The school had formerly been a federal housing project which was donated to the school district along with the site. Modifications to make the housing project usable as a school came to \$40,000. Howenstine provided a 3-year program of vocational training for special education students aged 15 through 18, with emphasis on training for job placement. The school was named for E. Jay Howenstine, one of the founders of the National Society for Crippled Children and Adults. He was involved with the first Easter Seal Society as well. In 1945 he moved to Tucson, where he was appointed coordinator of the health council of Tucson Public Schools in 1950.

Although El Rio School had been in existence for 17 years, in 1956 the school board changed the name of the school to Ricardo Manzo Elementary School. Mr. Manzo had been the principal of the school from the time it opened until he died in 1956. Ricardo Manzo had graduated from the University of Arizona with a degree in electrical engineering. However, he found himself to be more interested in children than wiring. Manzo went back to the university and obtained a master's degree in education. After teaching at Davis School, he was appointed principal at El Rio.

Lillian Cavett, Tucson High School drama instructor from 1924 to 1946 was the inspiration behind the name for Cavett Elementary School. Under her guidance, the public speaking and drama program at THS grew from one class in public speaking to five dramatic classes, always filled to capacity. Cavett School began with 12 classrooms in 1956, with construction costs of \$292,496.

Kellond Elementary was constructed with 17 classrooms in 1956. Kellond's construction had a price of \$402,719. The school was named for Annie W. Kellond, an Englishwoman by birth and a Canadian by marriage, who moved to Tucson in 1904 for her husband's health. She was hired in 1912 to serve as full-time librarian, and also as secretary. From 1943 to 1951 she was full time secretary to the school board.

Lineweaver Elementary School was also completed in 1956 with 14 rooms, costing \$355,506. The school was named in honor of Mrs. Adah Bedford Lineweaver Cochrane, who first came to Tucson in 1908 and taught at the old Plaza School. As Adah Bedford she graduated from Grinnell College in Iowa in 1894. She began teaching in Tucson and soon alienated a local community leader. When he wanted his son's desk moved so that the child would sit only beside the children of other community leaders, she told him that she couldn't tell the difference in children, and "told him off." The man liked her spunk and became a friend. In 1913 she married a homesteader in New Mexico named Lineweaver. Mrs. Lineweaver returned to Tucson to teach in 1918 at the request of the school district. She taught at Davis

and Drachman Schools and became principal of the old Mansfeld School until the opening of Miles School in 1922. Mrs. Lineweaver remained there until retirement in 1946 at the age of 74. When she married for the second time at 85, former students sold her the wedding ring, the marriage license, and the wedding cake, as well as performing the marriage ceremony.

Another of the schools from the 1955 bond passage was Rogers Elementary. The 1 classroom school opened with a cost of \$341,730. It was named for Mrs. Anne Paget Rogers, who began teaching at the Congress Street School in 1900. She taught a total of 32 years in District 1 and was very well-educated. In 1891 she received an A.B. from Centenary Female College, and in 1917 earned a B.A. degree from the University of Arizona, followed by a M.A. from the same school in 1924. This was a time when many female teachers had only a high school diploma. Mrs. Rogers was principal of grades 1-8 in the Roskruge building, and later taught 8th grade graduates in the Old Adobe High School, where she started the first high school newspaper, "High School Life." She helped establish a library for the school through funds raised by producing "A Midsummer Night's Dream" at the Tucson Opera House. Anne Rogers also taught at the new Tucson High School. During the Depression, she taught adult evening citizenship classes without pay for seven years. Mrs. Rogers was also very active in community life. She was one of three women who started the Tucson Education Association. She was a member of the Committee which wrote the City of Tucson Charter, and as president of the Arizona Education Association, began the movement for creating the statewide Teachers' Retirement System.

In 1956 Tully Elementary School opened with 12 classrooms. Original building expenses for the school totaled \$301,175. The school was named for two men, father and son: Pinckney Randolph Tully and his adopted son, Charles Hopkins Tully. The elder Tully was a Mississippi native who started on the Oregon Trail in 1845 with his family. The journey was abandoned when his father died in Missouri. Pinckney Tully went on to Santa Fe and California, then back to Arizona where he was wounded in a skirmish with Native Americans. Tully eventually settled in Tubac and opened a store in Tucson. Pinckney Tully served in various public posts, including twice as mayor of Tucson. Although no specific records of his involvement in Tucson District 1 are in existence, he was noted as a man who "took a lively interest in all educational movements."

His adopted son, Charles, was born in Las Cruces, New Mexico and left an orphan. Pinckney Tully had been asked to look after the boy on his father's deathbed, and legally adopted him. Charles Tully was principal/superintendent of School District 1 from 1891 until 1894. He published the first school magazine in 1893 and headed the teachers' organization in the state. He supported uniform courses of study and uniform textbooks to standardize education. During Charles Tully's term as superintendent the first high school class was graduated in 1893.

Again as a cost-saving measure, Kellond, Tully, and Rogers Schools were built from the same architectural plans as Keen and Brown Schools. A fee had to be paid for re-using the plans, as they were not owned by the school district.

Townsend Junior High was opened in 1957 with 20 classrooms, an auditorium, shops, and a cafeteria, with a total price of \$647,769. Miss Salome Townsend was honored after 35 years of service to Tucson School District 1. Miss Townsend graduated from Alabama State Normal School in 1893 and taught in

Alabama and Bisbee before coming to Tucson. She began teaching here at Safford School in 1912 and was principal at Roskrige when she retired in 1947. Miss Townsend earned a B.A. from the University of Arizona in 1928. Among her accomplishments was starting the first school safety patrol program in the state at Roskrige School in 1930. Miss Townsend was involved in civic affairs and many organizations, including life membership in the National Education Association.

Van Buskirk Elementary school, built for \$345,641, was opened with 12 classrooms in 1957, but later had 16 more added to the structure. Katherine Van Buskirk received a bachelor's degree from the University of Arizona in 1931. She was a veteran of 50 consecutive years as an active educator, with 21 of them in Tucson. After teaching in a variety of small schools outside of School District 1, in 1928, she came to teach at Davis School, where after 12 years she was made principal. She is credited with starting the first nature study classes in the school system. The final years of her career were spent as principal of Jefferson Park School, from which she retired in 1949. Miss Van Buskirk was a past president of the Pima County Teachers Association and the Tucson Teachers Association.

In 1958, the fourth high school was completed, and named Rincon High. The new school helped relieve the constant overcrowding faced in the high schools in this period. The original 68 classrooms, shops, cafeteria, library, boys' gym and administration building cost a little more than \$3 million. Since then, a service building, a girls' gym, an auditorium, and 6 classrooms have been added.

Utterback Junior High School, with 24 classrooms and related facilities, was completed in 1959 at an original cost of \$689,976 in federal funds. Madge W. Utterback, the director of vocal music for Tucson High School for 33 years, was the honoree. Miss Utterback had received her music training at Oberlin, Ohio, Conservatory of Music, Kansas State Normal and Kansas State Teacher's College. In the words of Robert Morrow upon her passing in 1954, "Her whole life was devoted to the boys and girls of Tucson High School and to the boys and girls in her school glee clubs and choral groups."

The District is Involved in Political Maneuvers

Political changes came to the Tucson School District 1 board during the 1950's. The first Mexican American since territorial days was elected to the school board in 1952, when Robert Salvatierra, Jr. was elected, defeating long-time member Fred W. Fickett. Salvatierra did not seek re-election in 1955, and more than 20 years passed before another Hispanic board member was elected. In 1954, the size of the school board of Tucson School District 1 increased from three members to five, each holding a five-year term, by permissive legislative action and local election. Mrs. Nan Lyons was elected to the board as only the second woman in the history of the district. (The first was Clara Fish Roberts early in the century.) Since her election women have served continuously on the school board.

In 1957, the school board, pressured by double-sessions in the ever-expanding district, called for another bond vote for a total of \$7,325,000. This time, however, there was no smooth sailing as had been experienced for the last decade. The Chamber of Commerce condemned the issue. The committee charged that "a substantial portion of its funds is for remodeling and improvements, and for site development and field facilities at high schools" The Star attacked editorially the proposal to add a kitchen and community room to the Roskrige School and renovate the University Heights and Wrightstown Schools. It disapproved of the health activities of the district and the fencing of school

grounds. Robert Morrow remembered editorials saying since only one child had been killed by a car running across the playground, it was a waste of money to fence them. There were objections to planting grass, saying that they [the editors] had played on caliche when they were young, and that was good enough for the children of the 1950s. (27)

The bonds failed by a substantial margin. Board president Delbert L. Secrist then made a public statement that the school district tax rate would have to be increased to provide \$1 million for the furnishing of Townsend Junior High School and Rincon High School, and to provide matching funds for federal aid of \$720,000 to build Utterback Junior High School.

The Chamber of Commerce advised the school board to call another bond issue for October of that year, and recommended it be for the reduced sum of \$5.3 million. Both newspapers supported the issue, but the public still voted it down, although by a smaller margin. For the first time television was a factor as well, with one station showing particular opposition. The Star editorialized after the election: "Tuesday's election was a second rebuke to the Tucson school board and the school administration. It was a vote of lack of confidence." The Star didn't identify the two board members it meant, but said, "They have made themselves a symbol of persisting waste and extravagance." However, on the same ballot was a question to accept or reject \$720,000 in federal funds, which passed.

As a result of the defeat of the bond issue, more schools went on double sessions. The school board knew that it must call for another bond election but took the path of seeking community support in advance. They worked with the Chamber of Commerce and both newspapers as well as other civic groups. The election was set for October 1958, for a total sum of \$7,358,000 in four questions. All of them passed easily.

More additions were made to Pueblo High and Rincon High Schools, and to nine elementary and two junior high schools. Eight new elementary schools and one new junior high were to be constructed.

New Elementary Schools Needed

Wheeler Elementary was the first of the new schools to be finished, by September 1959. The school at 1818 S. Avenida del Sol was built with 30 classrooms at a cost of \$628,505. Winnie Wheeler had been a teacher and principal in District 1 for 31 years. She was invited to become principal of the original Holladay School in 1922. When it was torn down, she became principal of Roosevelt School, and later of Richey Elementary. Former Mayor James N. Corbett, one of her students, said of her: "She was the most understanding teacher I ever knew. Her main endeavor was to make good citizens." (28)

Sewell Elementary was finished at about the same time. The 12-classroom school, located at 425 N. Sahuara Avenue, built for \$322,642, later had four more classrooms and a library added. The school was named in honor of W. Arthur Sewell. During World War I, Sewell directed the 46th Infantry Band. He started the Tucson High School Band in 1919, and led it for 31 years, also writing the Tucson High School song. He became Supervisor of Instrumental Music for District 1 until he retired in 1956.

November 1959, was the opening date for Hudlow School, built with 12 classrooms to which 4 more were added. Built at 502 North Caribe Avenue, the original cost of the school was \$299,366. Ulah

Hudlow was a graduate of Tempe Normal School in 1909. In 1936 she received a B.A. from Arizona State Teachers College at Tempe. After teaching for several years in small towns in Arizona, Miss Hudlow began working in 1921 at Drachman School. Later she taught at Roskrige and University Heights. She was principal at University Heights until her retirement.

During this decade, maintenance shops and warehousing facilities were needed for the burgeoning district. Facilities were built on South Campbell Avenue near what was then Howenstine School. Over the years, bus garages, repair shops, the clothing bank and district laundry, and paint shops were added to the facilities near that site.

Many School Sites Identified

Also during this decade, beginning in 1953, one of the most farsighted efforts of the Morrow Administration began. Herbert Cooper, who was dean of boys at Tucson High School, was placed in charge of Purchasing school sites. In previous years, District 1, when faced with the need for a new building, set about finding a site. Cooper set about changing this process. He worked with the city and county planning departments on real estate projections far into the future. They projected school populations based on areas, and Cooper set about buying potential school sites. The plan was for 10-acre sites for elementary schools, 15–20-acre sites for junior highs, and 40-50 acres for high schools. The feeder school plan was built through these projections, with certain elementary schools directed into 1 junior high, and several junior highs directed into 1 high school.

Cooper succeeded in buying lots for an average price of \$1200/acre in what was desert land at the time. As of 1967, more than 1115 acres in the Tucson area had been reserved for Tucson School District 1, saving literally millions of dollars in future costs. This was not done without objection from the newspapers, however, which accused Morrow of running a real-estate business. Cooper's projections have been 99 percent accurate as to the locations of school populations in that 40-year period.

Upon his retirement in the 1970s, the grateful school board chose to name an environmental camp site in the Tucson Mountain Foothills as Camp Cooper. Camp Cooper contains concrete bunk buildings, cooking facilities, restrooms, ramadas, and an amphitheater around a fire pit. The site has been under constant use by district teachers and students for more than 25 years, serving as a location for daytrips and overnight field trips for studying desert ecology, southwestern archeological methods, and a variety of related subjects. The Camp has been featured in a number of articles in national and statewide publications.

Notes

(20) Cooper, p. 103.

(21) Cooper, p. 105.

(22) Bonnie Henry, "For many long years Dunbar School was it" Arizona Daily Star November 5, 1989.

(23) Robert D. Morrow, personal interview, January 27, 1993.

(24) Betty Beard, "Integration confused students but there was no hostility" Arizona Daily Star July 4, 1976.

(25) Morrow interview.

(26) Oliver Drachman, address at the dedication of Julia Keen School, April 22, 1954.

(27) Morrow interview.

(28) Cooper, p. 137.

"The end of one era, the challenges of the next" 1960-1979 Part 1

Robert Morrow continued to serve as superintendent of Tucson School District 1 as the 1960s began. Educational innovations along with expansion to educate the increasing numbers of children of the ever-growing population of Tucson continued to be a major theme. The reputation of District 1 as a progressive school district continued and grew.

At the start of the decade, two professionally trained librarians were assigned to the elementary schools to provide reading and library guidance. Traveling librarians, each working with several schools, were soon employed. A 1960 newsletter announced that plans for all new elementary schools and additions would include a room designed as a library.

Tucson High School provided "Drivotainers," a classroom traffic simulator which came equipped with both automatic and standard shift mechanisms and a movie screen showing the highway as it would look through a windshield.

Another secondary education issue was the change to the 9-week reporting period from a 6-week card. Parents would be notified through special notices if a student was not working up to expectations. The change was made to provide teachers more time for planning and teaching, and to "encourage longer retention of material learned." The 9-week reporting period was made systemwide for all grades in 1968.

The School Resource Officer (SRO) program began as an experiment in 1962. The program was designed to help prevent juvenile delinquency by working with children in the schools. The plan was based in several junior high schools, where the officers worked with the elementary schools feeding into those junior highs.

An early program to bring foreign language instruction to the elementary schools (FLES) began in 1963. The program worked with 5th and 6th graders using conversation first and reading and writing later. Students learned Spanish lessons from television programs broadcast on KUAT-TV and studied Mexico through drama and outside speakers.

In 1965 a federally funded anti-poverty preschool program was brought into the district, as a continuation of Operation Head Start. The number of counselors in the high school and junior high

school systems increased. Plans were made to also provide school testing programs, caseworkers, psychologists and a consulting psychiatrist.

The year 1965 also marked the end of the IC classes for Spanish-speaking first graders. The program was in place for 40 years. Children enrolled in the classes were expected to learn enough English in that year to allow them to continue in regular first grade after that. The problem was that the students were a year behind their English-speaking classmates, and years later many would drop out of high school before graduation.

The election of Katie Dusenberry in 1963 and Helen Hafley in 1964 continued the trend of mothers who had been involved with school affairs seeking a seat on the school board. Mrs. Dusenberry had been one of the founders of the FLES program, or foreign language in the elementary school, at the turn of the decade. Mrs. Hafley had been heavily involved in the PTA and the Arizona League of Public Schools. However, both women were employed in family-owned businesses as well as being school board members. The two previously elected women had not been employed outside their homes.

"Open" and Alternative Education

Erickson Elementary School, the first "open education" school, designed a narrative style report card for parents which did not use typical grading methods. Teachers used descriptive language to inform parents of the students learning and interaction. Sewell Elementary School adopted a no-grades system in 1966. No report card marks were issued for grades 1-3. In grades 4-6 report cards contained only 2 marks, "S" for satisfactory and "N" for needs improvement. Miles School became the second "open education school" as the Exploratory Learning Center at the end of the decade with the aid of Project CREATES. The school was designated an open entry, "open classroom" setting for independent student interest learning. The term "magnet school" was first applied to Miles by Dr. Thomas Lee to describe a special curriculum intended to draw students from other attendance areas. Pistor Junior High and Cholla High School all explored "open education" organizational and instructional plans during the 1970's.

Few of these educational experiments continued in their original form for more than a few years. Changes in faculty or student populations often resulted in loss of commitment to the original vision of the program. Some elements of each of these early attempts to restructure education continue to appear in various special sites and programs, as the district learns from the experiences of the past.

According to a 1964 report, Tucson School District 1 topped all of the large school systems in the United States in "holding power" – it had the lowest percentage of dropouts nationwide. The Teen-Age Parent Program began in 1965, in an attempt to help pregnant girls and teenage mothers earn a high school diploma.

The Adult Evening School, first opened in 1917, expanded from Tucson High to include Pueblo and Rincon. Programs included vocational and apprentice training, commercial and general courses, as well as conversational Spanish and English for the foreign born. In 1966, the high school Distributive Education program was described by the State Department of Education as the "Heart of Distributive Education in America." Double sessions now began at 6:00 a.m. and ended at 6:30 p.m. to accommodate the six-period day.

Honors for the District

The list of honors for the district and its employees grew in the sixties, as recognition for educators became a nationwide practice. Dr. Laura Ganoung was named Educator of the Year in Arizona, and twice received Governor's Citations for Service. Dr. Florence Reynolds and Katie Dusenberry were each named Tucson Woman of the Year. Jacob C. Fruchthendler was Tucson Man of the Year. Dr. William Pistor was sent on a U. S. State Department mission to Brazil. John Mallamo and Bill Lovin were each the Arizona Daily Star Coach of the Year.

The district's Music Department was selected as one of the 15 Most Outstanding in the Nation by the U. S. Dept. of Health, Education and Welfare. The volume of compiled history of School District 1, *The First Hundred Years*, was selected for a Special Purpose Publications Award by School Improvement Magazine. Maria Urquides was profiled in a textbook called *Mexican Americans: The Men and the Land*.

The Arizona constitution permits public school teachers to serve in the legislature and retain their teaching positions. Several men and women from the Tucson Public Schools have successfully sought election over the years. In the 1960s Tony Carrillo, a Pueblo High School teacher, served in the House of Representatives. Anita Lohr, then a Naylor Junior High School teacher, was elected Pima County Superintendent of Schools.

Economic Conditions

Teacher pay continued to improve. In 1964, the minimum starting salary for teachers was \$5,000 with an annual increment of \$350. Allowed accumulated sick leave jumped from 90 days to 180. Teachers with 15 credit hours above a bachelor's degree received an additional salary increase. Sabbatical leaves began in 1965. After seven years of teaching, a teacher could be granted two semesters of leave for professional study or research at half-pay if they agreed to return to the district for at least one year. In 1967, teachers' pay was a minimum of \$5,200 and a maximum of \$10,842. The annual increment was set at \$364 per year until the maximum salary was reached. Beyond 25 years' service, longevity pay of \$100 was added. A two-year evaluation procedure for probationary teachers was organized. The following year, a final step was added for professional training, the master's degree plus 60 hours or an earned doctorate.

Although the school board denied a 1966 proposal from both the Tucson Education Association and the American Federation of Teachers to establish collective bargaining, the following year a newly formed committee began to study the problem of negotiations and to develop guidelines and mechanics for conducting them.

Problems with school finance legislation surfaced in the 1960s. The first of many years of budget cuts were made in this era. In 1964 the grounds maintenance program suffered budget cuts, and educational television supported by the district was eliminated. Robert Morrow frequently addressed fiscal constraints on the schools in both the local newspapers and at the Arizona Legislature. The January 1968 edition of the Tucson Public School News expressed his frustration:

During the special session the majority leaders in both houses of the Legislature and the Governor made

repeated attacks upon education, teachers, and especially school administrators. They passed an educational bill that is the most regressive and restrictive of any in the fifty states. Members of the majority block in the Legislature requested that school people keep them informed, keep lines of communication open, and then condemned the "school lobby" for writing to them. They never mentioned the really efficient, highly paid professional lobbyists for the mines, railroads, utilities, ranchers, liquor dealers, and dozens of others. They accused school people of fighting all kinds of controls.... New restrictions were placed upon the schools, but none were placed upon any other governmental agency or department of government, including the Legislature itself. ...On the surface at least, it appears the Legislature is playing Robin Hood in reverse – with a Hitchcock twist – taking money from the poor and giving it to the rich.

Robert Morrow Retires

June 30, 1968, marked the retirement of Robert D. Morrow from the office of superintendent. He served for 27 years, longer than any person before or since. Morrow presided over unparalleled growth in the student population. Half of the schools in the district were constructed during his time. Thousands of new employees were needed. Morrow established the administrative structure and supporting bureaucracy necessary to manage a major school district. In his honor, the administrative complex at 1010 E. 10th Street was renamed the Robert D. Morrow Education Center.

As well as coping with the problems engendered by constant growth, Morrow's administration looked for ways to encourage students to graduate from high school, and for ways to improve the teaching of the basic subjects at all levels. Robert Morrow made a point of visiting every elementary classroom twice a year, and each high school class once every year until his retirement. He supported advanced professional education for teachers, and was a member of the Tucson Education Association, as were most of his administrators. During his superintendency, Tucson School District 1 earned a reputation as a state and national leader in special education, desegregation, and other areas, and was frequently visited by educators from other countries.

Construction in the 1960s

Six more schools opened in 1960 from the 1958 bond issue. Fickett Junior High was constructed at 7255 E. Kenyon with 32 classrooms on a budget of \$1,004,405. Fred W. Fickett was a Pima County Superior Court Judge and member of the school board from 1935 to 1953. He voted to desegregate the district prior to *Brown v. Board of Education*.

Brichta Elementary School, 2110 W. Brichta Drive, was originally built for \$162,778 with six classrooms. Augustus Brichta, the first schoolteacher in the Tucson Public Schools, was honored. He has been described in earlier chapters.

Myers Elementary School was named for Joseph Creston Myers, a local merchant and school board member from 1923 to 1928. Myers formed a partnership with David Bloom, opening several men's stores in the period between 1911 and 1930. A civic-minded man, he participated on the committee which wrote the charter for the City of Tucson. Myers was very supportive of the school system and of baseball. He financed baseball teams and arranged for baseball scouts to come to Tucson to watch local players. The school in his honor was built with 16 classrooms for \$560,414 at 5000 E. Andrew.

Clara Fish Roberts Elementary School, 4355 E. Calle Aurora, was constructed as an 18-room school for the price of \$411,547. Mrs. Roberts, as described earlier, was a school board member from 1917 to 1920. During her term as president of the school board, the local newspapers criticized the board for wasting taxpayers' money through teachers' salary increases.

White Elementary School opened in 1960 with six classrooms costing \$190,060, located at 2315 W. Canada Street. The school was named in recognition of John E. White, a member of the school board from 1917 until 1925. White also twice served as mayor of Tucson. As mayor, he was credited with passing bond issues to develop Randolph Park and Hi Corbett Field. During his time on the school board, the bond for the present Tucson High School was passed.

Whitmore Elementary School was named for Dr. William Vincent Whitmore, a physician who came to practice medicine in Tucson in the 1890s. He served 12 years on the Tucson school board beginning in 1908, as well as serving for six years on the State Board of Regents. Dr. Whitmore also helped organize the original Arizona Medical Association. Whitmore School was constructed at 5330 E. Glenn with 12 classrooms for \$332,787. In 1963, Whitmore parents organized a private tuition-based kindergarten on a site adjacent to the school.

Once again the school board faced the necessity of holding a bond election. In December 1959, eight elementary schools were on half-day sessions. Staggered sessions were conducted in junior high and high schools. The February 1960, election presented four questions for a total of \$9,990,000. The bonds would be spent for elementary construction and additions, construction of Palo Verde High School, auditoria for Rincon and Palo Verde High Schools, and purchase of elementary school sites. The Tucson Daily Citizen supported the four issues but warned that the district's bonded indebtedness was approaching its limit. The Arizona Daily Star supported all but the auditorium question, describing the auditoriums as "seldom-used but costly." All four questions passed.

Booth Elementary School was constructed adjacent to Fickett Junior High. The school began at a price of \$335,152 with 12 classrooms. Jonathan Lovall Booth was an elementary school teacher, and later supervisor of the district's elementary schools. Booth taught science and history at Mansfeld and later became principal of Carrillo School.

Dietz Elementary School, 7575 E. Palma, was constructed with 12 classrooms at a price of \$292,849. The school was named for Charles E. Dietz, a graduate of Tucson schools and the University of Arizona, who taught woodworking classes in 1920 at Safford, and also at the Arizona State School for the Deaf and Blind. Dietz was stricken with polio when he was three months old and, as a result, used crutches and a wheelchair the rest of his life. In spite of his disability, Dietz was an effective shop teacher from his desk. When Dietz retired as a teacher in 1950, he was hired as a classified employee in the district's maintenance shops. Charles Dietz was also instrumental in starting the safety patrol at Safford School at the same time that Miss Salome Townsend was starting it at Roskruge.

Steele Elementary was the third school built from the 1960 bond. It was named for Harold Steele, superintendent of District 1 from 1916 to 1918. Steele is credited with using specialized teachers in the

high school, rather than having a single teacher instruct in all subjects. Steele also organized the first Boy Scout troop in Arizona and was the state's first scout master. Mr. Steele left the school \$33,754 in his will. Income from the invested funds is used by the school for extracurricular projects. Steele School was built as a 20-classroom structure costing \$459,165 at 700 S. Sarnoff.

Naylor Junior High School was originally constructed with 25 classrooms for \$780,754. The school at 1701 S. Columbus Blvd. was named to recognize Miss Mary G. Naylor who taught for more than 20 years with District 1 beginning in 1930. Miss Naylor began teaching at Sam Hughes School and then went to Mansfeld Junior High School. Miss Naylor was also active in the Southern Arizona Retired Teachers Association and the Arizona Retired Teachers Association.

The final school built with 1960 bond issue funds was Palo Verde High School at 1302 S. Avenida Vega. Board policy was changed again to name high schools after desert plant species as well as mountains. The first phase was completed in April 1962, and consisted of 68 classrooms, the administration offices, and the library. Palo Verde High School was equipped for closed-circuit television when it was constructed. Next came the gymnasium, industrial education facilities, shop wing, and the heating plant. Finally, the auditorium, cafeteria, and music and fine arts classrooms were constructed. The total construction cost for the fifth high school was \$4,708,373.

The school board developed a policy concerning the use of portable classrooms early in the decade, deciding they were a cost-effective way to handle population surges. No more than 30 permanent classrooms would be constructed in elementary schools. The portable classrooms were to be used to handle short periods of overcrowding, lasting 6 to 8 years. The September 1962, Tucson Public Schools News described architectural changes being used: "For example, smaller window space, less expanse of glass ... Plastered walls requiring frequent repainting have given way to unpainted brick interiors and exteriors." Of course, using less window space required the installation of better lighting systems, which had been frequently unnecessary prior to the 1940s because of the sunny climate. (29) The cost of electricity was offset by reduced vandalism in window breakage.

More Bond Elections

Another bond issue was soon needed as enrollments continued to rise unchecked. However, the May 1962 issue for \$11,758,000 failed. Only the elementary portion of the bond passed, with defeat for construction of Sahuaro High School, additions to three high schools, and a central kitchen.

Out of the funds gained, Magee Junior High School was the first one built, opening at 8300 E. Speedway Boulevard in December 1963. Magee was a 22-classroom structure with special science, shops, home economics and mechanical drawing rooms, a library and offices, with a cost of \$871,843. The school was named to honor Joseph W. Magee, who passed away of a heart attack while serving as assistant superintendent for business affairs in the district. Magee was a math and commercial course teacher at Safford Junior High and Tucson High, before he became manager of the high school bookstore and coordinator of student activities at Tucson High. After service during World War II, Magee returned to work at Tucson High. In 1949 Magee was appointed purchasing agent and controller, and in 1952, business manager. He is credited with designing a modern accounting system for the school district. Joseph Magee is also credited with starting the Tucson Teachers Federal Credit Union.

Schumaker School was named for Miss Ivah Schumaker, a teacher at Davidson School for 25 years. It was 1931 when Miss Schumaker began teaching the primary grades at Davidson. Science was a particular area in which she excelled, starting a small museum with the students, and encouraging them to plant vegetables in window boxes. Miss Schumaker was the 2nd grade teacher for Dr. Mary Belle McCorkle, a school board member in the 1990s. Schumaker School was built at a cost of \$472,722 for the original 17-classroom structure located at 501 N. Maguire.

Marshall Elementary was constructed with 12 classrooms at 9066 E. 29th St. Beginning cost of the school was \$391,815. Miss Sara E. Marshall was first assigned to teach non-English speaking children at Safford Elementary in 1923, and she was considered a pioneer in the field. Miss Marshall taught in the district until 1959 when she retired.

In 1963 the school board began planning to build a center for trainable mentally retarded children on the Duffy Elementary School grounds. Duffy was selected because its site was five acres larger than the usual elementary site. The plan became a subject of intense debate as there was substantial opposition on the part of some parents to placing these special children in close proximity to the Duffy students. After a public hearing, the board decided to proceed.

The training center was located in 10 portable classrooms encircling an administration portable with a price of \$122,819. The site at 1705 N. Sahuara was called Gump School in honor of Elbert A. Gump, a pioneer in Special Education. Mr. Gump came to the district in 1938. After teaching at Carrillo School, he served as principal there from 1941 until 1947. Gump was principal at Sam Hughes School until his retirement. During his career, Elbert Gump served on many civic and youth-oriented committees as well as serving as vice-president of the Tucson Education Association and state president of the Department of Elementary School Principals.

Undeterred by recent election opposition, the board called once again for a vote on almost \$19 million in bonds to be held in March of 1964. The Arizona Daily Star wasn't in support of the issue: "There is no question that the schools are needed; but to use this pressing need to uphold the extravagant administration of the schools is another matter." The Star claimed that the salaries of the district's teachers were "among the highest in the entire country ... The voters have a right to demand prudent, thrifty housekeeping instead of the present loose, extravagant housekeeping. To get good housekeeping they will have to vote "No" as a stern rebuke to the Board." (30)

In a series of editorial attacks, the Star accused Morrow of calling his teachers to "a secret night meeting so that he could thoroughly brainwash them on the pending election." Other charges included claims that children were being used by the district to deliver "propaganda" to their parents.

A record turnout of voters defeated the issues by large margins. Two days after the defeat, the Star published an editorial calling for the resignation of the school board, saying that the defeat was a vote of no confidence in the board. "If Dr. Delbert Secrist, president of the school board, and his associates really feel sorry for the school children, if they really want more schools built, they could open the way by resigning," wrote the editor of the Star. (31) The board chose not to resign.

By the middle of the '60s enrollment had increased by another 10,000 students. In 1965 the board, with the support of both newspapers, called for an \$11,450,000 bond election. Two new high schools, and additions to others, as well as a junior high, an elementary, classroom additions to existing schools, and libraries for six junior high schools would be constructed if the issue was successful. The bonds carried easily.

Covert School was opened in rented quarters in 1962. The school was designed for emotionally disturbed children. Miss Nellie Penelope Covert had willed to the Arizona Children's Home Trust Fund \$100,000 to be used for kindergartens. In 1962-63 it was decided to use the interest from the money to operate Covert School. The school was a joint project with Catalina Foothills, Marana, Flowing Wells, Amphi and Sunnyside as well as the Catholic Diocese, the University of Arizona and the Tucson Child Guidance Clinic. The school was closed in 1969.

Carson Junior High School opened in 1967 at a cost of \$1,061,897. The 21-room school at 7777 E. Stella Road was named for Charles A. Carson, who from 1924 until 1964, filled the posts of assistant principal and principal of Tucson High School and associate superintendent of District 1. Carson was known as "Mr. Education in Arizona" for his services as president of the Arizona Education Association, and as director from Arizona for the National Education Association. When talking about his many students who became successes in professional fields, Carson said, "I can't help but feel a sense of pride that I had something to do with their success, but I feel I must also take the credit for those who didn't meet with success."

Erickson Elementary School, 6750 E. Stella Road, opened in 1968. The 28-room school cost a total of \$505,050. Miss Irene Erickson was instrumental in developing the helping teacher program which provided assistance to primary and intermediate grade teachers, especially those who were new and inexperienced. Miss Erickson was credited with originating the teaching of Spanish in the elementary school at Mission View. She was also influential in getting multi-purpose rooms added to school plans for many schools. Miss Erickson first taught in Tucson in 1929 at University Heights School, and later at Miles. She was principal of Mission View School from 1943 to 1951, and then became administrative assistant to the superintendent, and later assistant superintendent in charge of elementary education before her retirement.

Erickson School was designed to be an "open education school" from the beginning. Teacher aides were employed in connection with team teaching by specially chosen teachers to handle larger class sizes for special groups. The original building was 16 classrooms, although at one time there were 1,200 students enrolled at Erickson. As other eastside schools were built, the enrollment pressures were relieved.

Sahuaro High School was finally given voter approval after the earlier setback and opened in 1968 as the 6th high school. The school was designed with three two-story classroom wings for 80 classrooms, cafeteria, auditorium, industrial education shops, a large library, and a large gymnasium with boys' and girls' locker rooms. The total price of the school was \$4,981,750. It is located at 545 N. Camino Seco.

Notes

(29) Morrow interview.

(30) Arizona Daily Star editorial February 1, 1964.

(31) William R. Matthews, Arizona Daily Star editorial March 12, 1964.

"The end of one era, the challenges of the next" 1960-1979 Part 2

Enrollments Continue to Grow

By 1967, enrollment was at 54,000 students. The population residing in Tucson School District 1 had increased by 169 percent since 1950. Eighty-four percent of the population of the Tucson urban area lived within its boundaries. At this time, the school board set the maximum size for elementary schools at 24 classrooms. A basic school would be built with 18 permanent classrooms, administrative offices, and a multipurpose room. A combination of portable classrooms and busing would be used to accommodate additional classrooms up to the maximum if necessary.

Another bond election was necessary in June of 1967. Morrow and the school board successfully won over the newspapers and community groups. The issue for \$8,985,000 was passed by a 2 to 1 vote of the public. A new elementary, a junior high, and Santa Rita High School were approved, as were plans to make additions to many other schools.

Vesey Elementary School opened at 5005 S. Butts Road in September 1969. The school was named for Francis Vesey, who was the first Assistant Superintendent for Buildings and Grounds. He served in that post for 20 years. The original construction costs for the school were \$323,244.

Cholla High School was completed in 1969 at 2001 W. 22nd Street. Construction costs for the first phase amounted to \$3.97 million. Cholla, the seventh high school, was designed as one of the high school alternative programs which began in the '60s and '70s. It was constructed with hexagonal buildings with carpeted doorless classrooms placed on the outside perimeter of the hexagon. The innovative design was intended to support team teaching, large group and small group instruction. Teachers were recruited and trained to work with individualized teaching, team teaching, and discovery learning. Student work was interdisciplinary in focus and project oriented. Textbooks were used as reference materials rather than the total focus of classwork.

An interesting linkage existed between the various "open education" schools in School District 1. Erickson Elementary teachers helped with in-service training for Cholla High School faculty. Miles Exploratory Learning Center faculty were often connected with people at Erickson, privately funded Kino Learning Center and Pima Community College in its early days. Later, a strong group of Miles and Erickson faculty were part of the first magnet programs at Holladay Intermediate Magnet School and Borton Primary Magnet School, and later at Carrillo Intermediate Magnet School or Safford Middle Magnet. Many early Pima Community College faculty chose to send their children to be taught at various ones of these schools over the years.

Air Traffic Concerns

Late in the decade of the '60s two events created concerns about air traffic patterns over the city, especially on the southern end. In October 1967, a small passenger plane was forced to land accidentally in the Utterback schoolyard. Two months later, a DMAFB plane crashed into the Food Giant store on Alvernon Way, a short distance from Keen Elementary. Discussion with the various official agencies resulted in some changes in flight patterns. Ten years later in October 1978, a jet fighter crashed next to Mansfeld Junior High and the University of Arizona. Two young women were killed on 6th Street, but no TUSD students were physically harmed. Counselors were called in to help students recover from the shock. Again, district officials held discussions with military officials to change flying approaches.

The Lee Years Begin

To succeed such a towering figure as Robert Morrow was a considerable challenge. The man selected to do so had faced many challenges during his lifetime. Dr. Thomas Lee was born in Mississippi and grew up in Arkansas. His mother died when he was six years old during the national influenza epidemic of 1918. Tom Lee worked his way through high school and the State College of Arkansas, later completing a master's degree at the University of Arkansas and earning his Ed.D. at the University of Houston. He had been a teacher and administrator at various schools in Arkansas when he was hired in 1957 to be Assistant Superintendent for Secondary Education in Tucson. At that time there were three high schools in School District 1. Eight years later he was promoted to Deputy Superintendent, a position he held until Morrow's retirement.

In 1968 Thomas Lee became the first internal candidate to be selected superintendent in almost fifty years. Following the practice begun by Robert Morrow, Lee's salary was set at three times the regular maximum teachers' salary. His administration was not to be a peaceful time, however. Ten days after Lee assumed the leadership of the district, the federal Office of Civil Rights launched an investigation, looking into possible violations of federal civil rights laws by the school district. That investigation and the subsequent lawsuits dominated the rest of his career. Because that event was so significant in the life of the school district, a separate chapter will be devoted to it.

During Dr. Lee's tenure in office, many of the alternative education programs began. Dr. Lee strongly believed that children learned in a variety of ways. He recognized that children were individuals coming from a mosaic of environments that affected their approach to learning. Ironically, it was that same belief that led to charges that district expectations for westside students were lower than for those on the eastside.

Dr. Lee also presided over the highest enrollments in the history of School District 1. The decade of the '60s closed with a student enrollment of 53,344 students in 81 schools. September 1969 marked the first time in 15 years that all district schools were operating on single session regular schedules. An important change was brewing for school bond elections as well. Previously, only property owners were permitted to vote on taxation questions. A lawsuit filed in 1969 in Yuma eventually resulted in opening the choice to all registered voters.

Alternative High School Programs

Four alternative high school programs began in the 1970s as ways of combating the dropout problem.

The Tucson Extended Day Program was an open enrollment school housed on the Tucson High School campus. This school was for residents up to age 21 who were working at jobs during normal school hours. The school program also offered a "fifth quarter" by being open during the summer months, paid for by the City of Tucson through a Model Cities grant. By 1975-76, the focus of the program changed from an alternative to other day school programs, to one that provided an education for those who couldn't attend day school.

Project M.O.R.E., an open enrollment "school without walls" also opened in January 1973, first on the campus of Blenman Elementary. That September the program moved to vacant space at Lineweaver Elementary. Finally in 1976-77, Project M.O.R.E. found a permanent home on South Park Avenue in warehouse and industrial office space donated by the M. M. Sundt Corporation. The acronym had several published meanings: Many Other Roads to Education, More Opportunities for Relevant Education, and Models and Options for Renewing Education. The school structure was intended to emphasize the individual student's academic needs. If a class was not offered that met a particular need, the student helped design one which would.

The Senior High Accommodation Program opened with 39 students in a district-owned house near Cherry Field in 1974. The high school program was developed for students for whom a regular high school was not effective. These young people had experienced trouble with authorities, parents, or in working with large groups of students. The intent was to provide another alternative to dropping out. Later in the decade, the program moved to Tucson High and then to Rincon High. It is currently located at 115 N. Fremont Avenue and is still seeking a permanent location as this book is written.

Special Projects High School was inaugurated in 1976-77 on the campus of Tucson High School to provide advanced courses for students throughout the district, and to provide opportunities to explore a variety of careers. The program could save the district money by making possible advanced placement classes in one particular location which were impractical on multiple campuses. The program also was an attempt to support voluntary integration. Admission to Special Projects High School required high test scores or an I.Q. of 130 or higher.

Other Educational Endeavors

Attempting to improve communication between the community and the school district, School Community Partnership Councils (SCPC) were formed in 1973. Each school established a parent, teacher, and administration council; representatives were selected by the groups to meet in three regional councils. Finally, a districtwide council would communicate with the school district administration. Goals focused on unity of action and support in the best interests of children, and better understanding between the school and its local community. The SCPC continues in operation today.

An important educational change at the start of the '70s was the cessation of the practice of "academic tracking" of students into classes or groups based on their learning ability. Although the practice was designed to help students progress by aiming instruction toward the needs of a particular group, in fact it resulted in lower-achieving students falling further and further behind. African American, Hispanic, and Native American children appeared in disproportionate numbers in the lowest levels, often resulting in high dropout rates. Students "tracked" into the lowest groups therefore lost opportunity for higher

education.

Assistant Superintendent David Kennon described the new approach in this way: "Remedial classes must be designed to help students catch up to the level of others in their grade. A student may be placed in a remedial class only for a course in which he is having academic problems." (32)

Several policy changes occurred in 1970. The Special Education Department changed its name to Adaptive Education. For the first time an official arrangement began between the University of Arizona College of Education and the school district to provide a formal cooperating teacher/practice teacher relationship. School principals were responsible for teacher placement, and cooperating teachers received compensation from the University. A policy was approved which provided support for district employees subjected to verbal or physical abuse from the public.

In tune with the era, school board meetings were turbulent events in 1970. Citizens participated freely in school board meetings, arguing with the board and superintendent on many points. The mayor of Tucson frequently came to school board meetings and goaded the board about desegregation concerns.

An incident at the Tucson High School graduation of 1970 reflected the temper of the times. The board member distributing diplomas that evening expressed his displeasure with students wearing black armbands by dropping their diplomas on the ground. When chastised by angry parents at a board meeting, Dr. Harmon G. Harrison replied, "...Black arm bands have been used to denote black power, for civil rights issues, to degrade school administration, used against establishments and used to protest against the Vietnam War. I don't believe the appearance of eight arm bands can be called spontaneous. Each time I saw one on a student, I dropped his diploma. I have no apology to make for my action."

Kindergartens finally became a reality in 1971 when enabling legislation provided state financial aid to support the program. Attendance was not compulsory. The impact on enrollment was dramatic. In October 1971 district enrollment rose to 61,805, in contrast to 56,947 the preceding spring.

In 1971 the district offered a broad range of vocational programs. Distributive Education in marketing and merchandising, Business Education including office skills, bookkeeping, data processing, and Industrial Education with shop classes, mechanical drawing and electronics, had become familiar staples. Also available was Agricultural Education through horticulture at Tucson High and Howenstine. Health Careers included practical nursing, anatomy and physiology and medical terminology. Homemaking included childcare and foods education, as well as "useful and gainful living." Cooperative Education programs provided the opportunity to work 15 hours a week and earn credit.

"Los Chiquitines" with Mrs. Rosita Cota began broadcasting on KUAT-TV early in 1973. The early childhood program was jointly funded by School District 1 and Model Cities as a bilingual-multicultural project. Mrs. Cota played the role of a friendly aunt, "Tia Rosita," who devised games and activities for the children who came to visit her. The programs spanned the cultures, including Hanukkah, African wearing apparel, and Tohono O'odham customs, as well as Hispanic culture.

Following an initial Title VII federally-funded pilot bilingual education program at Mission View and

Drachman Elementary Schools at the end of the 1960s, in 1974 Tucson School District 1 began an effort to provide bilingual education for all students who needed it. By the fall of 1976, 159 teachers were instructing Spanish-English bilingual classes in the district for 3,500 students. Another 745 were enrolled in English as a Second Language (ESL) programs.

The Grace Flandrau Planetarium at the University of Arizona formed a partnership with the district. School District 1 paid the salary of Dr. Larry Dunlap, a Catalina High School teacher, to coordinate the educational program at the planetarium. In return, the planetarium provided free admission to all district school classes for scheduled study trips.

The first computer to be installed in a high school classroom in the state was a Honeywell Model 58 computer with card sorter and key punch machines. Rincon High School received recognition for its Business Data Processing Course, where the students were able to work with the actual computer rather than a terminal connected to a mainframe elsewhere. In another technological move, the board approved the addition of an electronic security system to the 98 schools. Over a seven-year period, the system resulted in a 90 percent reduction in burglaries.

The Educational Materials Center moved to the Winsett site, where the district maintenance shops were located, to become a Teacher Center for the district. Curriculum meeting rooms and classrooms for district in-services in art, music, and other subject disciplines were provided. Curriculum directors were located there along with the district's valuable collection of art objects, the professional library, and the audiovisual collections.

Another development in 1974 was a program for academically gifted elementary school students whose I.Q.s fell in the range of 130 or higher, had very high standardized test scores, and had a teacher's recommendation. These students received free bus transportation from their home schools to special enrichment classes at Tully and Tolson Elementary Schools. Parents who wanted more challenging programs for their children initiated the demand.

The city newspapers published annual standardized test scores listed by subject area, grade, school, and district. In most cases the listing showed schools on the west and south sides of town had lower test scores than schools on the north and east.

District Honors Continue

Honors continued to be awarded in the 1970s to School District 1 employees and programs. Dr. Laura Banks received the University of Arizona Alumni Association Distinguished Citizen Award. Dr. Carroll Rinehart was the Music Educator of the Year. Dorothy Livieratos was Outstanding English Teacher. Jim Bishopp, Louis J. Bazetta, and Vaughn Croft were each named Outstanding Vocational Educator, and Frank Estavillo was Arizona Teacher of the Year. Merry Meijer was a finalist for the Arizona Teacher of the Year. Dr. Jimmy Fisher was named Educator of the Year from the Arizona Congress of Parents and Teachers. Phyllis Ashwood was the Arizona Special Education Teacher of the Year. Nancy Lynch and Emily Strahler each were the Arizona Home Economics Teacher of the Year. Dorothy Engel, Larry Williams, and Dr. Richard Brown each were named Outstanding Science Teacher.

The White House recognized the Santa Rita High DECA project for excellence. Howenstine School won a professional Award for Architectural Design. Margaret Andres and Lois Leahy were selected as Leaders of American Elementary Education. Eleanor Bleich received Instructor Magazine 's A+ Award. Several high school students were named Presidential or Congressional Scholars.

More district teachers were elected or appointed to public office during the 1970s. Frank Felix was elected to the Arizona State Senate. Rudy Castro was elected to the Tucson City Council, after having served on the Pima Community College Board of Governors. Georgia Cole was elected to the Pima Community College Board of Governors. Shirley Goettsch was appointed to the State Retirement Board, and Miriam Sorey was appointed to the State Board of Education.

Physical Expansion

Although the rate of construction slowed substantially in the 1970's, new schools still opened, including Gale Elementary School in 1970 at a cost of \$527,000. It was named for Miss Laura O. Gale, a Tucson High School teacher of English and geometry, who also assisted in counseling and guidance. She taught in the district for 31 years. Gale School is located at 666 S. Gollob Road.

The Adult Evening School expanded its programs to Palo Verde, Rincon, Catalina and Sahuaro High Schools, as well as to Pueblo and Tucson Highs. However, its days were numbered with the advent of Pima Community College in 1970. In 1973 the district transferred the program to Pima Community College.

Pistor Junior High School, opened for the school year 1970-71, was named for Dr. William J. Pistor, a veterinarian and head of the Department of Animal Pathology at the University of Arizona. Dr. Pistor was a member of the school board for many years. Prior to election to the District 1 board, Pistor had been a Tucson city councilman, and had served on many civic committees ranging from the Public Library Board to the Rodeo Committee. Pistor Junior High, 2840 W. Canada, was designed for team teaching and group planning, at an original construction cost of \$1,082,692.

In 1969 Santa Rita High School became the 8th high school to be opened, using the same architectural design as used for Sahuaro and later Sabino High School. The original cost was \$3,438,206 for the school located at 3951 S. Pantano. A \$9,995,000 bond election passed in May 1970, which resulted in several new elementary schools, Sabino High School, and additions to others. Another successful election took place in December 1971, for a total of \$11,955,000, from which four more elementary schools, and two junior high schools would be built, along with libraries and other additions to older sites.

Anna Henry, the first principal at Richey Elementary School was honored by the opening of Henry Elementary School in 1971-72. A graduate of Arizona State Teachers College and Arizona State College at Flagstaff, Miss Henry began teaching at Safford Elementary in 1922. She was joint principal for both Roosevelt and Richey Schools until 1953, when the schools were provided individual administrators. Miss Henry was particularly involved in raising funds to provide food, shoes, toothbrushes, summer camp and eyeglasses for the Pascua Yaqui children of Richey School. In 1963, Anna Henry was the first recipient of the Good Neighbor Award from the National Conference of Christians and Jews. When the school began, there were various efforts toward innovative practices such as team teaching, open

classrooms, and departmentalized subjects in 5th and 6th grades. Henry School is located at 650 N. Igo Way.

Reynolds Elementary School, 7450 E. Stella Road, opened in 1971-72, for \$680,325 in building costs. The school was named to honor of Kate B. Reynolds, a pioneer teacher in Tucson School District 1 who was later elected to the position of Pima County School Superintendent.

Also in the 1971-72 school year, Inez C. Ford Elementary School opened with 16 classrooms at 8001 E. Stella Road. Inez Ford was a long-time teacher in Tucson School District 1.

Fruchthendler Elementary School was the last of the new elementary schools opened during the 1971-72 school year. The school at 7470 E. Cloud Road, was named for long-time school board member Jacob C. Fruchthendler, who was first elected in 1954. Fruchthendler was a local insurance executive with many civic and religious involvements. After his service on the Tucson School District 1 Board, Fruchthendler was elected to the Pima Community College Board of Governors. Fruchthendler School was constructed for \$759,471.

The 1972-73 school year saw the opening of another group of elementary schools, a junior-senior high school complex, and several alternative programs. Tolson Elementary School, 1000 S. Greasewood Road, was built for \$790,700. It was named in recognition of Andy Tolson, former principal of Tucson High School. Tolson was a district employee for 41 years when he retired in 1968. He had been baseball coach for 14 years at Tucson High, bringing home seven state championships in that time. Tolson taught history and civics, and later was dean of boys and assistant principal before becoming principal. He received the University of Arizona Medallion of Merit and American Educator's Medal from the Valley Forge Freedom Foundation.

Lawrence Elementary School was named for Anna E. Lawrence. She was 16 years old when she began teaching in Michigan. Miss Lawrence came to Arizona in 1943 and taught at Mission View Elementary. She also served as principal of Davis and Carrillo Elementary Schools before going to Miles Elementary. Miss Lawrence worked in the Tucson Public School District for 26 years until her retirement in 1969. She worked in the community to provide social programs for underprivileged children which included a clothing bank, a hot lunch program, and the legal aid society. The 17-classroom school was in April 1973 at a cost of \$812,832. Lawrence School, 6855 S. Mark Road, was the first school in the district to be built using pre-engineered modular construction.

Lyons Elementary School was named for the second woman to serve on the school board in the history of the district. However, Nan E. Lyons was the first in a line of women who have guided the district in the last 40 years. Nan Lyons had been a teacher in Los Angeles before coming to Tucson in 1938. As the wife of the dean of the University of Arizona College of Law, Mrs. Lyons was active in many civic and educational organizations, including the PTA. When she was elected in 1954, she won the most votes in a field of ten candidates. During her decade of service on the school board, Mrs. Lyons was credited with proposing and supporting a variety of programs such as advanced placement classes, improved teacher salaries, and public information about curriculum. Lyons School, 7555 E. Dogwood, was constructed for an initial price of \$825,927.

Sabino Junior and Senior High School was opened in 1972-73. Sabino High School, the 9th high school constructed, used the same architectural plan as Sahuaro and Santa Rita High Schools. It is located at 5000 N. Bowes Road. The educational program at the two schools shared a joint faculty, and elective offerings for the junior high school students were available from the senior high course bank. After a few years, the school administration said scheduling problems made the joined schools disadvantageous.

Bloom Elementary School, 8310 E. Pima St., named for Clara Ferrin Bloom, was built for \$797,400. Clara Ferrin was a student in the Congress Street School. Later she graduated from the University of Arizona in 1901, in a class of three. That same year she began teaching at Safford School and was Dr. Pistor's second grade teacher while there. She married David Bloom, a local merchant, in 1912 and retired from teaching until the Depression years. At that time, she returned to teaching as a substitute, later becoming a full-time teacher again. Mrs. Bloom was active in many civic, religious, and educational groups until her death at the age of 91 in 1973.

Also in 1973-74, the district opened its third adaptive education school, intended for trainable mentally retarded students up to the age of 12. The school was named in honor of Laura Ganoung, first director of Special Education for Tucson Public Schools. Dr. Laura Ganoung had worked in many capacities in the education of children with special needs. Ganoung School was opened on the campus of Myers Elementary. At first the two schools were physically and socially separated. During the '80s the adaptive education students were integrated through mainstreaming between the schools. The school is today known as Myers-Ganoung School and is completely merged.

Morgan Maxwell Junior High School, opened in 1973-74, was the first school to be named for an African American educator. Morgan Maxwell was the principal of Paul Laurence Dunbar School for 28 years. His work has been described in an earlier section. Maxwell Junior High, 2802 W. Anklam Rd., was constructed with 21 classrooms, 14 of which can become 7 double rooms by opening a movable wall. These rooms are designed to promote team-teaching opportunities. Original construction costs were \$1,566,500.

Secrist Junior High School, 3400 S. Houghton Rd., was named for Dr. Delbert L. Secrist, who served for 16 years on the school board. During his service on the board, 47 new schools were built or planned. Delbert Secrist was an All-American football player in college. As a physician and surgeon, Dr. Secrist served in the U. S. Air Force Medical Corps during World War II. He was awarded the first Community Service Award of the American Educational Association for "outstanding contribution to the people of Arizona and the public schools of the state." The Arizona Congress of Parents and Teachers also presented him with a life membership. The school opened for the 1973-74 school year with 23 air-conditioned classrooms, for a cost of \$1,574,100.

Notes

(32) Cheri Cross, "Student ratings changed: Slow learning 'banishing out'" Tucson Citizen November 25, 1974.

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Van Horne Elementary School opened in the 1974-75 school year. The \$897,854 school at 7550 E. Pima Street was named in honor of James ("Doc") Van Horne. He began teaching in 1925 as a chemistry instructor at Tucson High and later became the head track coach. His teams won 13 state championships. Van Horne joined the military during World War II but returned to teaching and coaching at Tucson High in 1945. Van Horne entered administration in 1953 as dean of boys, progressing to assistant principal and athletic director at Pueblo High before retiring in 1959.

In that same year Warren Elementary was named for Frances Jane Warren, a widow with a young daughter when she moved to Tucson in 1881. Having been a school classmate of Professor George Hall, who was then the principal of the Congress Street School, she was employed as a substitute teacher. Later she taught at the Old Adobe School, Congress Street School, and Safford School. Mrs. Warren served briefly as superintendent of the school district in 1895, after Miss Lizzie Borton resigned from that office. During her brief superintendency, one of the school board members objected to the idea of a lady holding that position. Mrs. Warren worked in the district for 29 years, retiring in 1907. Warren School was built at 3505 W. Milton Road for \$986,853.

L. Marguerite Collier Elementary School was completed at a cost of \$891,632 in time for the opening of school in 1974. Collier is located at 3900 N. Bear Canyon Road. The school was named for the vocal music teacher who inspired "Los Posadas" celebrations at Carrillo Elementary. Miss Collier taught at Carrillo for many years.

The fourth elementary opened in the 1974-75 school year was Alice Fulmer Dunham Elementary School. Mrs. Dunham had been supervisor of primary grades at the time of her retirement in 1961. She was a teacher and principal for 25 years in Tucson after coming here from Kansas. Mrs. Dunham was an advocate for public kindergartens and a trustee of the Tucson Public Library. The school is at 9850 E. 29th Street.

Also in 1974-75, Gridley Junior High School opened at an original construction cost of \$1,973,050. Gridley, located at 350 S. Harrison Road, was the first recipient of 6th graders from overcrowded Henry Elementary in the fall of 1976. The school was changed from a junior high to a designated "middle school" to reflect the new 6-7-8 configuration. The school was named in honor of Rollin T. Gridley, the first principal of Catalina High School. Gridley served a total of 42 years in Tucson School District 1, including teaching social studies and coaching at Tucson High, where he entered administration. In 1950 he became the principal of the Adult Evening School, a position he held until the opening of Catalina High School.

Although the pace of construction slowed, new schools were still needed. In 1976-77, Frank Borman Elementary School, costing \$2 million, was opened on Davis-Monthan Air Force Base at 6630 Lightning Drive to relieve the overcrowding at Smith Elementary School. Borman was named for the Gemini Space Program astronaut and Tucson High star quarterback. Frank Borman grew up in Tucson, attending Hughes Elementary and Mansfeld Junior High as well as Tucson High. He made history in the 1960s with 2 Gemini space flights which paved the way for the first moon landing.

Enrollment Declines and Financial Troubles

The highest enrollment peak in Tucson history was reached in 1973, at 63,488 students. Two years later the enrollment dropped to 60,408. The city of Tucson was expanding on its edges and the surrounding school districts began to grow. By 1978, the official count of active schools included 70 elementary schools, 17 junior highs, 11 high schools including Project M.O.R.E. and Special Projects, and 4 adaptive education schools for a total of 102. Throughout the '70s the school board struggled with the issue of school size. In 1976 there were 15 elementary schools with enrollments of less than 300. Other problems related to enrollment decline in a period of inflationary increases made administration difficult. Districts were limited to 7 percent increases in their annual budgets, minus enrollment declines. State financial aid was based on the number of students enrolled, and when that number went down, costs did not necessarily follow. A larger share of the financial load would be carried by local taxpayers. Although across the district enrollment might fall by 1000 students a year, at individual schools the numbers did not necessarily reflect an empty classroom. If only one or two students in each grade or class left, the overhead would not be reduced in a school.

Parents usually objected to combination classes and vigorously opposed closing their own neighborhood schools, as cost-saving measures. Because School District 1 had such a high percentage of experienced and highly educated teachers, personnel costs for teachers were among the highest in the state. Gas prices went up dramatically, as did insurance premiums and school supplies. Inflation was running above 10 percent during much of the '70s.

The 1970s were years of conflict for the school district from many directions, reflecting the social turmoil of the nation. State aid to schools declined, while costs increased. Utilities in 1975 went up by 50 percent, while some instructional materials doubled in price. Cuts in the budget were an annual problem, especially when the public refused to allow a \$1.9 million override in June 1975. The legislature increased state mandated requirements for educating the handicapped but reduced the promised appropriation to support the programs. In 1976, a district official noted that state aid was only about 47 percent, far short of the 90 percent originally promised.

Community Complaints and High School Problems

Another political change happened in 1975. Raul Grijalva was the first Hispanic to be elected to the school board in 23 years. Since his election, there has continued to be at least one Hispanic member on the board every term. Grijalva made minority community concerns a priority and quickly became a focal point for board conflict. He was often at odds with the board majority of Helen Hafley, Soleng Tom, and Dr. Mitchell Vavich, as well as Superintendent Lee, over the educational needs of bilingual and minority children. He was openly critical of past educational and administrative practices, and supportive of parental concerns raised during the years of desegregation investigation. Both sides of the conflict spoke openly of their frustrations in dealing with change.

Problems with high school violence were headline stories throughout the 1970s. Fights requiring police intervention were reported at most of the high schools, with related crime problems in the immediate neighborhoods. Racial and cultural incidents, and concerns about drugs and weapons surfaced repeatedly but in small proportion to the numbers of students in the high schools. Often incidents involved non-students who entered the campus looking for trouble. The Ku Klux Klan tried to make

headway at a few high schools but was firmly rejected. There would be a flurry of comment in the press for several days about an incident at a particular school. The next year a different school would hit the headlines.

African American and Mexican American parents criticized the district at a public meeting for "allowing a virtual collapse of serious discussion on educational issues important to them." (33)

New policies were adopted, monitors were hired, lunch periods were shortened, and fences built to keep out non-students. Individual high schools drafted their own site-based plans to address their particular situations. As each outbreak and resolution was described in the newspapers, articles of the times reported student concern that they would lose their freedom. By 1977, school board members were calling for a study of how to deal with student violence in the high schools. Meanwhile, although student enrollment went down in this decade, annual student suspensions rose from 344 in 1975-76 (the first-year statistics were kept) to 1,780 in 1978-79. In that year, 1,325 of the suspensions were of high school students.

Dr. Lee and the individual school board members began holding "rap sessions" at the various high schools. The sessions were limited to 25 students at a time who were randomly selected from those who signed up for the opportunity. Informal conversation offered the officials the chance to hear student concerns directly.

By 1974, previously gender-separated school activities were reflecting the changing attitudes of the era. Home economics, auto mechanics, choirs, and sports were opened to students of both sexes. Girls' varsity sports were added, opening opportunities for females to team college athletic scholarships.

More Economic Woes

An attorney general's opinion issued in 1976 caused a \$300,000 budgetary impact on the school district. The opinion, written by Bruce Babbitt, declared that the Arizona constitution called for free education for grades 1-8, and that free meant students in those grades could not be required to provide their own pencils, paper, crayons, scissors, physical education uniforms or other needed materials. The schools could no longer charge parents for consumable student workbooks, field trip fees, or home economics and shop supplies. A supply list was issued for schools which directed that children in first grade would be allocated, among other equipment, "1 large lead pencil and 1 regular pencil per month," while 4th-6th graders would receive " 1 pencil every two weeks, 1 ballpoint per year and paper as distributed." (34)

Budgetary cuts throughout the '70s were extensive. Teaching positions were cut, particularly in the curriculum and resource areas. Class sizes were increased. Administrative positions were combined, and others were left vacant. Counselors, social workers, psychologists were trimmed. Teacher aides and library clerks were also reduced in hours and benefits. High school graduation requirements were reduced from 20 to 19 credits. Coaching staffs and junior varsity sports were cut back or eliminated. Supply budgets and instructional department material requests were whittled. Custodial and grounds maintenance crews were slashed. Field trips were reduced for elementary and junior high schools. Clerical staffs at all levels were reduced in numbers, and overtime was curtailed. Summer contracts

were virtually eliminated for most school support areas. The Adult Evening School was eliminated. Travel and released time for teachers was heavily reduced, and administrative travel was cut back. Many of these areas were trimmed year after year, with additional cuts continuing to be made well into the following decades. The annual reduction-in-force (RIF) for certified teachers began in the '70s. Least senior teachers were notified in April they would not receive a contract for the following year. Then over the summer most of them would be placed back into teaching positions as the school district firmed up its projections for enrollment and employment.

In a 1975 speech, Dr. Lee expressed his frustration with the conditions. He said, "When the Legislature started out on this attack eight years ago, we all knew what we were headed for and that was to denude the schools in the state of Arizona. When you get around to this stage you will end up with a teacher in a classroom and precious little else." (35)

Teacher pay increased in the '70s but did not keep pace with inflation. In 1972 the base pay for a bachelor's degree and no experience was set at \$7,405. Teachers could now accumulate 200 days of sick leave as well as take two days for personal business for an "absolutely necessary reason." Two years later longevity pay for 21 to 30 years was increased to \$200; over 31 to 40 years to \$400; and for those few with more than 40 years to \$600 a year. Substitute teachers earned \$25 a day. By 1977, base pay was \$9,513 and the maximum was \$19,502. Still, only once in 1973 had teachers' raises equaled the inflation rate. Strained relations were evident between the Tucson Education Association and the school board and administration.

Federal Requirements

Until 1971, Special Education programs in School District 1 were limited to toilet-trained students of normal intelligence. However, Congress passed legislation which mandated a free public-school education for all children between the ages of three and 22, and later passed more legislation requiring programs for all handicapped children. Now children were to be educated to the fullest extent of their capabilities who previously might have been institutionalized. Children with mental or emotional handicapping conditions, as well as those of normal intelligence with physical handicaps were to be placed in the least restrictive environment, and to be provided year-round programs if the students might regress without them.

Title IX requirements forced the public schools to offer equal access to both girls and boys in areas which might previously have been reserved for males. Sports in particular was affected, and required changes in program, staffing, and team schedules.

Bilingual education for students who needed it was federally mandated in 1974. In this area, Tucson School District 1 had made some headway prior to the federal legislation, but efforts were greatly expanded. Another similar area was the 1971 requirement that unwed pregnant high school girls could remain in school. In the '60s, Morrow and the board had established a Teen Age Parent Program at Roskrige School as part of the Special Education department. Near the end of the decade teenage fathers were also permitted to enroll in the program, although few did.

Other Supreme Court rulings had established First Amendment rights for students, rejected academic

tracking, and provided for the right to a hearing and an attorney in cases of suspension or expulsion.

Notes

(33) Gerald Merrell, "Minority groups criticize District 1 on Palo Verde, Pueblo issues" Tucson Citizen March 16, 1977.

(34) 'Don't buy school supplies, They're free this year," Tucson Citizen July 31, 1976.

(35) Tucson Public School District 1, School Board Minutes Book April 15, 1975.

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New Special Education Facilities

Maria Urquides Adaptive Education School was the fourth of its type to open in School District 1. Opened in 1977 on the campus of Mary Lynn Elementary, the \$685,830 school was designed to serve all levels of handicapped students, including multiple handicapped, trainable handicapped, educable handicapped and physically handicapped. The success of the previous Myers-Ganoung School project led to the establishment of the joint school, which began with 100 students.

Maria Urquides has been described by many as "the mother of bilingual education," because of her major role in encouraging federal legislation to fund such programs. Miss Urquides, born in 1908, was a Tucson native whose parents had little or no education. She attended Mansfeld, Safford and Tucson High Schools before attending Tempe State Teachers College. Later she earned a bachelor's and master's degree at the University of Arizona. Miss Urquides spent 46 years in public education, serving as elementary teacher at Davis and Hughes, high school counselor at Pueblo High School, and district administrator at the time of her retirement in 1974. She had been appointed by five presidents (Truman, Eisenhower, Kennedy, Johnson, and Nixon) to serve on national panels and conferences concerning children and education. Maria Urquides was president of the Tucson Education Association, vice-president of the Arizona Education Association, and member of the Board of Directors of the National Education Association. She was appointed to the original Board of Governors for Pima Community College Board of Governors, and then was the highest vote recipient in the first elected board for the college.

A new facility was constructed for the aging Howenstine High School. The new campus on 555 S. Tucson Boulevard was planned as the first solar-heated school in the state. Designed as a state-of-the-art handicapped facility, all areas were accessible to children with a wide range of disabilities including wheelchairs. A solar-heated therapy pool was installed for the treatment of many handicapped students throughout the district.

Dr. Thomas Lee retires

Following the example set by Superintendents Rose and Morrow, Dr. Lee announced a year in advance that he would be retiring in June 1977. Although internal candidates applied, a national search was conducted which resulted in hiring Dr. Wilbur H. Lewis from Parma, Ohio. Dr. Lewis was to receive the

same salary, \$48,500, that Dr. Lee received in his last year of employment.

Dr. Lee's administration made one more attempt to pass an override election. This one was for \$2.3 million in June 1977. It failed, with a lower voter turnout than in 1975. The newspapers were divided, with the Star giving lukewarm support and the Citizen opposed. Taking note of the declining enrollment of the last few years, in an editorial in April 1977, the Citizen said: "It is fair to ask why school board members are approaching a difficult financial situation with a 'business as usual' attitude. After all, having fewer students in the classrooms could mean economies in classes, teachers, and other personnel. The board should be looking for ways to cut the budget so the district can live with the lower state support figure and still not exceed the 7 percent spending increase limit." After the election, the Citizen declared, "...this week's override failure should teach them an important lesson. The days of free spending are over."

Upon his retirement, the Educational Materials Center was renamed the Thomas Lee Instructional Resource Center, in recognition of his efforts to improve education. In a Star interview with Raul Grijalva, Dr. Lee's biggest critic on the school board, he commented, "He's retiring from the district but his influence over the district won't be completely gone. He and the board majority formed board policy for the last 10 years. The structure of the district is his. The personnel in the district are his. They've been guided by his philosophy. I don't think you can say he's necessarily gone." (36)

Dr. Thomas Lee was superintendent for only ten years, approximately one-third of the term of his predecessor. Yet in that time, many programs and initiatives began that continue today. Dr. Lee believed that children learned differently, that they were not "cookie cutters." During his administration alternative schools, experimental programs, and bilingual education were implemented. Gifted programs, expanded occupational and career programs, and dropout reduction programs were all developed. More than \$40 million in bonds were approved by voters in his time. Dr. Lee was particularly proud of the efforts made to bring the aged Tucson High School into a modern school facility which students from all over the school district could attend.

Perhaps because of the constant attention caused by the desegregation questions, significant and wide-ranging efforts were made to involve the parent community in the work of the school district. Attitude surveys and internal reorganizations were conducted. And finally, it should be noted, that Dr. Lee faced the highest enrollments thus far in the history of Tucson, and the first effects of declining enrollment since the school district began.

Wilbur Lewis Comes to Tucson

Dr. Wilbur Lewis arrived in a school district which was changing its name. New legislation permitted the elementary and secondary school districts to merge into a unified K-12 district. July 1, 1977, marked the new name: the Tucson Unified School District, or TUSD, as it was now known. Until this date, the school board had functioned as a board of trustees when dealing with elementary matters, and a board of education when addressing secondary issues. The change meant little in day-to-day functions but made record-keeping and accounting simpler. At the same time, the board called for an intensive study of district administration by the Peat, Marwick, Mitchell Company, a study that Dr. Lee recommended a year before. It was to examine the full scope of district organization.

Dr. Lewis announced his first goals would be to develop a comprehensive program to work with high school dropouts and those considered likely to drop out, and to require school officials to respond in a timely fashion to issues raised by the public.

The Peat, Marwick, Mitchell Study was completed by December 1977. The report recommended dividing the district into four regions of 20-30 schools, each to be directed by an assistant superintendent. Among other recommendations it called for reassignment, consolidation, and coordination of duties of some administrators, but said, contrary to public critics, that the school district neither had too many administrators nor paid them too much. Also recommended were several improvements in articulation between levels, and the creation of a coordinated K-12 curriculum. Criticisms were that the district lacked long-range planning and priorities, and was, in the view of respondents, unresponsive to the community. The report noted that \$500 million in repairs and replacement of campuses was needed.

Two years later, a new K-12 Curriculum Guide was approved by the school board. The guide was written by a committee of teachers and administrators, and then reviewed by teachers, administrators, and a parent advisory committee prior to board approval. The Curriculum Guide was planned to be reviewed and updated by subject areas on a seven-year cycle.

The Teachers' Strike of 1978

Relationships between Wilbur Lewis, the school board, and the Tucson Education Association quickly soured. Six months into the Lewis superintendency, statements were appearing in the newspaper in which the board and TEA criticized each other with increasing emotion. Matters became polarized when the TUSD board unilaterally canceled its 10-year-old negotiations policy in an effort to limit TEA participation in contract discussions. One board member described the negotiation policy as, "giving away the store...We had to go with a new policy in order to give the district back to the people." (37) Other board members disassociated themselves publicly from that statement, reflecting the deep split between the board members which had opened during the previous superintendency. (38)

A series of public meetings between the divided board and hundreds of angry teachers took place. Nearly one thousand upset teachers showed up at district headquarters and demanded the board move its meeting to a nearby high school auditorium. By February, articles in the newspapers quoted unidentified board members as saying privately that Lewis was in serious job trouble, while publicly saying his job was not in danger. (39) The confrontations between teachers and the board continued for months.

Until this time, 70 percent of the school district administration had been members of TEA, including Rose, Morrow and Lee. Dr. Lee resigned his membership during an earlier conflict with TEA but regretted the circumstances. However, Lewis said he did not believe administrators could effectively serve the district while being members of the organization. (40)

During the summer, outside arbitration attempted to resolve the conflict over salary and contract, but TUSD would not agree to the figure the arbitrator recommended, and TEA would not accept the district

offer. Teachers voted to reopen negotiations and not to strike at the beginning of school. However, another vote was scheduled for October 1 if the impasse was not resolved. Teachers began work at the start of the year while the impasse continued.

Surprisingly, public sympathy lay with the teachers. A Citizen editorial called for negotiations between the two sides: "It is imperative that the board now negotiate in good faith with the teachers and make an earnest attempt to iron out the problems that have created deep and bitter antagonism over the past 8 months. Should the board fail to negotiate sincerely, its members must share responsibility for the strike if it comes." (41)

By the end of September both sides were gearing up for a strike. Substitute teachers were being recruited with an offer of \$55 a day in pay, \$30 higher than normal. Although only 57.6 percent of the teachers voted to strike, when it began on October 2, 1978, 2,300 of the 3,000 teachers had walked out. At the high schools, 75 percent of the students stayed home, and only 50 percent attended at the elementary and junior high levels. The strike lasted only a week, when agreement was reached on a two-year contract package. Teachers were granted a liberalized student discipline policy that allowed teachers the right to remove disruptive students from class for a day, an increase in health insurance coverage, and a 6.4 percent pay raise. Beyond the contract specifics, the teachers believed what they really won was the right to negotiate their consensus agreement.

The return of the teachers to the classrooms was followed within weeks by newspaper reports that the board would ask Dr. Wilbur Lewis to resign. However, Lewis' serious health problems caused a delay in action. (42)

Eighteen months into his three-year contract, the TUSD board unanimously accepted the resignation of Dr. Wilbur Lewis, buying out the remainder of his contract. As reported in the Citizen, the reason given in the agreement was "material and substantial differences of opinion" between him and the trustees (43). The Citizen editorialized: "...But the failure of Lewis' administration has not been his fault alone. The Board also bears heavy responsibility for what has happened. From the time that Lewis took over as superintendent of TUSD a year ago last July, the board never allowed him the independence of action and initiative that he needed to do the job. Instead, perhaps because Lewis' two predecessors had been unusually powerful in determining policy as well as implementing it, the board tied Lewis' hands from the first – and never untied them..." (44)

Closing Out a Troubled Decade

Dr. Florence Reynolds, a widely respected central administrator at the time, was appointed Acting Superintendent on January 1, 1979, the third woman to fill such a post. Once again, a nationwide search was advertised. By fall, Dr. Merrill Grant, from Green Bay, Wisconsin, began employment as superintendent of the school district. Merrill Grant had earned a B. S. at the University of Wisconsin, an M.Ed. and an Ed.D. at the University of Toledo. He was superintendent of the Green Bay Public Schools at the time he was hired in TUSD.

A new crisis emerged at the end of the school year. TUSD cafeteria food was found to be contaminated with excessive levels of radioactive tritium. Tritium exists naturally in spring water and combines readily

with water and water vapor. Humidity was blamed for causing cake and bread products to soak it up from the air in excess amounts. The tritium was believed to be coming from the American Atomics Corporation which was located on Plumer Avenue diagonally across from the Central Kitchen for the district. The kitchen was immediately closed, and students were asked to bring their own lunches. After a series of tests for safety and involvement with public health officials and the Pima County Board of Supervisors, the board determined that the food could not be served to children. Some months later, in a so-called "midnight raid," district officials buried about \$300,000 worth of contaminated food in an undisclosed location on a local bombing range, after rejecting plans to sell the food or donate it to charitable organizations. (45)

Notes

(36) John Woestendiek, "Lee retiring today, with composure intact, after 20 years" Arizona Daily Star June 30, 1977.

(37) Gerald Merrell, "Two District I board members criticize Hafley remarks" Tucson Citizen April 27, 1978.

(38) Merrell, April 27, 1978.

(39) Edith Sayre Auslander, "Lewis' job not in danger, school board says" Arizona Daily Star February 4, 1978.

Gerald Merrell, "District 1 superintendent's style puts his job in jeopardy" Tucson Citizen February 7, 1978.

(40) Gerald Merrell, "District I board near approval of new rule on contract talks: Teacher opposition expected" Tucson Citizen February 16, 1978.

(41) "Time for TUSD to negotiate now" Tucson Citizen editorial September, 21, 1978.

(42) Jason Eberhart-Phillips and Beverly Medlyn, "Lewis stricken; board shelves job showdown" Arizona Daily Star October 26, 1978.

(43) Larry Fowler, "Next job: Replace school chief" Tucson Citizen December 23, 1978.

(44) "Lewis debacle offers lessons" Tucson Citizen editorial December 26, 1978.

(45) David Carter, "TUSD will junk \$646,000 worth of suspect food" Arizona Daily Star July 28, 1979.

Rob Levin, "TUSD buries food by moonlight" Arizona Daily Star September 9, 1979.

"The Desegregation Question" 1968-1983

Ten days after Dr. Thomas Lee became superintendent of Tucson Public Schools in 1968, the federal government, through the Office of Civil Rights of the Dept. of Health, Education and Welfare, stepped in and accused the district of illegal racial imbalance. Some people believed that Dr. Lee, because of his Arkansas upbringing, was a natural target. Others believed the charges were held until after Robert Morrow's retirement because of the high regard in which he was held in the city, state and nation for his earlier integration of African American students. Whatever the truth, the attention of district

administration for the next 10 years was directed to responding to the various phases and aspects of what has been lumped together in the collective district memory as "the desegregation lawsuit."

How Did the Problem Begin?

The roots of the desegregation dilemma in Tucson Unified lie in the past. How did a school district which was a national model for desegregation before *Brown v. Board of Education* was decided by the Supreme Court become embroiled in such a controversy? How did a district which led the federal government to passage of federal funding for Bilingual Education become the focus of charges that Mexican American children were being given an inferior education?

Certainly the neighborhood school plan contributed to the situation. For a century, the schools were built where the children lived. Minority groups in Tucson for most of that century remained clustered in the area spreading out to the east and west along the Santa Cruz River. As the economic role played by Hispanics, African Americans and Native Americans declined in relation to the surge of Anglo-Whites coming into Tucson, often the predominantly minority neighborhoods declined. The oldest schools were those attended by the largest minority populations. The newest schools with the latest educational designs were largely Anglo, built to match the eastward growth of the city in the post-war boom.

Efforts to instruct children who came to school with different native languages had been a challenge since 1867. The efforts of the IC program which had been in effect for 45 years were well-meant but were often condemned and remembered with hostility in later years by many of the students the program was supposed to help. Maria Urquides remembered district practice forbidding the use of Spanish in the classroom and on the playground. Children were physically punished for speaking the language. Even Spanish songs must be translated to English. (46) In the '20s and '30s the assignment of "over-age" students to "retarded" classes tried to help students new to formal schooling. But as the decades passed, students were placed into the framework of "mental deficiency" defined by the inability to pass a culturally biased test administered in many cases in a language with which the child was unfamiliar.

Ability grouping was an educational maxim for many years, again intended to help the students proceed at their own pace. The results often were self-fulfilling prophecies. Students in the lowest groups never moved up, and often dropped out of school before graduation. Expectations for minority students were based upon assumptions that they would not attend college, and therefore did not need college preparatory programs.

The school board minutes of the 1960s reveal various mentions of discontent in the African American community with district staffing practices. NAACP leaders, while stating support for Dr. Morrow, expressed concerns about how personnel policies were applied. (47)

District Responses to HEW Concerns

The district established an ethnic transfer policy to encourage student transfers to other schools when both schools would improve in ethnic balance. The policy was designed to allow minority students to attend any school they wished but would not permit a deliberate concentration of any ethnic group in a school. Changes in program at Miles and Roskrue attempted to reduce racial imbalance by attracting

students from various parts of the city. Attendance lines were redrawn for westside schools for the same purpose. A Spanish language column summarizing TUSD Board minutes was placed in the Tucson Public Schools News in 1975.

In 1970 the school board approved a resolution which asked the Tucson City Council to stop putting low-income housing units in minority population areas. They believed that practice increased racial isolation and de facto segregation.

A moratorium was placed on new school construction because continuing to follow residential growth would aggravate existing racial imbalance. Other struggles ensued over closing older, under-enrolled schools with high percentages of minority enrollments. An attempt to close Davis and University Heights Elementary Schools in 1973 met with strong community opposition, as did later efforts to close other schools. The embattled board pointed to the cost of repairing elderly buildings such as Davis; the local community declared its support for historic and culturally significant buildings. Mexican American parents felt left out of the decision to close the schools and asked why Anglo students were not bused to fill the empty spaces. The board left the schools open and made no further school closing decisions until the lawsuit was settled.

Bilingual education programs were another method used by the district since 1970 to answer Hispanic critics of education. In 1976, nearly 3,500 students were enrolled in Spanish English programs, mostly clustered in westside schools. A bilingual system of evaluation and tests was developed to more accurately place students in special programs. Bilingual and multicultural books and materials were placed in libraries and classrooms.

Teacher in-service programs, curriculum changes, and involvement of community groups promoted multicultural awareness. Standard English as a Second Dialect (SESD) classes were started for African American children with language differences. Increased recruitment efforts for minority and bilingual teachers resulted in placements across the district. By 1978, 20 percent of the district's teachers were minorities.

The Department of Health, Education, and Welfare (HEW) through its San Francisco office first demanded in 1973 that the district desegregate its schools to achieve specific racial guidelines. HEW ordered that "no school within the district may have an enrollment of over 50 percent minority students. In addition, no school may have a minority enrollment of more than double the percentage of the districtwide enrollment of that minority.... In the case of Mexican-Americans, however, since double the percentage exceeds 50 percent, the 50 percent figure takes precedence according to these guidelines." (48)

In the 1973-74 school year, there were 28 schools that were racially identifiable: Borton, Carrillo, Cavett, Davis, Drachman, Government Heights, Holladay, Lawrence, Manzo, Menlo Park, Mission View, Ochoa, Pueblo Gardens, Richey, Robison, Roosevelt, Rose, Safford, Tolson, Tully, University Heights, and Van Buskirk Elementary Schools. Also included were Safford, Spring, Utterback and Wakefield Junior High Schools, and Pueblo and Tucson High Schools.

The investigations generated school board candidates, both for and against desegregation, throughout the decade, and many changes occurred in administration, curriculum, and student services as a result.

The Lawsuits are Filed

Two lawsuits were filed on behalf of African-American and Mexican-American parents. Attorneys Ruben Salter, Jr., representing the N.A.A.C.P., and Michael O. Zavala, on behalf of Maria Mendoza, Theresa Trujillo and Alberto Sanchez, known as Mexican Americans for Equal Education filed in federal court. The Mendoza suit contended that "the overwhelming majority of Chicano children continue to enter the first grade and graduate from the twelfth grade having attended inferior schools where they are the vast majority of students." The plaintiffs argued that by "discriminatory construction site selection and gerrymandered zone lines" the school district had perpetuated a tri-ethnic system. Further, they claimed that industrial and vocational education was emphasized at Chicano high schools and college prep courses were neglected. Physical plants at minority high schools were inferior. They claimed that no hot lunch programs were available at Ochoa and Mission View Schools. Chicano students had historically been assigned to mentally retarded classes in disproportionate numbers based on tests. There was a small number of Chicano teachers, administrators and staff, the plaintiffs charged. (49)

TUSD officials responded that while racial imbalance did exist in many schools, minority students attended every school in the district. Lee contended that housing patterns were to blame for racial imbalance and said he would fight forced busing "all the way to the Supreme Court." A board resolution was passed April 16, 1974, stating:

Whereas, the Board of Trustees and the Board of Education while acknowledging racial imbalance within some Tucson School District I schools, denies all allegations of segregation within the schools and does not believe the District is in violation of the Civil Rights Act of 1964 because student attendance assignments have not been predicated on race since 1951 which preceded the state repeal of segregation laws in June 1951; and whereas, we have provided equal educational opportunities for all students; and whereas the citizens of our community through polls such as the 1969 poll conducted by Research Services, Inc., the DECA survey conducted by Pueblo High School in 1973, the Tucson Public School Purposes Committee Statement, 1972, and community meetings and individual contacts, have consistently indicated to the Board that the community prefers the neighborhood school concept; Be it therefore resolved that the Board of Trustees and the Board of Education of Tucson School District 1 is opposed to mandatory busing of school children for the purpose of eliminating racial minority identifiable schools without a court order.

A group of 26 parents mostly from schools in the northern and eastern sections of TUSD formed a group called Parents Rights on Busing and Education (PROBE), with attorney Ed Kahn as legal advisor. The group was concerned that wholesale forced busing of students would take place across the district to achieve desegregation. PROBE sought to represent Anglo-white parents in Tucson School District 1, in the desegregation suit. However, presiding Judge William C. Frey denied the group's request after studying more than 500 letters by Anglo, non-Black parents who didn't want to be represented by PROBE.

As the case neared trial in early 1976, Judge Frey reported receiving some 1,400 letters from Mexican-

American families asking to be excluded from representation by Mexican-Americans for Equal Education.

Other segments of the Tucson community also had their say. A University of Arizona professor charged that, per child, \$41 more was spent on Anglo students than minority students. Lee contended the figure was caused by the lower salaries earned by many young and inexperienced bilingual teachers who were hired over the last few years to work in schools with bilingual programs. Funds from the Title I program for poverty areas were not included in the study. (50)

A week later, four Anglo mothers from eastside schools complained that their children were victims of reverse discrimination because they received no federal funds to help children with learning problems. (51) Others complained that the building moratorium was forcing their children to attend overcrowded schools.

Testimony was taken through the deposition process through much of 1976. One of the depositions received public attention when it was released to the Arizona Daily Star by an unidentified source. Herbert Cooper, a retired top administrator, gave emotional testimony about attendance area decisions:

Asked by the attorneys if the ethnic makeup of a neighborhood was ever considered in planning school locations, Cooper replied sharply: "No, sir, that site was purchased before there was a damn thing there but mesquite bush." Parents protested whenever transfer of students from one neighborhood to another was proposed, Cooper said. Even if the district moved the children to all-white schools, "they raised hell," he said.... "God Almighty, look at what happened in Boston, that would be the worst thing in the world that could happen in this community, but it will happen and can happen. They didn't want to go into these schools.... You people know it better than I do, we are playing games around this table. As far as I was concerned, as far as the administration was concerned, we tried our damndest to do the right thing by all children." (52)

The Trial Begins

January 12, 1977, the court trial began. Charges flew from all sides. Robert Morrow, Raul Grijalva, and Thomas Lee testified, as did various current and retired district administrators. Dr. Lee testified housing practices by private developers and government lending agencies had affected the composition of school neighborhoods. Plaintiffs argued the 1951 desegregation had mixed Black students only with Mexican Americans. Testimony was concluded January 22, 1977, and Judge Frey took the case under advisement.

In February 1977, a district report said to that date \$655,000 was spent fighting the desegregation lawsuits, almost half of which was spent in the last 8 months. The largest amount, \$347,831, went for legal fees, with the balance spent on district employees who collected materials for the district's defense.

Black and Mexican American parents criticized the district at a public meeting for "allowing a virtual collapse of serious discussion on educational issues important to them." (53)

In a related issue, Palo Verde High School faced a series of racially sensitive student incidents of violence which included the burning of a 2-foot-high cross on the campus and "KKK" being scratched on a window. The principal, however, denied the incidents were actually racial confrontations. He called them "manhood-type business." Still, informed by the press of the incidents, the grand dragon of the California Knights of the KKK went to the school to offer his assistance. The principal broadcast over the public address system that the KKK would not be allowed on the campus of PVHS, to the applause of most students. (54)

Desegregation is Ordered

June 5, 1978, Judge Frey ordered the September desegregation of nine schools on the northwest fringe of the school district. John Spring and Safford Junior High Schools, Cragin, Brichta, Jefferson Park, Roosevelt, Tully and University Heights Elementary Schools were originally ordered to be desegregated. The judge held that under the prior to 1951 state segregation law. Dunbar was the site of discrimination against Black students. He said the only then-present effects of such racial segregations were at Spring Junior High, Roosevelt, and University Heights. Frey found further segregative intent in the construction decisions made involving Tully and Brichta. Judge Frey focused on two categories of remedies. One was the elimination of vestiges of past statutory segregation flowing from the existence of Dunbar School. The other was remedying any present effects of past segregative acts.

The TUSD School Board announced that it would not appeal the order. Soleng Tom, board president, said, "Our attitude is a positive one. The ruling should not cause diversions or disruptions to education." Ed Kahn, attorney for PROBE, declared it was a victory for the anti-busing group. (55)

However, attorneys Zavala and Salter were not satisfied and called for additions of other schools. They filed motions asking that Borton, Holladay, Carrillo, Davis, Drachman, Cavett, Mission View, Ochoa, Pueblo Gardens and Richey Elementary Schools be included, and also Utterback Junior High.

Settlement Proposed

A settlement was proposed which expanded the case beyond the initial nine schools, in a three-phase program. Borton, Holladay, and Utterback would be desegregated by 1979 with minority enrollments below 50 percent. In the same year, the junior high schools fed by Cavett and Pueblo Gardens would have minority enrollments below 50 percent. A study would immediately be made to consider closing, consolidating or maintaining Carrillo, Davis and Drachman. In fall 1978, a pilot intensive phonics program would be tried for a class of Mexican American first graders. University Heights, Roosevelt and Spring would be closed. Sabino Junior High would eventually be closed and merged with Sabino High School. In related issues, teachers and counselors in all affected schools would receive cultural sensitivity training, especially addressing low expectations for minority students. Uniform districtwide standards for student suspension and expulsion would be developed. A program for Standard English as a Second Language (SESD) would be available to African American students.

At the end of the 19-hour court hearing over the proposed settlement, Frey noted that he heard "unanimous or near unanimous" opposition to the plan from the people whom it was designed to benefit. The Citizen quoted Frey, "It would be rather ironic if those who win the lawsuit wind up with the short end of the stick with a remedy they don't want, and which may not be beneficial." A Yaqui

representative told Judge Frey segregation was preferable to attending an Anglo school, as they feared Yaqui students would drop out if forced into a "hostile and alien" environment. (56)

Desegregated School Begins

School started peacefully in September 1978, with no reported incidents. However, 20 Mexican American and Black students were held out for a short time by their parents in a protest and put into a temporary school at the El Rio Center. The district empaneled a 47-member citizens' committee, known as the District Committee for Facilities Utilization, to study school circumstances and make recommendations to the board for implementation of the court order. Chair of the committee was Warren Rustand, a local businessman with strong political connections. Other prominent committee members included William Estes, Jr., Ruben Romero, Annie Laos, George Borozan, Johnny Bowens, Robert Horn, Henry Jacome, Jr., Helen Schaefer, Arnold Elias, Alex Garcia, and Wayne Moody. (57)

Judge Frey was willing to allow the committee time to develop a plan for the second phase of desegregation which would meet community needs. Phase 2 would be a more comprehensive plan involving more schools than the initial nine ordered desegregated by the judge.

Judge William C. Frey died in February 1979, from a heart attack while vacationing in Honduras. Many viewed his death as partially caused by the strain imposed by the desegregation lawsuit. Judge Mary Ann Richey assumed responsibility for the desegregation case.

Phase 2 is Designed

The minority communities protested that the options being considered in Phase 2 would result in minorities being bused for longer periods than Anglos. Attorney Zavala warned, "The district must guard against allowing the development of a subtle form of tracking through lower expectations for minority children placed in high-achievement schools, as well as against favored treatment for Anglos sent to previously minority schools." (58)

May 2, 1979, Judge Richey approved plans to bus about 1,000 students in the 1979-80 school year. The "magnet school" plan would be tried at Borton and Holladay. Borton would become a primary magnet program for grades kindergarten through third grade, while about 65 fourth through sixth graders would be bused to Kellond Elementary. Places would be available for 100 Anglo voluntary transfers to Borton. If the number required was not achieved by August 15, Kellond students would be involuntarily bused there. Meanwhile, Holladay would become a partner intermediate magnet program. Approximately 160 Holladay first-third graders would be bused to Peter Howell and Fort Lowell Elementary Schools, to open about 200 slots for fourth through sixth grade students. If the magnet was not successful, students from Bonillas, Corbett, Duffy, Lineweaver, Myers, Wheeler, and Wright would be involuntarily bused.

In addition to the elementary schools involved, 350 seventh and eighth graders would be bused from Townsend and Carson Junior Highs to Utterback, while 220 Utterback students would be bused to Townsend. All parties to the suit agreed to the proposals which Judge Richey declared "fair and constitutional."

Magnet Schools are Planned

Townsend, Utterback, Borton, Kellond, Holladay, Fort Lowell and Peter Howell were declared "new schools," with a requirement that all employees, administrative, certified, and classified, be required to reapply for their positions. Those who did not wish to work in the settings proposed, or who were not selected, were given non-punitive transfers to other schools within the district. Those who applied faced rigorous questioning by a panel of administrators, parents, and lawyers to determine who was best suited to work in an experimental desegregated setting.

While extra funds were budgeted for all Phase 2 schools, the magnet schools in particular received benefits beyond those a regular school received. Class size limits were established at 25:1, lower than elsewhere in the district, and teacher aides were to be in each class. Full time physical education and fine arts specialists and a full-time librarian and library clerk would be placed in each school to provide extra educational benefits for students. Bilingual and SED programs would be provided. An after-hours student care extended day program would be provided to attract working parents. The district would provide door-to-door bus transportation. The magnet schools were immediately refurbished, with fresh paint, carpeting, and new instructional equipment.

The promise of smaller classes and extra programs were sufficient to make the magnets attractive to the Anglo community. Both Borton and Holladay opened on a completely voluntary basis for the extended community. Ironically, those minority children who lived in the two schools' immediate neighborhoods had no choices. They were required to attend the school to which the court had assigned them. The carrot attached to the stick was the promise that the minority students would receive improved educational opportunities at these required schools.

A September 7, 1979, Citizen editorial cheered the district efforts: "There are at least two important lessons in this. One is that ethnic prejudices are learned, and that the best way to keep them from being learned is to integrate schools early. Another is that, faced with a big job to do in a hurry, Tucsonians can and do cooperate to get it done. This week's opening of school represents a real victory for the whole community."

TUSD received notice a month later that it would have a grant for \$1,861,780 from the U.S. Department of Health, Education, and Welfare to spend that year to "assist in the process of eliminating, reducing, or preventing minority group isolation" and "to aid in overcoming the educational disadvantages of minority group isolation."

Phase 3 is Created

The following year, on a 3-2 board vote, agreement was reached upon creating three new magnets as part of Phase 3. Davis was established as a K-6 bilingual magnet. Drachman and Carrillo were paired as primary and intermediate magnet programs. The Star editorial staff praised the action in a September 1980 editorial: "...The plan means the district will not raze any of the old neighborhood schools and will renovate them to meet current safety standards. It is a triumph for Tucson 's aging barrios and their strong tradition of neighborhood closeness. Best of all, the plan offers the hope that minority children with alarmingly low performance records will improve. That was the original intent of the desegregation lawsuit." Surprising the board minority of Mitchell Vavich and Soleng Tom, the three schools filled their Anglo quotas voluntarily.

The district created a department of Black Studies and SEDS to provide courses in Black history and culture for the nearly 3,000 African American students in the district. The department's name was changed to African American Studies at the end of the 1980s, reflecting the change in preferred terminology.

In 1982, Safford Junior High School was approved as a Math and Engineering Magnet to reduce the minority enrollment from 93 percent to 69 percent. The magnet was designed to include computer education as one of its attractions.

In 1983 Tucson High School was designated a magnet high school in basic skills, with specialized programs in computer science, math and science. The following year performing arts, industrial arts, and cooperative education would be added.

The school board decided not to ask for dissolution of the court order on desegregation in 1983. Although the original order permitted the district to petition the court for release from the order, school board members felt the district's commitment could be better ensured by remaining under the court's jurisdiction.

Critics have pointed out that even with the changes in school attendance areas and the development of the magnet program, significant differences still remain in student achievement between minority and majority students. Complaints that only Anglos could choose to attend the first magnets were mitigated by the opening of other magnets such as Booth-Fickett, Bonillas and BCMS.

Although the chapter on desegregation closes here at the end of the initial plan, in fact the school district continues to the present time to make decisions which are specifically driven by the requirements of desegregation.

Notes

(46) Susan Knight, "Maria Urquides – 46-year teacher ahead of her time" Arizona Daily Star April, 1986.

(47) Tucson Public School District 1 School Board Minutes, November 16, 1965 and April 19, 1966.

(48) "HEW vs. District 1 – Conflict with Office of Civil Rights Continues," TPS News Vol 15, No. 4, May 1974.

(49) Mendoza, Trujillo and Sanchez v. Tucson Public School District 1.

(50) "District 1's spending on minorities debated" Arizona Daily Star April 21, 1976.

(51) Kathleen MacDonald, "Four eastside mothers charge reverse school discrimination" Arizona Daily Star April 28, 1976.

(52) Gail Yoakum, "Former aide says District 1 'didn't integrate' in the '50s" Arizona Daily Star March 14, 1976.

(53) Gerald Merrell, "Minority Groups criticize District 1 on Palo Verde, Pueblo issues" Tucson Citizen March 16,

1977.

(54) John Woestendiek, "Palo Verde principal bars Klan from campus" Arizona Daily Star April 16, 1977.

(55) David Carter, "District plans no appeal of desegregation order" Arizona Daily Star June 7, 1978.

Gerald Merrell and Karen C. Casto, "Plaintiffs may appeal desegregation ruling," Tucson Citizen June 7, 1978.

(56) Ben MacNitt. "Frey hints plan won't work" Tucson Citizen August 10, 1978.

(57) Gerald Merrell, "Panel to help form desegregation plan" Tucson Citizen October 18, 1978.

(58) Larry Fowler, "Desegregation changes urged by lawyer here" Tucson Citizen March 2, 1979.

(59) Mary M. Niez, "Computers aid for pupils who aren't average" Tucson Citizen November 24, 1983.

"...The best of times, the worst of times..." 1980-1993 Part 1

"It was the best of times; it was the worst of times." Dickens' words could apply to the Tucson Unified School District in this era. On the one hand, awards and honors flowed into the district. On the other, parents sued claiming inferior education. The state legislature passed special funding for certain programs yet failed to meet inflationary costs or even the statutory funding formula which affected all regular schooling. The largest bond in history received voter approval but override extensions repeatedly failed and massive budget cuts were necessary.

The Merrill Grant years were tumultuous. Dr. Grant stepped into a district recovering from a strike, in the midst of desegregation, and in the seventh year of declining enrollment. There was a plan for reorganization of administration and curriculum which had not yet been implemented. Budgetary constraints and miscalculations dogged his superintendency. Grant began directing action in many areas.

Fiscal and Physical Plant Woes Increase

Sagging ceilings at Mission View and Borton caused Dr. Grant to close both schools a few weeks before school was out in 1980. Board members were irritated that Grant made the decision without informing them. Minority community criticism was sharp, blaming the board and administration for not caring about south and westside schools.

Ceilings and roofs continued to be an expensive problem in a number of eastside schools built in the 1960s. Just before school started in the fall of 1987, the ceiling literally fell in on Roskrige as it was about to open as Roskrige Bilingual Middle Magnet School. After the incident, the students were bused to temporary locations and the school was closed for repairs. More than \$2 million was needed for the repairs to the 80-year-old building.

Over the next thirteen years arsonists created havoc with fires at Tully, Menlo Park, Ford, Erickson, Duffy, and Steele Elementary Schools, Utterback Middle School, and Rincon and Sabino High Schools.

Liability and casualty insurance premiums for the district in the early 1980s went from \$620,000 to \$1.45 million in one year, and then increased another \$200,000 before the first premium was paid on the new policy.

In December 1980, the school district faced a potential \$910,000 deficit in the operating budget. Cuts were ordered in many areas, including freezing vacant non-certified positions and using resource teachers to fill teaching vacancies. Administrators and other certified non-classroom people were asked to be temporary substitute teachers. At the same time, the district was reorganized into 4 regions, each under the direction of an assistant superintendent, as recommended in the Peat, Marwick, Mitchell study of several years before. Throughout the decade forced cuts in resource and curriculum areas were made, cutting the classroom support systems that had been built during the growth years of Morrow and Lee. Increased class sizes were ordered for adaptive education and resource teachers.

Discipline Problems Increase

Most high schools experienced occasional short-term student walkouts over campus incidents or administrative actions related to budgetary problems. Sporadic acts of violence at district high schools continued throughout the next decade. The school district spent nearly \$300,000 for security personnel, mostly campus monitors, adding to the funds spent previously for fire and burglar alarms, metal screens and non-shatter windows in an attempt to cut vandalism costs.

The Star detailed the changes in student behavior in a May 1980, article: "...This school year, as of April 30, 207 high school students had been suspended from one to 45 days for possession or use of alcohol, tobacco or drugs. No one had been expelled. The leading reason for student suspensions, is defiance of authority. Disruptive behavior or interference with school policies is the second leading reason. Since the district began keeping statistics in 1975-76, suspensions have risen from 344 to 1, 780 in 1978-79. Of the total 1,325 were high school students.... "

In a surprise action without public input, the school board decided in May 1981, to eliminate corporal punishment as a form of disciplinary action. Board member Grijalva worried that corporal punishment was used more often on minority students than others, while member Eva Bacal felt that corporal punishment was a form of brutality.

Student "high jinks" at high school graduations concerned administration at the start of the 1980s. Graduates were increasingly rowdy during formerly solemn graduation ceremonies. At the end of the '70s, central administrators were speaking somberly of canceling ceremonies because of student use of beach balls, firecrackers, and, less acceptable, liquor and marijuana, during the ceremonies, as well as noisy cheers by family members.

New Goals Identified

In 1981, Merrill Grant called for attention to critical district needs: raising test scores, support for the new magnet schools, bilingual education, the middle school program, a better budget process, energy conservation, standardizing across the district a K-12 curriculum that set standards and student responsibilities. Dr. Grant promised cuts in administration, some of which would be accomplished through retirements and attrition. Others would be made through reorganization which would eliminate

positions. However, as time passed, budgetary problems became the overriding issue facing the district.

The annual RIF of teachers grew to larger and larger numbers. In April 1981, 454 teachers received RIF notices. The number equaled all of the non-tenured teachers in the district. By fall, all of them had been re-hired. A \$10 activity fee for all high school sports and extracurricular activities was charged to help meet budget shortfalls, along with a reduction in high school graduation requirements and elimination of high school classes with low enrollments. The average class size for high schools went from 22-25 to 27-29 students. High school department chairmen were reduced to five per school, and a loss of \$ 1.1 million in federal Title I funds eliminated 130 classroom teacher aides. Reading resource teachers and other specialists such as speech therapists, social workers, psychologists, adaptive education counselors, and health clerks were reduced in number.

Dr. Florence Reynolds, the acting superintendent prior to Dr. Merrill Grant, held one of the senior administrative positions cut in 1981. She was reassigned to a lesser position at a significant cut in pay. The action shocked many people in the community. In the spring of 1982, Dr. Reynolds retired after 39 years in TUSD. Over the next few years, top administrators who had been hired and promoted by Morrow and Lee retired. Other central administrators were demoted, again to the dismay of many people. Site administrators were transferred to new positions, moving those who had been in one place for more than 5 to 7 years. Many of the administrators who had been hired and promoted in the post-World War II boom were now reaching retirement age, and the district was open to new administrative leadership in many areas. Over this decade an early retirement program was opened by the legislature which made it desirable to leave in a time of turmoil.

The fall of 1981 showed a continuing drop in enrollment, to 54,092 students in 99 schools. At the corresponding time, the percentage of minority students in the district continued to increase to 39.4 percent of students. A 3-year study of dropout rates acknowledged some improvement in a slow but consistent trend.

Facilities Decisions and New Magnets

A remodeling project for 10 schools more than 40 years old began in 1982. Wakefield, Mansfield, Doolen, and Safford Junior High Schools, as well as Miles, Menlo Park, Hughes, Wrightstown, Ochoa and Safford Elementary Schools would be brought into more modern condition. A citizen committee and the school board considered closure of 32 under-enrolled schools. The final disposition affected five schools: Gump, Brown, Bonillas, Booth and Fickett.

Gump Adaptive Education School and Brown Elementary School were closed. The Gump students and school name were relocated to the Brown campus at a cost of \$858,669. The name, Brown Elementary School, was retired from the district rolls. The relocated Gump School was then closed permanently in 1992 and its students were reassigned to the three other adaptive education schools. The Gump School name was then also retired from the district rolls.

In 1981, a group calling itself the Citizens for Basic Education had asked the school district to open a "back to basics" school as its next alternative program. They wanted a program which emphasized the 3R's, patriotism, discipline, and a dress code. The group also asked for intensive phonics for reading

instruction, math learned through rote memorization, social studies taught as facts, and strict grading and testing. The back-to-basics magnet school was placed at the under-enrolled Bonillas campus, where it was called Bonillas Basic Curriculum School.

In 1986, the Basic Curriculum Middle School was formed to continue the Bonillas program into middle school years. The BCMS was housed at Vail Middle School until 1992. At that date, BCMS was moved to the then vacant Gump campus, and the school was renamed Dodge Middle School. Ida Flood Dodge had been a teacher in the Tucson Public Schools for 33 years in the early days of the school district. She was a student at Safford School at the turn of the century. Mrs. Dodge, as a girl, had been part of the family which lived in the Old Adobe High School building for a time. She was also an author and historian. The 1989 bond project provided the funds to renovate the old Gump campus into a middle school design.

Parents in the Booth Elementary and Fickett Junior High area successfully persuaded the school board to open in 1984 a K-8 math and science magnet school using the joint campus rather than closing the schools. Neither Bonillas nor Booth-Fickett were included under the desegregation court order, but both were open to students from all over the district. The vacant University Heights Elementary School was sold to an apartment developer for \$800,000, and Roosevelt Elementary was sold to Pima Community College to become part of its Downtown Campus.

The board decided to rename Special Projects High School in time for the 1982-83 school year. The name chosen was University High School, to reflect the advanced placement courses commonly available at the school. Conflict over the placement of University High School on the campus of Tucson High arose in early 1983. Parents complained that less than 12 percent of the University High enrollment was from minority students. Tucson High parents felt discrimination in the quality of classes and equipment available to their children, in contrast to those for the University High students on the same campus. Throughout the next twelve months controversy swirled over whether the school should be moved to the campus of Roskruge or Rincon, with parent groups arguing for both sites. In October 1984, the board voted to move the program to the Rincon High School campus, where it remains.

Educational Activities and Community Support

The district began its annual Love of Reading Week celebration in February 1982. The districtwide program featured community leaders, authors, employees, and parents all sharing with students their enjoyment of reading. Civic officials, businessmen, and district administrators took time to read a story and talk about reading in their lives in classes all over the district. The celebration takes place concurrently with Valentine's Day each year for a full school week.

Vocational programs listed in a school board report from 1981-82 included Auto Mechanics, Computing and Accounting, Cosmetology, Consumer & Homemaking Education, Child Care and Guidance, Distributive Education, Office Occupations, Trades & Industrial Education.

Computer use in the schools appeared in a 1983 newspaper article stating the district had 474 computers for 53,283 students, with 345 of those computers at the high schools. (59) Individual elementary schools might have single computers purchased through PTA funds. Later in the decade several of the high schools installed computer labs for remediation programs. Twelve elementary and

middle schools also acquired small computer labs as part of various pilots of integrated learning systems. The district began a phasing in process of buying hardware and software so each school would have some access to computer technology.

Community participation and financial support for the school district were organized in the formation of the Educational Enrichment Foundation (EEF). The EEF raised funds which were granted to teachers and schools to carry out innovative teaching ideas. As time went on, the EEF provided a support system for students having difficulty paying fees for extracurricular activities and helped raise funds for the Clothing Bank as well.

Other types of assistance for the school district came from the community. Ronald D. Kohn, a 45-year-old real estate investor wrote a \$25,000 check to the district to be used for remedial reading programs. The IBM Corporation provided fundamental management training for 120 administrators in a week-long seminar in 1984-85.

Secondary School Issues

High school vocational programs at the start of the '80s included: Auto Mechanics, Computing and Accounting, Cosmetology, Consumer and Homemaking Education, Child Care and Guidance, Distributive Education, Office Occupations, and Trades and Industrial Education.

The district continued to work on the dropout problem throughout the decade. Alternative endeavors such as middle school accommodation and high school accommodations, the bridge program, and Project RISE joined the list of more conventional alternatives such as Project M.O.R.E. and the inhouse suspension programs. A variety of sources provided funds for specialized efforts, including a Yaqui tutoring program.

In 1984 the state legislature passed two bills providing for two important changes for high school students in Arizona. Representative Carmen Cajero of Tucson succeeded in passing legislation authorizing free high school textbooks starting with the freshmen in the fall of 1985 and phasing in for all grades by 1989. The second law required at least a 10th grade education for all students. Previously only an 8th grade education, or age 16, whichever came first, was required. Rep. Cajero and her late husband, Rep. Bernardo "Nayo" Cajero, sought this law since 1966. The textbook bill was signed into law at Tucson High School, and the 10th grade education requirement was signed into law at Carrillo Intermediate Magnet School.

The TUSD High School Task Force issued a critical report in 1984 saying the high schools lacked quality programs, good management, and efficient organization. After studying the district for four months, the Task Force called for strengthening the instructional leadership and providing more time for instruction and counseling. They asked for a better and more complete informational system that would provide student data in a timely fashion. In addition, they wanted standards defined for graduating seniors. Pueblo, Cholla, and Tucson High Schools were identified as having more problems than the other district high schools.

Dr. Grant described Pueblo High School as being top priority for improvement in January 1984. A month

later Tucson High was designated a "new school" which required all staff to reapply for their positions. The tactic, first used after the desegregation settlement, was used at various schools throughout the decade when site administration problems appeared to be critical. Pueblo High, Fort Lowell Elementary, and Vail Middle School were some of the schools to be so designated, as well as the new magnet schools.

Native-American groups asked for funding for an Indian Education Plan to increase academic achievement. They pointed out the Yaqui dropout rate was 26 percent at Cholla High School alone.

Coalition for Educational Excellence

Dr. Grant's period of accord with the school board came to an end. In 1983, his contract was renewed by a 3-2 vote, with board members questioning administrative changes and board superintendent relations. Financial problems continued. A series of building maintenance problems ranging from leaking roofs to allergy-causing moldy insulation brought board complaints about spending capital funds for salaries and educational programs. The following year, although the district received its first "clean" financial audit in 10 years, the board still turned down three of Grant's ideas for reorganization as not matching what the board felt was needed.

On the heels of these problems in March 1984, came the formation of a community group which called itself the Coalition for Excellence in Education. The organization was composed of district employees, business and professional people from the Tucson community, and interested parents. Warren Rustand, a local business leader who chaired the desegregation Facilities Committee and was active in designing the magnet school program, was chosen as leader of the Coalition. The local newspapers chronicled the activities of the Coalition over the next year.

Public meetings of the organization in local hotels were attended by as many as 600 people. The group said it wanted to take its concerns to Dr. Grant to work out problems in the district. They described problems as ranging from poor morale and quality of education to administrative appointments and budgetary procedures. The district was quickly polarized, with charges flying in all directions. Leaders of the Coalition were the targets of death threats and vandalism. Their motives were criticized as racist and political power plays. Meanwhile the district administration was accused by the Coalition of illegal acts and political payoffs in administrative appointments. However, the school board did bring in an outside agency to investigate certain allegations concerning the personnel department.

In July 1984, a new Peat, Marwick, Mitchell & Co. report focused on management in TUSD. Along with noting that many of the recommendations from the 1977 study had been initiated, the report warned, "...the board needs to carefully determine a point beneath which management reductions will have a negative impact on educational as well as administrative functions. (60)

The director of personnel resigned in August 1984, amid charges that he had falsely claimed a university degree on his employment application. In September 1984, attorneys for the Coalition and the school district met to discuss Coalition demands which included firing Merrill Grant. (61) February 7, 1985, Dr. Merrill Grant resigned, saying the action was "my move, my decision completely." He was critical of the pressure on district workers from the Coalition, saying they were forced to respond to rumors, innuendo

and hundreds of requests for information on a daily basis.

A Star editorial in February 1985, described the situation: "...The Coalition for Educational Excellence....called for Grant's immediate resignation in December. It described his five years as a failure of management procedures, processes and style which inspire confidence, trust and loyalty.... In a three-year period, Grant, shook up the administrative staff considerably and therein lies the source of much criticism against him. Out of 192 administrative staff members, 90 percent are either new to the district or have been transferred or promoted. That disappointed and disenchanted a lot of people..."

The Magett Interval

Dr. Dorothy Magett was named Interim Acting Superintendent a week later, as a national search for the next superintendent was launched. Dr. Magett was first hired by Merrill Grant into central administration in 1982, and then promoted to deputy superintendent in 1983. Now she was the fourth woman in TUSD history, and the only African American, to serve temporarily as the chief administrator. Dorothy Magett had received her Ed.D. from Northwestern University and had been hired from Seattle Public Schools. Soon several board members were speaking of her as a possible permanent successor to Grant.

Shortly after Dr. Magett took over, the Board voted to go to the public for support of a bond issue and override election in May 1985. A Tucson Citizen editorial warned, "Tucson's public schools may be headed for big money trouble if the Legislature doesn't come through with a healthy appropriation.... Years of insufficient support from Phoenix has caused a shortfall that even austerity can't take care of anymore."

A Successful Override Election

The voting public responded to the cries of alarm. TUSD successfully passed a \$47.5 million construction bond in 1985, the first in 10 years, which would go to build three new elementary schools and a new middle school, as well as provide extensive repairs to many of the older buildings. In addition, the voters approved a \$16.1 million budget override. As a result of the override and new special funding from the legislature, the district was able to purchase 27 new school buses to replace obsolete ones. In addition, the legislature provided special funding for a kindergarten through third grade educational support program to the schools in the state, to be used to give children a better start in schooling. TUSD received an extra \$1.158 million from the K-3 legislation.

Health Issues

A serious measles outbreak in Pima County in April 1985, struck Tucson Unified as well. Under orders from Pima County health officials, all students and employees were required to show proof of measles immunization or be excluded from school. Four-hundred-forty-seven students were turned away. In spite of this preventive action, Santa Rita High School reported 19 cases of measles. A few months later, 1,400 students at Pueblo High required gamma globulin shots after a cafeteria student worker came down with infectious hepatitis.

Later in the same year the school district began developing a policy for dealing with Acquired Immune Deficiency Syndrome (AIDS) in the schools, after a local physician informed the district an infected child

would be registering. The district policy was intended to protect the privacy and health of the student or employee with the disease, as well as that of the community. In 1987, two years later, TUSD became the first district in the state to adopt a formal plan for teaching middle school and high school students about the disease.

Asbestos removal was an expensive health issue in the latter part of the decade. Although EPA funds assisted in the cleanup, still almost a half-million dollars was needed from district funds to accomplish the project.

Cholla High School students were tested for tuberculosis in March 1990, after 34 students showed positive tests for tuberculosis. A student came from Mexico with an advanced case of the disease, resulting in tests initially for his classmates, and finally for the whole school. Ultimately, 35 students and one teacher required medication to prevent a full-blown case of the disease.

The board banned tobacco products and smoking anywhere in district buildings effective January 1991. A six-month phase-out period allowed adults to smoke in privately owned vehicles or outside of view of students in outdoor areas, but that would expire in July. The ban also covered district employees doing their job away from district property, such as crossing guards and field trip supervision, and volunteers in schools were also included.

Required immunization of students was enforced by a state law taking effect in 1992. Parents must provide written proof of immunization prior to enrollment. Students lacking such proof must be suspended until shots were taken.

Throughout the 80s, teachers, parents, and children complained of health problems related to leaking roofs, moldy carpets and insulation, allergens, and heating or cooling problems in the schools. Buildings on both the east and west perimeter of the district experienced problems dating from poor construction methods.

Notes

(59) Mary M. Niez, "Computers aid for pupils who aren't average" Tucson Citizen November 24, 1983.

(60) Mary Bustamante, "Consultants say TUSD is duplicating chores" Tucson Citizen July 4, 1984.

(61) Chip Warren, "3 on TUSD board charge group is trying 'blackmail' to get its way" Arizona Daily Star October 2, 1984.

"...The best of times, the worst of times..." 1980-1993 Part 2

More High School Concerns

An interesting new twist on Title IX questions regarding male and female sports emerged in the 1980s. Girls played baseball on the Catalina boys' team, and football on the Santa Rita and Cholla teams. Meanwhile a Rincon boy sued the Arizona Interscholastic Association for permission to play volleyball on

the girls' team, as there was no boys' volleyball team. Cheerleading squads were ordered to cheer for girls' teams as well as boys' teams, to the expressed dismay of some parents. (62)

In a lighter episode, Tucson High School was used in 1987 as the location for a Hollywood teenage movie, "Can't Buy Me Love." Students were employed as extras, and the movie producers gave the school a \$5,000 dance floor for the performing arts program.

High dropout rates, low test scores, and extremely low expectations for college led the TUSD board to approve a plan to radically affect Pueblo High School. The school would be reorganized, renovated, and restaffed with lower student-teacher ratios. The new school designation brought in a faculty which would receive extra training in the summers, to better develop new programs to assist student learning. An on-site advisory council made up of a cross-section of the community would monitor on the plan. Students would be encouraged to "major" in one of four broad curricular areas.

Additional funding was also provided to Cholla High School in 1987 for building repairs, new computer equipment, and additional staffing. The intent was to upgrade education at the far westside school. With the magnet school open at Tucson High School, the district had made significant efforts to work with the schools identified as critical several years before. However, by the end of the decade, Tucson High was criticized by a district compliance committee for not moving quickly enough in establishment of a true magnet curriculum. (63) A new principal and magnet coordinators were hired, and the curriculum was altered to better meet the needs of minority students.

Education Reform Movements

The national discussions on educational reform had their counterparts in Arizona. One effect was a statewide "no-pass, no-play" order from the Arizona State Department of Education. The policy, similar to others across the country, covered all extra-curricular interscholastic activities, ranging from sports to chess clubs. Students were required to pass at least five classes to be eligible to participate in the following semester. In related measures, the school district directed each school to establish site discipline and homework policies which would be distributed to parents and established districtwide standards for promotion and retention.

The legislature approved a plan to annually test all Arizona school children in first through twelfth grades in reading, grammar, and math. In another action, the Legislature mandated that a daily "period of silence not to exceed one minute in duration will be observed for meditation and during that time no activities shall take place and silence shall be maintained" at the beginning of each school day.

The legislature ordered that the teacher should be the one to decide whether students would be promoted or retained. Under the new law, if parents disagreed with the decision, they could appeal to the school board, which would make the final determination. If the board ruled against the teacher, it would assume liability for the student's future progress.

A creative attempt to stem the tide of violence in the schools began in 1986 with a community-funded venture to train middle school students in techniques of conflict resolution. The initial program, funded by Community Mediation Services, began at Wakefield Middle School, but soon spread to many other

middle schools and elementary sites as well. The program trained faculty and students in non-violent effective ways of resolving playground disputes using peer mediators. It continues to the present.

Honors and Awards

In spite of financial crises, positive recognition continued to come to the school district, its employees, board members, and students in the 1980s. Soleng Tom, Raul Grijalva, and Laura Almquist were each named Tucson's Man or Woman of the Year. Robert Carpenter was a finalist for the national "Teacher in Space" shuttle program. John S. Brooks and Jody Simmons were each named Science Teacher of the Year. Arthur Ratcliff was chosen Outstanding High School Science Teacher of the Year. Charleyne Brooks was named Arizona Teacher of the Year. Emily Strahler was Arizona Home Economics Teacher of the Year. John Baab was Industrial Education Teacher of the Year. Joan Tolle was the Arizona Business Teacher of the Year. David Ashcraft was honored by the State Department of Education and Suzanne Hathom was chosen Educator of the Year. Gerald A. Halfmann was selected Technology and Industry Teacher of the Year.

Dr. Laura Banks was named an NAACP Outstanding Woman. Dr. Mary Meredith was recognized by the Division of Developmental Disabilities and Mental Retardation Services. Bettye McCant and Leo Johnson were selected Distinguished Administrators by the Arizona School Administrators Association, and Pat Hale was honored as best state high school principal. Freeman B. Hover received a Lifetime Achievement Award from the National Journalism Education Association. Alex Kerstitch was chosen as one of the nation's best underwater photographers by Natural History Magazine. Raul Grijalva and Georgia Brousseau each received the Friend of Education Award from Phi Delta Kappa.

Throughout the '80s dozens of high school students were named either semi-finalists or finalists as National Merit Scholars or Presidential Scholars. Myers-Ganoung was named one of the "Top 10 Schools in Arizona" in the Arizona Elementary School Recognition Program. Santa Rita High School was named an "Exemplary School" in a national program. Pueblo and Tucson High Schools were each honored for significant improvement by the Ford Foundation's City High School Recognition fund. The School for Creative and Performing Arts at Utterback was nationally recognized by the U.S. Dept. of Education. Davis Bilingual Learning Center was chosen as an outstanding example of public education, and later in the decade was also given an A+ rating from Instructor magazine. Blenman and Borton Schools were named A+ Schools in the Arizona Elementary School Recognition Program. Catalina High School was nominated from Arizona for the National Secondary School Recognition Program of the U.S. Dept. of Education. University High School began a trend of winning or placing highly in local, state, and national academic decathlons.

Jim Green, Ruth Solomon and Marian Pickens were all elected to the Arizona House of Representatives. Janice Mitich was elected to the Marana School Board and Al Arellano was elected to the Sunnyside School Board. Dr. Charles Ford was elected to the Tucson City Council. C. Diane Bishop was elected State Superintendent of Public Instruction and Dr. Reginald Barr was appointed to the State Board of Education. Richard Martinez and Georgia Brousseau were appointed to the Pima County Merit System Commission. Ed McDonald, a teacher at Project MORE, persuaded Congress to establish a National Day of Excellence as a fitting memorial to the Challenger Space Shuttle tragedy. Robert Halliday was appointed to the State Task Force on School Violence.

The school board itself received an award in the fall of 1984 from the U.S. Department of Education. Secretary Terrell Bell cited TUSD for "outstanding efforts in achieving excellence in education." As one of 17 districts recognized, Bell noted that, "TUSD has made noteworthy progress in implementing the recommendations of the national Commission on Excellence in Education." (64)

Economic Conditions

Teacher pay at the start of the decade ranged from \$12,050 to \$24,581. Dr. Grant's salary was \$60,000 in 1981. For the first time in 1983, an early retirement option for employees aged 55 to 60 was available, and the probationary salary schedule was phased out over a period of years. The budget for 1985-86 was \$184 million, which employed nearly 5,000 teachers, administrators, and classified workers to provide education for 54,654 students in 98 schools. The pay range for teachers was \$16,241 to \$35,625. Principals ranged from \$35,950 to \$50,000 in salary.

Another band-aid on school finance was applied by the Legislature in 1982 when school districts were permitted to spend a portion of their capital-outlay budget for maintenance and operations. This meant that funds reserved by law for purchasing land and permanent school equipment, as well as construction and building improvements, could now be used to pay for teacher salaries and transportation costs. The district greeted this with approval when it first was passed, but as time wore on and the capital budget continued to be depleted, buildings began to fall into serious disrepair.

The following year the legislature permitted school districts to spend beyond the state-imposed spending limits if they were involved in court-ordered desegregation.

More Community Involvement

The Adopt-A-School partnerships began between local businesses and the school district in the 1980s. By the 1986-87 school year, all of the high schools and many of the elementary and middle schools had formed a variety of relationships with the community. Some were monetary, others involved equipment, and still others provided volunteers to encourage mutual support and respect between the business community and the educational system.

A prime example of this relationship is the Santa Rita High School Hungry Eagle Restaurant. The restaurant on the school campus is run by high school students in Food Preparation and Restaurant Management vocational programs as part of their curriculum. The program was created through a partnership with the Southern Arizona Innkeepers Association.

An interesting blend of technology and curriculum began in 1985 and ran for several years. Volunteers from University High School and the University of Arizona provided on-call help from the Math Homework Hotline. Volunteers answered phone calls from sixth through twelfth grade students having trouble with their math homework. The volunteers had a complete set of math textbooks at hand to find the exact problem with which the student was struggling. Later the program moved onto cable television so students could literally see the problem being worked on chalkboards.

Paul Houston is Hired

Dr. Paul Houston was hired on a 3-2 vote in November 1985, as the next superintendent. The controversy surrounded his previous experience in the Princeton, New Jersey, Public Schools, a much smaller school district. The board minority felt he had insufficient experience with a large, urban, multicultural district. The majority prevailed, using his previous service in Birmingham, Alabama, as a counterpoint to the claim. Houston was described by one board member as "a creative problem-solver, and he's willing to dismiss those not performing." His salary was \$85,000 plus \$9,500 in benefits.

Subsequently, Dr. Magett chose to accept a position in Chicago. Soon afterwards she filed a discrimination charge against the district, claiming that her credentials were superior, and that the choice of Dr. Houston was biased. Her complaint included charges that a particular board member had placed unreasonable work demands upon her. Although her charges were dismissed by the Arizona Civil Rights Division, Dorothy Magett sued the district anyway. Admitting no bias in the matter, the board voted 4-1 to settle out of court for \$55,000.

Board Troubles

The decade of the 1980s was another time of great conflicts and intensity on the school board. Board members often criticized each other and the administration at public meetings. In contrast to the similar trouble in the '70s, however, there were no clearly drawn lines between the members. Alliances changed depending upon the issues. Although major decisions such as hiring the superintendent were often conducted on split votes, on many other areas they voted unanimously. Cutting the budget often brought out frustrated attacks on each other's priorities. That dissension carried over within the district administration.

In a February 1986 speech to the Tucson Metropolitan Ministry, Dr. Houston described the tone of the district. He said, "The board may be the most visible example of this, but it's more than the board. It's between parents and board members, board members and teachers, teachers and administrators. This whole district has become programmed, over a period of time, to conflict, and I would rather be in the position of searching for solutions to problems than acting as a referee. We've got to stop this senseless bickering we have here and get on to some action."

New Financial Conditions

Enrollment began to move slowly up out of the dip of the preceding decade. In 1986, there were 54,000 students in the district attending 98 schools. The following year the enrollment rose again to 55,400. A slow but steady increase has continued to the present day.

An election in February 1988, to renew the 1985 override budget and provide \$40 million in construction bonds proved unsuccessful. The failure of the override required \$7.9 million to be trimmed from the district budget in the first of several years of cutbacks. When override funds are used for continuing operational costs, the loss of them can have very serious effects on district personnel and programs. Under Arizona law, once an increase has been approved in an override election, unless the district voters continue to approve the expenditure of those funds in later elections, the dollars are lost from the budget over several years, putting the district budget back where it was prior to the first override.

A group calling itself Concerned Citizens for Quality Education led the opposition, making unfavorable comparisons to administrative costs in the Mesa Public Schools. Dr. Houston responded sharply in an article in the Tucson Weekly in April 1988. He pointed out that while the two districts had similar enrollments, approximately 56,000 students, the Mesa district had only 60 more recently constructed schools. In contrast TUSD had 103 schools, half of which were constructed at least 30 years ago.

Another comparison was the relative size of the schools. In Mesa, an elementary school enrollment was between 700 and 1200 students, while in Tucson, the elementary schools ranged from 300 to 500 on the average, with similar disparity at the secondary levels. The experience in Tucson was that parents wanted small schools left open, no matter the cost. Still another area of significant difference in costs were the special programs required in TUSD, such as bilingual education, adaptive education, desegregation, and poverty programs, none of which were in the Mesa area. The economically and culturally diverse Tucson area was demographically different from the more homogenous Mesa.

Not satisfied with defeating the 1988 override, members of the opposition citizen group accused the district of violating a variety of election laws (65). However, the State Attorney General repeatedly cleared the district of any wrongdoing.

Houston's salary at the end of the '80s was \$94,821 plus a benefits package amounting to another \$12,000. He managed a \$206 million budget for 57,000 students. A Citizen article described the budget in this way: "The district already spends about \$800,000 a day to operate 103 schools and 27 maintenance, transportation and administrative sites. About 95 percent of that goes to pay the district's 7,000 employees." (66)

Other administrative salaries ranged from \$42,000 for a departmental assistant director to \$54,569 for a high school principal with a doctorate. Senior administrative staff at the assistant superintendent level earned more. Although the common public view was that district administrators were highly paid, an independent 1991 Educational Research Service national survey of administrative salaries showed their salaries were below the national average at every level. (67)

More Cuts in Programs and Personnel

Among the cuts forced by the loss of the override were reductions for classified employees in hours and months worked. Some administrators in curriculum areas were returned to the classroom or left the district. Some employees found their positions cut, and the duties reassigned to new titles at lower pay. Half of the department chairmen at the high schools were eliminated. Assistant principals at small middle schools were cut, as was one custodian at each high school. New library books were cut, and sabbatical leaves were eliminated. The opening of Soleng Tom Elementary School was delayed for a year. Staff reductions were ordered in all schools without desegregation or target status. The annual administrators' conference, which had been under attack for several years in the press as wasteful, was moved from local hotels to a school auditorium.

Parents from Pistor, Wakefield and Mansfield Middle Schools sued the school district, charging lower standards of education because of discriminatory practices. They alleged that expectations were lower, that the sites were in disrepair, and that inadequate furnishings and curriculum were prevalent. Parents

from Tucson and Pueblo High Schools filed a similar suit. The high school suit was settled in 1992.

New Plans Put in Place

In the fall of 1988, Dr. Houston introduced two significant initiatives. The first was Mission SUCCESS. The acronym meant Student achievement, Unbinding minority expectations, Core curriculum with benchmark testing, Client satisfaction, Empower schools, Student engaged time, and Supervision for effective instruction. The program was a total district plan intended to focus departmental and school site attention on meeting student needs.

The other major initiative was the TUSD 2000 planning process. In recognition that the turn of the century was just 12 years away, Houston called for a series of planning meetings involving district employees, parents and the business community, focusing on what the schools should look like in the year 2000 A.D.

In the fall of 1989, the district began a pilot process exploring site-based management for schools. The project continues today to develop more sites which can function in a site-based format.

Major community hearings took place on a new sex education curriculum in the fall of 1989. More than 1,200 parents attended meetings to express their support or opposition to the proposed program. Although many parents spoke in favor of a limited program called "Sex Respect," which advocated only abstinence, the board chose to unanimously approve an optional district-written curriculum. The program, designed for grades four through 12 in three-week units each year, recommended abstinence but also provided factual information about physical changes, disease and contraception, at age-appropriate levels, as well as defining a variety of controversial subjects such as homosexuality and abortion. The curriculum recommended that those subjects be left to parental and religious discussion.

The Huge Bond Project

Returning to the voters in May 1989, the district asked for the most ambitious bond funds yet: \$349 million dollars to repair and renovate the aging school district, and \$39 million for instructional technology, as well as \$12 million in override funds, which would extend the school year by two days and lower class size by one student. A newspaper campaign showed the public-school buildings in dilapidated condition. Voters approved the bond funds but denied the override. The district found itself in the unusual position of having more money than ever to spend on building repair, construction, and instructional technology, and yet being required to make additional massive cuts in the maintenance and operation budget.

Faced with an abundance of construction funds, the process of earmarking them for individual schools began. The board created a four-phase division of the district, which placed in the first phase those schools where the most significant repairs were needed. Because of the magnitude of the total project, and the recent history within the district of serious construction problems, the board decided to hire a manager who would be responsible for the completion of the entire project. Robert O'Toole was selected to fill the position of director of engineering reporting directly to the superintendent. O'Toole brought to the job 10 years of experience in the U.S. Army doing similar work.

Throughout the early days of the bond project, the school board repeatedly made clear that it should be involved early and directly in bond decisions. Parent concerns over plans for Johnson School, Carrillo, and others led the board to publicly state they didn't want to hear about bond decisions after the public had heard them first.

One of the principal tools needed for the construction bond project to work was portable classrooms. Although the district had used various types of portable classrooms ever since the 1960s to accommodate overcrowded schools, the \$100,000 portables being used for the construction relocation were of special quality. Each was equipped with air conditioning, carpeting, bottled water, bulletin boards, chalkboards, and toilets. Of that cost, \$10,000 was for relocation including foundations, electrical, water, and communication systems (68). Students in the older schools often found the portable classrooms more comfortable than their original classrooms in the old buildings. During the renovation, the classes must move out of the original building and be relocated, often for a year at a time. When one site was finished with its remodeling and returned to its new facilities, the portables were moved to another school and used again.

As the older schools were renovated, interesting bits of historical trivia emerged. Davis School uncovered murals painted on chalkboards dating from 1937. Roskrige discovered a time capsule in its foundation.

Catalina High School – The Controversy

Perhaps the most controversial decision or series of decisions of the bond project involved Catalina High School. The board debated over two years' time closing, renovating, or replacing the school. On each proposal the board split, usually on a 3-2 vote, with occasionally contradictory results. A governing board election changed the balance of power and in early 1993 a motion passed on another 3-2 split vote to close Catalina High and to build a new southwest side high school. The Catalina High School community was devastated. Teachers and students were assigned to other schools for the following year.

Hundreds of letters to the editor of the newspapers were written on both sides of the issue, as well as numerous editorial columns. A group of Catalina parents took the issue to federal court where they were joined by attorneys Salter and Zavala from the original desegregation trial. Three weeks before the end of the 1992-93 school year, Judge Alfredo C. Marquez ruled that the closure would hinder the district's 15-year-old desegregation efforts by dividing the district into ethnically identifiable high schools. The ruling didn't receive general approval. Teachers and principals in all the district high schools had made plans for the following year based on the closure, all of which must now be undone.

Notes

(62) Larry Copenhaver, "Cheerleaders not cheered by new policy" Tucson Citizen November 20, 1987.

"Three cheers for coed cheerleaders" editorial Tucson Citizen November 21, 1987.

(63) Steffannie Fedunak "Tucson High magnet is a 'sham,' TUSD group says" Arizona Daily Star May 3, 1990.

(64) Susan M. Knight, "TUSD board recognized for leadership by U.S" Arizona Daily Star October 17, 1984.

(65) Members of the Concerned Citizens for Quality Education included Ed Kahn, the attorney who represented PROBE during the desegregation trial, who was also an unsuccessful candidate for TUSD school board and for the legislature. Another unsuccessful school board candidate in the group was Angela Rohr, who along with Jerry Peyton, were members of the citizen group supporting the Sex Respect sex education curriculum.

(66) Larry Copenhaver, "TUSD divvying \$398 million" Tucson Citizen Aug. 25, 1989.

(67) Larry Copenhaver, "Principals' pay here below average" Tucson Citizen March 8, 1991.

(68) Christina Valdez, "TUSD students embrace portable classrooms" Tucson Citizen August 31, 1991.

"...The best of times, the worst of times..." 1980-1993 Part 3

Effects of the Loss of the 1989 Override

The second loss of override funds and the related budget reductions brought out conflicts among the board members, as each wrestled with the difficult situation. Members showed increasing caution about spending in some areas, while being accused of funding lavishly in others. Miscellaneous unsuccessful efforts to hold recall elections were conducted against different members of the board who had voted in some manner that displeased some faction of the public. The Concerned Citizens for Quality Education continued to work against any increases in school taxes.

The strain showed in public comments. Board member Robert Strauss expressed the frustration in a remark quoted by the Citizen in January 1990. "I cannot operate the district in 1990 on a 1984 budget. I'd like to know how to do that." (69) Even the usually calm Dr. Houston expressed frustration in his 1990 state of the district address: "Lined up against TUSD's overall success is a sullen little coalition which will stop at nothing to see TUSD disintegrate ... glib critics ... who would destroy public education simply to lower taxes.... The Tucson Unified School District by slow degrees has come by necessity to serve not only as a teacher, but as counselor, nurse, policeman, nutritionist, drug enforcer and yes, even parent, all in an effort to promote learning. For educators who would like nothing better than to focus on basic instruction, it sometimes seems that TUSD has become a sandbag levee against a rising tide of social change. Unfortunately, in recent times TUSD has suffered from a shortage of sand." (70)

February 1990, was the third attempt in three years to pass a TUSD budget override. This time, the board asked for \$24.4 million in funding, 80 percent of which would go for teacher raises, reduced class sizes, and a longer school year. The business community and the Chamber of Commerce supported the ballot question, as did the newspapers. However, for the third time in as many years, the public said no. The voter turnout was less than 26 percent of the registered voters.

The board responded by inviting three leaders of Concerned Citizens for Quality Education to serve on a citizens' committee which would propose specific cuts. Only one participated on the committee. (71) However, the group presented their own list of proposed cutbacks at a press conference. Their proposals included:

eliminating bus service by reimbursing parents for transporting their children, and ending court-ordered desegregation,
elimination of curriculum departments, the Lee Instructional Resource Center, and close the public information department, the Lee Instructional Resource Center, and close the public information department,
elimination of all regional assistant superintendents to have 99 school principals report directly to the superintendent,
eliminate the drug abuse prevention and the sex education programs,
eliminate all psychologists and non-academic counselors,
close Catalina High School, University High School, the Starr Center, and other schools with low enrollments,
not honor negotiated contracts with employees, and
eliminate the superintendent's annual auto lease. (72)

Faced with making a \$12.7 million budget reduction, the board slashed in many places. Nearly 300 jobs were eliminated from administration through classified staff. The remaining \$1.98 million capital budget was moved into maintenance and operations. Fees ranging from \$60 to \$105 were set for student participation in extra-curricular activities. Administrative cuts combined, reduced or eliminated research, public information, attorneys, community services, budget and planning, facilities crew chiefs, data processing directors, secretaries, curriculum specialists, nurses, counselors, librarians, special education support people. The board adopted the cuts by a 4-1 vote, with Eva Bacal opposing the cuts as not being deep enough in the administration.

The Educational Enrichment Foundation immediately began raising funds to provide scholarships for students to participate in extra-curricular activities. By June 1990, nearly \$22,000 had been raised, with \$10,000 coming from the Tucson Conquistadores organization. Other large contributors included the Phoenix Suns basketball team (\$1,000) and the Phoenix Cardinals football team (\$500), as well as Golden Eagle Distributors (\$500). Many individual contributions of small amounts were received, as the community pitched in to help students.

By the fall of 1990, half of the employees cut in the budget slashing were re-hired, thanks to twice as many retirements and resignations as normal over the summer. As positions opened up, the laid-off employees could be returned.

Instructional Technology Grows in Use

Following the 1989 bond election, an Instructional Technology Advisory Committee was assembled from a group of administrators, teachers, parents, and interested community members to design the instructional technology approach for TUSD. Many of the members had worked on TUSD 2000. The group, led by Elizabeth Whitaker, focused on how technology would support and enhance good teaching. The first purchases to be made from the \$38 million instructional technology bond occurred in October 1990. High school business education computer labs, each containing 32 IBM computers were purchased for \$1.6 million.

All of the district's schools would receive substantial investments in computer, CD-ROM, laserdisc, and

video technology over the life of the technology bond project. Nearly all teachers received Macintosh LC computer workstations with printers for use in their classrooms, in addition to regularly scheduled use of networked learning labs in each school. A conscious decision was made to treat technology as a part of the usual curriculum, being another tool to enhance learning, rather than an "added-on" new curriculum area. Teachers received training in both the use of the equipment, and teaching techniques to integrate the use of technology into the core curriculum. Software chosen for use in the schools was focused on student productivity and intended to promote higher order thinking skills across a variety of subject areas. Software should be available in both English and Spanish, under a new board policy written as a result of the bond project. Within just a few years, Tucson Unified found itself with one of the most comprehensive and thorough technology programs in the United States. Facilities and opportunities, which in most districts were reserved for magnet schools and demonstration sites, are present in every one of the 103 schools in TUSD.

In addition to the purchases from the bond, a windfall of \$850,000 was provided by the legislature to be spent on technology in schools in TUSD with a high enrollment of "at-risk" students. The funds were allocated to Cavett, Lawrence, Menlo Park, Ochoa, Richey, Hollinger, Lynn-Urquides, Mission View, Pueblo Gardens, Rose, and Van Buskirk Elementary Schools. Safford, Doolen, Naylor, Pistor, Wakefield and Hohokam Middle Schools also benefited from the special allocation.

More Honors and Awards in the 1990s

Leading the list of the latest award winners from TUSD was Theresa Roybal who was honored as a Christa McAuliffe Educator, as was Paul Karlowicz. James A. Madden was named Teacher of the Year by Classroom Computer Learning Magazine. James P. Riser was selected as Outstanding Educators by U.S. West. Lois J. Blondeau was named Tandy Technology Scholar. Edidtsa Velasco was selected Modern and Classical Languages Teacher of the Year. Sarah Barchas was presented the Outreach Award from the Arizona State Library Association. Donna Kordas, William O'Donald, and Martha Stum were each chosen Teacher of the Year by the Arizona Council of Engineering and Scientific Associations. Glenn Thompson and Cassandra Peregrina each received the Sallie Mae Teacher Award. Roy Gerdes received the Arizona Industrial Education Association Teacher and Program Award. Karen Chatterton was one of five finalists in the National Technology Programs Awards.

Pat Hale was honored as Principal of the Year. Rebecca R. Montano was selected as Hispanic Woman of the Year. Robert A. Strauss received the All-Arizona Board Award. Joel Ireland received the Phi Delta Kappa "Friend of Education Award." Superintendent George F. Garcia was honored as an Executive Educator 100.

Dozens of high school seniors were named National Merit Scholarship winners. Utterback was named an Exemplary Fine Arts School by the Arizona Department of Education. TUSD's Chapter 1 program was honored by the U.S. Secretary of Education Lamar Alexander. Borton Primary Magnet School received the Exemplary Reading Program Award from the International Reading Association. Richey Elementary was selected as one of America's Best Schools by Redbook Magazine, as was University High, which continued to win academic decathlons. Safford Middle Magnet School was selected a state A+ school, and also a national Blue Ribbon School.

New Schools

Miller Elementary School, 6951 S. Camino de la Tierra, was constructed in 1981. The school, which cost \$3.35 million, used the same architectural plan as Grijalva and Maldonado Elementary Schools. Miller Elementary School was named for three sisters, Mary, Maude, and Nelle Miller, whose combined service to the school district totaled 97 years. Mary Miller taught at Miles and Wakefield between 1927 and 1950 and was principal of Robison until her retirement in 1971. Maude Miller began teaching in 1929 at Roskruge, and also taught at Tucson High School and Catalina High Schools until 1965. Nelle Miller taught at Duffy between 1954 and 1967.

The construction bonds approved in 1985 provided the funding for several elementary schools and a middle school. Schools built in this period now began to have a designated classroom constructed as a computer laboratory. Prior to this time, an available regular classroom would be refitted to hold computers and related furniture. In some schools, there were no available spaces, and small groups of computers might be found in closet areas or other undesirable settings.

Maldonado Elementary School, 3535 W. Messala Way, opened in 1987, was named for Miss Amelia Maldonado, a teacher in the district from 1919 until 1960. Miss Maldonado was the niece of the adopted son of Governor Anson P. K. Safford. She was born in Tucson in 1895 and educated at Safford School, Tucson High School, and the University of Arizona. She taught at Drachman School, and at the night school at Safford Junior High. Miss Maldonado taught IC classes as well as Spanish and home economics. She also did volunteer interpreting for the school nurse in home visits.

When Maldonado School opened, students and employees suffered an abnormally high incidence of illness. After a year of investigation, finally engineers decided the problem was pollens and molds being pulled in through a "dirty air system." After repairs costing nearly \$200,000, the school was declared safe. Maldonado and Grijalva Schools were constructed at a combined cost of \$5.9 million, from the same architectural design.

Grijalva Elementary School, 1795 W. Drexel Road, was opened in 1987. This school was named for recent school board member, Raul Grijalva. Grijalva, a native of Tucson, was the director of the El Pueblo Neighborhood Center. He served for three terms, from 1975 until 1986, before being elected to a seat on the Pima County Board of Supervisors. During his service on the school board, Grijalva was most noted for his support for bilingual education, desegregation, and greater parent involvement in district affairs.

Soleng Tom Elementary School, 10520 E. Camino Quince, was opened in 1989 after a year's delay. The school was named to honor the only Asian-American to have served on the school board. Soleng Tom, a local merchant and businessman, was described by some as a "Chinese-American Horatio Alger story." Born in Canton, China, in 1914, he was sent to America in 1930 by his father to make money. He worked his way through St. Louis University to earn a degree in aeronautical engineering in 1937, resulting in a 38¢ an hour job with Pan American World Airways. Soleng Tom spoke in broken English but was a highly successful businessman. He was a strong patriot, rising to a high position in the American Legion, and was outspoken in his opposition to the district's plan for bilingual education. Soleng Tom served on the school board from 1964 through 1980.

The most recently completed middle school was opened in 1986 at a cost of \$4.67 million. Hohokam Middle School, at 7400 South Settler Road, was named to honor an ancient Native American tribe whose archeological remains have been located throughout the Tucson area. The name was proposed by a local resident near the school site and was temporarily a subject of controversy. Yaqui religious leaders reportedly detected spirits on the campus and a protest was raised that the name of the school would bring bad spirits as a place of the dead. The Tribal Council took a formal position that the Yaquis were not opposing the name.

In 1987, the school district acquired the old Jewish Community Center at 102 N. Plumer Avenue. The structure was used to house the Teenage Parent Program and various curriculum offices. It was named in honor of Dr. M. Lee Starr, a long-time district administrator, and is known as the Starr Center. Lee Starr had been principal of both Rincon and Tucson High Schools as well as associate superintendent for community services until his retirement in 1982. Starr worked a total of 32 years in Tucson Public Schools beginning as a counselor at Tucson and Catalina High Schools.

Houston Leaves TUSD, Garcia Arrives

Saying that he had, "... used up a lot of my psychic capital, my energy for a lot of things that nobody can avoid," Paul Houston accepted an administrative position in a school district in Riverside, California, to take effect in June 1991. At the time he resigned, his salary was \$94,821 a year. Included in Houston's legacy for the district was Mission SUCCESS and TUSD 2000, as well as the on-going construction bond project and the technology bond project. In addition, more than half of the site principals and most of the assistant principals were appointed by Paul Houston. (73)

The district once again launched a nationwide search for a new superintendent. Several public hearings were conducted to learn what the people wanted in the new district leader. Few people came. The board unanimously chose Dr. George F. Garcia of Kansas City, Missouri, as its next superintendent.

Dr. Garcia, born in Laredo, Texas, was the youngest of nine children and the first in his family to graduate from college. Spanish was his first language. He received a bachelor's degree from Northwest Missouri State University, master's degree from University of Iowa, and an Ed.D. from Drake University. He brought experience in multicultural education, curriculum and desegregation. Garcia was the first Hispanic superintendent in the history of the school district.

The board set Dr. Garcia's beginning salary at \$110,000 plus \$14,650 in benefits. The salary, approved on a 3-2 vote, was nearly 16 percent higher than that paid to Paul Houston and created a controversy when contrasted to the one percent salary increase negotiated for teachers.

George Garcia brought to the Tucson Unified School District a profound belief in the importance of learning and the role of educators in making that learning happen. Although the school district had used a variety of slogans through the years, no official creed existed. In July 1991, the board adopted such a creed. It stated simply: "All children can learn. All teachers and administrators are responsible for teaching them. All other staff members are responsible for supporting that mission. Anything else is not acceptable." Two years later the last line was dropped. Many employees felt it had a punitive sound.

New Educational Situations

A major change in testing of students began in the 1990-91 school year. Instead of the multiple-choice standardized tests that had been used for the last generation, the state began developing a new testing program called the Arizona Student Assessment Plan (ASAP) which would test students in essential skills. For example, in the language area, students were given a passage from literature and asked to write short essays responding to it. The evaluation of these essays would determine student ability to form sentences, use grammar and vocabulary, and communicate cohesive thoughts in writing. Essays would be scored from 4 (high) to 1 (low), with a 4 representing a well-organized, logical, accurate and thoughtful response. The new testing program was expected to contribute to a positive change in teaching strategies.

The 1991 War in the Persian Gulf, while short in duration, affected students in TUSD. Many students had family members serving in the Gulf, as Arizona Guard units were heavily mobilized. Teachers and counselors provided information and organized support groups for students.

The State Board of Education passed a requirement in 1989 that all school districts begin teaching foreign languages in elementary schools (FLES) starting with first grade. The earlier FLES program in the '50s and '60s had addressed 5th and 6th graders. The implementation was delayed until fall 1992 as districts struggled to find funds to train teachers. During the last few decades many colleges removed the requirement that a college student study a foreign language, and consequently, many newer teachers had no experience with languages.

By 1992, the board was able to cut participation fees for extra-curricular activities down to \$20. A year earlier the fees had been cut in half from the high of \$105 set in 1989. An immediate increase occurred in students trying out for sports and other activities.

A report issued in September 1992, by the Council of Great City Schools had some positives for TUSD high schools. The report focused on comparable large urban districts. It noted that TUSD had lowered its dropout rate to 9.9 percent, showing an 11 percent decline between 1988 and 1991. The report also noted that 52 percent of TUSD students went on to four-year colleges, almost 10 percent more than other urban districts. (74)

Violence in and Around Schools a Community Concern

Gang violence and gang membership became an increasing worry in schools across the city at the turn of the decade. Gang activity was visible even in elementary schools. Cooperative efforts with local law-enforcement agencies worked to bring awareness to faculty and parents, as well as students. Increased use of part-time monitors equipped with walkie-talkies was another way to combat dangers on school grounds.

Weapons on campus appeared in increasing frequency. Most often guns, knives, or other types of weapons were taken from students before they were used, but in December 1991, a shooting by a student happened on the Rincon High School campus at 3 p.m. while students were present. Four years earlier, a Sabino High School student had held a teacher and class hostage until police came. In May

1992, a fifth-grade student at Lawrence Elementary School pulled a pistol on a teacher. The Task Force on Community Violence and the Schools was formed after the Rincon shooting to make recommendations to the school board. Other local school districts also experienced incidents at school.

In September 1992, the City Council voted to require juveniles to have written permission from their parents to carry guns. Dr. Garcia testified at a public hearing, informing the council that 42 students were expelled from TUSD the preceding year for bringing guns to school. At least 80 percent of them brought the guns from home. (75)

Various gang-related shootings and drive-by incidents near schools throughout the county continued to worry parents and school officials even though the schools themselves seemed safe. Police patrols were stepped up in areas where gangs congregated. A variety of self-esteem, decision-making, and conflict resolution programs were implemented in TUSD, to help students make the choice not to be part of a gang. A "zero-tolerance" for weapons was carried out in student expulsions.

Neighborhood Problems

In the summer of 1992 a group of northwest-side parents petitioned the Tucson Unified School District to secede from TUSD and be annexed to the adjacent Flowing Wells School District. The Flowing Wells superintendent and board were willing to annex the two-square mile area of population. The 376 parents contended their children would be closer to their schools, and that they preferred the smaller school district. Most of the area was in the Tully School attendance area at the time, although a new northwest-side school was in the planning stages which would be the school for children in the area. After studying the issue, the TUSD board unanimously voted to deny the annexation, based on losing the \$3.6 million tax base, and legal considerations of the desegregation plan.

Van Buskirk Elementary School was closed for a semester in fall 1992, because there was an underground fuel leak at a nearby city storage facility. Parents were afraid soil and water contamination near the spill might affect their children's health. On a 3-2 vote, the board voted to take no chances, and to move the students to nearby schools until all the contamination was removed. The school was built in a residentially zoned desert area in 1957, but the city and county permitted industrial plants to build around the school, creating the situation. Students were returned to Van Buskirk School in January 1993.

A Three-Pronged Approach to Better Schools

Dr. Garcia began building on the strengths of previous administrative efforts such as Mission SUCCESS, TUSD 2000, and the Adopt-A-School partnerships in building his plan for the district. A comprehensive planning process known as Action 2000 was implemented which would affect all sites and departments. Three major elements formed the foundation of the planning process:

Continuing the tradition of excellence in innovative educational programs;
Developing a policy of diversity appreciation which encompasses ethnicity, culture, gender, and language; and
Building stronger community and parent partnerships with students and schools.

To address the need for community partnership, a program was developed called "the Fourth R," the

"R" in work which must be added to the traditional three "R's." "All children will graduate prepared for the world of work," was the theme. Dr. Garcia listed three major goals: economic development to serve Tucson, human development to promote lifelong learning, and community development to prepare all students for responsible citizenship. Local businesses were invited to contribute "work, wisdom, and wealth" to the district through community partnerships. He focused on the contribution well-prepared students could make to the economic development of the city. (76)

The district received a positive response to the plea from a variety of businesses and social agencies who provided opportunities for students to learn about work. At a second meeting, a 40-member board of directors was appointed to lead the effort. The combined group of community and district leaders laid out four major goals for student success:

Communicate effectively through writing and speaking.

Recognize and appreciate the wide diversity of groups within the community.

Develop an acute appreciation of education and become a lifelong learner, both for the joy of learning and for economic community and individual development.

Develop a love of community.

The new policy on diversity appreciation was intended to support a variety of employment and educational concerns, ranging from stopping sexual harassment to promoting inclusion of multicultural elements in regular curriculum. Appreciation of the rich cultural diversity of the residents of Tucson was to be an integral element of successful education. The policy also supported efforts to provide multiple teaching strategies that would address a variety of student learning styles and conditions. Teachers were encouraged to move away from "cookie-cutter" teaching approaches which denied some students equal access to educational achievement.

An Experiment in Year-Round Schooling

Five schools in the southwest-side of Tucson are the base of an experiment in year-round schooling for elementary and middle school youngsters. Students and parents at Rose, Hollinger, Johnson, Lawrence and Wakefield Middle School were given the opportunity to participate in a "single-track" trimester year-round schedule designed to increase both student achievement and parent involvement, as well as adult education and parenting classes. The schools were selected based on the high percentage of students living in poor economic conditions.

Students would have 60 days of class, followed by 15 days of intersession. A summer break would be for six weeks. Students could still attend school only the required number of days and have the full length of vacation, just spread out over the year, if their parents chose to do so. During the intersessions students would have the opportunity to either take a vacation or to enroll in enrichment or remedial activities. The intersessions would be at no cost to the students or parents and would be financed through Chapter 1 federal funds for disadvantaged students. The cost of the program is estimated at \$568,000 in the first year of operation.

Notes

- (69) Mary Bustamante, "TUSD Board under fire" Tucson Citizen January 18, 1990.
- (70) Larry Copenhaver, "Money woes, recall campaign threaten TUSD" Tucson Citizen January 24, 1990.
- (71) Steffannie Fedunak, "TUSD citizens' panel vows not to spare 'sacred cows'" Arizona Daily Star March 8, 1990.
- (72) Steffannie Fedunak, "Opponents outline cuts for TUSD" Arizona Daily Star March 9, 1990.
- (73) Larry Copenhaver, "Luring new superintendent a formidable challenge" Tucson Citizen November 24, 1990.
- (74) Ellen Gamerman, "Urban students overcoming barriers, study finds" Arizona Daily Star September 23, 1992.
- (75) Ann-Eve Pederson, "Council advances juvenile gun rule" Tucson Citizen September 22, 1992.
- (76) Larry Copenhaver, "Schools court business aid" Tucson Citizen October 9, 1992.

"...The best of times, the worst of times..." 1980-1993 Part 4

The Latest Construction

Harriet Johnson Primary School, 6060 S. Joseph Avenue, was named to honor a principal who was killed in 1990 in an automobile accident. Harriet Johnson had been principal of Corbett Elementary School for five years at the time of her death. She began her career in TUSD as a special education teacher at Cholla High and was department head at Santa Rita High. Ms. Johnson had been an assistant principal at Naylor Middle School before becoming principal at Corbett.

Johnson, the second TUSD school to be named for an African American, is a primary school, with only grades K-2, to provide a strong focus on early childhood education. Funds from the 1989 construction bond resulted in the \$4.5 million school. Its special design harmonized with the desert and surrounding mountains and included architectural references to the local cultures. Serving the far southwest area of the district, many students came from the Yaqui village. Controversy broke out when the school opened. Parents complained about open mine shafts near the school on private property, and possible contamination of water and soil from old mining operations. Some students were kept out of the school by their parents until the mine shafts were closed, and environmental protection measures taken.

The newest elementary school is under construction at the time of this writing. The \$3.6 million school is located at 3939 N. Magnetite Lane. The school will be named Mary Louise Robins, in honor of a 13-year Rincon High School teacher who was the favorite teacher of school board member Joel Ireland. Ireland recalled Mrs. Robins as a Latin and English teacher who truly inspired him to work at his education. She was an inspiration to many students with her caring attitude about instruction and students. In naming the school, "Ireland said the gesture was symbolic to recognize all the teachers who work with students long after most others have gone home." (77)

Also under construction is Valencia Middle School which is being built at 4400 W. Irvington Road. The school, which has a construction budget of \$8.1 million, is named for Felizardo Valencia, a

long-time teacher and administrator in the school district. Valencia taught at both Rincon and Cholla High Schools and was also the head the district's legal and research department before retirement.

The school board has voted to build a new high school in the southwest area of the school district to relieve overcrowding at Pueblo and Cholla High Schools. The location, cost, and other relevant decisions have yet to be made at this writing. A connected major project is redrawing attendance boundaries for the entire school district to focus on population shifts and the results of new construction and renovations to existing schools. An advisory committee is holding a series of meetings at this time to gather information and the views of parents. They will make recommendations to the school board.

Economic Conditions in 1993

The teachers' salary range in 1993-94 was from \$20,729 for a bachelor's degree with no experience, to a maximum of \$43,531 for an earned doctorate at the top of the scale. Teachers with a bachelor's degree could anticipate annual salary increases of approximately \$1,300 for nine years without acquiring additional educational credits. Those who held master's degrees or earned doctorates could anticipate slightly larger increment raises for twelve years. At this writing, slightly more than half of the district faculty is at the top of the pay scale for their educational level. This means that TUSD has a highly experienced teaching staff.

The size of the district, approximately 60,000 students, made several conditions difficult to change. The cost of running the school district for a single day topped \$800,000; consequently, to add days to the school year (currently 175) would carry significant cost. The same problem affected class size. To lower class size by one student per class across the district would require approximately \$1 million. Maximum class sizes in 1993-94 were set at 26 students in kindergarten, 29 students in grades 1-3, and 30 students in grades 4-6. Middle school and high school teachers had a maximum of 158 students per day over five classes, with an individual class maximum of 35 students.

There were at least three other areas of budgetary impact which were of recent development. Increasing concerns about student safety on campus at the middle schools and high schools required the employment of part-time monitors to patrol the school grounds. In some cases, this extended to elementary schools. The thousands of new computers throughout the district, especially those in student laboratories, required maintenance and support, requiring additional site and district personnel to protect the huge capital investment. Also resulting from the 1989 bond project was a significant increase in space throughout the district facilities as schools are renovated, replaced, or constructed. Additional custodial and maintenance employees were needed to maintain the facilities in proper condition.

The School Board of 1993

This volume began with the appointment of a School Committee, the forerunner of the school boards that have been responsible for the direction of the Tucson Unified School District throughout its 126 years of existence. It is fitting to recognize those people who serve on the 1993 school board. Unlike the appointed School Committee, each of the five was elected to the position.

Present Chairman of the TUSD Board is Robert Miranda, a high school teacher in the Sahuarita School District, serving his first term on the board. Joel Ireland is the Clerk of the Board. Ireland is an attorney and Episcopalian priest who is the senior member of the board, in his second term of office. Dr. Brenda Even, a counselor, is in her first term, after being elected in her second try for the office. The two newest board members, elected in 1992, are Jim Christ, a high school teacher in the Sunnyside School District, and Dr. Mary Belle McCorkle, a retired educator.

Dr. McCorkle occupies a unique historical position. She is the only person in the 126-year history to have occupied every level of school involvement in TUSD. She was a student and graduate of TUSD, a clerical employee, a schoolteacher, a resource teacher, a parent of students in the district, a school principal, a senior central administrator, and finally, an elected school board member.

The Challenges of the Future

As this volume is written, the Tucson Unified School District is actively developing a planning process to help the schools and central administration move into the future. Certainly, the challenges are many. A few of them are listed below as food for thought as the Tucson community moves through the second century of TUSD.

Completing the 1989 construction bond project, which faces serious monetary dilemmas in providing funds for all schools.

Providing adequate funding for public education.

Resolving the question of whether to remain under the 1983 desegregation court order.

Controlling and eliminating the specter of violence and gang activity that harms school children of all ages.

Reducing the dropout rate while adequately educating the increasing population of at-risk children.

Planning for growth in the 21st century.

Increasing the levels of student performance to meet the needs of the next century.

Continuing the tradition of educational excellence into the district's third century.

Notes

(77) Larry Copenhaver, "Board votes to redraw boundaries" Tucson Citizen February 4, 1993.