

GOVERNOR'S EDUCATION COMMITTEE

RESOLUTION

We recognize and approve the principle of and the necessity for equalizing property evaluations for tax purposes on a state-wide basis. We urge the Legislature to take the earliest possible action to accomplish this purpose.

SUB-COMMITTEES:

1. Study allocation of State and County funds to individual school districts.

Henry Boice, 75 Calle Primorosa, Tucson (Chairman)  
Dr. Delbert Sechrist, 2527 East Third, Tucson  
Paul E. Guitteau, President, Eastern Arizona Junior  
College, Thatcher

2. Study reorganization of the State Department of Education including the purchase and distribution of textbooks.

A. M. Crawford, 240 Park Avenue, Prescott (Chairman)  
John H. Armer, 131 East Orange Drive, Phoenix  
Harold Smith, 145 East C. Avenue, Glendale

3. Survey and clarification of school election laws.

John M. Clements, Title and Trust Building, Phoenix (Chairman)  
Ralph Brandt, P. O. Box 925, Bisbee  
Elbert D. Brooks, Tucson Senior High School, Tucson

4. Budgets and Salaries.

John M. Koerner, North Phoenix High School, Phoenix (Chairman)  
Don Pace, 1004 Central Avenue, Safford  
Frank R. Johnson, Route 1, Box 14, Somerton

5. Consolidations.

Charles A. Carson, Assistant Superintendent, Tucson Public  
Schools, Tucson (Chairman)

~~Vic Lytle, Box 870, Prescott~~

J. R. McEvoy, Holbrook

Dr. Walter Brazie, First National Bank, Kingman

Chairman: James Patrick, Valley National Bank, Phoenix

Howard Pyle

GOVERNOR

PROGRAM FOR PRESENTATION TO THE GOVERNOR'S COMMITTEE OF 15

1. School Tax Equalization.
2. Reorganization of the State Board of Education.
3. Revision of the entire school code.
4. Revision of the law regarding election of school trustees with particular emphasis on the qualification of electors and on the time and place of voting.
5. Examination of qualifications of bond election electors.
6. Reorganization of school districts -- all unorganized territory should be included in a school district.
7. Increase of the ten cent levy to fifty cents as a step toward a "pay as you go" building program.
8. Equalization of assessments on properties. An appraisal of assessment procedure is an integral part of this program.
9. An examination of the method of purchasing and distributing textbooks.

## BASIC PROBLEMS OF PROPOSED

### STATE AID FOR SCHOOLS

1. Unequal assessments, surveys have proven that property in Arizona is assessed as low as 1% of its sale value, and it also appears that the counties which are demanding additional state aid, are the greatest offenders in keeping valuations low. The picture could change materially if a state valuation survey were made.
2. What is the minimum for education? The proponents of additional state aid have continually hammered at the fact that every child is entitled to an education. No one disagrees with this, but there should be a determination made by competent people, both educators and taxpayers of what this minimum is going to be.
3. What is the district responsibility? In arriving at what the state contribution should be, after the valuation problem has been settled, the amount to be borne locally should be determined either on a minimum tax levy or a minimum student contribution by the district; no doubt both of these factors would have to be considered in designing a formula.
4. Budget making. School budgets are now made by the local boards of trustees, or to be more exact by the school principal or superintendent and then approved by the board. If the major portion of this cost is to be borne by the state, the state should also have some control over costs.
5. Salaries: The same condition prevails here as is outlined under section 4, the entire salary plan should be studied and salaries set and service increments provided on a standard state-wide scale.
6. State Board of Education. A reorganization of this board should be effected, and the taxpayer given a place on the board.
7. Textbooks. A study should be made of adoptions by a disinterested group who have no books to sell or are interested in purchasing books; when once adopted no changes should be allowed until a return on the investment has been realized.
8. Consolidation. What steps should be taken to effect consolidation of school districts and the elimination or consolidation of districts that are unsound either from an operative standpoint or where the assessed valuation is too low to support a school district.
9. Support of accommodation or 1 and 2 room school. In any overall study of schools, the support of these schools should be given special attention.

SUGGESTED PROBLEMS FOR GOVERNOR'S EDUCATION COMMITTEE

1. Create a method so the State can equalize property values over the state for taxing purposes.
2. Re-organize the State Department of Education, setting up a 7 or 9 man non-partisan elected lay board with the authority to appoint a Commissioner of Education. Finance the board with a direct appropriation so that the school districts may rely upon the full ADA appropriation.
3. Clarify school election laws, providing each school district with a certified list of registered voters 10 days before each school election. Change school election day to Thursday. Change law so that the voting hours in special elections and regular elections coincide.
4. Clarify law regarding public liability and property damage on school buses. If the trustees and bus drivers are responsible for damages, then give us authority to buy public liability and property damage insurance from district funds.
5. Revise the method of distribution of state text books so as to foster greater care in ordering books. We suggest that a district should pay for only such books as it uses.