

Some Significant Events
in the
History of Arizona Education

by

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FOREWORD

This is a working paper in a series of steps prepared primarily for the State Department of Public Instruction, the Advisory Committee to the project Designing Education for the Future (See Appendix A) and other interested educators and laymen. The purpose of this paper is to cite some significant developments in selected categories in the history of Arizona education and to note some causes and implications. It is anticipated that if those who are interested in planned educational change in Arizona schools can learn of the causes that created change in the past, they will be able to plan and proceed more effectively in the future. Appendix B shows some of the current dimensions of public schools in Arizona.

For purposes of brevity the State Board of Education will be referred to as the "Board," the State Superintendent of Public Instruction as the "Superintendent," and the State Department of Public Instruction as the "Department."

This project is funded under the auspices of the Elementary and Secondary Education Act of 1965, Title V, "Strengthening State Departments of Education." If there is any one single area of need in Arizona education that has become apparent to this writer as it has to countless others both now and in the past, it is the urgent need to analyze and modify the organization and role of the entities of the central education agency, the Board, Superintendency and Department. If this and nothing else is accomplished as a consequence of this project, it will, in the judgement of this writer, thoroughly justify the investment of ideas, time and money of this project.

RLP

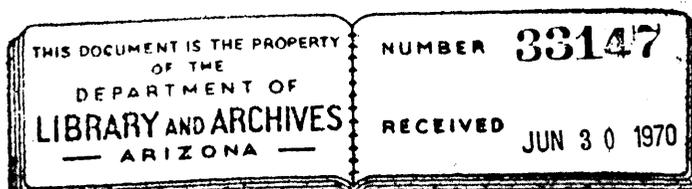


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ACKNOWLEDGEMENTS

Each of the eight states participating in this project directed their attention to the same general topics as shown in Appendix C. Because this writer is neither a native nor long term resident of Arizona, the letter referred to in Appendix C was sent to a number of present and past educators who are knowledgeable about the history of Arizona. These respondents and others who granted personal interviews and shared information provided the data and interpretations which constitute much of the basis of this study. Credit, then, must be shared with: many members of the Department, especially Mr. J. R. Cullison, Director of Vocational Education, Mrs. Christine Dickinson, Assistant Director of Elementary Education, Mr. Maurice Gemmell, Director of Indian Education, Mr. Herschel Hooper, Director of Secondary Education; Dr. C. L. Harkins, Executive Secretary, Board of Directors of the State Institutions for Juveniles and former State Superintendent; Mr. Alfred Thomas, Jr., Registrar and Director of Admissions, Arizona State University; from the University of Arizona, Dr. Richard A. Harvill, President, Dr. O. K. Garrettson, Dean Emeritus, College of Education, Mr. Howard "Barney" Leigh, High School Visitor, Dr. Marsden B. Stokes, Director of Bureau of Educational Research and Service, and Dr. Creighton F. Magoun, Professor of Education; from the Arizona Highway Department, Mr. S. G. Blakney and Mr. Jerry L. Shumway; Mr. William C. Miles, Chief Deputy State Examiner; the Honorable Neal Justin, State Representative; School District Superintendents, Mr. A. W. Judd of Prescott and Mr. J. B. Sutton of Phoenix; County Superintendents of Schools, Mr. Lafe Nelson of Graham and Mrs. Bonnie D. Owen of Mohave; and Mrs. John T. Walling, Secretary, who patiently typed the many letters, drafts, and masters related to this paper.

PURPOSES OF ARIZONA EDUCATION

Arizonans have always had a strong consciousness of the need for education. This simple recognition has taken multiple forms over the years. In the territorial days the goals of education were reduced to a humble minimum, literacy and figuring. Although lip service was paid and provision was made for education of the masses, the traditions of the past and the practicalities of the present qualified the egalitarian trend to make this basic education more desirable if you were male and caucasian. Self-sufficiency, the possibilities of exploiting the great economic American dream and service were the anticipated outcomes of this early education.

A century of civilization finds that these territorial goals continue to date. To be sure they have been expanded, modified periodically, refined, and expressed in the changing jargon of the day and, yet, continue. The impact of the school of progressive education produced some emphasis on research, statistics, and general educational improvement in the 1930's. The years of World War II brought the realities of technical and vocational education into sharp relief. Subsequently, the necessity of mathematical and scientific expertise came to the fore and was reinforced dramatically by the advent of Sputnik in 1957. This communist threat to our national military and scientific superiority resulted in philosophical and sociological implications which were debated at the highest echelons of educational policy making conclaves. The outcomes found increased emphasis on the teaching of the free enterprise system, rooting out of communistic, socialistic, or "pink" texts or passages of texts, requirements that all teachers must pass a test on the Arizona and United States Constitutions, and, most recently, a daily, compulsory salute and pledge to the American flag. These patriotic purposes of education were by no means new to Arizona. Formalized action was taken on them, however, because of the growing suspicion, in addition to the external threats, that the rapidly accelerating societal changes of mounting mobility, trends toward secularism and materialism, a deterioration of the family unit, and a preoccupation with the present was corrosively attacking the foundations of the American way of life.

National, state, and local norms and expectations continue to be the conditioning factors of Arizona education. A Dean Emeritus of the University of Arizona stated, "The schools have been a product or reflection of society." The leadership relationship of schools with society

has not been strong but is gaining in vitality in recent years with the acceptance of the intellectual elixir that maximum education for all is the power for national survival and worthy personal existence.

Placing education on a pedestal for pedestrians is, once again, no new concept to American or Arizona education. The social necessity and economic opportunity of fulfilling this goal is readily apparent and in the process of realization. While others have described a variety of scientific and social phenomena as "explosions," Arizona is experiencing an educational explosion as we reduce the gaps between our ideals, research and practice. At a time when the pressures of massive numbers of students would ordinarily assure conformity of educational procedures, one finds a greater thrust towards: individualized diagnosis and direction of educational goals, a relaxing of the lock-step Carnegie units, a growing rejection of dependence on a time unit defined by "the bell" or a nine month calendar, personalized study characterized by periods of reflection as well as enhancement through technological instrumentation, attractive and practical materials, cooperative efforts among instructive and administrative personnel, an understanding of the comprehensive high school, and the acceptance of analytical and critical thinking and free expression of it.

The purposes of Arizona education are a result of the democratic process and subject to all of the influences of those who care.

SCOPE OF EDUCATION

Prior to statehood in 1912, the dimensions of Arizona education were generally twofold: elementary education or a portion thereof for the mainstream of the citizenry and continued education through secondary school and college for the able, ambitious or affluent. In 1875 the legislature had made school attendance compulsory but conditions of these early days made enforcement very difficult.

The Enabling Act creating the State of Arizona provided for a system of free non-sectarian schools. This system included kindergartens, common or grammar schools, high schools, normal and industrial schools and a university including an agricultural college, school of mines, and other necessary schools.

The few kindergarten programs available in the 1920's were eliminated

with the onset of the economic depression. A county school superintendent reacts to this situation, "Although the Constitution includes kindergarten as part of our educational plot, our legislature has never been willing to appropriate any state revenue for this purpose. My personal belief is that a suit carried all the way through the courts would reveal the legal fact that our legislature has and does ignore the law in this matter. I do not believe this body has the legal right to distinguish against any one of the educational departments mentioned in the Constitution. Attorneys General have differed with me for 40 years on this point. I have also differed with them and I still do. It is the old fight: kids or money."

At least four phenomena in pre-schools and kindergartens are attracting attention: private nursery schools and kindergarten are proliferating rapidly in urban areas; some school districts have circumvented the lack of state aid by upgrading their programs and changing the nomenclature to "Beginning Grade Level One (Beg1)"; Headstart programs subsidized with federal funds in 1965 and 1966 have been quite effective and well received; and, a concerted educational effort spearheaded by the State Superintendent of Public Instruction failed to secure support of the legislature in 1966 but because of the continuing leadership and increasing public demand is expected to pass in 1967.

The most typical organizational design is an eight-year elementary and a four-year secondary school. There is, however, a definite trend toward establishing junior high schools. These are of two types. One includes grades seven through nine in unified districts and the other includes grades seven and eight in districts where there is a union high school.

The scope of higher education ranges from the junior college through post-doctoral study in the universities. The burgeoning enrollments, emphasis on professional and graduate study, anonymity, etc. of the multiversity and the spectrum of forces playing on the need for maximum development of individual and community potential have given rise to the skyrocketing expansion of new and existing junior colleges. To date, the continuing education of the graduate has been facilitated by selected businesses and industries. Conversations regarding expansion of the universities reveal an anticipation of more emphasis on continuing education and the creation of satellite campuses.

National concern for the education of Indian children was first voiced in 1890 when the United States Commissioner of Indian Affairs offered to pay \$10 per quarter directly to the local school district for the instruction of each Indian child in a public school. The first arrangements under this plan occurred in Arizona in 1912. By 1918, 47

students enrolled under these conditions and this jumped to 182 by 1921. Further development of Indian education is quoted by the State Director of Indian Education who prepared the following for this paper. "In 1934 the United States Congress passed the Johnson-O'Malley Act which provided for the Bureau of Indian Affairs to enter into contracts with the states for the education of Indian children in the public schools. The (ARS 15-1161) Arizona Legislature in 1937 authorized the State Board of Education to enter into a contract with the Bureau of Indian Affairs for the education of Indian children in accordance with the provisions of the Johnson-O'Malley Act. In 1939 the first Arizona State Plan was agreed upon and the Division of Indian Education was born.

The budget for the first year under the plan was \$33,000 and the number of Indian children that qualified under the plan was less than 500. The program has grown rapidly since that time. The total funds available for the 1965-66 school year is \$3,242,347.49 and it is expected that the enrollment of eligible Indian children will exceed 11,000.

It is felt that by putting Indian children in the public schools rather than in segregated Bureau Schools a better job will be done in introducing them to the mass white way of life--in other words, a better job of integration will be accomplished and they will be better prepared to take their place as citizens of the state and nation."

A curious combination, air conditioning and the North Central Association of Accredited Schools and Colleges have had the greatest influence on the length of the school year. One district superintendent reports, "Since 1925, the length of the school year in the elementary school district has varied from 26 to 40 weeks. Due to the fact that classrooms in the early days were not equipped with air coolers. . ." Minimum requirements for NCA schools have moved from 175 days in 1965-66 to 180 days in 1966-67. Pressures for year-round public education are gaining in force and reasonableness. With growing tendencies to depart from the following, school in Arizona fits the national pattern--nine months in duration, Monday through Friday, and meeting from 9:00 a. m. to 3:00 p. m. each day.

Final facets of the scope of education include the use of the telephone for homebound instruction whenever feasible as approved by the State Board of Education in 1954 and the beginning of a statewide Advisory Committee and plan for educational television in 1962. The Arizona Constitution authorized special education for the deaf, blind and dumb. Later, provisions were made for emotionally and socially disturbed children and for the children committed to correctional institutions. Recently, more attention has been given to the gifted child.

Arizonans are approaching and applying the concept that education is a lifetime experience.

CURRICULUM AND INSTRUCTION

The educational needs of a pioneer state in the mid-nineteenth century required only the basic essentials, reading, writing and arithmetic. Prior to the turn of the century education for the "masses" in Arizona meant elementary school or through grade eight. The first territorial legislature gave \$500 to Tucson to start a school in which the English language was to form a part of the daily instruction. It also provided \$250 for the towns of Prescott, Mojave, and La Pay to start schools providing the citizens raised a like amount.

Certification requirements for Arizona teachers from 1885 to 1921 necessitated a two year college diploma. In 1921 certification for a secondary teachers certificate required a baccalaureate degree and by 1936 the same degree was required for elementary certification and the secondary certificate was advanced to a masters degree or 30 graduate credits beyond the baccalaureate. Progressive certification requirements came from internal influences of the teaching profession, growing expectations of an aggressive society, and the combined efforts of the teachers colleges and the Certification Division of the Department.

In the 1920's the curriculum was influenced to include vocational subjects because of the passage of the Smith-Hughes Act of 1917 bringing federal money into the curriculum. In the 1930's the schools went through a period when statistics, tests and measurements were the center of interest. A former State Superintendent states, "There were numerous testing programs in both elementary and high school, and it seemed for a while that our teachers were interested primarily in teaching for testing."

The years of World War II brought many curricular innovations. Increased stress on math and science, military methods of instruction including short intensive periods of teaching, and functional emphases required by production of materials for the war effort. After the war, everyone recognized that national survival and power was more a matter of brain power than man power. The G. I. Bill returned hundreds of thousands to the classrooms and reflected the national concern for education.

In the early 1950's a statewide Curriculum Coordinating Committee was created to evaluate and offer leadership in teaching materials, methods, and educational purposes. This committee died, was re-activated in 1959, and is inoperative now.

The firing of Sputnik in 1957 once again intensified the imperative of education in math and science. Nationally it resulted in the National Defense Education Act of 1958 with implications for all the states. Conservative Arizona declined to participate significantly under the provisions of this act until 1963. The fears of Soviet technological superiority was felt in the ideological area as well. Textbooks in the humanities and social sciences were screened frequently for the possibility of subversive leanings being inculcated among unsuspecting students. As late as 1963, the issue of the permissibility of teaching biological evolution in the public schools was referred to the State Board of Education and was sustained.

In 1960 the historic tradition of unitary textbook adoption for elementary schools was broken when the State Board of Education permitted multiple adoptions. This law went into effect on July 1, 1961, and allowed selections from three approved texts. This was revised in 1966 to allow selections from five texts.

The past ten years has seen remarkable changes in Arizona education. The volume of students has doubled, the number of high school graduates attending college has nearly doubled (about 60% attend college), and there has been an obvious liberalizing of methods and facilities employed. Practices such as team teaching, flexible scheduling, audio visual techniques, homogenous groupings, closed circuit and general television, programmed instruction, reading and science laboratories, co-op classes in vocational education, etc. are finding widespread use in the past few years. Most recent provisions of the Elementary and Secondary Education Act of 1965 have affected the schools directly or indirectly in Titles I through V, Titles I, II, and V have secured the most visibility. Title III will result in a number of desirable supplementary educational centers in September 1966 and the regional labs of Title IV have just begun to function. There is little doubt that these categorical federal programs will have a profound and lasting influence on Arizona schools. The State Department of Public Instruction maintains most of its personnel and program through the funds of this and other federal acts.

In spite of the many innovations of late, schools today bear a similar organization to schools of the past. Classes have from 25 to 35 students, the teacher lectures from the front of the class, the room is square, and they meet from 9:00 a. m. to 4:00 p. m., Monday through Friday,

nine months of the year. General requirements for a high school diploma include three units of English, two of social studies, one of science, and one of mathematics.

PERSONNEL

The measure of any social institution involves the quality of the personnel it attracts and retains. The small isolated schools in Arizona's past had difficulty with this. Likewise, the Department has had similar difficulties. In 1949, Dr. Beach stated, "No organization can hope to attain efficiency and continuity in its programs unless it has continuity in its staff services. Measured against this criterion the State Department of Public Instruction ranks very low." "Not only did the professional staff experience an exceptionally high rate of turn-over, but the condition was even more serious with the secretarial and clerical workers." These problems duly noted in the Departmental history have continued to date. In spite of the problems that plague every Department and school system, Arizona has been able to attract thousands of good teachers and many outstanding ones.

To teach in the Arizona public schools one must be properly certified. Certification is performed by the Department and was one of the earliest regulatory functions. A bachelors degree is required for the temporary elementary or secondary certificate. An additional 30 semester hours of post-graduate study or a masters degree is required for the standard certificate. Reciprocal interstate certification does not exist in Arizona. To teach at any level one must pass satisfactorily an examination on the principles of the Constitutions of the United States and Arizona. Pressures to raise academic qualifications have come primarily from the profession itself, boards of education and teachers colleges. The influences to require knowledge of and loyalty to our American heritage stem from concerned lay individuals and groups who recognize the threats to our republic from within and without.

Salaries in Arizona public schools are well above the national average. For computed averages from 1881 to 1946 see Appendix D. The Department has consistently paid its employees less than acceptable wages through the years. The salary of the Superintendent should be equivalent to or more than that of the presidents of our universities or of our largest city school system. By contrast, examinations of salary structures have repeatedly shown that the Superintendent and the Department staff are

and have been comparatively poorly paid. The salary of the Superintendent has been locked in at \$13,000 since 1961. The Department staff has been paid proportionately less. An American maxim has been "You get what you pay for." By and large, Arizona has been fortunate in more than getting its money's worth through the expertise of competent educators she is unable to retain.

The fringe benefits of the education profession have gained in significance in Arizona in the last twenty years. School districts may grant reasonable leaves of absence for periods up to one year. All benefits provided by law are preserved and available to the employee when he returns. Sick leave varies with the district. Legal holidays of the state are July 4, November 11, December 25 and Thanksgiving Day. School boards may declare a vacation period not to exceed two weeks during the Christmas holidays. During these recesses teachers receive their regular compensation. In 1954 the Board adopted a sabbatical leave policy which allows professional personnel of the Department with six consecutive years of service a six month leave at full pay or a one year leave at three-fifths pay. Such leave must be for professional advancement and by the recommendation of the Superintendent. Lack of continuity in office has not made this provision particularly applicable nor is it known, except for Mr. Robert E. Taylor in Vocation Education, who might have benefited from the same.

All employees of the state have been subject to the benefits of Workmen's Compensation since 1925. This provides financial security for illnesses and injuries incurred in the line of duty. In addition school districts may provide group insurance to employees.

Teachers are employed via a written contract for the school year. If not notified by March 15 of unsatisfactory performance, a teacher continues his work the next year. Teachers have 30 days to sign and return their contracts. Once signed, they may not be released from that contract without the consent of the school board. During the third year of teaching in the same school district, a teacher not informed that his contract will not be renewed or of dismissal before March acquires status as a continuing teacher. Dismissals in this category must be for "good and just cause." No such tenure provisions are available for the Superintendent or the Department staff. In response to this portion of the questionnaire one superintendent responded, "Tenure is of little use to the quality teachers. It is of much more immediate job protection benefit to the mediocre or poor teacher. Hell, a good teacher is too busy and happy to think or worry about it. Yet, I would not do away with the tenure law for in the background teachers should have a safeguard against mistreatment. We do, unfortunately, have some rats on school boards; and, I could write you a dissertation on this topic."

Retirement as a teacher benefit first received legislative enactment in 1912. The result for those who reached age 60 and had taught for 30 years (15 of which had to be in Arizona) was an annual pension of \$600 paid at the rate of \$50 per month. In 1943, a contributory retirement plan was established. Teachers provided 3.5% of their salary and a like amount was matched by the county. In 1954, teachers secured the additional benefits of the Social Security program. Teachers normally retire at age 65. However, annual contracts may be written to age 70.

Salary and fringe benefits have been the result of sympathetic board members, conscientious administrators and vocal teachers and teachers' representatives. The right of teachers to associate and bargain in behalf of their professional interests has been a recognized right but subject to controversy. One official proclaimed that the emphasis on rights and privileges of our teachers has made them "suit happy!"

SCHOOL PLANT

The decision to provide schooling in the earliest of the territorial days and the organizational provision for education in the constitution of 1912 necessitated facilities separate from homes, business and mills. Though schooling in the future will take new forms and new kinds of facilities, education of the present and the past took and takes place in school buildings.

Geography and population have played a significant function in the historical development of Arizona schools. Because of the wide regional expanses with few students the early days of Arizona were packed with many one and two teacher schools. The following chart reflects how population increases, consolidation of schools and school bus transportation decreased the number of small schools.

	<u>1920-21</u>	<u>1930-31</u>	<u>1940-41</u>	<u>1950-51</u>	<u>1961-62</u>	<u>1964-65</u>
One teacher	282	165	128	80	38	41
Two teachers	51	77	61	39	26	20
Three and four teachers	57	46	46	38	28	22

A school district superintendent supplied some interesting "firsts" in Arizona school facilities. "In 1937, the Isaac District installed the first hand washing sinks at Isaac School. Some time later, other schools followed suit. In 1936, the Isaac District installed the first public address system which was commonly referred to at that time as a "snooper" system. Now, of course, public address systems are installed in all schools at the time they are constructed. We were also first in installing air coolers and asphalt tile."

Two international situations resulted in school plant construction backlog. The economic depression of the early 1930's resulted in insufficient funds for schools for nearly ten years. Then, the priorities required by World War II resulted in further shortages. Fortunately, the Lanham Act, P.L. 815 and P.L. 874, provide United States Government Funds for federally impacted area construction and maintenance.

A former State Superintendent reported, "The State Department started conducting seminars in 1947-48 in this area, and many improvements have been made as a result of this. Architects and contractors were brought into the discussion with the school boards, and many radical changes in our school buildings have been made in the last 15 or 20 years. Booklets and materials have been provided by both the State Department and the federal government in this area, and many seminars and courses of instruction have been added to the colleges and universities in this area, and there have been a great deal of improvements made by some of the larger universities in developing training programs for not only school administrators in the field of housing and plant construction, design, planning, etc. but also in working with the architects and contractors in this field."

The technology of World War II, the resulting mass production of systems devices and the affluence of our society began the influx of refrigeration in homes as well as industry and education. With the conquering of the desert heat came the great immigrations of the 1950's and early 1960's. Phoenix and Tucson absorbed the vast majority of these population increases to become the fastest growing cities in the country. The population boom required a rise in rate of school construction. The school architecture became flexible, functional and modular during the 1950's. The 1960's began to witness an experimental attitude in school design and construction. Form began to follow function and the methods involved in team teaching, flexible scheduling of classes, multiple use spaces, etc. found expression in circular and other functional design. New design emerged not only in Phoenix and Tucson but in smaller communities such as Kayenta, Prescott and Sahuarita. One aspect of this innovative attitude has

resulted in new bonding regulations for the Amphitheatre School District which now has permission to re-issue bonds and keep them sold at the authorized limit. This negates the necessity of frequent bond elections and partially resolves the problem found in the constitutional requirement to limit bonding to a maximum of 10% of the district's assessed valuation.

The Department has never enjoyed a sufficient budget to permit school plant design and construction counsel for the schools of the state. This lack has resulted in some poorly constructed facilities. One official who is in constant contact with the schools stated, "Some new schools in Arizona are falling apart." A county superintendent vented his feelings on this subject by stating, "School housing is in default in our state. Though there are many fine new buildings there are many obsolete and even some unsafe structures still in use for children at school. Why we hedge on needed buildings and needed educational equipment for the greatest asset on earth, our children, and pour our billions out for amusements, liquor, tobacco and dope is alarming to say the least." A school district superintendent stated, "Housing or plant has been just that which each district has tried to do on its own with no leadership from the state."

While there are many old structures in use as schools, the physical facilities for education are being constantly improved. Citizens and boards of education are cognizant of the concomitant social, political and commercial impact of attractive and effective schools. Larger districts such as Tucson #1 have employed full-time architects to serve on their staffs.

TRANSPORTATION

Arizona is one of the few states that provides no aid for the transportation of school children. The Department has no specific responsibility for transportation. The Board in cooperation with the State Highway Commission establishes minimum standards for the construction and operation of buses and inspection of the performance of drivers. The execution of these state regulations is the primary function of the Traffic Safety Division of the Arizona Highway Department. Basic legislation providing the foundation for school bus safety principles are found in Articles 28-900 and 28-984 of the State Statutes. As long as the limited state regulations are observed, transportation of school children is strictly a local district responsibility.

There were no state school bus regulations prior to 1950. At that time the 19th Session of the Arizona Legislature passed the Uniform Traffic Code which regulated the design and operation of school buses. It is likely that some of the initial impetus was created by the Arizona Advisory Councils of Education which employed Dr. Fred Beach of the United States Office of Education who wrote the incisive document, Improving Education in Arizona. These desirable basic laws which had the advice and consent of the Board and the direction of the Highway Commission were not enforced. At the December 18, 1953, meeting of the Board, \$20,000 of average daily attendance funds were approved for use in the 1954-55 budget to establish a Safety Education Division within the Department. No record of the creation of this new division is available. Existing laws were revised in 1956 under the administration of Governor Paul Fannin that put operational machinery in motion to enforce the law.

An article published in the Arizona News, Phoenix, December 18, 1959, provides insight regarding the social pressures that instigated the obviously needed changes. "The largest fleet of vehicles in Arizona operating without safety regulations carries the state's most precious cargo." "At the present time there are two men driving school buses in an Arizona school district, both with known heart conditions." "About four or five years ago an elementary school girl was criminally assaulted by the driver of the school bus in a southern Arizona area. During this school year a newly hired bus driver in the Valley area had boys stealing for him from a storage room. On apprehension and subsequent investigation by police, it was learned that this man had been released from prison less than eight months prior, a fact not disclosed at the time of employment." These and incidents carried in various news media such as shown after an accident near Coolidge, Arizona in 1961, (See Appendix E) graphically portrayed the problem and required official action.

Every year since 1959 the Highway Department and/or the Board has directed increasing attention to the need for high selectivity of school bus operators and enforcement of minimum standards of bus design and operation. The vast expanses of Arizona require widespread use of school buses. Nearly every child in Arizona who has a real need for bus transportation has it provided.

However, two school district superintendents are critical of the situation. In response to the questionnaire they said, "Transportation has just grown with the demands of the district without any leadership or guidance from the state with regard to finance, etc. that would make for a more efficient system" and, "Transportation facilities are fast becoming the most up-dated type of equipment owned by our public schools. Why? Because the public sees them? Who knows? I am

happy to see so many fine modern school buses in use. Let us not forget, however, that many children are still transported in out-dated equipment. This should all be thoroughly and universally surveyed and, where warranted, corrections should be enforced."

Currently, in addition to practices previously cited, the Highway Department checks all school buses twice each year, certifies bus drivers, provides and requires a chauffeur's license, requires periodic driver training, requires a valid first aid certificate of all drivers, verifies a minimum of 21 and a maximum age of 65, and requires entrance and an annual maintenance physical examination of all drivers. The Traffic Safety Division of the Highway Department reports that both men and women are used as bus drivers and that women have proved to be as good or better than men for:

1. They are better supervisors of the children;
2. They are more sensitive and responsive to mechanical noises of the bus.

This Division reports also the growing use of AM radios in buses throughout the state. Stations are tuned in at low volume that play rock and roll music, the pupils want to hear the music, and discipline themselves to do so.

Whereas the first school buses in Arizona were few and horse drawn, today there are 1,230 public, private and parochial school buses transporting children many millions of miles. In Arizona where vehicle registrations are mounting about twice as rapidly as the entire United States and where motor vehicle registrations amount to over 1,000,000, there is no doubt but what the attention given to school bus transportation will be increasingly significant.

FINANCE

What people say about education and what they do may vastly differ. What they do about education and what they are willing to pay for are the same. The hard realities of this pioneering state have shown the necessity for and desirability of a sound educational program. But until the last ten years or so, Arizona has had a low economic base because of a lack of industry. Consequently, the burden of sustaining the schools has become the obligation of the editorial Uno Who. The

average citizen has been faithful to this educational trust. Appendix F provides as much information as could be culled from historical data regarding the given categories.

The last ten years has witnessed the expansion of an unusually complicated and confusing system of aid to education. Part of the blame for this rests with a tax situation that is problematic and a disbursement formula that makes the new math for older adults look simple! The tax problems stem from the wide disparity in the assessed valuation of land which ranges from 4 to 30% of the actual valuation. In a rising economy land values normally appreciate. However, assessors have been known to drive valuations down in the non-metropolitan areas. This has been viewed as good politics and, secondly, it allows these areas to get more money from Maricopa County on state aid programs. This makes the tax rate meaningless by itself. The Division of Appraisal and Assessment Standards of the State Tax Commission has been attempting to correct this problem since the early 1960's. A target date of early 1967 has been expected for the release of their entire re-evaluation of the state.

The statehood Enabling Act of 1910 provided four sections of land, 2, 16, 32 and 36, from each township for public schools. Earnings from the lease or sale of these lands provides money for the endowment or Permanent School Fund. The State School Fund apportions funds to the county composed of the earnings from the endowment and a computed average daily attendance (ADA) from the previous year of \$170 per pupil. The Department apportions two other funds directly to the local school districts, Equalization Aid and Tax Reduction Aid of \$12.50 per pupil which may be pro rated in accordance with a tax levy reduction to nothing.

This complicated system of computation and disbursement is aggravated further by fund lags in the counties. School programs must continue when there is a temporary shortage of funds. County treasurers, upon receipt of a warrant from county superintendents, release funds to schools whether or not they are available. This deficit financing costs the state an additional six percent interest which, of course, the lending institutions are happy to receive. The sum of this problem is a system of state aid which is unusually expensive to operate because of the "built-in overhead." If this system was cleaned up, it is believed that the bind for educational aid would be reduced. The causes of these problems seem to be twofold: piecemeal addition of programs and methods rather than the development of a pre-planned concept and politics rather than unselfish interest on behalf of taxpayers and school children.

The high influx of people to the state in the last 10 to 15 years has necessitated many new schools. Many school districts are deeply involved in bonding programs for the construction of new schools and the addition of modular units to existing structures. The 10% of assessed valuation bonding limitation has not been detrimental to many districts.

The Equalization Aid program of 1965 requires that any school district that wants to increase its annual budget by more than six percent requires the recommendation of the county superintendent, approval of the county supervisors, and, within ten days of notice, the written advice of the State Examiner. This is a counter proposition or safeguard to equalization required by a legislature that felt that with the approval of state equalization school districts would want to raise their budgets disproportionately.

The problems of taxation and financial aid to schools have received considerable attention and controversy in recent years. Attempts to resolve these problems are in the offing.

LOCAL ORGANIZATIONAL STRUCTURE

From the earliest territorial days to date, the local school district has been the fundamental organizational unit. Each district has always been a separate entity whether it has been within, beyond or among city limits.

School districts can be formed, consolidated or changed by petition of citizens who present their request to the county superintendent of schools who, in turn, may give it to the county board of supervisors for action. Most of the elementary and secondary school districts of the state are separate from one another. When the district boundaries of the elementary and secondary district are the same, the same members may serve on the elementary and secondary boards, but the budgets and bond issues must be kept separate.

A conversation regarding the Arizona history on this topic with the High School Visitor revealed that there are no trends in consolidation or unification for the state and that community jealousies originating with the mining days have hindered communities from cooperating with one another. A district superintendent states, "The topic of

'consolidation' has come up many times during the past. There seems to be a close correlation between the topic arising and the addition of a new local newspaper reporter to the staff of one of our newspapers. In 1940 and again in 1950, I assembled a fifty or sixty page booklet containing statistics based on research we had made in this area. It has been proved over and over again that consolidation will not be a money saving feature; this is the argument that is always proposed by proponents of consolidation. Further, it is notably obvious, those who foster consolidation repeatedly talk about economy but never mention anything with regard to improving educational opportunities for the children. "

A former State Superintendent reported, "Local organizational structure and administrative design, I believe, represents the area in which there has been the least amount of significant change in Arizona for the past 35 years. We have had some district consolidation, however, that has been limited and will continue to be limited by the many isolated areas of the state. The depression in the 30's provided for some reorganization and consolidation, and I can remember a very important study made by J. Morris Richards in the Department, pointing out the need for reorganization and the elimination of many of the one-room schools. It was about this time that the roads in Arizona underwent a tremendous improvement, probably as a result of the effort to make work by the federal government, and the improvement of the local highways made possible the greater use of transportation, and the consolidation of the small school districts. We are still considering in the state the consolidation of school districts in the union high school district under one school board. For example, in the Phoenix Union High School District there are 13 elementary school districts and 13 elementary school boards, independent in all respects. They employ teachers, build their own buildings, plan their own instructional program, and set their own tax rates. This may or may not be the best system, and has been a matter of discussion for many years. Mesa is one of the larger districts in the state that at one time was a union high school and several elementary districts that changed to a unified district system. "

The influences on school districting have been provincial, political economic and personal. Many of the districts have guarded their rights from state and especially federal encroachment with great care. Acceptance of federal funds for local programs has been with caution and, in some cases, reluctance for fear of federal controls.

ADMINISTRATIVE DESIGN

Education is a state function by the absence of authority in the Tenth Amendment to the United States Constitution. In turn, the states have traditionally delegated responsibility for education to the local school district. Arizona has been no exception to his historic pattern.

The flow of responsibility for public elementary and secondary education in Arizona moves from the central organization (the Board, Superintendent, and Department) through the fourteen county school superintendents, to the school district boards and superintendents and finally to the individual school. The central organization is featured in another section of this paper under "State Structure." The remainder of this section will be devoted to the county officers and school districts.

From 1879 to 1899 the probate judges served as ex-officio county school superintendents by authority of the Territorial Statutes. From 1899 to date all counties have elected their superintendents. These officers are eligible on the basis of citizenship and teacher certification requirements. The superintendent is the chief school officer in each county. He is responsible for the conduct of his office directly to the general public in the county. His duties and powers are listed in the State Statutes. Though the range of responsibilities is the same for all of the superintendents, the expression of it has varied with the characteristics of the incumbent and the needs of the county. At this writing, the primary function of the superintendent is to apportion money to each school district. The funds do not actually transfer through his office. Rather, the county treasurer is advised to disburse a given amount to school districts through a transfer prepared by the county superintendent. One county superintendent stated, "When we think of the millions of dollars disbursed each year by the public schools of Arizona, (about \$175, 000, 000) we must offer a word of praise for the fine, honest, correct manner in which our local school administrators handle these monies." It is interesting to note that a law enacted in 1901 permits the superintendent to require school district trustees to provide "suitable outhouses." If viewed symbolically one can see that county superintendents functions have traditionally related from the personal and practical aspects of school life to general educational supervision within the county. Few pressures have existed to modify the pattern of responsibility found in the county superintendent's office.

School districts in Arizona are political sub-divisions of a county. They enjoy semi-independent corporate status and are subject to the electorate and the state legislature. Territorial regulations

made provision for elementary school districts. Constitutional provisions in 1912 included high school districts. This basic administrative design continues to date. There are 292 operating school districts and 12 non-operating districts. One county superintendent states, "The consolidation of schools is still a great need in Arizona, and yet when we see what has happened in the past 40 years in this matter we should feel proud. With little fuss with some but not state-wide strife extremely small schools have disappeared by the hundreds in our state. This has happened through the good judgment of our people. In Graham County since 1930 we have dropped from 30 schools to 11 schools. We still need some consolidation, but we prefer to let the people do it."

Pressures for consolidation of districts and unification of elementary and secondary districts are sporadic and originate with special interest groups. There has been no state plan, as such, that serves as a guide for incorporating local interest into a comprehensive design of school districts.

School districts have been governed by boards of trustees composed of three members. In 1955, a statute was enacted which provided boards the option of expanding to five members. One response to the questionnaire included, "The five-man school board that has been added is just a front for they have less control than they used to be able to exercise."

A director in the Department suggests an opposing view, "Another observable trend in schools as a result of recent statutory provision is the change in many districts from a three man to a five man Board of Education. Consequently, many school administrators are involved to a much greater degree with community interest in the operation of the schools as evidenced by the increased attendance of parents and citizens at the local school board meetings, budget hearings, bond programs and so forth." Members are elected to the board on non-partisan ballots. The powers and duties of local boards can be encompassed in two categories: mandatory and permissive.

The former are mandatory. "They do deal with situations which occur rather regularly. A board is expected to see that these are clearly enforced although judgement must be exercised. Briefly stated, these powers are as follows:

1. Maintain schools for at least eight months or longer.
2. Enforce the courses of study, select and purchase textbooks from the multiple list adopted by the State Board. Teaching aids related to the textbooks may account for one-fourth of

textbook appropriation.

3. Visit every school in the district and examine carefully into its management, condition and needs.
4. Provide transportation for any child or children when deemed for the best interest of the district, whether within or without the district, county or state.
5. Exclude from schools all books, publications, or papers of a sectarian, partisan or denominational character."

The latter are permissive. "Occasionally they are termed discretionary which implies that they are powers which may or may not be exercised very often. As discretion enters into all the activities of the board, this is not an especially good classification. The board of trustees may do the following things:

1. Expel pupils for misconduct.
2. Exclude from the primary grades children under six years of age.
3. Make such segregation of pupils as it deems advisable.
4. Maintain such special schools during vacation as deemed necessary for the benefit of the pupils of the district.
5. Permit a superintendent, principal, or their representatives to travel for a school purpose . . .
6. Rent such buildings as may be necessary, provided the rental contract does not exceed one year. By unanimous vote, the board may permit members of the board to travel for a school purpose.
7. Construct or provide in rural districts housing facilities for teachers which the board determines are necessary for the operation of the district."

Great public service has been rendered to the public through dedicated participation on these boards. Membership has been used by some, however, to serve minority interests and to gain visibility and leverage for other political and personal reasons.

In 1951, legislation was enacted which created the Arizona School Board Association with the general purposes of:

1. Coordinating educational policies and procedures.
2. Encouraging consistent application of school law throughout the state.
3. Developing and submitting proposed legislation to the State Superintendent and legislature to improve and coordinate public education and management.

The typical educational pattern is organized on an eight-year grade school and a four-year high school. Kindergartens have not been supported with state funds. A concerted effort was made in 1965-66 to secure legislation to finance kindergartens. The elementary districts of the state have provided free textbooks while the secondary districts have not.

Superintendents have been employed by school boards to carry out their policies. Superintendents, in turn, have employed principals to supervise individual schools. Principals employ teachers to do the educating. Teachers, the most crucial link in the educational hierarchy, occupy the lowest notch on the "totem pole." A stratified representation of the administrative design for Arizona education includes:

State Board of Education
State Superintendent of Public Instruction
State Department of Public Instruction
County School Superintendents
Local Boards of Education
Local School Superintendents
Principals
Teachers.

This responsibility network, however, has not been rigid, static nor monolithic. Teachers have had direct communication with all layers of the structure. Salaries and benefits have not been arranged according to line of responsibility. The pressures for local control of education stemming directly from the people has allowed education to function within another American principle, supply and demand.

RESEARCH

The growth and development of any enterprise including education requires constant research. Just as the automated systems of a technological society must receive continuous feedback, so must educational institutions ask themselves: How are we doing? Where are we going? Why?

Arizona has been and continues to be, in part, a pioneer or frontier state. The demands for survival and basic programs placed upon schools and districts have not left much money or time for research. One superintendent stated, "Research is still nil and void in the state and districts but there is some increase at the district level." In the formal or institutionalized sense of research, it would be fair to report that this activity has functioned in a limited way among the schools and districts from the early days of the state to date. Happily, the larger school districts have recognized this need and are starting to employ researchers on their central staffs.

The Department has been in the advantageous position to conduct research through the years for it has contact with all of the schools, can secure the cooperation of competent researchers, and is in a central position to give perspective and a board interpretation to research data. A former superintendent states, "In the field of research, the State Department has not been too active either in the development of research projects or in the interpretation of research programs, and the utilization of such projects for the benefit of public schools. This is the result of having a poorly financed State Department of Public Instruction, and represents one of the greatest needs in our entire public school system. We do have a department, or a division, within the Department called Research and Finance, but the research has always been involved with the collection of attendance statistics and the development of information needed to make the apportionment of the state funds to the various school districts in the state through the county school superintendents." Actually, the legislature has never financed the operations of the Department at a level which would permit much less encourage any continuing research program.

When financial arrangements have been made to conduct research studies such as the Beach or Griffenhagen reports, sad documentaries record that little if any attention or credence is given to their findings and recommendations. Frequently, these research studies have been written off or explained away as the consequences of out-of-state specialists who don't really understand the needs and resources of

Arizona.

In fairness it should be noted that research has been conducted by some of the better teachers, administrators and districts of the state. Further, an evaluative, corrective and projective mentality, the basic components of a researcher attitude, have been characteristic of many state's outstanding educators. In an internal and informal manner, then, a kind of research may have been a regular professional exercise perceived only as good teaching or administration.

The forces that have negated the development of full, formal research programs in Arizona have been the financial necessity to focus on the "practical and realistic" aspects of education, a mistrust and/or lack of respect for researching academicians or intellectuals and group and personal prejudices that would be deterred or destroyed by the facts and reasonableness of research and the dissemination of the findings.

ADULT EDUCATION

The history of adult education as an adjunct of the Arizona public schools has been growing but limited because state and county aid has never been authorized for students 21 years of age and older. In spite of this the high school systems of Phoenix and Tucson have had some success in developing and operating adult and vocational education classes. One county school superintendent described his reaction to the emerging program this way. "Adult education is here to stay. It will grow and improve and expand. As our schools become more proficient, there should be less need for basic adult education. It is a veritable disgrace to see a grown man or woman in our bountiful country who cannot read or write."

A director from the Department states, "One adult program which has attracted considerable popularity is the one in which adults in the community who have not secured their high school diploma take a review course from qualified teachers and then take the General Educational Development test. For those who pass the test the State Department of Public Instruction will grant a certificate of high school equivalency. About 2,500 of these certificates were issued the past year."

The influences for the development of this program originate in the motives of people who want to better themselves, from a technological society in constant demand for people with increased skills and aptitudes, by an acquisitive society that sees in education the opportunity for the betterment and thus stronger buying power, by idealistic folk who recognize in knowledge the possibilities of service, in employers who see in diplomas and degrees a convenient screening device, and in the federal government which, for complex reasons, sees in the development of individuals the survival of our nation.

The most significant public adult education programs in Arizona are made possible because of federal participation. Of considerable consequence is the Adult Basic Education program operated by the State Department of Public Instruction and funded through the Economic Opportunities Act of 1964 and implemented in Arizona in 1965.

The purpose of this program is to provide educational training for people 18 years of age and older who have had less than five years of schooling to improve their general communications, skills and other basics to the eighth grade level. The director of the program reports that, "According to 1960 census figures there were some 92,000 adults in Arizona well below the 8th grade level of education. Approximately 66,000 of these adults have had no better than a sixth grade education . . . Local educational programs are now funded in 12 Arizona counties and will be operating in all 14 counties before the end of the current year."

The federal government passed the Smith-Hughes Act in February 1917 and the state of Arizona accepted the provisions of this act and appointed a state director almost immediately. Youth and adults qualifying under the provisions of this act were eligible for trade, industrial and agricultural training. The George Barden Act of 1946 reinforced the original act and the Vocational Education Act of 1963 formalized a comprehensive array of education in agriculture, distribution, office occupations, home economics, trade and industry, fishery, health and technology. These federal funds have been the primary source of aid for vocationally oriented classes in the public schools.

The Director of Vocational Education reported that, "The Manpower Development and Training Act of 1962 provides funds for training the unemployed. There have been 3,195 trained in an occupation of their choice and in which there were job openings. This year, 14,678, were enrolled for developing or improving their occupational skills through the regular vocational program." The vocational classes and tracks historically have been separated from college prep classes. There is a growing emergence of a unified concept of education

which reconciles the two.

In 1921, Arizona accepted the provisions of a federal act of 1920 which provided for the vocational rehabilitation of persons disabled in industry or otherwise unable to return to their regular employment. Further, services have been rendered to mentally and socially handicapped persons over 16 years of requiring vocational help to make them economically productive. As of July 1, 1966, the state pays for 25% and the federal funds pay 75% of the cost of this program. Previously, the percentages were 30 and 70 respectively.

While it is generally agreed that education should be a life-long process, post high school and continuing education beyond college are very limited. Almost all of the formalized public adult education programs are a consequence of federal initiative and leadership.

HIGHER EDUCATION

The Enabling Act which made Arizona territory in 1863, included provisions for a university. This first legislation established the precedent for and attitude of encouragement of state supported colleges and universities. On September 30, 1864, Governor John N. Goodwin's message to the legislature, noted the importance of and necessity for higher education. In about 1870, Governor Safford used his influence to gain acceptance of the concept of the necessity of developing teacher training institutions to provide teachers for the elementary schools of Arizona.

In 1885, the Thirteenth Territorial Legislature met in Prescott and established the legislation to provide for the University of Arizona in Tucson and the Arizona Territorial Normal School (now Arizona State University) in Tempe, Arizona. In 1886, Arizona State University opened its doors to the first class of students anticipating a teaching career. The University of Arizona enrolled its first class in 1891 with students preparing for a number of professions but especially agriculture and mining. The Northern Arizona Normal School (now Northern Arizona University) was founded in Flagstaff in 1899 as the second teacher training school of the state. With changing curricula, educational emphases, and social pressures the schools in Tempe and Flagstaff changed names. Arizona State University in Tempe has had nine different names from its inception to date.

Phoenix College matriculated its first class in 1920 as a junior college institution. The next year the Latter-Day Saints Academy in Thatcher offered college level courses for the first time. In 1933, the citizens of Graham County voted to accept the Academy from the church. In 1933 this Academy was received from the church as a county institution, Gila Junior College.

The legislature passed an act in 1927 legalizing the creation and maintenance of junior colleges. The act created a limit of \$150,000 for state aid to junior colleges per year. In 1960 the legislature passed a law establishing the Arizona Junior College Board. This Board oversees the junior colleges of the state and provides for an explicit arrangement for cooperation with support of junior colleges with the five member county district junior college boards. Four of the 14 counties have organized junior college districts. Maricopa, the most populous county, organized in 1962.

Subsequent to the action of 1960, Arizona Western College in Yuma opened its doors to students in 1963 and was followed by Cochise College near Douglas and Bisbee in 1964, and Glendale and Mesa Community Colleges in 1965.

The community and junior colleges were created because of a wide variety of social pressures and needs ranging from expanded technology to a flush labor market. They have surged in growth as they provide pre-professional, terminal, senior citizen, vocational, and other kinds of education.

In contrast with the eastern and mid-western parts of the United States, private colleges have not flourished in Arizona. In 1946, the American Institute of Foreign Trade was founded six miles north of Glendale. This graduate level, non-degree granting institution serves to educate students in the art and science of international commerce. In 1949, the Arizona Southern Baptist Convention established Grand Canyon College in Prescott. For reasons which were mostly economic the college was moved to Phoenix in 1951. It existed as the only private baccalaureate degree granting institution in the state until September 1966, when Prescott College began its first classes as an affiliate of the United Church of Christ. Undoubtedly, new institutions will be established at the intriguing, new, pre-planned cities of the state such as Lake Havasu City and Litchfield Park.

Organization and control of higher education in Arizona has experienced only moderate change. Originally, the three state institutions were governed by separate boards. The University had a Board of Regents composed of its Governor, the State Superintendent of Public

Instruction as an ex-officio member, and two members appointed by the Governor. Each of the normal schools had a board of three of which the Superintendent of Public Instruction was an ex-officio member with two members appointed by the Governor. In 1945, a legislative act created the Board of Regents of the University and State Colleges of Arizona from the existing Board of Regents of the University of Arizona. In 1949, the Griffenhagen Report, "Special Legislative Committee on State Operations, State of Arizona," recommended the creation of a State Department of Higher Education to serve as a central executive agency under the direction of the Board of Regents for the consolidated operation of the state higher education similar to the pattern of the University of California. The recommendation was not accepted. In 1954, a report by an official of the United States Office of Education, Dr. Ernest Hollis, "State Controlled Higher Education in Arizona," paved the way for more acceptance of Arizona State University and Northern Arizona University in the state system.

Higher education has commanded a superior role in Arizona education. Changes in the structure and substance have come from internal design and from external social, financial and political forces. Progress has been the product of concerted efforts of thoughtful and concerned laymen and dedicated professors and administrators. Higher education in Arizona enjoys an enviable reputation.

STATE STRUCTURE AND ORGANIZATION

The central structure of the Arizona educational system is composed of three entities: the State Board of Education, (the Board also serves as the State Board for Vocational Education) the State Superintendent of Public Instruction, and the State Department of Public Instruction. Each will be considered separately and in concert.

"Arizona had a Territorial Board of Education as early as 1871. This board consisted of the Secretary of the Territory, the Territorial Treasurer, and the Superintendent of Public Instruction (Governor). In 1879, the Territorial Board of Education consisted of the Superintendent of Public Instruction, the Governor, and the Territorial Treasurer. In 1893, the board membership was increased from three to five by the addition to the chancellor of the University and the principal of the Normal School at Tempe. In 1901, there was added to the board a sixth member in the person of the principal of

the Northern Arizona Normal School at Flagstaff. In 1905, there were added two members who were to be principals or superintendents of graded or high schools. These two were appointed by the Governor. The Board membership and changes at different times resulted from action by the territorial legislature."

In 1912, the composition of the State Board of Education was fixed in the new State Constitution, Article II, Section 3. It read that the Board would consist of the Governor, chairman; the Superintendent of Public Instruction; the President of the University of Arizona, the President of Arizona State University; the President of Arizona State College; ex-officio members; a city superintendent of schools; a principal of a high school; and a county school superintendent.

It is easy to see that the Governor and State Superintendent were in key positions of the Board. However, the college presidents because of their tenure, stability of membership and prestige became the most influential members of the Board. The Governor and State Superintendent, as well as the appointed members sometimes changed every two years. In the early years of this frontier state, the necessity of a Board composed of professional educators was necessary and realistic. As time passed it became increasingly evident that changes needed to be made. In 1949, two independent reports, one provided by a private consulting firm in Los Angeles, Griffenhagen and Associates and, the second, a report of Dr. Fred Beach of the United States Office of Education sponsored by lay and professional advisory committees and funded by the Arizona Education Association came to similar conclusions. The Board structure was described in terminology such as, "unsuitable," "needing to be drastically revised," "geared to 1912," "frozen in the Constitution," "not sensitive to the will of the people," etc.

After 53 years with the same kind of organizational framework, the legislature yielded to educational pressures and established a State Board in 1965 composed of nine lay and professional education members to be appointed by the Governor and ratified by the Senate. These members include the Superintendent of Public Instruction, the president of a state university or a state college, three lay members, a member of the State Junior College Board, a superintendent of high school district, a classroom teacher and a county school superintendent.

In retrospect, officials and consultants indicate that the Board though ordinarily composed of good people has not exercised considerable educational leadership nor has it enjoyed the confidence of the legislature. This situation must be attributed in large part to the unwieldy structure that existed from 1912 to 1965. Recommendations to move from a Board consisting of professional educators to a partial

lay Board in 1965 is viewed as a developmental step. The forces producing changes in the Board includes the growing confidence in lay control and more desirable laymen from which to choose members.

The position of State Superintendent of Public Instruction is one that dates back to the early days of the Arizona territory. The first Governor of the territory, A. P. K. Safford, is reverently called the "Father of Arizona Education," by writers of Arizona history. From his appointment as Superintendent in 1869 to 1878 the Governor of the territory was ex-officio Superintendent of Schools. Then, for about two years the Superintendent was appointed by the Governor. From 1880 to 1912 the territorial superintendents were elected for two-year terms in the general election. From statehood to date the Superintendent has continued in two year terms of office as elected by popular vote. For a listing of Arizona State Superintendents, see Appendix G.

The qualifications of the State Superintendent are bound in the Constitution. He must be at least 25 years of age, a United States citizen for ten years preceeding his election, and a resident of Arizona for five years preceeding his election. As Superintendent, he is one of the six members of the Executive Department of the state of Arizona and fourth in sucession to the Governor. He is elected on a partisan ballot for a two-year term of office.

The Superintendent serves as the Executive Officer and Secretary of the State Board of Education but has a primary loyalty to the public because of election by popular vote. There is no general charge or commission to the State Superintendent from the state to lead, advance or inspire the process of education. The duties are listed in legal fashion in the State Statutes 15-121-3.

In the 1949 report of Dr. Beach it is stated that, "The present method of selecting the State Superintendent of Public Instruction in unsuited to the best interests of education. A close examination reveals grave deficiencies. The office of the State Superintendent of Public Instruction is political. It is a mistake to suppose that this post should be made a political office subject to the vicissitudes of partisan politics. Education should be non-political, for one can not expect political parties as such to differ on educational policies." In response to the questionnaire a former State Superintendent stated, "The only weak link, I feel, in the system at the present time is the fact that the Chief State School Officer . . . still must be elected on a partisan, political ballot, and serves for only a two-year term. It would be, in my opinion, to the advantage of the state and the stâte educational system, and particularly to the State Department, if we had an

appointed Superintendent whose term of office, salary and responsibilities, were determined by the new State Board." On the same topic a school superintendent states, "If the push to take the State Superintendent out of politics can be accomplished--as indicated by the Griffenhagen Report of 1949--which is another front on the part of legislature to do what they know should be done--but bought and paid for and no effort to implement. Almost all of these factors were considered and recommendations were made to the state to help make the growth and development that should now be part of our laws but only on the shelf collecting dust. Time and changes move slowly. The local effort should continue and leadership from the field needs to continue so that the leadership of the state can reach and be the force for improvement that is needed in our state." (sic.)

Because of the nature of the Superintendent's position, the forces and pressures on this extremely important position are not only educational, legal and financial but also political.

The Department is the administrative organization established to fulfill the duties assigned to the State Board and State Superintendent. As reported by Griffenhagen and Associates, "Actually, no official title is authorized for the organization under the Superintendent of Public Instruction, either by the Constitution or Statutes, and no such department exists, except by administrative direction."

This Department has been historically small and inconspicuous but has grown through the years, especially the last few, with the advent and acceptance of federal program funds. Currently, the Department includes a competent staff of 134 professionals and 175 secretarial-clerical personnel including the divisions of Vocational Education, Vocational Rehabilitation and Indian Education. For a description of relationships among the several divisions of the State Department central organization see Appendix H.

Directors of the Department organization are recommended by the Superintendent, appointed by the Board, and may be subject to further approval. Because the Superintendent occupies a political office the appointments have traditionally been quasi-political. Changes of Superintendents brought major changes in the staff. Continuity of position has been enjoyed, with few exceptions, only to those divisions supported by federal funds. Lack of continuity of personnel has resulted in deficiencies in recruitment of high quality personnel and programs. In 1949, Griffenhagen and Associates stated, "The internal organization of the staff is very confused." Some of the conditions that prompted this statement remain and the rapid growth of the Department as it has acquired many new federal programs has resulted in the usual problems of coordination and

communication. Whereas admitting needs, concerns and problems in the past might have been considered a weakness, the present Department shows healthy signs of confronting issues directly, openly and honestly. In the last year, the Department has gone beyond the stages of regulation of and service to schools to one of emerging leadership. Federal funds strengthening the Department's leadership role has resulted in opinion about the Department changing from one of being somewhat oblivious to the Department or a feeling of growing respect because of demonstrated leadership.

The relationships among the Board, Superintendent and Department throughout their history are best described as political. The Superintendent has been the key figure moderating between the other two. Relationships between the Superintendent and the Department have ordinarily been good for members of the Department have been dependent on the Superintendent for their continuity in office. The Board and the Superintendent operate in mutually independent spheres for each has been selected from separate sources. Both have been autonomous constitutional entities, and yet, the Superintendent is to be the executive officer of the Board. The consequence has been something of an organizational anachronism. Neither professional nor lay forces have been sufficient to satisfactorily modify this organization patterned in the Constitution.

CONCLUSION

Significant events of educational change have occurred in Arizona as a consequence of federal legislation and state acceptance, accidents, caprice, legislative fiat, threat from foreign powers, scientific and technological advances, geographical and temperature implications, forces of increasing affluence, war, economic depression, and, in general, the social influences of the nation. A chronological listing of some of these significant events is given in Appendix I. Some but not enough change has resulted from the dedicated efforts of teachers, administrators, teacher educators, central education agency, and educational researchers. Until recently there has been an exceptional lack of acceptance of the recommendations for organizational change as prepared by educators and researchers. Much of the Arizona history reveals that educational change is the result of federal programs. If Arizona education is to retain its independent but cooperative spirit, the state, county, and local leadership must

acquire the initiative, understanding and means to establish worthy goals and to develop appropriate strategies, plans and methods to follow them through to fruition.

APPENDIX A
STATE ADVISORY COMMITTEE

STATE ADVISORY COMMITTEE
Designing Education for the Future

Arizona Congress of Parents and Teachers

Mrs. Wayne Botkin	Maricopa County	Phoenix
Mrs. Nyle Clifford	Graham County	Safford
Mrs. Clifton Daniels	Pinal County	Arizona City
Mrs. Avarad Hall	Apache County	St. Johns
Dr. Jay Hunt	Coconino County	Flagstaff
Mrs. Kerlin Keller	Gila County	Miami
Mrs. John Laramore	Yuma County	Yuma
Mrs. M. Markiewicz	State President	Tempe
Mrs. Arthur Mees	Mohave County	Kingman
Mrs. C. M. Robb	Navajo County	Winslow
Mr. Larry Smith	Pima County	Tucson
Mrs. John Taylor	Yavapai County	Prescott

Arizona Education Association
Mrs. Maunelle Martin

Scottsdale

Arizona School Administrators
Dr. Dell Chamberlain

Mesa

Board of Regents
Mr. Arthur B. Schellenberg

Phoenix

Junior College Board
Dr. George Spikes

Douglas

State Board of Education
Mr. Louis McClennen

Phoenix

State Department of Public Instruction
Mr. Ralph Goitia

Tempe

APPENDIX B
PROFILE OF ARIZONA EDUCATION

PROFILE OF ARIZONA PUBLIC SCHOOLS - 1966*

State Board of Education:	Nine members, eight appointed by the Governor and ratified by the Senate plus the State Superintendent of Public Instruction	
President, State Board of Education:	Elected by the Board Mr. Louis McClennen, Phoenix	
State Superintendent of Public Instruction:	Elected by the people for two-year term; incumbent: Mrs. Sarah Folsom, Prescott	
State School Organization:	Local school districts	
Number of School Districts:	292	
	Elementary:	215
	Secondary:	77
Number of Schools:	675	
	Elementary:	571
	Secondary:	104
Number of Students:	391,759	
	Boys:	201,928
	Girls:	189,831
	Elementary:	287,097
	Secondary:	104,662
Summary of School Expenditures:	\$175,526,186.21	
	Elementary:	\$ 117,319,618.13
	Secondary:	58,206,568.08
State Aid to School Districts:	\$170/pupil - Average Daily Attendance 345,851 students x \$170.00= \$58,794,670.00	
Number of Teachers:	15,435	
	Elementary:	11,050
	Secondary:	4,385
Number of One-Teacher Schools:	41)	
)	
Number of Two-Teacher Schools:	20)	All elementary
)	
Number of Three and Four Teacher Schools:	22)	
)	
Total Expenditures of the State Department of Public Instruction (Including Vocational Education):	\$381,922.94	

*Based on School Year 1964-65

APPENDIX C
HISTORY REQUEST LETTER



ROBERT L. PICKERING
ARIZONA DIRECTOR
DESIGNING EDUCATION
FOR THE FUTURE

State of Arizona
Department of Public Instruction

SARAH FOLSOM, SUPERINTENDENT

State Capitol
Phoenix

The Designing Education for the Future project is authorized by the Arizona State Department of Public Instruction under the auspices of Section 505, Title V, Public Law 89-10. The purpose of this project is to predict social change and trends to 1980 based upon the best evidence and expert opinion available, determine the implications of these changes for education including State Departments of Education, and design and implement a pattern for change based on the findings.

To properly relate to the future, individuals and institutions cope with the present based on their understanding and perspective of the past. To assure that this project is properly oriented, it is imperative that historical changes in the State educational system and State Department of Public Instruction be recounted. Knowledge of what changes were made, when, how, why, and their significance is vital.

Because you have been associated in a responsible way with education in this State, you are sincerely requested to respond briefly on historical changes in any or all of the following categories.

- a. Purposes and goals of education.
- b. Scope of education (including age groups involved in kinds of programs. For example, length of school year, nursery schools, kindergartens, elementary schools, junior high or middle schools, high schools, junior or community colleges and colleges and universities.)
- c. Curriculum and instruction.
- d. Personnel (include certification, tenure, leave provisions, salary policies, negotiating procedures, etc.)

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- e. Housing or plant.
- f. Transportation.
- g. Finance (including local, state and federal.)
- h. Local organizational structure and administrative design (include at least consolidation of schools, district organization, school systems reorganizations, local school boards, superintendents and principals, and facilitating staff.)
- i. Research: (include extent, interpretation and utilization.)
- j. Adult education, vocational-technical education and vocational rehabilitation.
- k. Higher education (including teacher education, provision for field services, etc.)
- l. State structure and organization (include the state board, the Chief State School Officer, State Department of Education and relations to other state agencies. Please give attention to the development, changes and implications for each of these.)

Note: Include under each of the above the impact or effect of federal policies and laws.

Your participation and suggestions can help make this a significant document.

Sincerely,

Robert L. Pickering
Arizona Director
Designing Education for the Future

RLP:mw/cmh

APPENDIX D
SALARIES OF TEACHERS

AVERAGE SALARIES PER MONTH
PAID TO ARIZONA SCHOOL TEACHERS

June 30, 1966

<u>Year</u>	<u>Men</u>	<u>Women</u>	<u>Combined</u>
1881-1882	\$ 83.00	\$ 70.00	
1882-1883			\$ 75.00
1883-1884			85.00
1884-1885			86.00
1885-1886			78.00
1886-1887			81.00
1887-1888			80.00
1888-1889			79.00
1889-1890	82.45	74.45	
* 1890-1895			
1895-1896	72.90	66.26	
1896-1897	69.58	63.26	
1897-1898	75.23	63.17	
1898-1899	74.70	64.44	
1899-1900	76.90	63.40	
1900-1901	80.83	64.31	
1901-1902	85.51	71.75	
1902-1903	80.00	67.81	
1903-1904	81.05	69.59	
1904-1905	81.32	70.20	
1905-1906	89.41	71.10	
1906-1907	93.30	71.08	
1907-1908	99.50	75.06	
1909-1910	107.18	80.95	
1910-1911	110.92	79.91	
1911-1912	117.64	81.76	
1912-1913	107.92	83.40	
1913-1914	113.87	85.59	
1914-1915	113.94	88.24	
1915-1916	114.18	87.86	
1916-1917	120.40	89.33	
1917-1918	130.70	96.57	
1918-1919	145.26	101.68	
1919-1920	164.86	118.77	
1920-1921	Elem. 198.50	154.46	
	Sec. *		
1921-1922	Elem. 130.25	116.75	
	Sec. 178.25	150.66	

<u>Year</u>		<u>Men</u>	<u>Women</u>	<u>Combined</u>
1922-1923		196.25	112.67	
* 1923-1932				
1932-1933	Elem.	108.99	110.26	
	Sec.	158.93	144.92	
1933-1934	Elem.	*		
	Sec.	135.80	129.71	
1934-1935	Elem.	103.77	100.36	
	Sec.	139.84	129.69	
1935-1936	Elem.	104.43	102.08	
	Sec.	139.43	134.47	
1936-1937	Elem.	106.03	103.44	
	Sec.	141.15	132.82	
1937-1938	Elem.	112.40	111.49	
	Sec.	144.19	141.44	
1938-1939				Elem. 113.75
				Sec. 154.75
1939-1940				Elem. 116.25
				Sec. 155.75
1940-1941				Elem. 118.33
				Sec. 157.50
* 1941-1942				
1942-1943				Elem. 130.67
				Sec. 161.42
1943-1944				Elem. 142.08
				Sec. 180.00
1944-1945				Elem. 155.83
				Sec. 191.42
1945-1946				Elem. 168.17
				Sec. 204.25

* Information not available

Data subsequent to 1946 is available only from individual school districts.

APPENDIX E

PICTURE OF TRAIN AND SCHOOL BUS COLLISION



APPENDIX F

EDUCATIONAL EXPENDITURES

ANNUAL EDUCATIONAL EXPENDITURES

<u>Year</u>	<u>Elementary</u>	<u>Secondary</u>	<u>Total E. & S.</u>	<u>Total S.D.P.I.</u>	<u>A.D.A.</u>	<u>Amount /Pupil</u>	<u>A.D.A. x Amount/Pupil</u>
1881-82	\$	\$	\$ 83,267.93	\$	\$ 2,847	\$	\$
82-83			77,997.85		2,554		
83-84			161,861.57		3,287		
84-85			138,164.83		3,226		
85-86			135,030.39		3,507		
86-87			114,004.74		3,602		
87-88			130,212.14		3,849		
88-89			150,543.41		4,293		
89-90			177,483.83		4,702		
90-91			198,762.43		5,047		
91-92			207,897.62		5,198		
92-93			221,213.28		5,340		
93-94			176,671.02		6,791		
94-95			203,016.41	5,476.02	7,034		
95-96			214,450.88	5,330.19	7,641		
96-97			205,949.12	5,309.30	8,136		
97-98			224,185.90	5,139.55	9,011		
98-99			241,555.94	6,690.27	9,396		
99-1900			345,314.29	7,814.22	10,177		
1900-01			337,253.30	7,965.06	10,744		
01-02			401,235.59	10,592.37	11,514		
02-03			412,740.78	12,646.60	12,105		
03-04	428,982.76	9,845.54	438,828.30	32,301.21	13,239		
04-05			471,353.88	16,392.99	14,009		
05-06			581,335.49	17,527.64	14,448		
06-07	596,356.90	23,897.71	620,254.61	17,803.61	15,667		
07-08	772,239.86	39,233.22	811,473.08	19,378.68	16,928		
08-09							
09-10					19,144		
10-11			1,152,716.21		20,689		
11-12			1,321,594.83		21,612		
12-13					23,457		
13-14			2,135,548.83		28,140		
14-15			2,574,483.90		29,583		
15-16			2,667,076.68		31,813		
16-17			2,869,230.38		36,788		
17-18			3,678,756.63		38,229		
18-19	7,674,304.67	608,408.16	3,936,529.51		38,139		

<u>Year</u>	<u>Elementary</u>	<u>Secondary</u>	<u>Total E. & S.</u>	<u>Total S.D.P.I.</u>	<u>A.D.A.</u>	<u>Amount /Pupil</u>	<u>A.D.A. x Amount/Pupil</u>
1919-20	\$ 5,549,528.96	\$ 789,759.47	\$ 6,339,288.43	\$	\$ 41,983	\$	\$
20-21	4,448,883.90	1,174,871.84	5,623,755.74		44,648		
21-22	3,857,618.36	1,228,538.22	5,086,156.58		43,646		
22-23	3,975,343.46	1,368,247.32	5,343,590.78	123,399.93	50,141		
23-24	4,434,796.81	1,505,199.53	5,939,996.34	268,135.05	53,017		
24-25	4,335,673.04	1,602,751.98	5,938,425.02	89,305.72	59,135		
25-26	4,726,469.34	1,740,946.64	6,467,415.98	74,316.12	61,860		
26-27	4,918,886.51	1,828,864.40	6,747,750.91	71,949.58	65,280		
27-28	5,368,521.05	1,880,441.37	7,248,962.42	113,310.67	69,745		
28-29	5,702,141.50	2,204,860.11	7,907,001.61	82,320.87	72,116		
29-30	6,117,203.74	2,538,851.40	8,656,055.14	126,433.50	76,449		
30-31	6,298,341.49	2,536,048.80	8,834,390.29	180,280.60	78,643		
31-32	5,753,612.03	2,360,795.62	8,114,407.65	113,857.96	80,993		
32-33	4,625,113.32	1,772,442.87	6,397,556.19	223,716.28	83,072		
33-34	4,095,514.22	1,609,643.40	5,705,157.62	161,742.97	76,620		
34-35	4,366,254.11	1,723,274.08	6,089,528.19	198,711.26	77,993		
35-36	4,646,091.86	1,913,520.59	6,559,612.45	174,900.00	78,985		
36-37	6,341,144.35	3,114,460.75	9,455,605.10	158,574.24	83,551		
37-38	7,055,043.36	3,289,184.31	10,344,227.67	190,359.00	86,182		
38-39	7,911,616.02	4,138,795.70	12,050,411.72	290,211.15	88,752		
39-40	7,451,835.28	5,022,895.97	12,474,731.25	279,337.45	89,105		
40-41	7,742,895.59	3,739,714.86	11,482,610.45	322,938.42	88,965		
41-42	8,222,019.39	3,881,669.99	12,103,689.38		88,574		
42-43	6,366,312.16	3,009,709.16	9,376,021.32	221,636.27	88,162		
43-44	6,912,422.76	3,071,841.81	9,984,264.57	169,133.74	87,202		
44-45	8,176,910.00	3,398,342.00	11,575,252.00	61,538.24	85,369	80.00	6,829,520.00
45-46	9,243,547.00	4,013,391.00	13,256,938.00	78,605.85	89,285	80.00	7,142,800.00
46-47	10,548,006.36	4,733,924.34	15,281,930.70	86,057.93	93,791	80.00	7,503,280.00
47-48	15,000,041.56	6,528,403.33	21,528,444.89	121,283.42	102,616	95.00	9,748,520.00
48-49	17,797,822.08	7,895,869.64	25,693,691.72	142,939.13	109,702	95.00	10,421,690.00
49-50	19,530,274.71	8,927,188.16	28,457,462.87	158,303.75	117,863	95.00	11,196,985.00
53-54	31,390,252.89	14,381,508.44	45,771,761.33	250,426.50	159,523	95.00	15,154,685.00
54-55	35,340,043.93	15,254,704.58	50,594,748.51	209,600.73	169,767	127.00	21,560,409.00
55-56	41,174,975.53	18,400,601.25	59,575,576.78	225,535.21	182,332	127.00	23,156,164.00
56-57	48,546,988.57	22,764,549.93	71,311,538.50	223,898.19	198,178	127.00	25,168,606.00
57-58	56,388,836.04	26,354,324.18	82,743,160.22	232,680.81	211,720	127.00	26,888,440.00
58-59	64,100,105.11	30,087,231.96	94,187,337.07	235,144.46	255,045	127.00	32,390,715.00
59-60	72,966,341.46	33,659,367.31	106,625,708.77	238,735.59	251,689	170.00	42,787,130.00
60-61	82,201,711.67	37,289,455.25	119,491,166.91	265,958.04	270,379	170.00	45,964,430.00
61-62	93,514,177.22	42,961,246.23	136,616,534.45	291,038.18	291,273	170.00	49,516,410.00
62-63	101,514,177.40	49,568,399.32	151,082,576.72	370,864.72	308,786	170.00	52,493,620.00
63-64	109,635,185.03	52,133,477.43	161,768,662.46	386,037.45	325,627	170.00	55,356,590.00
64-65	117,319,618.13	58,206,568.08	175,526,186.21	381,922.94	345,851	170.00	58,794,670.00

APPENDIX G

LISTING OF STATE SUPERINTENDENTS

LISTING OF STATE SUPERINTENDENTS

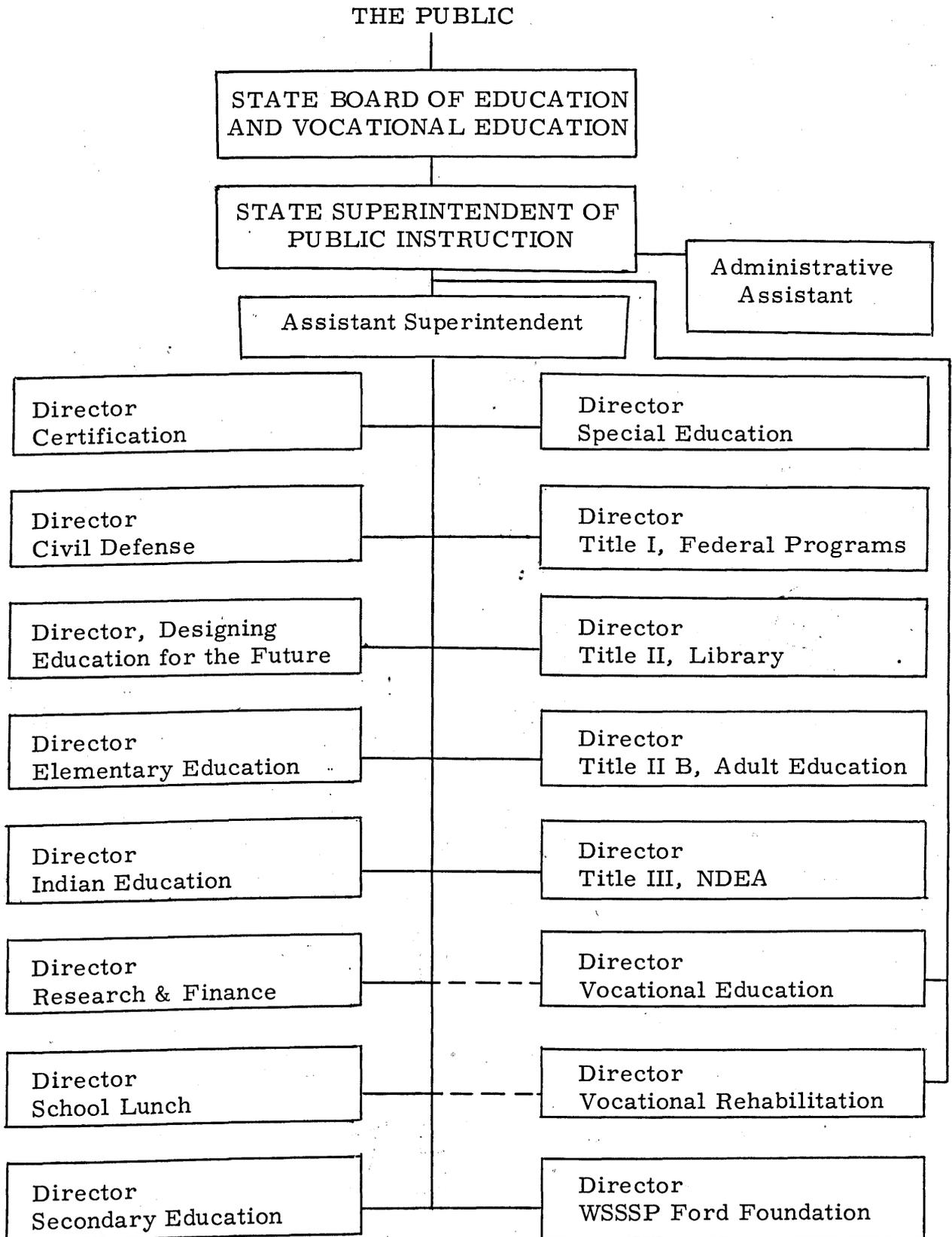
Territorial

Governor A. P. K. Safford	1869-1877
Honorable John P. Hoyt	1877-1878
Governor John C. Fremont	1878-1879
Honorable M. H. Sherman	1879-1883
Honorable W. B. Horton	1883-1885
Honorable R. L. Long	1885-1887
Honorable Charles W. Strauss	1887-1891
Honorable George W. Cheyney	1891-1893
Honorable F. J. Netherton	1893-1896
Honorable Thomas E. Dalton	1896-1897
Honorable A. P. Sherman	1897-1898
Honorable R. L. Long	1898-1902
Honorable Nelson G. Layton	1902-1906
Honorable R. L. Long	1906-1910
Honorable Kirke T. Moore	1910-1912

State of Arizona

Honorable C. O. Case	1912-1921
Honorable Elsie Toles	1921-1923
Honorable C. O. Case	1923-1933
Honorable Herman E. Hendrix	1933-1941
Honorable E. D. Ring	1941-1947
Honorable N. D. Pulliam	1947-1947
Honorable L. D. Klemmedson	1947-1949
Honorable M. L. Brooks	1949-1955
Honorable C. L. Harkins	1955-1957
Honorable M. L. Brooks	1957-1959
Honorable W. W. "Skipper" Dick	1959-1965
Honorable Sarah Folsom	1965-

ORGANIZATION CHART
 ARIZONA STATE DEPARTMENT OF PUBLIC INSTRUCTION
 July 1966



APPENDIX I
SIGNIFICANT DATES

Dates of Significance in the Development of Arizona Education
Designing Education for the Future
Robert L. Pickering
September 1966

- 1785 The Ordinance of 1785 provided for Section #16 of each township to be set aside for public schools.
- 1787 The Ordinance of 1787 established plans for the area included in the Northwest Territory. The Ordinance included: "Religion, morality and knowledge being necessary to good government and the happiness of mankind, schools and the means of education shall forever be encouraged."
- 1791 "The powers not delegated to the United States by the Constitution, nor prohibited by it to the states, are reserved to the states respectively, or to the people." (Amendment X of the Constitution of the United States).
- 1862 The Morrill Act provided 30,000 acres of land to each state for each Representative in Congress for the purpose of establishing colleges of agriculture and mechanical arts.
- 1863 The Arizona Territory was established by Presidential decree. Two sections of land, 16 and 36, in each township were granted for support of public education.
- 1863 The First Territorial Legislature meeting in Prescott provided for a State University.
- 1864 The Howell Code was a complete set of laws for the Territory of Arizona prepared by William Howell and adopted by the First Territorial Legislature.
- 1864 A private school was established in Prescott by Mr. R. F. Paitt.
- 1865 Governor Goodwin urged the First Territorial Legislature to provide for ". . . a system of common school education at the public expense. . ." No action was taken at this time.
- 1866 A parochial school for boys was established in Tucson.
- 1870 The first federal census reported 1,923 children of school age living in the territory, but no territorial schools were mentioned.

- 1870 A parochial school for girls was established in Tucson.
- 1871 The Sixth Territorial Legislature passed Governor A. P. K. Safford's school bill providing for a board of education, ex-officio county school superintendents and district trustees.
- 1871 The first public school opened in Tucson.
- 1879 The legislature created the office of Territorial Superintendent of Schools as distinct from the governor's office.
- 1881 The United States granted Arizona two townships (46, 080 acres) for university purposes.
- 1883 Moses H. Sherman was elected the first Territorial Superintendent of Schools.
- 1885 The Thirteenth Territorial Legislature meeting in Prescott established the University of Arizona in Tucson and the Arizona Territorial Normal School (now Arizona State University) in Tempe.
- 1886 The Arizona Territorial Normal School in Tempe (ASU) enrolled its first class.
- 1887 The Hatch Act provided agricultural experiment stations to produce more efficient agricultural education.
- 1890 The United States Commissioner of Indian Affairs entered into the first agreement with local school districts to pay \$10 per quarter for each Indian child in the public schools.
- 1891 The Latter-Day Saints Academy was founded in Thatcher by The Church of Jesus Christ of Latter-Day Saints.
- 1891 The University of Arizona enrolled its first class.
- 1896 The United States granted Arizona \$1, 000, 000 to pay interest and redeem bonds issued to aid railroads. Surplus from this grant was designated to go to the permanent school fund of the state.
- 1899 Northern Arizona Normal School (Northern Arizona University) was founded in Flagstaff.

- 1908 The Forest Reserve Act provided that one-fourth of the revenue from forest profits will be given to the county in which the reserve is located. Schools and highways receive the funds as directed by the county supervisors.
- 1910 The federal Enabling Act for Arizona provided several grants of land for education including grants "in lieu" of certain previous federal grants. Section 2, 16, 32 and 36 in each township became available for public education.
- 1912 Arizona became the 48th state.
- 1912 The Arizona Legislature passed the first legislation regarding teacher retirement.
- 1914 The United States Smith-Lever Act provided for agricultural extension services.
- 1917 The Smith-Hughes Act provided a grant in perpetuity for the promotion and development of vocational education.
- 1918 Arizona passed its initial compulsory attendance law.
- 1920 Phoenix College was founded as a junior college in Phoenix.
- 1921 The Latter-Day Saints Academy in Thatcher offered college level courses for the first time.
- 1927 Legislation was passed legalizing the creation and maintenance of junior colleges.
- 1931 Legislation was enacted allowing the establishment of union junior college districts and county junior college districts.
- 1933 Citizens of Graham County voted to accept Gila Junior College (formerly Latter-Day Saints Academy) from the church as a county junior college.
- 1934 The United States Congress passed the Johnson-O'Malley Act to provide federal aid for the education of Indian children.
- 1937 The Arizona legislature authorized the State Board of Education to enter into a contract with the Bureau of Indian Affairs in accordance with the provisions of the Johnson-O'Malley Act.

- 1937 The George-Deen Act provided for the inclusion of programs in the distributive occupations.
- 1939 A contract was signed between the United States Bureau of Indian Affairs and the State Board of Education providing for financial aid for the education of Indian children in the Arizona public schools.
- 1943 The Arizona Legislature passed the complex Teacher's Retirement Act.
- 1945 A legislative act created the Board of Regents of the University and State Colleges of Arizona from the existing Board of Regents of the University of Arizona.
- 1946 The American Institute for Foreign Trade was founded six miles north of Glendale.
1946. The George-Barden Act authorized the use of federal funds through vocational education divisions to establish guidance and counseling programs and certain youth organizations one of which is the Future Farmers of America.
- 1947 The school lunch program was established.
- 1949 Fred Beach, United States Office of Education, published the report, "Improving Education in Arizona."
- 1949 Grand Canyon College was founded in Prescott.
- 1949 The Griffenhagen report, "Special Legislative Committee on State Operations, State of Arizona," was published.
- 1950 The Arizona College Association was founded.
- 1950 The Arizona legislature passed the Uniform Traffic Code regulating the design and operation of school buses.
- 1951 The Grand Canyon College was relocated in Phoenix, Arizona.
- 1951 Legislation was enacted creating the Arizona School Board Association.
- 1952 A State Land Commissioner was appointed to take charge of public land including school land.
- 1953 The Arizona State Retirement System was established by law to include all state employees.

- 1954 Teachers became eligible for Social Security.
- 1954 The State Board of Education approved Grand Canyon College as a teacher training institution.
- 1955 Arizona's White House Conference on Education convened at the Phoenix College Auditorium by Governor Ernest W. McFarland.
- 1956 The United States Health Amendments Act authorized practical nurse training under the George-Barden Act.
- 1958 The National Defense Education Act provided a wide categorical range of financial aid and services to elementary, secondary, and higher education.
- 1959 The Vocational Education Gift Fund Act authorized the State Board for Vocational Education to accept gifts, grants, or donations.
- 1960 Legislation was passed creating the Arizona Junior College Board and corresponding guidelines for a state-county system of junior colleges.
- 1960 The Board of Regents began participating with the Western Interstate Commission for Higher Education (WICHE).
- 1960 A program was initiated to train school bus drivers.
- 1960 Laws of the State of Arizona pertaining to education were revised, compiled and issued as, Arizona Revised Statutes, Title 15, Education.
- 1961 The Communist Control Act established loyalty oaths for all school employees.
- 1962 Maricopa County established a junior college district.
- 1962 The Legislature enabled the State Department of Public Instruction to accept grants from private foundations.
- 1962 The United States Manpower Development and Training Act authorized states to provide training for the unemployed.
- 1963 Arizona Western College in Yuma opened its doors to students.

- 1963 Teacher certification regulations were completely revised including the adoption of an "approved program" approach in teacher preparation.
- 1963 The United States Vocational Education Act expanded the scope of vocational education to include training in office occupations.
- 1964 Cochise College, near Douglas and Bisbee, opened its doors to students.
- 1964 The Arizona Council Vocational Education Act authorized a State Council for Vocational Education and permits districts to combine in order to offer vocational education that neither alone could afford or justify.
- 1965 Glendale Community College opened its doors to students.
- 1965 Mesa Community College opened its doors to students.
- 1965 The United States Elementary and Secondary Education Act (P. L. 89-10) was implemented.
- 1965 The State Board of Education changed from eight members representing professional education to a nine member board including at least three lay members.
- 1965 The Adult Basic Education Program funded by Title II of Economic Opportunity Act of 1965 and structured within the State Department of Public Instruction was established.
- 1966 Under the auspices of P. L. 89-10, Title V, Section 505, Arizona began participating with seven other Rocky Mountain States in the project Designing Education for the Future.
- 1966 Prescott College enrolled its first class in September.

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