

Bridging Three Centuries

The History of

Introduction

The 126-year history of the Tucson Unified School District is a tale reflective of the patterns of growth and activity. To learn the District's history, 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

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,"

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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,

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 Drachmar that Clara Fish and Ann Sanford were speaking

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

preservation of school buildings, grounds, furniture, apparatus, and other school property.

Salaries in 1910 were \$75 to \$90 a month for grammar school teachers 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 fall

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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 administrative 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 com0.224 0 9Tw 2.61t

well as serving as assistant to the superintendent 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 .

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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, R (es)-3ev

(15) Cooperp. 55.

(16) Cooperp. 51.

"A true schoolman..."1920-1939

The

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 10.224 0 Tdls.

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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

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

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

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 of these were

Morrow had reported to the schoolboard 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 schoolboard 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 1963

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 westside. On May 28, 1951, Dunbar School graduated its last class. Then it was renamed John Spring Junior High, after the district's second teacher.

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 . So

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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

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,

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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 shop 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 , 42001

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,

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 home. thefhu-0.6 (r)-172 (o)JTJ 0 Tc 0 Tw 2 of the

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.

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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 scoutmaster. 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 Mansfield Junior High School. Miss Naylor was also active in the Southern Arizona Retired Teachers

Schumake School was named for Miss Ivah Schumaker a teacher at Davidson School for 25 years. It was 1931 when Miss Schumake 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. Schumake 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

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, Amphib 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."

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(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 school district. 24 0 Td. (of) Tj 32c 0 Tw l1 -- 4 - r1001 i1 24.1 n1 7011 gd10-0. Tw]00

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 DMAF 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 Mansfield 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 life. 1969 The

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

Drachmar Elementary School at the end of the 1960s, in 1974 Tucson School District 1 began an effort to provide bilingual

The White House recognized the Santa Rita High DECA project for excellence. Howenstein School won a professional Award for Architectural Design. Margaret Andres and Lois Leahy were selected as Leaders of American Elementary Education. Eleanor Bleich received

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

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 Sahuarø 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.

"The end of one era, the challenges of the next" 1960-1979 Part 3

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Enrollment D

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)

were virtually eliminated for most schools 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

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.

"The end of one era, the challenges of the next" 1960-1979 Part 4

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

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 a 1977 referendum, voters rejected the proposal.

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

students from various parts of the city. Attendance lines were redrawn for westside schools for

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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 Adome, 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

Townsend, Utterback, Borton, Kellond, Holladay, Fort Lowell and Peter Howell were declared "new schools," with a requirement

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

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.

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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 Bonilla campus, where it was called Bonilla Basic Curriculum School.

In 1986, the Basic Curriculum Middle School was formed to continue the Bonilla program into middle school years. The BCMS was housed at Vail Middle School (at the time) until 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 had

middle schools also acquired small computer labs as part of various pilot

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 publ-0.77 [(b)ce E7 Tw 2.847 0 Td [() 2 (a)-2 (t)2.8 (ioi93.5 (up)-6.1 (p)-0m [(a)-26 (ea)-2.6 (o)-44 (se)

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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

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. So long 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 High

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

Dr. Paul Houston was

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. 10Tw 0.23 at 0 Tc 0 Tw 2.95. Tw 3.459 [(A)2 (7)-1.8 (p)-4.1 (r)-ie

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.

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New Schools

Miller Elementary School, 6951 S Camin de la Tierra was constructed in 1981. The school, which cost \$3.35 million, used the same architectural

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

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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 2001, a fourth-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.

"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:

(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) Steffanie Fedunak, "TUSD citizens' panel vows not to spare 'sacred cows'" Arizona Daily Star March 8, 1990.

(72) Steffanie 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 student 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

long-time teacher and administrator in the school district. Valencia taught at both Rincon and Cholla High Schools and was also the head of 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 renovation to existing schools. An advisory committee is holding a series of meetings at this time to gather information and the vi

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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. Joell Ireland is the Clerk of the Board. Ireland is an attorney and Episcopal 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 3.874 0 6.33 Tc 0.002 T Td 8 Tw 3.552 ue