

**AN EPIGRAMMIC
HISTORY
OF THE
SWEETWATER UNION HIGH SCHOOL DISTRICT
1920 - 1993**

by

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1994

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Preface

When an institution reaches the three quarter century mark, it is appropriate for someone to take the time to chronicle its achievements as well as its not too many failures. The scope of this work is by no means definitive. It is intended to give the reader only a few glimpses of the highlights of the past seventy plus years.

The attempt here was to make this history less dry and as humanistic as possible. In so doing, it was necessary to omit the contributions to this history of many worthy educators, students, and community members. They are all deserving individuals, and the writer regrets that all their stories could not be included.

Sweetwater and indeed education itself does not stand alone. They operate in a larger culture. The events which alter and shape the history of our world ripple down to alter and shape the development of its educational systems and thus alter and shape the Sweetwater Union High School District. In those instances where major world wide events have had an immediate and profound effect upon the district, they have also been noted.

It is the contention of this history that in trying to understand the Sweetwater of today we need to understand the Sweetwater of the past. One can plunge into that record at any point and find events, personalities, and moods that appear to echo the present. Finally, the writer hopes that this focus on the past will make it clear to the reader how much that history illuminates the Sweetwater Union High School District of the 1990's.

W.T.H.
June, 1944

CHAPTER I

THE SWEETWATER DISTRICT

Abutted against the international border which separates California from Baja California and with its western edge, lapped by the gentle waves of the Pacific, lies the Sweetwater Union High School District. It is a district which covers one hundred fifty-four square miles of the southwest corner of the state. It starts at the beach, curls around the south end of the Bay of San Diego, and moves eastward into the foothills until it comes to rest on the slopes of Mount San Miguel.

It encompasses two large drainage areas. They are the lower Sweetwater River (from whence it takes its name) and the lower Otay River. A third river enters the area at the very most southern part of the district. It is the Tia Juana River which flows out of Mexico and empties into the Pacific a few hundred yards north of the border. As with all river systems in this part of California, what little water they may contain is impounded upstream. Thus the only time they flow is for a few days after the occasional heavy winter rains. However, these rivers in times long past cut the valleys which separated the early communities that were originally built on the low bluffs between these rivers.

Those communities were originally separate with distinct open spaces between them for agricultural or range lands. With the rapid growth that California experienced after World War II (and to some lesser extent it appears that it will continue into the twenty first century) the open spaces have been filled with homes and all of the commercial and industrial enterprises that accompany concentrated urban development. Today the uninformed traveler will not be aware that he or she is driving from one community to another except for the signs posted along the freeway.

In the early days, each community had its own distinct personality. Imperial Beach got its name from the people who frequented it. In the days prior to air conditioning, the affluent farmers of the Imperial Valley sent their families to the area to spend their summers cooled by the Pacific Ocean breezes rather than living in the oppressive heat of that desert valley. Thus its name, Imperial Beach, has remained, and that is how it developed. It has grown into

a rather quiet (or to place it in the parlance of today's youth a "laid back") beach community. It lacked any industrial or strong commercial base. What commercial development there was centered on beach activities and needs.

During World War II and the early part of the cold war period, the community experienced considerable expansion. The Navy developed and used Ream Field as an auxiliary air field and later as a training field for helicopter pilots. With the end of the cold war and the resulting demand to curtail defense spending, Ream Field fell victim to federal budget cuts. Thus, today, you find Imperial Beach a small beach town surrounded by much larger communities, plagued by absentee landlords, and a tax base which gives little latitude for adequate city services and, in all probability, no prospect for long range community development.

Chula Vista got its name, according to the "old timers," from the Spanish idiom "que chula vista" which figuratively translated means "...my, such a view!" Supposedly this is what Father Junipero Serra said when he crossed over the boundary which was to separate Alta California from Baja California and looked for the first time at San Diego Bay.

The town was originally laid out so that the streets cut off quarter-quarter sections of forty acres each. These became, in most cases, lemon orchards. The town truly became a city during World War II. Rohr Industries, which started out in a garage in Point Loma, San Diego, moved to the tidelands west of the Southern Pacific tracks in Chula Vista. This company became the world wide leader in building aircraft nacelles for jet engines. This as the jet age expanded gave a strong employment base for the community. Later San Diego Gas and Electric Company built a large substation next to Rohr at the foot of "L" Street. This also added to a stable employment base.

National City is the oldest of the communities of the South Bay area. It derives its name from the original Spanish land grant, *La Nacion*. In the 1880's, it was thought that this community would become the western terminus of the Santa Fe Railroad. Unfortunately, the passes through the mountains to the east were too precipitous and tortuous. Additionally, the route would require a portion of the line to pass through Mexico. The more attractive pass to the north which fed into the Los Angeles basin won out. As a result San Bernardino became the railway marshaling center for the line and National City

was forced to settle as the end of the line for a relative innocuous little spur of the Southern Pacific giant which was chartered as the San Diego Arizona and Eastern Railroad.

There were other small concentrations of populations, but none significant enough to be labeled a community. These included the unincorporated neighborhoods of San Ysidro, Nestor, Palm City, Bonita, Castle Park, and Lincoln Acres. Almost all of these neighborhoods have been incorporated into the existing larger communities as the population of the entire south bay area expanded rapidly after World War II. Those events will be dealt with in later chapters.

Regardless of the origins of the various communities, the entire area of the southern portion of San Diego Bay took on the appearance of residential suburban cities so typical of California in the post war boom period. The source of the growth of this area was the heavy concentration of military installations centered around San Diego Bay and the equally heavy concentration of the aero-space industries. Both of these were fed by the demands caused by the cold war. Additionally, California and, in particular, Southern California, had the added lure of the easy life in the sun belt. Thus the lemons orchards, the celery and tomato fields, and the sleepy little neighborhoods gave way to the track homes, shopping centers, and ribbons of concrete freeways so often associated with rapid massive suburban development.

This kind of development initially caused problems to school districts, and it resulted in disproportionate tax rates. A community which had a heavy industrial concentration and very few homes which resulted in a small school age population had a distinct advantage. The suburban community, on the other hand, had only residential homes for its tax base. Yet it was these homes where the school aged children lived. Thus, a penny or two on the tax rate of an industrialized community would raise many dollars because of its high assessed property evaluation. Conversely, the residential community whose homeowners enjoyed various tax exemptions would produce very few dollars from the same penny or two tax increase on their low assessed property. The overall result was that most of the tax dollars went to communities with few students, and those residential communities where the majority of the students lived required very high tax rates to maintain adequate schools. The resolution of this inequity will be dealt with in a later chapter.

Although the rapid growth of population in California presented many educational problems for its numerous school systems, it produce equally numerous educational benefits as well. One in particular uniquely characterizes the Sweetwater Union High School District. It allowed the district to grow from a one school small district to the largest secondary school district in the state. As of this writing, it is comprised of nine middle/junior high school, nine high schools, a continuation high schools, and numerous alternative programs designed to meet the diverse needs of an ever growing ever changing student population which numbers in excess of 28,000. The adult division operates three school and enrolls over 35,000 students. This district's short but dynamic history will be chronicled in subsequent chapters.

CHAPTER II

THE EARLY YEARS

Prior to 1880, there just wasn't enough population in the area to create a need for a high school. Indeed there were practically no students living in the area who needed a high school education. At that time, children were fortunate if they received elementary schooling. They were expected to work the farms or ranches of the area. The few living in the towns could enter an apprenticeship or begin service employment in these infant community. For these, the basics of an elementary education was more than sufficient.

In those days only those planning to enter the universities sought a secondary education to prepare them for college entrance. Private preparatory boarding schools met this need. However, it was met only for the wealthy few, but fortunately, times were changing. As the country became more urbanized, the need for a secondary education became more of a necessity.

In 1882, the first public high school was opened in San Diego County. Russ High School was so named because the Russ Lumber Co., which had mills in San Diego and National City, donated the lumber to build the school. It was built on the present site of today's San Diego High School. The few students who lived in the Sweetwater area and desired a high school diploma would trek to the old Russ to pursue that goal.

In the 1890's, the city fathers of National City decided it was time for their city to have its own high school. It was started in the upper story of a two story building on National Avenue. The National City High School District was organized on September 6, 1895, and the school was accredited to the state university in 1899. Frank Kimball, the Alonso Horton of National City, was completing his last term on the Board of Trustees of the National School District. It was a fitting climax to a very long and distinguished career of public service to education that the establishment of a high school with a campus of its own be built for the children of this area.

In 1907, the artistic, but not too comfortable, concrete structure of mission style architecture became National High School. It was

constructed on land at Ninth and "E" Streets. This is the present day site of Central Elementary School in National City.

As with the private high school academies of the day, National High School's curriculum was strictly college preparatory. A listing of the staff and their assignments attest to this fact.

Mr. Brownscombe served as Principal and Mathematics Instructor
Miss Edith Handley taught History and German
Miss B. Cleary handled the classes in Latin and English grammar
Miss Mabel Emery taught classes in Spanish

It is interesting to note that there were no classes in science per se. However, this was to change. The "Red and Gray", the school's yearbook lists the staff in 1911 as follows:

As Principle [sic] B. S. Gowen Ph.D.
History and German, Miss Edith Handley
English, Miss Mabel Emery
Latin and Spanish, Miss Allegra Hutton
Art, Miss Lillian Worden
Chemistry, Mr. Clarence Channel
Music, Mr. Ernest Owen

The Board of Trustees for that year was:

Mr. Edmund Thelen
Mr. M. K. Campbell
Mr. J. E. Boal

The graduating class of 1911 consisted of nine students. By 1919 the staff had grown in numbers to thirteen and the graduating class that year numbered twenty-seven.

A public meeting was held during September, 1919. The outcome of that meeting was the creation of a separate National Union High School District which was approved and formed by the County Board of Supervisors on January 6, 1920. This district was to serve the high school (9-12) needs of those students living south of the city of San Diego and north of the border which separates California from Mexico. At that time it included the elementary districts of: Alta (later to be consolidated with San Ysidro district), Bonita (later to

be consolidated with Chula Vista district), Chula Vista, Highland and Monument (later to become part of South Bay District), National School District, Oneonta (also to become part of South Bay District), Otay (to be consolidated with Chula Vista), San Ysidro (note: this district was originally organized under the name Tijuana School District), and Sunnyside (later to join with Chula Vista).

At its first meeting on February 9, 1920, the trustees petitioned the County Board to change the name to Sweetwater Union High School District. This was done on March 15, 1920.

During that initial year of operation, the voters approved \$172,000 in bonds for the construction of the new high school. The winning bid was submitted by contractor L. E. C. Smith on May 7, 1921. The new school was built on its present location at 30th and Highland Avenues. It opened its doors to students and staff on March 8, 1922, and 220 students became its initial enrollment. That first graduating class occupied the new building for little more than a month. The second class (1923) had the use of the facilities for their senior year. It was this class which donated, as a class gift, the lamp which has become the "trademark" of the district. It hangs today in the hallway of the administration building of Sweetwater High School.

On June 5, 1922, the Board of Trustees elected the staff for Sweetwater's first full year in its new building. They were:

Harry G. Adams	Math	\$2256.00
Mrs. Mary Barnes	English, Dean of Girls	2400.00
R. R. Calkins	Manual Training	2040.00
Kathleen Dunn	Spanish	1920.00
Mabel A. Funk	Phys. Ed., Science	1860.00
Jessie Lee Gray	French, Spanish, English	1920.00
Elsbeth [sic] Hatz	Commercial	1860.00
Isabella H. Hilditch	History	2256.00
H. N. Hoskins	Phys. Ed., Science	2256.00
Cornelia McKnight	English	1920.00
Erle G. Spafford	Vice-Prin., Science	2604.00
Neva F. Spangler	Domestic Science	1860.00
Fanny M. Taylor	Librarian	1620.00
Angie V. Wiegand	Music	1560.00
Norma V. Owen	Music Supervisor	1200.00
Emma T. Shellenberger	Nurse	660.00

Eunice Harris	Sec. to Sup. Prin.	720.00
Esther Champion	7th Grade J. H. S.	1500.00
Frank Alice Spurgeon	Junior High School	1560.00
Blanche Delaney	8th grade J. H. S.	1560.00
Ruth F. Morse	Junior High School	1560.00

At this same meeting the board also offered a four year contract to the superintendent and supervising principal, Mr. Guy Hudgins. Its terms were \$2460 for the first year, \$2520 for the second, \$2580 for the third, and the last year of the contract would yield the sum of \$2640. The fringe benefit for this undertaking was a \$20 a month auto and expense allowance.

The reader will note that the high school district hired junior high school staff. Technically, at this time the district had no legal authority to do this. It was a sort of gentlemen's agreement between the elementary districts and the high school district. This factor will be dealt with in greater detail later in this chapter.

It is also interesting to note that at this same meeting the board hired a janitor for the school for the coming year. It is not so interesting that they hired one as it was his salary. Mr. Harry Boulette, the individual selected, was hired for the princely sum of \$1500. This was equal to the salary of the junior high school teacher and more than twice the salary of the nurse and secretary to the superintendent and supervising principal. This could be construed as an interesting commentary on the value of the skills of the various occupations as perceived by the elected lay board. On the other hand, it could also be a reflection of the existing levels of compensation commonly found throughout the community during those times.

The Board of Trustees for the initial years of the Sweetwater Union High School District were a Mr. R. C. Allen, Mr. Robert C. Smith, Mr. L. B. Barnes, Mr. Warner Edmonds, and Dr. Carl Owen.

At that very important June board meeting, the trustees took action on two other rather important topics. One was to outline the future policy of the board, and the other was to establish a salary schedule for the district's teachers rather than negotiating individually with each teacher.

The board minutes reflect these actions as follows:

"The following recommendations for the future development of the senior and junior high schools are respectfully submitted.

"1. That the general policy of the Board in future expansion be along lines of the community and district needs and that emphasis be placed on practical courses yet to be introduced.

"2. That an instructor in machine shop, automobile repair, forge and foundry work be secured for the next year if the funds available be sufficient.

"3. That equipment be purchased for a beginning in these courses

"4. That as soon as is practicable a course in agriculture be added

"5. That next year a beginning be made in a printing department

"6. That the Board begin an active campaign for the organization of the elementary districts, comprising the high school district into a union elementary district.

"7. That, if sufficient funds can be secured, a shop building be erected next year and the junior high school housed in the Building C."

"Proposed Salary Schedule
To be gradually adopted by the

Junior High School

Experience	Salary
No Experience	\$1500.00
One Year	1560.00
Two Years	1620.00
Three Years	1680.00
Four Years	1740.00
Five Years	1800.00

Senior High School

No Experience	1800.00
One Year	1860.00
Two Years	1920.00
Three Years	1980.00
Four Years	2040.00
Five Years	2100.00

"It is further recommended that the teachers be paid on the ten-months basis."

Thus it can be seen that the board felt that it was imperative that the high school be more than a preparatory school for the universities, and that it should reflect the desires of the community so that their young people could be better prepared to enter the world of work upon graduation. It can also be seen that the board felt that there was significant difference in the skills needed (and possibly the training required) of the high school teacher as opposed to the junior high school teacher.

Much time was spent during those early board meetings securing bid for transportation of the pupils to the school. Once they were in their new school building at the south end of National City, the issue became compounded. Not only was it necessary to secure transportation for those living south and east of the school, but now they must also transport students from the northern sections of National City. Usually separate contracts were awarded for each area. One contractor would cover the Bonita Valley area, a second one for the San Ysidro and South Bay areas, and those from the Chula Vista area would ride the electric railway (streetcar) to school with the district paying their fare. Generally the board accepted a mile and a half radius as the walking distance to school.

On September 5, 1922, it became apparent that additional classes would be needed, but not enough to hire an additional teacher. To meet this need the board passed a resolution which offered the sum of ten dollars per month to be paid teachers for each extra class taught beyond their contracted six classes daily. Thus the concept of extra pay for extra service came early to the Sweetwater District.

Before the beginning of the 1923-24 school year, it became necessary, for the first time, for the district to dismiss a teacher.

The minutes of the June 4, 1923 board recorded the incident as follows:

"It was moved by Mr. R. E. Smith, and seconded by Mr. L. B. Barnes, and duly carried that in accordance with the provisions of section 1609. Pol. Code of California, Mrs. Fanny M. Taylor be dismissed as librarian, that the cause for her dismissal be assigned as unfitness for teaching and that the Principal be instructed to inform Mrs. Taylor in writing."

A year later the issue of the junior high began to boil. As indicated previously, there apparently had been informal agreements between the elementary boards and the high school board to educate the seventh and eighth graders of the elementary districts with the ninth graders of the high school district. The elementary districts would transfer the moneys to cover the costs of the seventh and eighth graders to the high school district. A Mr. W. L. Russell of National City felt that this was not proper. He got a court injunction against the National Elementary District prohibiting them from transferring moneys to the Sweetwater District.

Initially the high school district suspended the instruction at the junior high and its teachers until such time as the district could consult with the district attorney. The result of this was that the district attorney pretty much supported the position of the high school district. This was based of the premise that the junior high was established prior to 1918 under the old National High School District. Therefore, under section 1750a of the Political Code, the district was allowed to establish an intermediate school as long as it was called a junior high school. Additionally, the elementary districts had to give written statements supporting this, and the high school district had to have the junior high course of studies approved by the State Board of Education. All but National Elementary supported this action.

As a result, on October 15th Sweetwater rehired the suspended junior high school teachers, requested the District Attorney's assistance in collecting the moneys due for educating National City's seventh and eighth graders, and sent the following courses of study for the junior high to Sacramento for approval:

Seventh Grade

Required

English and Spelling	5 periods	45 minutes
Social Science	5 periods	45 minutes
Mathematics (Arith.)	5 periods	45 minutes
Household Arts (Girls)	2 periods	45 minutes
Industrial Arts (Boys)	2 periods	45 minutes
Physical Education	5 periods	45 minutes
Penmanship	1 period	45 minutes
Music	2 periods	45 minutes

Electives

Orchestra	5 periods	45 minutes
Hygiene	2 periods	45 minutes

Eighth Grade

Required

English and Spelling	5 periods	45 minutes
Mathematics (Arithmetic)	5 periods	45 minutes
Social Science	5 periods	45 minutes
Physical Education	5 periods	45 minutes
Music	2 periods	45 minutes

Electives

Foods	2 periods	45 minutes
Clothing	2 periods	45 minutes
Orchestra	5 periods	45 minutes
Spanish	5 periods	45 minutes
Typing	5 periods	45 minutes
Home Nursing	5 periods	45 minutes
Forge & Foundry (Pre-voc ed.)	2 periods	45 minutes
Wood Shop	2 periods	45 minutes

Ninth Grade

Required in all Courses

English	5 periods	45 minutes
Algebra, General Math. or Commercial Mathematics	5 periods	45 minutes
Physical Education	5 periods	45 minutes

General or Literary Course

English	5 periods	45 minutes
Algebra or General Math	5 periods	45 minutes
General Science	5 periods	45 minutes
Ancient History	5 periods	45 minutes

Language Course

English	5 periods	45 minutes
Latin	5 periods	45 minutes
Ancient History	5 periods	45 minutes
Elementary Algebra	5 periods	45 minutes

Science Course

English	5 periods	45 m minutes
General Science	5 periods	45 minutes
Elementary Algebra	5 periods	45 minutes
Drawing	5 periods	45 minutes

Commercial Course

English	5 periods	45 minutes
Commercial Arithmetic	5 periods	45 minutes
Penmanship	5 periods	45 minutes
Typing	5 periods	45 minutes

Electives

Orchestra	5 periods	45 minutes
Band	5 periods	45 minutes
Glee Club	5 periods	45 minutes
Wood Shop	10 periods	45 minutes
Foods	10 periods	45 minutes
Clothing	10 periods	45 minutes
Millinery	5 periods	45 minutes
Freehand Drawing	5 periods	45 minutes
Commercial Art	5 periods	45 minutes
Spanish	5 periods	45 minutes
French	5 periods	45 minutes
Home Nursing	5 periods	45 minutes
Bookkeeping	5 periods	45 minutes

Auto Mechanics	10 periods	45 minutes
Machine Shop	10 periods	45 minutes
Library Craft & Technique	10 periods	45 minutes.

This must have produced an interesting master schedule inasmuch as the district only employed four junior high school teachers. Understandably, there was considerable cross assignments of the high school staff instructing the junior high students.

The issue of the appropriateness of the junior high as a function of the high school district surfaced again in 1925. At that time, National Elementary District agreed that those students who had completed the sixth grade could be instructed under the supervision of the high school district. It was additionally agreed that the National Elementary District would pay for these services.

At that same board meeting (January 5, 1925) another resolution was adopted which addressed an issue which still causes concern to this day. The resolution states the issue quite simply when it said:

"Realizing the danger to which boys and girls of this high school district are exposed by the proximity of Tia Juana [sic] and knowing that the early closing of the border has worked toward the minimizing of this danger, be it resolved that this Board of Trustees urge our representative, the Honorable Phil D. Swing, to use every effort to keep nine o'clock P. M. as the closing hour of the Mexican border."

Unfortunately, the issue of the junior high would not go away. A group of citizens of National City began lobbying the elementary board, as well as the other elementary boards, to abrogate these agreements. They were eminently successful. In June of 1925 all of the elementary boards refused to extend their agreements with the high school district. As a result, the Sweetwater District terminated the junior high school teachers. They were: Veda M. Ball, Charlotte M. Wilson, Lucy Poeton, Roxana Flanders, and Raymond J. Flanders. The school was discontinued.

There the issue sat until 1928. During the intervening years, the citizenry of the Sweetwater District came to the realization that a more comprehensive educational program could be offered to their

seventh and eighth grader by the high school district than by the elementary schools. Additionally, the press of numbers became a worrisome concern for the elementary districts of National and Chula Vista.

Regardless of the motives, an election was called in April of 1928 for the purpose of establishing junior high schools in the Sweetwater District. The result of that vote was overwhelming, It was 81% in favor. This comfortably exceeded the two-third vote necessary to approve the bonds that would need to be voted. The official canvas of the precincts was as follows:

District	Yes	No	Rejected
Chula Vista Union	336	38	
Monument	12	2	
Otay	48	22	
San Ysidro	58	9	
South Bay Union	69	86	4
National	507	65	2
Totals	1050	242	6

It was decided that a citizen's committee be set up to advise the Sweetwater board on potential site(s) for the junior high(s). The committee was composed of one board member from each of the elementary districts, and one citizen from each of the elementary districts. The board thereupon proceeded to appoint the following committee:

National City	Mr. James B. Waddell Mrs. Frank M. Chase
Chula Vista	Mr. Walter Wood Mrs. Hazel G. Cook
Otay	Mr. Roy C. Lawton Mr. Howard Banks
San Ysidro	Mrs. J. Swinehart Mr. Hugh Skinner

South Bay Union Mr. George Downs
 Mr. C. W. Stream

Monument Mr. A. L. Joyner
 Mr. John Hull

It was soon decided by this group that three junior highs should be constructed. It is difficult to determine whether this decision was based upon the need to meet the numbers of potential students or local pride to have a secondary school in the various communities. Once this recommendation had been brought forward, the committee was charged with finding and recommending appropriate sites.

The committee wasted no time in suggesting sites. In National City they toured two possible sites, one at 24th Street and "D" Avenue consisting of 9 1/4 acres and a second possibility of 8 3/4 acres on "D" Avenue between 16th and 18th Streets. The latter site, the committee felt best met the needs of the community.

In Chula Vista they looked at four possible sites. The first was 7 1/2 acres at 3rd Ave. and "I" Street. The second was a ten acre plot at 2nd Ave. and "K" Street, A third parcel was 10 acres at 2nd Ave. and "J" Street. The fourth possible site was at Fifth Ave. and G Street consisting of ten acres. The committee recommended this site.

The southern site selected was referred to as the Dillion site. Since no dedicated streets were near, it was described as follows: the south half of the west half of the southwest quarter of the southeast quarter of section 27, township 18 south, range 2 west of the San Bernadino base line and meridian. The portion of that quarter quarter section was excluded. It was described as follows: running east 32 rods to a place of beginning, thence north 20 rods, thence east 8 rods, thence south 20 rods, thence west 8 rods to the place of the beginning.

On September 4, 1928, the board met and set in motion an election to sell \$181,000 in bonds in order to buy the property, erect the structures, and furnish them with the necessary equipment. This action firmly committed the Sweetwater district to a policy of educating the 7-12 population via a high school district.

The election was held on October 9, 1928. Passage required a two-thirds vote for approval. The results were as follows:

Elementary District	Yes	No	Total
Bonita	39	12	51
Chula Vista	532	81	613
Highland	13	90	103
Monument	16	4	20
National	811	312	1123
Oneonta	9	15	24
Otay	50	36	86
San Ysidro	69	49	118
South San Diego	40	61	101
Sunnyside	27	3	30
Total	1606	663	2269

The 70% approval was guaranteed primarily by the areas in the northern part of the district. Those voters most distant (whose ninth grade students had the longest bus ride) were the ones most opposed to the concept of having a junior high closer to their neighborhood. In future bond elections, this area will again show a reticence to support school construction in their area. One might assume that considerations other than educational ones influenced their decisions. On the other hand, one could argue that these voters did not wish their seventh and eighth graders to leave their elementary schools.

In March, 1929, the land for the three junior highs was purchased. The purchase price was as duly noted in the minutes of the board. The six parcels which composed the National City Junior High site totaled \$20,377.41. The Cook and Goff parcels which constituted the land for Chula Vista Junior High, came to \$18,600.00. The Dillion property, which was to become Southwest Junior High School, cost \$9,550.00.

One month later in April, the bid was awarded for the construction of the three schools. The low bidder was B. O. Larsen for \$94,462.00. Separate bids were awarded for the plumbing, electrical and heating contracts for the structures.

To manage these new schools, the board appointed Henry Wilson for \$2500 to be principal of National City Junior High School. Frank M. Chase Jr. was elected principal of Southwest Jr. High. His contract

was for \$2200. Mr. J. C. Lauderbach got the principalship of Chula Vista Junior High. His salary was \$1000, however, he also served as principal of the "F" Street School for the Chula Vista Elementary District . That portion of his salary amounted to \$2400.

Thus in the space of ten years the district had grown from a single school employing seventeen teachers to a district of four schools with fifty-four teachers and appropriate support personnel.

While the reader has been following the district's efforts to educate seventh, eighth, and ninth graders in a junior high school setting, other activities and issues were being resolved. Most of the board's energies were centered on establishing and building the junior highs. The high school pretty much received direction and leadership from the superintendent and supervising principal, Mr. Guy Hudgins. However, it must be assumed that the board was satisfied with their chief administrator since they continued to maintain him in that position with regular advances in salary. Certainly he implemented the board's desire to make the high school as comprehensive as possible. A review of the teaching assignments attest to this. There were teachers of domestic science, homemaking, wood and auto shops and several teachers of the commercial subjects.

There were some instances of significance and humor which occurred during the district's first decade which needs to be chronicled. One of these events occurred December 7, 1926. On that date, the board moved to teach English to foreign adults. It was as such that adult education came to the Sweetwater District. A year later a Miss Ida M. Eells was elected Smith-Hughes teacher to conduct sewing classes at the Community House in Lincoln Acres for four hours for \$2.00 an hour as long as an average daily attendance of twelve or more was maintained.

The saga of the interesting remuneration given to Mr. Boulette, the janitor, continued. By 1928, his salary was \$2700 per year. This was more than any teacher on staff for the district. It was just below the pay for the two vice-principals. By 1929, Mr. Boulette was now earning more than any teacher and his salary was equal to that of the vice-principals. It must be assumed that the superintendent and the board was pleased with Mr. Boulette's work which entailed maintenance work as well as custodial work. Otherwise his salary would have been in the neighborhood of the

other four janitors whose salaries ranged from \$1200 to \$1500 yearly.

On a lighter note, the minutes of July 17, 1929 contains this entry:

"On motion of Edgar D. Boall, seconded by L. B. Barnes and duly carried, the following alterations to the administration building of the Sweetwater Union High School were ordered: The teachers' restroom to be converted into an administration office for the Superintendent...."

One can imagine how the local wags of the day utilized this entry to speculate that the board in its infinite wisdom, knew exactly where it would be most appropriate and beneficial for its superintendent to be housed.

The Sweetwater District got together with ten elementary districts to jointly hire a supervisor of attendance for the princely sum of ten dollars a month per district. Thus it was that on November 4, 1929, the truant officer became a part of the district. Eleven years later, the district established a continuation school for students whose needs were not being met by the traditional school.

The first decade ended on a rather sad note. The board was forced to lay-off (dismiss) three teachers. Enrollment dropped. The depression was beginning to make its present felt. The free wheeling times of the roaring twenties was to be supplanted by the more somber times of the great depression. Nonetheless the school year 1930-31 started with the board seeking funds for additional laboratories for the high school and for buildings to house home economics, mechanics, physical education, art and music at the junior highs.

In 1932, as times became more difficult, the district took the position that no teacher would be granted permanent tenure until such time as the average daily attendance shall bring the schools under the provision of the Tenure Act. Part-time teachers were informed that, in view of the economic constraints, their services would not be needed for the coming year (32-33). For the first time teachers were offered contracts for the ensuing year without knowing what their assignment would be nor how much they would be paid.

The ax fell on May 9, 1932. The president of the board informed the teacher and non-certificated staff that salaries would have to be reduced. A committee of teachers and board members was formed to seek suggestions on the best method to accomplish it. The result was that the teachers were advanced on the salary schedule (except those who were already at the top) and then an across the board pay cut of 10% was imposed. The uncertified staff was less fortunate. None were advanced and all took a 10% pay cut. Additionally the ten day sick leave policy was abolished for the year.

The following year resulted in another 10% cut for all staff members. As an aside, the custodian, Mr. Boulette, whose salary previously appeared quite handsome took the biggest cut of all. His salary was reduced by 47%. No explanation was recorded in the minutes for this.

The school year 1934-1935 found it necessary to again reduce salaries. This year staff was cut 15% from their normal position on the salary schedule. The 1936 salary schedule was again reduced by 5%. In total this amounted to approximately a 30% reduction in pay from what teachers were making in 1929-30.

Often in those years the school districts were strapped for funds. Usually the elementary districts would fail to pay their tuition costs for their seventh and eighth graders. Other economies developed. When a teacher resigned, his or her classes were combined with other teachers. If a teacher of elective courses resigned, that department was most often closed.

1937 saw the district develop a single salary schedule. No longer would high school teachers be paid more than the junior high of similar experience and training. Department heads, coaches, music directors, counselors (at the Jr. Highs), and deans (at the high school) were given extra service pay. Two years later the sick leave which had been eliminated during the depression was restored.

Harry G. Adams, a math teacher at the high school became the first district employee to retire. He did so after twenty years of service in 1938.

Among those issues that effect schools and society in general would form time to time attach the attention of the board. One of those occurred in the fall of 1930. An epidemic of infantile paralysis

(polio) developed. The Board debated the possibility of closing the schools. On the recommendation of the County Health Department, this action was not taken. The Board did direct the school to send home any pupil "showing the slightest indisposition or deviation from the normal". Those pupils could not return to school until cleared by the health department.

The depression brought about some educational changes. Among the earliest was the employment of Mrs. Minnie C. Wilson for a \$1.00 an hour to teach fruit packing. This was to give training to temporary employees hired by the local packing firms. The need for adult education was beginning to make itself felt.

The depression accelerated the growth of adult educational programs. These became so extensive that in 1934, Mr. P. E. Killion was transferred from the junior high school staff to become part-time principal of the adult program and part-time instructor at the high school. His adult school principal's pay was \$24.00 a month. More importantly the board established that a four year course in adult education would lead to a high school diploma as long as the course of study was equal to the requirements from the regular day school. In 1935 two students became the first graduates of the Sweetwater Evening High School.

At this same time a move to establish fraternities and sororities was underway. The board unanimously opposed this concept, and adopted a policy that prohibited them at district schools and urged the state legislature to enact similar legislation.

The board established a policy in 1938, that every student receive instruction in instrumental music. Those who could not afford a music instrument be loaned one belonging to the district. Evidently this policy was prompted by an overzealous music teacher who was putting pressure on the students to purchase instrument and take lesson from him at added expense.

1938 also saw the board take an interest in establishing a junior college in the district.

In 1931, the district turned to the Taxpayer Association to do a study of the educational needs of the district. This was rather standard procedure for small districts lacked the resources to do such studies with their existing staffs. Additionally such functions

as maintenance and transportation were contracted with outside bidders. Minor maintenance was often done during the summers utilizing the skills of the various practical arts teachers.

Another educational change that year was the move to establish a reserve officers' training corps at the high school.

Early on a parents group presented itself to the board. They were interested in the district purchasing band uniform for the high school band. The board was amenable to this idea, however, the county advised the board that this was not an appropriate expenditure of school funds.

At about this same time, the state department of education began to require minimal conformity to a vastly enlarged set of regulations for high school. Prior to this their major thrust had been directed at the elementary schools. As high school education became mandated, they fell more under the regulatory influence of Sacramento.

One example of this was in the area of transportation. Sweetwater had to meet regulations requiring heaters in buses, shatter proof glass in bus windows, and carry skid chains. Although two of these were not really needed in southern California, the district still had to comply. Another example was the structural integrity of the district's buildings. As a result of the Long Beach earthquake, school house construction drastically changed. A survey of the district's buildings indicated that they were unsafe in respect to an earthquake stresses.

The State Department of Education clamped down on the district student store. Prior to 1932 students purchased their supplies from the student store. This included laboratory supplies, books, paper and pencils. In the future these supplies had to be furnished to the students at the taxpayers' expense. The board followed this with a policy that reimbursement would be required of any student negligence in the misuse of school supplies.

Toward the end of the depression, the curriculum began to expand into areas well beyond the traditional three "R's" and vocational education classes. Efforts were being made to develop courses to prepare young people for rapidly changing social and economic times. Safety education was currently being stressed.

The end of the depression presented a new issue for the district. Handicapped students were beginning to seek secondary educations. As a result, a Mr. W. B. Baker, a rehabilitation coordinator, was hired to work with them. This became the forerunner of the district's special education division.

The Gideon Society presented 95 Bibles to the district. These were duly accepted and placed in every classroom in the district. At the time, this raised no questions of separation of church and state.

The depression also spawned the need to provide free meals to children whose parents were unable to provide for them. The Sweetwater district began supplying these in 1933. Full cafeteria service was not provided until 1938. During that year the district hired cafeteria managers at \$.50 an hour at the high school and \$.45 an hour for the junior high's.

The district hired its first district maintenance person in 1936. In that year the district attempted to pass a bond election for \$175,000. They were successful. The moneys were to be used to purchase additional property at Sweetwater High, National City Junior High, and Southwest Junior High. There were building additions to all sites. A second election for more bonds was held in 1938. This time it did not get the necessary two thirds vote.

Throughout the depression years, the need to finance the necessary building to house the continuing student growth fell not solely to the local taxpayer. The taxpayers in those depressed times could rarely be induced to vote added taxes. They were having great difficulty in meeting their bills as is. Thus the district (as all others in those times) turned to the federal government for assistance. The federal works administration or WPA became the only source of funds for the district's building needs. All four sites received additions. Today, one can still find small bronze plaques in the foyers of the auditoriums at the three original juniors highs which state that the structures were built under the auspices of the WPA.

Growth exceeded building. By 1939, it was no longer possible to house all the 9-12 students at Sweetwater High School. The solution was to keep the tenth graders from Chula Vista and south at Chula Vista Junior and Southwest Junior High Schools. Thus those two schools became 7-10 schools.

Changes in management occurred in 1931. The superintendent-supervising principal, Mr. Guy Hudgins became seriously ill. This illness would result in his inability to continue to work and ultimately cause his death. The era of the district first superintendent was to end. On June 1, 1932, Mr. John M. McDonald was elected the district's second superintendent. Mr. McDonald was already had experienced as superintendent. He came to Sweetwater from a superintendent position in Pocatello, Idaho. At the age of twenty-two he held the position of superintendent of the Maryville School District in rural northwest Missouri.

The district was well enough established to begin to develop leadership from among its own staff rather than hiring them from outside. Several of those future leaders were employed as beginning teachers during the depression. On September 8, 1931 one C. Darsie Anderson was hired as a probationary teacher at an annual salary of \$1800. In September of 1933, Mr. Joseph Rindone Jr. was assigned to teach at Southwest Junior High School at an annual salary of \$1215.00. On January 15, 1936, Spencer Menzel was hired on a four fifth contract for the second semester for \$540.00.

From 1932 to 1938 Mr. McDonald continued to serve in the dual capacity of district superintendent and supervising principal of the high school. To assist in the day to day management of the high school, two vice-principals were employed. These were teachers who took on the administrative duties as extra service assignments. In 1938, one of the vice-principals, Mr. Spafford, died suddenly. As a result, it was decided that the district was now large enough that Mr. McDonald needed to devote all of his time to administering the district, and that the high school should have a full time principal. Mr. C. Darsie Anderson became the Sweetwater Union High School's first full time principal.

In June of 1935, Mr. Lauderbach decided that the dual role he held was too much. He declined his re-appointment as principal of Chula Vista Junior High School. To meet this situation, the board moved Mr. Frank Chase from the principalship of Southwest Junior High to become full-time principal of Chula Vista Junior High School. The board then named Mr. Joseph Rindone to be principal of Southwest Junior High School.

Among the graduates of the class of '33 was the name Robert Carlton Wilson. In later years, he served nine terms representing this area as a member of the United States Congress.

The graduating classes grew larger and larger with the passing years. As the class of '40 prepared to graduate, it found that it was too large to fit on the stage of the high school auditorium. That year the graduation was held in the Chula Vista Civic Bowl.

CHAPTER III

THE WAR YEARS

The period of the early 40's, the war years, found the district confronted with problems for which there were no immediate solutions or, at best, only temporary ones. Concerns about curriculum developments were concentrated among the vocational courses. There were numerous and urgent needs for training people to work in the war factories. In this area, it meant the various new aircraft plants which were rapidly expanding to meet war time production goals. Problems with personnel developed as the military called staff members into service. This problem was complicated by the fact that there just were not adequately credential teacher replacements available to fill these vacancies. The population of the area exploded. This meant there were more students to be educated, yet because of the war effort there was neither the money nor materials available to build the facilities needed to house these additional students.

One of the ways in which the district addressed the problems caused by the war was to modify the curriculum in order to accelerate a student's graduation. This allowed the student earlier entrance into service or war production employment. As early as 1940, the district reduced the graduation requirements from fifteen (year) units to twelve. It is interesting to note that although the total number of units were reduced the district increased the number of units needed in the fields of United States History and government. In order to graduate one needed two units of English, two units of History and government, one unit of science, and seven units of electives. Math was not a high school requirement. The student would also be required to take Health and Physical Education daily. However, no unit credit was given for this instruction.

As the war dragged on even this was not enough. Ultimately, it became necessary for not only the Sweetwater district, but all districts to recognize the General Educational Development Test (G.E.D. Test) scores as meeting graduation requirements. Diplomas were often given in abstencia for those students already serving in the armed forces.

A Continuation High School was opened in September, 1940 in order to be in compliance with the Education Code. The approaching war

stimulated an increase in the population of youth between the ages of sixteen and eighteen who had dropped from school prior to completing courses for a diploma. A three classroom facility was built onto the east end of the existing Industrial Arts building.

Enrollment in the continuation school started with forty students who attended four hours per day. Gainfully employed students, with work permits, attended school four hours per week with forty four hours on the job. These hours were in compliance with existing child labor laws. Enrollment increased each year as a reflection of the employment opportunities expanded to meet war production goals. By 1944, the school was functioning six days a week with 600 attending on Saturdays.

When World War II came to a close so did part time industrial employment. More young people were staying in school thereby eliminating the need for this type of school. The program was terminated in 1945.

Vocational training classes at the adult school mushroomed as war approached. These courses were developed in cooperation with the federal government and the local aircraft plants. They were designed to train the employees in assembly line production. These courses were financed by the federal government with equipment (and sometime the buildings) provided by the aircraft companies.

As early as the fall term in 1941, the district decided to establish a second separate evening (adult) high school to serve the southern portion of the district. It also started discussion on the planning for a vocational high school. Part of the rationale for this was the fact that the traditional high school was faced with the problem of enrolling more students than the high school could house.

Soon after the war started, the district employed an instructor of vocational agriculture. This too was financed by the federal government. His job was to increase food production from the farms in the area. The reader must remember that prior to the war many of the farms in this area were owned and operated by people of Japanese ancestry. Early in 1942, these individuals were deported to camps away from the Pacific Coast. This allowed others to purchase these farms at a fraction of their true value. These new owners were, in many instances, people with little or no farm

experience. Therefore, there was an urgent need to train them so that their farms could operate efficiently.

The war brought about a resurgence of patriotism. The board directed the schools to hold appropriate daily observances of a patriotic nature. In most instances, this meant that the school would hold daily pledges to the flag. Unfortunately, this brought about a conflict between the school and those individual who followed the tenants of the Jehovah's Witnesses. As a result, the principal of Chula Vista Junior High suspended a student of this faith for failure to show respect to the flag. A large group of that congregation protested to the board. The minutes of the board do not reflex the final outcome of this protest, but it must be assumed that the student was returned to class since there was no record of an expulsion.

The continuation school took on an entirely different complexion during the war. Many students entered war work as soon as they could get a work permit. This meant they could not attend the traditional high school. These students were permitted to attend continuation school for as little as four hours per week rather than the previously required twenty hours.

There was no dearth of students for the day schools. The war brought a tremendous influx of people to the communities of the district. In order to accommodate all of these new students, the high school was placed on double session. To make room in the junior high schools, half of the ninth grades of National City and Southwest were moved to the afternoon session of the high school. The high school's hours ran from 7:45 a.m. until 5:00p.m. In 1943, the junior highs had their class hours extended from 45 minutes each to 50 minutes with the intent of giving additional instructional time to students since so many would not finish high school because of the war.

During the war the district, initiated classes in cadet training. Equally important, the district introduced classes in canning. As part of the war effort, each household was asked to plant "Victory Gardens". As people became more skilled in these endeavors, they produced a surplus which could not be consumed as fresh produce. To solve this happy dilemma, the district's canning classes allowed one to preserve one's surplus for future consumption. The lure of this project extended far beyond the district's border. The writer

remembers vividly traveling weekly with his mother (which taxed our meager four gallon ration of gasoline) from Mission Hills to Chula Vista Junior High School to the canning class. As late as 1950, our family was still taking big #2 can of beans and tomatoes out of garage storage to become part of our prepared meals.

Another innovation that the war produced for the district was summer school. Prior to the forties, if a student was deficient in units, that student made up the deficiency the following year. War did not allow the luxury of the added time. Summer school was instituted so that failed classes could be made up during the year and not slow down the student's progress toward graduation. Initially, summer school was established strictly for grades 9-12. Later in the war summer school was extended to students in the seventh and eighth grades who needed additional instructional support to meet the goals for the satisfactory completion of the courses of study.

As the war wound down, the district began making plans for dealing with students who had entered the services prior to receiving a diploma. The district, through the adult school would allow returning veterans work experience credit for the experiences they had had in the Armed Forces.

The end of the war brought about another change in the curriculum. Historically there had been two graduating classes each year, one in January and one in June. Admission patterns had changed during the war which resulted in smaller and smaller January graduates. In 1946, the district did away with the January graduating classes at the Junior Highs, so that by 1949 there would no longer be any January graduates at the high school.

Also in 1946, the district, in accordance with Sec. 10532 of the Education Code, granted diplomas to veterans who had completed half of the twelfth grade prior to entering the Armed Forces. Additionally the district adopted a policy granting credit toward graduation for correspondence courses of the United States Armed Forces Institute (U.S.A.F.I.), and awarded diplomas to those veterans who satisfactorily completed the G.E.D. Test administered by the Armed Forces. Satisfactory completion meant an average score of 45 on the five tests of the battery, or a score of 35 on each of the five tests.

In 1940 as the world moved closer to war, the issue of school drop outs became far more prominent. The country could not afford to waste the potential resources that these students represented. Additionally as the student population increased along with the general population, those whose behavior did not fit the mold of a traditional high school, still needed an education. To meet these two needs, the district established a continuation high school and hired Allen A. Campbell as its principal. Mr. P. E. Killion was named full time principal of the adult school when the second campus opened. The combination of increased growth and increased need for alternative in education, which were not readily available, led the district to break away from the county for monitoring student attendance. The district established its own supervisor of attendance in 1942. They employed Mr. Myron Smull to perform that function as an extra service assignment.

In April of 1941 the district was faced with its first teacher, Arthur Teeter, being drafted. The board established a military leave policy which ran beyond the normal one year maximum for previous leaves. Mr. Teeter's leave was for a year and six months. He was supposed to return to teaching in September of 1942. Needless to say, he did not. Later these leaves were extended for the duration of the war.

Other issues caused by the impending world conflict had their effect upon the district. One of these was the competition for personnel which accompanied the rapidly expanding job market in the defense industries. The classified or non-certificate as they were called had received no change in their salary schedule since 1937. The school clerks and the custodial could make far more bucking rivets in the aircraft plants than they could pecking at a typewriter or pushing a broom for Sweetwater. To counteract this the district revised its salary schedule for these individuals in 1941. Starting July 1 of that year an attendance clerk and a school secretary would start at \$85.00 a month and after seven years of service be paid \$115.00 a month. Likewise the custodian would go from \$80.00 a month to a top of \$110.00. later during the war when wages were frozen, the board began giving double steps on the salary schedule.

In 1942, there were considerable administrative changes. They were precipitated by C. Darcie Anderson leaving for military service. Mr. Frank Chase was moved from Chula Vista Junior High School to Sweetwater High at an annual salary of \$3,600.00. This included a

\$100.00 emergency allowance and a \$300.00 allowance for the high school's double session. Mr. Joseph Rindone was moved from Southwest Jr. High to Chula Vista Junior at an annual salary of \$2,900.00 which included a \$75.00 emergency allowance. Mr. Robert Sprague was given the assignment of principal of Southwest Jr. High at \$2,275.00 which included the emergency allowance.

As the war dragged on, more and more staff members were called to military service. There were few, if any, to replace them. This was especially true of certificate personnel. As a result the district was forced to issuing emergency credential to individuals who lacked the minimum requirements to teach. These individuals were given probationary status, but were not allowed to advance on the salary schedule nor receive permanent status until and unless they completed all of the necessary requirements for full credentialing by the state. However, the shortage became so acute that the district placed teachers on extended days where they would teach two or three classes beyond their normal six class assignments. They were compensated for these extra classes at the rate of \$1.50 per class period.

The length of time worked was also extended during the war. The maintenance and custodial week was extended to forty-six and a half hours. Bus drivers were increased to forty-two and a half hours and clerical employees also clocked in at forty-two and a half hours each week. The school day was also extended. Classes at the junior highs were increased from forty-five minutes to fifty minutes each.

Another related problem which developed during these years, was caused by neighboring districts and defense plants offering more money for teachers and other classified skilled personnel than did Sweetwater. This resulted in teachers signing a contract with Sweetwater, then once the school year was underway asking to be released from that contract in order to take a position which paid more. The board adopted a policy that they would no longer release employees in the middle of their contracts unless for military, health, or other justified reasons.

One of those who signed a contract during the war years was Harry C. Rubie. He was employed in 1943. He followed Mr. McDonald from Pocatello, Idaho. He fulfilled this first contract and many others. His service with the district ultimately took him the position of Assistant Superintendent for Instruction.

The position of student Body Advisor was created during 1943. It was limited to the high school, and it paid an additional \$120.00 to the teacher's regular salary.

As the war approached, moneyed concerns altered radically from the mind set of the depression. Dollars became available if they supported the defense and war efforts. The federal government asked for estimates of the increased need for school buildings, equipment, maintenance costs, transportation and teachers' salaries, caused by the influx of population to feed the national defense programs which expanded rapidly in 1940-41 period.

In January of 1941, the board began negotiations for the property that was to become the site of Chula Vista High School. The price was to be \$11,000.00. Early in the war the federal government assisted the district with its building needs. Enrollment was expanding at a very rapid rate. To accommodate this growth the federal government provided the district with five classrooms at Sweetwater, two classrooms at National City Junior High, four classrooms at Chula Vista Junior High, and five classrooms including a lunch shed at Southwest Junior High School. Additional moneys were made available under the Lanham bill administered through the Public Works Administration (PWA) in July. The district was quick to apply for these funds.

As the war moved on, the pressure for more and more facilities continued. By 1943, the district was working with the Defense Public Works Administration for the construction of thirty-five additional classrooms at a cost of \$38,000.00. This is not to imply that the local citizens felt that the federal government should have sole responsibility for providing school facilities. In 1944, the voters of the Sweetwater District authorized the district to sell bonds to the tune of \$540,000.00. These bonds were to pay for the construction of the district's second high school as well as adding a gymnasium to Sweetwater High.

Prior to the war, the district contracted out pupil transportation. Over the years, this resulted with one carrier ultimate under bidding any competition. The result, by the end of the thirties, was only one bid being submitted for transportation. This contractor, a Mrs. Jensen, realized that buses, parts and gasoline were going to be difficult to acquire, and as a result offered to sell her business to

the district. Therefore, with the advent of Pearl Harbor, the district became the owner and administrator of its own transportation service.

As with Pearl Harbor disaster followed. No sooner had the district purchased the bus system, than the demand for transportation grew. Within three months, the district was advertising for bids for three new buses. This arrived at a time when manufacturers of buses were converting to war material production. In order to get these buses, the district had to allow them to be used to transport non-school personnel when no other means of transportation was available if those to be transported were to support the war effort.

The legislature passed what became Section 3.302 of the Education Code. This allowed districts to charge tuition to students who wished to attend schools in California, but whose parents resided in Mexico. It is interesting that the completion of rates not only varied from district to district, but from school to school within a district. For the Sweetwater District those monthly rates were as follows:

Southwest Junior High School	\$15.00
Chula Vista Junior High School	14.00
National City Junior High School	13.00
Sweetwater Senior High School	18.00
Continuation High School	13.00
Sweetwater Evening High School	16.00
Chula Vista Adult School	16.00.

Members of the teaching staffs as well as non-certified personnel began to be concerned as to both their salaries as well as their status as the war came to a close. Prices along with salaries had been rigidly controlled during the conflict. These controls were beginning to ease. Associated with that was the understanding that those numerous staff members who had been granted leaves of absence to serve in the military would soon be returning to civilian life. The district would need to make places available to them. These concerns resulted in a delegation of teachers presenting themselves for the first time to the Board of Trustees requesting consideration be given to their concerns reference salary and conditions of employment.

The board's response to this delegation was most sympathetic. They recognized that the cost of living had risen and that in all

probability it would go up even faster once the conflict ended. They pointed out that the board had given each full time employee \$360 additional salary above the schedule during the war, and that 85% of the district's revenue was expended on salaries. None the less, this represented the first time staff members appeared before the board to "negotiate" salaries. In future years, these would become far more numerous and much more formal. Ultimately public school employees would gain the legal right to form unions for the purpose of negotiating their salaries and conditions of employment.

Low cost meals were instituted during the war financed by the federal Department of Agriculture. This would continue even after the war utilizing both war surplus foods and subsidized agricultural surpluses.

In 1945, the district adopted a single salary schedule for staff. Teachers salaries ranged from \$1560 to \$2340. Their schedule contained three levels and nine yearly steps. The principals of the juniors highs were paid according to the size of their school. As a result, the principal of the smallest junior high, Southwest, was given a lesser salary than that of the vice-principal of the high school. The high school principal could earn a maximum of \$3800. At the same time the non-certificated position of registrar was established for the high school. This function had been handled previously by the vice-principal.

In anticipation of veterans returning from military leaves to reclaim their job, the district established its first seniority list to determine for lay off purposes the less senioered employees. Fortunately lay off did not occur. The student population expanded to the point where there were job available for all returning veterans who desired them. Number one on that list was one Mary E. Barnes who began working for the old National High School in 1917. The least senioered certificate employee was Nell Gibbs Steiner who began her career with the 1945-46 school year.

1945 saw two non-certificated employees hired who would have considerable impact upon the operation of the district. Mr. Clifford C. Kimball took over the maintenance department, and Mr. Paul Ballard was employed as a bus driver. He was the first of five Ballards to serve the district in that capacity. One, "Red" Ballard, rose to head the transportation department. Another, Steve Ballard, served for a term as a Board member.

Book banning first appeared in the district in September of 1940. A group of concerned citizens presented themselves to the board insisting that textbooks written by Dr. Harold Rugg be withdrawn from the district. It appeared that there was some question as to Dr. Rugg's sympathies toward "Americanism" and loyalty to American institutions. The citizens were prompted by a current magazine article and follow up articles in the San Diego newspapers. At the time, the district had six of Dr. Rugg's texts in use for social studies classes at the junior high schools. The superintendent indicated to the board that he had examined the books in question in considerable detail and could find nothing that supported the concerns expressed by the article nor the concerned citizens. None the less after considerable discussion the board voted to remove all of the texts authored by Dr. Rugg and replace them with texts supplied by the State of California.

The board meeting of December 12, 1941 was interesting. It was called at 1:00 PM instead of its regular time (7:00 PM). The reason for the time change was that it was unsafe to drive after dark because of the recently established war time blackout. Additionally, at this meeting, all extra curricular activities were to be moved to daylight hours. These daytime board meetings lasted until November of 1942. They were returned to evening meetings not because the threat of air raids had mitigated, but because daytime meeting interfered too much with the board members business commitments.

One sad historical footnote unfolded to this researcher as he worked on the events which happened during those war years. Each spring the board minutes duly listed the names of the district's graduates. Through the spring of 1941 those lists were liberally sprinkled with names like: Hideo Karamoto, Haruyo Hirai, Fumiko Masumoto, Kryoko Nakagawa, Muriko Nakaji, Kazuo Matsushita, Sachiko Masuyuki, Seiya Ozaki, Katsuko Uyeji, Kazumi Yamada, and Tadashi Yano. From 1942 until the end of hostilities those graduation list contained no names which one could say belonged to a child of oriental decent. This of course reflected that chapter in our history when our government violated the civil rights of our citizens of Japanese ancestry and deported from their homes simply because they were Japanese.

Four times between 1941 and 1992 a single issue arose which immediately became a flash point to the citizenry of the

Sweetwater communities. Each time the configuration of the issue was different. Each time the rationale for this issue differed. However, each time the results were the same. The status quo remained. That issue goes by the name of unification! The first attempt occurred in 1941. The board minutes, which are extensive, detail the first story.

Minutes, June 26, 1941

Correspondence:

Chairman Owen read a communication addressed to him from the South Bay Union Elementary School Board which he read as follows:

The trustees of the South Bay Union School District have for some time been convinced that a unification of all schools in the Sweetwater District is both advisable and practical. Under this plan all of the schools; elementary, junior high, and high schools, contained within the borders of the Sweetwater Union High School District would comprise one unified district, having one governing body, with perhaps an advisory committee in each district.

As you know, the trend among educational leaders today is toward consolidation of school districts and facilities, thereby effecting: a saving of money and needless duplication; the abolishment of local petty politics in the school which seriously hinders a teachers' best work; and the realization of the true meaning of a democratic school system wherein each child has an equal chance for educational opportunities.

We have suggested to the trustees of San Ysidro and Otay School Districts that they send you petitions stating their feeling regarding this move and hope that the trustees of the Sweetwater Union High School District will lose no time setting in motion the machinery for effecting this change.

*Very truly yours,
MEMBERS OF THE SOUTH BAY UNION SCHOOL BOARD*

(Signed) Mrs. George Wallace, Chairman
(Signed) Harriet E Semema
(Signed) G. K. Keyser
(Signed) James C. Arnold

The superintendent was requested to answer the letter informing the South Bay Elementary Board that the Sweetwater Board members would be glad to cooperate as requested with the elementary school districts comprising the Sweetwater Union High School District if and when they could legally do so.

Minutes of July 10, 1941

Case History of Assembly Bill 2634 by Stream

The Board discussed informally the plan of several citizens in the Chula Vista community to seek special legislation at the session of the State Legislature to provide for the separation of the Chula Vista Union School District from the Sweetwater Union High School District. Since the interests of education in the whole Union High School District would be vitally affected by any change in the district organization the Trustees have been interested in the proposed plan since agitation for it first came to their attention over two years ago. For the record therefore, the following case history of this plan now culminating in Assembly Bill 2634 by Stream is outlined below to show the proceedings to date in so far as representatives of the Sweetwater Union High School District have participated in them.

- 1. During the 1939 session of the Legislature Assemblyman Stream introduced a bill having general application throughout the State and setting forth the circumstances under which a SINGLE school district might vote on the question of withdrawal from a Union High School District. The opposition to this general legislation by Union High School Districts throughout the State and by the State Department of Education*

was so strong that the bill was not reported out of the Assembly Committee on Education.

2. When the Board announced some four months ago its plan to purchase a site for a second high school in the Chula Vista Community, the question for a division of the High School District was again raised by a group of Chula Vista citizens. The Chamber of Commerce in Chula Vista invited the Board to meet with the Directors of the Chamber, the group agitating for district separation and with Assemblyman Stream for the purpose of seeking agreement on the type of school district organization which would be most efficient and most economical. The Board attended this meeting and took part in the two hour discussion which followed. At this meeting a number of devices were discussed which might be used to learn the wishes of the people of Chula Vista community concerning the future school district organization. One suggestion was that a post card vote be taken by the Chamber of Commerce. Another was that a series of public meetings be held. No particular plan was approved. Assemblyman Stream stated that he did not intend to introduced any further legislation on this subject until there was some local agreement reached among the parties interested. At the conclusion of the meeting it was unanimously decided that a committees of three men, the Chairman of the High School Board, the Chairman of the Chula Vista Elementary Board and the Secretary of the Chamber of Commerce should invite the State Superintendent of Schools to appoint a competent educator to survey the whole matter of school district organization and make a recommendation back to the committee and the Chamber of Commerce.

3. The Chairman of the Sweetwater Board did join with the other two committee members in sending such a request to the State Superintendent signed by all three members of the committee. The State Superintendent later did appoint his Chief Deputy Mr. Sam Cohn to make the survey but he was not acceptable to the Chairman of the Chula Vista Elementary Board.

The State Superintendent still later asked Mr. Walter Hepner, President of San Diego State College to make the survey. He also was unacceptable to the Chairman of the Chula Vista Elementary Board.

4. At a second meeting called by the Chula Vista Chamber of Commerce which was attended by members of both school boards for the purpose of conferring with Dr. Charles Bursch, Chief of the Division of Schoolhouse Planning, California State Department of Education and Dr. Aubrey A. Douglas, Chief of the Division of Secondary Education, California State Department of Education, both men expressed their willingness to help with a survey of the matter of a proper school district organization and frankly stated that their personal views at the moment were that no change in the existing organization should be made.

5. Early in May the Secretary of the Chula Vista Chamber of Commerce was in Sacramento and was shown a draft of a bill prepared by Assemblyman Stream which provided a change in the general school code to make possible the separation of a single school district from a Union High School District. The bill was very similar to the bill introduced in 1939 by Stream and was subject to the same objections by the State Department and the other Union High School Districts of the State. The Secretary of the Chula Vista Chamber of Commerce showed a typed carbon copy of this bill to the Superintendent of the Sweetwater District upon his return to Chula Vista on Saturday, May 10.

6. Under date of May 12 Assemblyman Stream wrote a letter to the Superintendent stating that the bill had been prepared but not introduced; that he had written to the Chula Vista citizens who were agitating for the bill reminding them of the understanding that by postcard vote or otherwise that some attempt should be made to reach a local agreement; that if parties who favored the bill and the parties who opposed the bill would send "goodly representations" to Sacramento to attend the hearing before the education committee of

the Assembly THEN he would introduce the bill. Otherwise he stated that he was "standing in the same position as before". This letter was addressed to the Superintendent at Sunnyside where by chance it was delivered to him some two weeks after date.

7. On May 19 Stream introduced the bill nevertheless. He wired the Superintendent announcing the hearing before the education committee of the Assembly on May 22. After discussion the members of the Sweetwater Board announced that neither they nor the Superintendent would attend the hearing. It was desired to avoid any local controversy before the assembly committees. It was thought sufficient to advise the State Department of Education, the State Teachers Association and the California Taxpayers Association by wire as follows: "Suggest your attention hearing Thursday morning eight-thirty School District Division Bill just introduced by Stream. Bill proposes change in general law affecting organization and unit costs all Union High School Districts in State."

8. At the hearing attended only by citizens from Chula Vista who favored the bill, the committee was told by Stream and by the citizens that there was no opposition whatever to the bill. Then an amendment was made to the bill limiting its application to counties having a population between 280,000 and 290,000 which made it apply only to San Diego County. The \$5,000,000.00 valuation requirement in the bill made it apply only to the Chula Vista Elementary School District in San Diego County. In this form there was no opposition to the bill from the rest of the State outside San Diego County.

9. After the bill came to the Governor on June 3 for his approval the Sweetwater Board directed its Chairman to send the following wire to the Governor on June 9:

GOVERNOR CULBERT L. OLSON
STATE CAPITAL
SACRAMENTO, CALIFORNIA

BOARD OF TRUSTEES SWEETWATER UNION HIGH SCHOOL DISTRICT URGES YOUR VETO ASSEMBLY BILL 2634 BY STREAM NOW LIMITED BY AMENDMENT TO APPLY ONLY TO SAN DIEGO COUNTY ALSO VALUATION LIMITATION IN BILL FITS ONLY CHULA VISTA ELEMENTARY DISTRICT IN OUR UNION SAN DIEGO COUNTY OUT OF ALL SCHOOL DISTRICTS IN WHOLE STATE. SEPARATION THIS ONE RICH SCHOOL DISTRICT WILL DEPRIVE CHILDREN OF ALL OTHER POORER DISTRICTS FROM SCHOOL ADVANTAGES THEY NOW HAVE. WE ALSO FEAR DISRUPTION PRESENT NATIONAL DEFENSE TRAINING PROGRAM NOW OPERATED BY OUR UNION DISTRICT. EDUCATION COMMITTEES BOTH HOUSES OF LEGISLATURE WERE MISINFORMED THAT WE APPROVED THIS BILL. WE SENT NO LOBBY TO SACRAMENTO BECAUSE WE EXPECTED LEGISLATURE AND OUR GOVERNOR TO PROTECT OUR SCHOOLS.

Signed CARL S OWEN, CHAIRMAN
BOARD OF TRUSTEES
SWEETWATER UNION HIGH SCHOOL DIST.
NATIONAL CITY, CALIFORNIA

cc: Roy W. Cloud

10. *On June 14 the bill was vetoed by the Governor in the following message:*

*"Mr. Carl S. Owen, Chairman
Board of Trustees
Sweetwater Union High School District
National City, California*

Dear Mr. Owen:

Thank you for your recent telegram with reference to Assembly Bill No. 2634. I am pleased to advise you that I have vetoed this bill and am enclosing herewith a copy of my message to the members of the Assembly giving my reasons for returning the bill without my signature.

I appreciated having your comment and recommendation with respect to this proposed measure.

Sincerely yours,

*(Signed) CULBERT L. OLSON
Governor*

**TO THE HONORABLE MEMBERS OF THE ASSEMBLY
SACRAMENTO, CALIFORNIA**

I am returning herewith, without my signature, Assembly Bill No. 2634 entitled: "An act to repeal Section 2.600 of the School Code and to repeal an act entitled "An act providing for the organization of certain elementary school districts into union or joint union high school district," approved April 30, 1929 and to add Section 2.600 to the School Cod, all relating to the formation of high school districts."

My objections to the bill are as follows:

The bill repeals the existing Section 2.600 of the School Code and then adds another Section of the same number, thus, in effect, amending the present Section. The present Section 2.600 of the School Code provides a procedure whereby two or more elementary school districts which are included within a union or joint union high school district, under certain conditions, may withdraw from the union or joint union high school districts of which they are a part and form a new and smaller union or joint union high school district.

This bill removes certain restrictions in the existing Section and would permit a single elementary school district to withdraw from the union or joint union district and to form a new high school district, or a new and smaller union or joint union high school district.

The bill then adds a provision that the entire section 2.600 shall not apply except in a county which has a population of between 280,000 and 290,000 under the 1940 census.

Thus, a procedure which has heretofore been Statewide in scope where the conditions prescribed by the Section are met will be limited to a single county.

From a constitutional point of view, there would seem to be little doubt that this bill is special legislation, prohibited by Section 25 of Article IV of the Constitution, as well as other Sections thereof. Your attention is particularly called to subdivision 27 of Section 25 of Article IV of the Constitution, prohibiting special laws "providing for the management of common schools." While the decision of the State have recognized in some instances that valid classification must be based upon a natural and intrinsic distinction, and the courts have had no hesitation in holding that an attempted classification is void unless this natural and intrinsic distinction actually exists. The provisions of this bill, limiting its application to a single county, would appear to be clearly arbitrary. It might be that identical conditions as to assessed valuation, number of pupils, and all other matters mentioned in the Section would exist in two different counties of the State. Such being the case, under the authority of the case of Los Angeles City School District v. Griffin, 3 Cal (2d) 651, I think there is little doubt but what the attempted classification would be held invalid. (See Chitwood v. Hicks; 219 Cal. 175).

Aside from the Constitutional problem, I believe this bill is wrong in principle. The effect of the bill is to facilitate the breaking into smaller units of existing administrative agencies. Sound educational policy dictates the inadvisability of breaking up large units into smaller ones. This policy is founded first upon the avoidance of duplication of effort, it being undeniable that large units can more economically and efficiently handle administration than a number of smaller units. Large districts can offer more facilities than smaller ones. The second consideration in this policy is the desirability of uniformity in the administration of public schools. Any breaking up of a larger unit into smaller ones would create a problem to retain the existing uniformity.

I have received numerous protests against this bill from residents and taxpayers of the area affected by it. Apparently an elementary district desires to withdraw from a union high school district. This district has a much higher percentage of the assessed valuation than it does of the students of the union high school district. If this should occur, I am informed that the remainder of the union high school district would be left in an impoverished condition, and that its efforts to provide educational facilities, not only to the children of the district, but to nearly 2,000 adults enrolled in adult classes and over 300 vocational students preparing for their places in the national defense program would be seriously curtailed. The Federal Government has furnished money with which to buy machinery and equipment for use by schools of the district. The cooperative program between the district and the Federal Government might be seriously hampered.

Under these circumstances I have no alternative but to return the bill.

Respectfully submitted

GOVERNOR OF CALIFORNIA"

CHAPTER IV

KIDS KIDS AND MORE KIDS

Before the reader can begin to appreciate the rapid growth of the Sweetwater district which occurred after World War II, one needs to examine some of the changes which affected the social structure of the nation. These changes were national in scope, but manifest themselves to a greater degree in the west and, in particular, in southern California.

Half of the wealth of the world, more than half of its productivity, and nearly two-thirds of the world's machines were concentrated in the United States at the end of World War II. The vast majority of the rest of the industrial world was seriously damaged or hampered as a result of the war. The war ravaged industrial Europe, but taught those running America's industry to meet production schedules which would have been considered impossible in the thirties. A second radical change was that the primary source of industrial energy in the United States switch from coal to oil. Coal was expensive in terms of man hours needed for its extraction. Oil was cheap to extract. In the period from 1949 to 1972, America's consumption of oil went from 5.8 billion barrels a year to 16.4 billion barrels a year. In 1949, coal accounted for two thirds of the world's industrial energy source. By 1971 oil accounted for two thirds of it.

As a result of this nation's availability to cheap oil, the producer of goods became, to a much greater extent, the consumer of goods. Add to this the fact that there was a desperate hunger for products after the long drought of some fifteen years. This drought was caused first by the depression of the thirties and then extended by the war in the early forties. Consequently, post war America saw the development of the greatest sellers' markets of all time.

That demand for goods is best seen in the dream of every American. That dream in the post war years was to drive a new post war built car and owning one's own house. No industry had suffered more than housing during the depression and World War II. In the twenties housing starts were about a million a year. In the thirties and early forties they dropped to about 100,000 a year. During that same period the marriage rate and, not surprisingly, the birthrate increased sharply. In 1944 there had only been 114,000 housing

starts; by 1946 that figure jumped to 937,000; to 1,118,000 in 1948; and 1.7 million in 1950.

The concept of assembly line mass produced cars that Henry Ford developed was needed in the production of housing. William Levitt became the Henry Ford of home building. Instead of an assembly line where houses moved along with each stationary worker adding some part, Levitt reversed the process. The house, needless to say, had to remain stationary. The worker moved from site to site to do a specific function. In order to be efficient and keep the costs down, the sites had to be in close proximity to one another, and additionally there had to be enough sites to keep the workers involved for a full shift. The tract housing project was the result. Large areas of vacant land normally were not available in the cities. This led to the conversion of farmlands surrounding cities into vast tracts of mass produced homes. Suburbia was born.

What was taking place was nothing less than the beginning of a massive migration from the cities to the farmlands that surrounded them. Starting in 1950 and continuing into the nineties, eighteen of the nation's twenty-five largest cities lost population. At the same time, the suburbs gained sixty million people. Some 83% of the nation's growth has taken place in the suburbs. By 1970, there were more people living in the suburbs than in cities. The new auto connected suburb to the city. The suburb was only half as densely populated as the city, but was far more extensive. This changed the very nature of our society. Families often became less connected to their relatives and seldom shared living space with them as they had in the past. The move to the suburbs also interrupted the movement women had made during the war into the workplace. The suburbs were leaving them, at least temporarily, isolated in a world of other mothers, children, and station wagons.

This pattern was reflected in the Sweetwater district. Housing and population growth most often out paced the communities' abilities to pass bonds, plan, and construct needed public facilities. No where is this better seen than in school construction. In September of 1946, the Sweetwater district moved to hire an architect to plan the district's second high school (Chula Vista High School) plus additions to the district's other four schools. Sweetwater High School was on double session, and the three juniors high schools were operating beyond their designed capacities.

In November, the district had little trouble passing a half million dollar bond issue for school construction. Out of 8963 votes cast, 7331 voted in favor of the bonds. By January of 1947 it became apparent that the demand for building materials resulted in greatly increased costs and in some instances scarcity resulting from the demand out stripping the supply. The effect was the high school would not be built on time, and the needed additional Moines would have to come from the state. This would cause additional delay while the district's application worked its way through the state's bureaucracy.

The district began a search for a site that could be used as a temporary school to house the student body of what would ultimately become Chula Vista High School. Early in 1947 they began negotiating with the federal government to see if the unoccupied barracks at Brown Field on Otay Mesa could be leased temporarily to serve as Chula Vista High School until its building could be constructed on the site at Fourth and "K" Streets in Chula Vista.

That lease was approved and signed on April 10, 1947. At the same time the board appointed Joseph Rindone Jr. to be the school's first principal. It also set the attendance area for the district's two high schools. All students living in National City, Bonita, and Sunnyside were assigned to Sweetwater High School. All other area students; Chula Vista, Otay, San Ysidro, Nestor, and Imperial Beach were assigned to the newly formed Chula Vista High School.

No sooner had the temporary site been established than problems arose and solution or compromises were required. One of the first to arise was the issue of the on sale liquor license at the Brown Field Officers' Club. Parents of students objected to students being housed next to a bar. After considerable rhetoric, it was agreed that the bar would not operate while school was in session. Since all students were transported via school bus to the Brown Field site, the bar did not present a problem because there were no students to hang around after school to fall under the "evil" of alcohol. In all probability the teachers also would not hang around after school because the building which was the teachers lounge was the brig.

Another concern was voiced by the parents of the students living in Bonita, and later also expressed by the parents of Sunnyside. They felt that their community interests lay in Chula Vista, and

consequently, their children should attend Chula Vista High rather than Sweetwater High. The district did not have the additional buses needed to grant these parents their request, but did allow those parents who could manage to get their children to bus stops in Chula Vista to attend Chula Vista High School.

The access to the Brown Field site was very restricted. As a result all students had to be transported by bus. There was no student parking for private automobiles. This restriction also hampered staff. To alleviate this problem, the district assigned school buses to transport teachers and other staff members to and from Brown Field to designated stops in Chula Vista where staff could leave cars parked during the day.

The daily instructional program at this "school" had its unique features too. All of the athletic fields were rock strewn. Before any activity could be played, the participants would spend a goodly portion of the period picking up the rocks so that the planned activity could be undertaken with some anticipation that it could be concluded without a twisted ankle or rock bruised body. The academic program would come to a complete halt several times each period. This would be caused by a plane taking off from Brown Field. The roar of the motors as the planes passed the barracks which served as classrooms was deafening. No one could be heard when this occurred. The instructional program just froze until the plane had passed. During periods of heavy rain, the open areas between the buildings became virtually seas of mud. During the time the school was at Brown Field, there were three rain days when school was canceled. These days had to be made up in June after the other schools of the district were on summer recess.

In February 1948, the district received \$1,500,000 from the state building fund for the construction of Chula Vista High School. In December of that year, the bid was awarded for the construction of the school.

June of 1949 saw the first graduating class of Chula Vista High School (Brown Field) of 180 students were granted diplomas. One year later the second class got their diplomas at the newly built school. Among the graduates was one William (Billy) Casper Jr.--a name well known to golfing "aficionados".

The move from the temporary site at Brown Field to the newly built high school was accomplished on the week-end of March 3-4, 1950. That Friday afternoon the students were instructed to clean out their lockers, take everything home, and report to the new school on Monday. That week-end trucks moved all the desks, supplies, and equipment to the new site. While the move was taking place, the school's basketball team was winning its first CIF championship at Point Loma High School's gym. With the move completed, the new school held open house that Sunday afternoon. Monday morning classes began for the first time at Fourth and "K" Streets.

Even before the first coat of paint applied to Chula Vista High had dried, the district began the task of planning and constructing its third high school to be located in the Imperial Beach area. Early in 1950, the district made application to the state building fund for this school. Past practice told the district that the wheels of the state machinery would turn slowly. The students would be there before the dollars would be made available for construction.

Since Brown Field had worked as a temporary site for Chula Vista, it was thought by the district that Ream Field in Imperial Beach might be used by the students of the future Mar Vista High School as a temporary school until their was built. Unfortunately after five months of discussion and negotiations with the Navy, the plan to use Ream Field was rejected by the Navy in May of 1950.

The district held a public meeting to get from the community suggestions where the students could be temporarily housed during the construction period. The people from Imperial Beach favored placing Chula Vista High School on double session with Chula Vista students going in the morning and Imperial Beach students going in the afternoon. Needless to say the residents of Chula Vista were adamantly opposed to this and suggested that the Imperial Beach students take over the facilities at Brown Field. In June of 1950, The Board decided to house the students of their proposed third high school at Brown Field.

Robert Sprague was named to be the school's first principal. Soon the yellow buses were again wending their way up Otay Valley Road and Otay Mesa Road. Unfortunately, there were not enough buses to transport staff as well as students. To accommodate staff, the district paid \$.06 per mile for car pools with three or more occupants.

As with any new school, the first thing the students did was to suggest a name for it. Mar Vista High School was the name they selected and it was adopted by the Board. No sooner had classes gotten underway at Brown Field than eighty concerned parents showed up at the September Board meeting to protest the unsafe conditions at Brown Field. They feared that planes on take off might crash into the building housing the students. The Board attempted to reassure them that the possibility of that occurring was quite remote. What the parents could not accomplish, the Korean War did.

In January of 1951, the Navy began the re-activation process for Brown Field, and the students were in need of a second temporary home. For the 1951-52 school year, Mar Vista High students would be housed at Chula Vista High and that site would be on double session.

Meanwhile the construction process moved doggedly on. The State Allocation Board allotted \$3,274,400 to the district in August of 1950. In January 1951, the State approved the final plans. In April Mar Vista High went to bid. B. O. Larson Construction Company was awarded the contract. Troubles began immediately. First there were strikes. Then there were problems with the availability of materials, rain delays, and the sub-contractors failing to meet their deadlines. The final blow came when the construction itself did not pass state inspection. The defective work had to be destroyed and re-done; this time at the contractor's expense. All of these factors caused delays in the completion of the school.

The Mar Vista site was finally accepted on March 12, 1953. The students had their new school after spending a year at Brown Field, a year on double session and playing their "home" basketball games in Point Loma High School's gym. In June of 1953, the school graduated its first class. It granted diplomas to ninety-two students in the Imperial Beach Auditorium.

An ironic footnote needs to be added to the construction of Mar Vista High School. In order to build this school or any school with State funds, a district had to first bond itself to the maximum allowed bylaw. Therefore, in 1950, the district held the necessary bond election. The bonds passed by more than the required two-thirds affirmative vote, but the distribution of the vote by precinct was

interesting. Although all of the precincts reported affirmative support for the bonds, none of the precincts in the south bay area gave the necessary two-thirds support. The bonds passed as a result of the overwhelming support given by the residents of National City and Chula Vista. An argument might well have been made that the citizens of National City and Chula Vista gave Imperial Beach its high school, and if the passage of the bonds had been dependent only on the citizens of Imperial Beach, the school would not have been built.

During this period of time, there occurred some incidence which were unrelated to the building of Chula Vista High and Mar Vista High Schools. They are, however, part of the history of the district.

Early in 1947 superintendent McDonald indicated to the Board that the administration of the district was becoming too big a responsibility for one person. He recommended that, in light of rapidly expanding student population, that he continue to oversee the operational aspect of the district administration, but that the Board should consider hiring a Director of Curriculum and Guidance to manage the instructional aspect of the district. The Board agreed but waited a year before filling the position. C. Darcie Anderson became that director. The superintendent also suggested in 1947 the Board consider the establishment of a junior college to be operated by the Sweetwater District. It would be, however, a goodly number of years before that recommendation became a reality.

Two years later the Business Manager's office was expanded to include a Purchasing Agent. At the same time the district made plans to move the central offices off Sweetwater High School's site and locate them more centrally. A school site could no longer accommodate district administration with all its expanded operation and functions.

In 1952, the Board considered a recommendation from the superintendent that the district formalize its policies and regulations. Their policies, as such, were imbedded in the minutes of the Board Meetings. The district's size and years of existent were extensive enough to make it cumbersome to maintain policies in this manner. The Board began a study of the recommendation. The results, like the junior college, did not become reality for a good many years.

The administrative positions for district administration was increased again in 1953. The county no longer served the district in a capacity for supervising student attendance and student welfare. That function now fell to the district. It established the position of Supervisor of Attendance and Student Welfare and hired Loren Loveless full time to fill the post which was commonly referred to as the district Truant Officer.

The period of the late 40's and early 50's saw a rapid increase in the number of employees both certificate and classified. It was a time where California colleges could not produce enough teacher graduates to keep up with the rapidly growing student population. There are numerous instances where the district sent its principals to Los Angeles and other communities to interview prospective teacher applicants.

The district was fortunate to hire many excellent employees. It is impossible to list all of them here. Rather this history will limit itself to those certificated employees who worked their way from the classroom to positions of leadership at the central office.

Harry L. German, who had taught previously in Kansas, was employed to teach Shop and Mathematics at Chula Vista Junior High School in 1946. His years at the district office were spent in the personnel department and as an assistant to the superintendent.

Chester S. DeVore was hired in 1946 to teach Physical Education at Southwest Junior High School for \$2400. Although he never became part of the district's central administration, he did advance to the position of Superintendent and President of Southwestern Community College while it operated under the Sweetwater Union High School District Board of Trustees.

Ralph A. Skiles was hired in 1947 for \$2688 to be a teacher at Southwest Junior High. From there he moved into administration. As principal, he opened two new schools--Mar Vista Junior High and Castle Park High School. At the district office he assumed the position of Assistant Superintendent for Instruction.

In 1949, Joseph Torres was employed and assigned to Southwest Junior High School. He did not become a central office administrator, but did serve as principal of Southwest Junior High School and as the first principal of Montgomery High School. He is

listed here because he was the first administrator from the minority community hired by the district. This issue will be dealt with in the next chapter.

Also in 1949, James A. Midgley started his teaching career at Chula Vista Junior High School. He distinguished himself as principal of Southwest Junior and Chula Vista Junior High Schools before he moved to the district office. There he capped his career as Assistant Superintendent for Personnel.

Ira C. (Bob) Heathman started teaching at National City Junior High School in 1950. From there he went directly into central office administration. He served as Director of Personnel until his retirement.

Russell Vance was another future district administrator who started as a Physical Education teacher at Chula Vista Junior High School for \$3288 in 1950. His service included the principalships of Southwest Junior High, Chula Vista Junior High, Bonita Vista Junior High, Chula Vista High School, Castle Park High School, and he was the principal who opened Montgomery Junior High School. He also served a stint as Assistant Superintendent for Student Services.

The district's first Director of Media and Technology was Don Hillier. He began as a teacher at Southwest Junior High in 1951 for \$3,660.

1952 was the year that the district employed Ward T. Donley to teach English and the Social Sciences at Chula Vista Junior High School for \$3780. From there, he moved to the district office as Supervisor of Attendance and Student Welfare. He finished his career with the district as Assistant Superintendent of Student Services.

Chula Vista Junior High School was also the starting point of William T. Hawes. He, in 1953, was hired to teach Math, English, and Social Studies for \$3696. His forty-one years of service to the district included the principalships of Chula Vista Junior High, Hilltop Junior High School, Mar Vista Middle School, Montgomery Junior High School, and finally at the central office as Director of Instructional Support Services.

Jim Doyle was employed in 1955. He served at Sweetwater High School prior to moving to the district office. There he served many

years in many capacities. His final assignment before retirement was that of Assistant Superintendent for Instructional Support.

William B. Padelford also was employed in 1955. He was assigned to teach music at Castle Park Junior High. He rose to the office of District Superintendent. His contributions to the district will appear in the next chapter.

Others who were employed in the 50's also served the district central office well. Clarence Cate was hired in 1955, and taught Mathematics at Chula Vista Junior before moving to the district as a statistician. This function ultimately evolved into the district's department of Tests and Evaluation. John Calvert, who was employed in 1958, started at Castle Park Junior High School, and culminated his career at the district office where he served as Director of Categorical Programs and also that of Tests and Evaluation. Amso Stokes began his career with Sweetwater as a teacher at Chula Vista Junior High School in 1956. He served many years at the district office as Supervisor of Attendance and Student Welfare. Victor Daluiso also served in that office. He was employed in 1958. He is presently serving as a site administrator at Palomar High School.

The listing of personnel should not be left without looking again at the career of the district's first maintenance man, Mr. Harry Boulette. After twenty-seven years service in which his salary and job responsibilities fluctuated like a yo-yo, came to an end in 1947. Ill health forced his retirement in December of that year.

The period of time in which Chula Vista High and Mar Vista High Schools were built was also the time when Teachers Professional organizations were formed. These associations were the forerunners of the Teachers' Unions. The Sweetwater District Teachers Association was formed in 1948. It was formed to assist the district in securing a \$.50 tax over ride which would then be used in part to enhance teachers salaries. In 1951, this association worked with the district to secure the district's first benefit plan for the employees. The plan utilized a voluntary payroll deduction for health and insurance.

Other events which were firsts for the district occurred during the building of the two high schools. The first revolved around the cannery operated by the district. With the end of the war, there was

no longer the need for individual citizens to be responsible for securing and maintaining a portion of their own food supply. Additionally the new super markets were much too convenient and inexpensive so that the cannery no longer attracted enrollees. The cannery was shut down. The district did have need to solve a problem which was drawing dollars from the instructional program. The problem was towels. Each day each student took Physical Education. That meant each day each student took a shower. Each day the district had to supply each student with a clean towel. To supply these clean towels required a significant expenditure of precious tax dollars. The district's solution to this problem was to buy an old army surplus portable laundry. This was installed where the cannery used to be housed. For several years the district laundered its own towels. Unfortunately when the machinery for the old surplus laundry wore out, there was no replacement equipment available. After seven years of operation the laundry too was shut down.

Another first occurred during this time which pertained to Board elections. Up to this time Board member when they felt they could no longer serve resigned prior to the end of their term. The County Superintendent would then appoint a prominent citizen as a replacement. That replacement would then run as an incumbent at the next election. Incumbents were never or rarely opposed. They were elected with only a handful of write-in votes as opposition. The district's first truly contested election occurred in 1952 when three people ran for two seats. Harold Foster, a civil engineer, (369 votes) and Edgar (Ned) Rogers, a bank vice-president, (492 votes) won out over Ben Patton, a mortician (124 votes).

There were a couple of significant events which occurred outside the district, but none the less impacted the schools. The first occurred in the fall of 1948. It was not the first time it had occurred, but it would be the last time that schools would be adversely affected. There was an outbreak of polio. At the request of the Department of Public Health, the opening of schools was delayed for two weeks. Those two weeks would then need to be made up at the end of the school year in June. Six years would elapse before Jonas Salk would develop a vaccine for this dreaded affliction. In the first year after the vaccine was developed, the number of children contracting polio dropped nationwide from 58,000 to less than 3000.

The other outside event is known as "McCarthyism". This resulted in all State employees (including educators) being required to sign loyalty oaths or be dismissed. This caused some grumbling but ultimately every one in the district signed.

While building Chula Vista High School and Mar Vista High School, the district did not neglect their existing sites. They were all operating in excess of the designed capacities. The old sites needed to expand their acreage and make additions to their facilities. Add to this the fact that the original structures at Sweetwater High and the three juniors did not meet the earthquake requirements of the Field Act. Therefore, concurrently with the construction of the new high schools National City Junior High School and Chula Vista Junior High School got new shower and locker buildings and music buildings. Southwest Junior High School got shop buildings and a cafeteria. Sweetwater High School expanded its shop building and received additional classrooms.

The district administrative functions had outgrown its tiny building located at Sweetwater High School. In 1951, the district commissioned architectural drawing for a new administrative complex to be located on district property it had acquired on 5th Avenue in Chula Vista. Unfortunately, the student population was growing so fast that the moneys the Board had earmarked for the administration center had to be diverted to classroom construction. It was not until 1953 that the final plans were approved and the administrative offices went to bid. The money, which a year previously were diverted to classroom construction, were now shifted back. This resulted from the passage of Public Law 815 which made available federal dollars to build facilities for federally connected students. With the large number of federal facilities, posts, and installations; many of the district's students qualified for these dollars. The first survey in 1952 brought over a half million dollars to the district. Thus in 1953 work was undertaken for the new central office complex.

1953-1954 also saw all the old pre-Field Act structures torn down and new facilities were erected in their place at Sweetwater High, National City Junior High, Chula Vista Junior High, and Southwest Junior High schools. This brought about some interesting situations. Schools had to continue their operations during these reconstruction projects. Temporary accommodations had to be made available for principals, vice-principals, counselors, office clerks, librarians, as

well as numerous classroom assignments that were displaced by these construction projects. This led to some interesting and unique temporary arrangements.

Imagine, if one can, a parent bringing a child to enroll during this period. There would be no school office to go to. Instead the parent takes the child to the foyer of the school's auditorium. There she or he would find the registrar and the vice-principals separated by five foot plywood partitions. If the parent and student needed to see the counselor, they would go to the stage of the auditorium where the principal's "office" was separated from the counselors' by curtains. Through all this four different classes would be conducted on the auditorium floor separated by six foot plywood partitions. The library was housed in various storerooms located throughout the campus. It was not too effective, but it worked.

While all of this was going on, the student population was increasing faster than the district could build facilities to house them. Even before Mar Vista High was occupied, the search for sites and planning was begun on the next two junior high schools. These were to become Castle Park Junior High to be located in the southern part of what is now Chula Vista, and Granger Junior High in Lincoln Acres, an unincorporated area east of National City.

As with the previous construction jobs, the students preceded the dollars. This was especially true in the Chula Vista area. The 1954-55 school year brought about an extended schedule for Chula Vista Junior High School to allow it to house the excess student population until the new junior high could be built. The plan was to develop a ten period day. This would allow the school to house one hundred forty percent of its capacity. The system worked similar to a double session except each student received a full day of instruction rather than the minimum day one experienced on double sessions.

All the necessary paper work was done, and the approval of the various departments at the State level was obtained. The bids were requested and awarded on February 1, 1955 for the south Chula Vista site, and on April 20, 1955 for the Lincoln Acres site. Both schools were to be completed before the year was out.

The Board accepted the recommendation of the Castle Park Merchants Association, and named the school Castle Park Junior High

School. It appointed Fred Mahoney to be the school's first principal, and awarded the \$600,000 contract to the O. L. Carpenter Construction Company. That contract was completed on November 10, 1955.

Granger Junior High School was the name recommended by the Lincoln Acres PTA. That name was accepted by the Board, and William G. Brattmiller was appointed as the school's first principal. The half million dollar contract was awarded to Cory & Longworth. The district accepted the buildings for occupancy on December 8, 1955.

These were the last schools to be built for three years, and the last to be built under the superintendency of Mr. J. M. McDonald. On April 12, 1956, he requested that he be released from his contract. The Board accepted with regrets his decision to retire after serving twenty-four years as the educational leader of the district. That very same night the Board unanimously elected Mr. Joseph Rindone Jr. to the office of district superintendent.

Mr. Rindone, who began his career in the Sweetwater District as a teacher at Southwest Junior in 1934. That year his seven period assignment contained seven preparations plus coaching. He served the district longer than any other certificated employee. He retired in 1977 with forty-three years of continuous service to the Sweetwater community.

His assignments, prior to his appointment as district superintendent, included service as the principal of Southwest Junior High, Chula Vista Junior High, and as the first principal of Chula Vista High School. He also served as the district's first summer school principal. During the twenty years he served as the district's superintendent, he guided it through the period of most rapid growth. While he was superintendent, the district's enrollment grew from seven thousand in 1956 to twenty-four thousand in 1976. He oversaw the planning, financing, and construction of four junior high schools, five senior high schools, one vocational high school, and a special educational facility. As superintendent, he was also responsible for the planning, organization and development of the Sweetwater Junior College District and its institution, Southwestern Community College.

In order to accomplish a building program of this magnitude required the district to continually vote one bond issue after another. These would all require a two thirds majority. During Mr. Rindone's tenure as superintendent, this required going to the voters seven times for the high school district and twice for the college district. All nine issues were successful.

The suburban communities of the 50's and early 60's were more readily accepted the need for heavier taxes for schools than were the urban or rural areas. In that time period each suburban school had an active PTA. This group could be counted upon organize a "get out the vote" drives which made the passage of bond issues a somewhat less arduous task than one finds in today's communities. Business leaders too were, as they still are today, anxious to support school bonds.

There would not be another comprehensive high school built in the district until fifteen years after Superintendent Rindone's retirement. The district grew from a modest sized school district to the second largest secondary district in the state during the twenty years in which he was its educational leader.

In the period of the 50's, there were many significant events which took place in the nation and the world some of which had a marked effect upon the nation's schools. Two of these events had an immediate effect while the others had a somewhat delayed effect. The first occurred in 1955. That year saw the publication of a book entitled *Why Johnny Can't Read*. Two years later on October 4, 1957, the Russians shot *Sputnik* into orbit. The hue and cry went out that not only could Johnny not read, he couldn't do math or science either. This brought about an abrupt change in the curriculum. There was now to be a return to the basics with heavy emphasis on "new" math and greatly increased enrollment in science. Foreign languages were suddenly mandated for all students. The enabling thrust to do this was the passage of the National Defense Education Act. That law sent federal dollars to the states to improve and enhance the teaching of math, science and foreign languages. Reading labs and foreign languages labs sprung up in every school like mushroom after a spring rain. Sweetwater schools were no exception.

Two other events occurring at about the same time did not have an impact upon the Sweetwater District until many years later. They

were: Brown vs. Board of Education of Topeka Kansas in 1954, and the crisis at Central High School in Little Rock Arkansas in September 1957. These two events brought the federal government into the issue of desegregating schools. The reader should not be misled. The Sweetwater District was never a partner to nor involved in *de jure* segregation, however, Sweetwater, as most large or urban districts outside of the South did, and still do, have demographic patterns which often result in *de facto* segregation. In the 1980's and 90's, the federal government made funds available to districts so they could voluntarily devise plans to ethnically balance their schools. The Sweetwater District did undertake to voluntarily balance its schools, but this issue will be dealt with in the next chapter.

Two inventions of the 50's in the field of technology also had their impact upon education in the 80's. Their impact was not limited to education but affected all aspects of human endeavor. The microchip, which enabled the development of the modern computer, was invented in 1958. At the same time the process of xerography was developed. These two inventions greatly expanded students access to information, and radically changed the way today's student is taught.

1959 saw the opening of Hilltop High School at the east end of "I" Street in Chula Vista. The property in part belonged to Hazel Goes Cook, a long time prominent educational figure in Chula Vista. The cost of this school was 1.8 million. Mr. Fred Mahoney was appointed the school's first principal. This was the second new school that Mr. Mahoney had the opportunity and pleasure of opening. Castle Park Junior High School was the other one.

As this was the second high school in Chula Vista, there was an intense rivalry which developed between the two schools. This was particularly true in the field of athletics. The symbol of this rivalry was a very large, old, "beat-up" athletic shoe. The loser of any contest between the two schools had to display this "trophy" prominently in its trophy case until it could win the next encounter. The transfer of this "trophy" was always conducted with considerable pomp and circumstance. Unfortunately it became too much of a negative focus for the students, and the administrators of both schools felt that the practice needed to be altered before it got out-of-hand. To do this, the shoe was bronzed and the trophy became a winner's trophy rather than a loser's one.

Hilltop Junior High School was opened in 1960, and John B. Christian was named its first principal. The cost of real estate was increasing rapidly, but this site the district got for \$1.00. During the war this property had been a housing development for the families of the military. The housing was temporary prefabricated dwellings which in the late 50's, the government was only too happy to dispose of for the one dollar price tag. The only "string" attached to this deal was that once a year for ten years the superintendent had to write a letter to the United States government indicating that the property was being utilized as a public school.

The following year, 1961, Mar Vista Junior High School was built and opened. There was a considerable saving of money by utilizing the same architectural plans for this school as Hilltop Junior High School. None the less the school cost 1.3 million for the initial construction phase. Ralph Skiles was appointed its first principal. When it opened, much of the pressure was taken off Southwest Junior High School in terms of student enrollment. Its enrollment dropped from over 1200 to less than 600.

There had been proposals made several times from the 30's on as to the advisability of developing a junior college in the area, but there were never seriously perused. In the late 50's, Rindone became concerned that a tax of \$.24 per \$100 of the assessed value of the property was going to San Diego Junior College to pay for those students from the Sweetwater District who might chose to go there. Few students, however, exercised this option. He felt the money could be used more effectively locally. Consequently, he again raised the issue of a junior college. The law allowed that a junior college district whose boundary were coterminous with that of a high school district, could be governed by that school district's board of trustees.

in 1960 the issue was put to a vote of the people. It carried 22,215 to 4,631. The junior college district was formally established December 16, 1960, and the existing Sweetwater Union High School District Board of Trustees became the Board of Trustees of what was to be named the Sweetwater Junior College District with Rindone serving as superintendent of both districts. An early decision was made that no classes would be undertaken unless the voters were willing to support bonds for the construction of an appropriate community college facility. As a result a \$6,000,000

bond issue was placed on the ballot February 21, 1961. It passed with a higher ratio of 5:1 than the 4:1 favorable vote to establish the district.

The college opened in 1961 with 1,675 students in temporary quarters at Chula Vista High School. The classes met there late afternoon and at night while the district investigated nineteen sites in the south bay area for a permanent home for the college.

The college stayed in its temporary quarters for three years while Southwestern College, as it was formally named, was being built. During those years, its temporary president, William Kepley, resigned to return to Los Angeles, and its first permanent president, Chester S. DeVore, was installed at a salary of \$14,000. Its present site was selected and purchased for \$860,228, and the facilities built in 1964 for \$6,892,900.

June of 1962 saw the college graduate its first class. Diplomas were handed to twenty-six students. Among them was one named Alan Goycochea who in later years returned as a teacher and administrator for the Sweetwater District. As of this writing, he serves as principal of Southwest High School.

By 1967, the college had grown to the point that it could be separated from the high school district. This was done, and on July 1st the two became separate governing school districts with separate boards of trustees and administration.

The continuing press of more and more students began to abate. There was still a need for more facilities for grades seven through twelve, but not at the pace of opening a new school each year. From the late 60's to the mid 70's, it was only a new school every two or three years.

Castle Park High School was the next school that needed to be built. The rapid population growth was now in the southeast part of Chula Vista. The property selected for this school site was a dairy owned by the Rienstra family. They wished to keep their dairy there. As a result the district began the lengthy and expensive process of condemnation. Fortunately, at the twelfth hour, the family chose not to contest the action in court and offered to sell the property to the district. The desire of the district to stay out of court can be attested to by the fact that the rush by the superintendent to get to

bank to sign the necessary papers before the family changed their mind caused him to get a speeding ticket.

Castle Park High School was opened to students in 1963. Ralph Skiles, who had opened Mar Vista Junior High School just two years previously was assigned to the task of opening this one too. He brought his entire administrative staff with him to Castle Park High. This was to be the last high school to open with a complete student body i.e. sophomores, juniors, and seniors. Future high schools would open without seniors and/or juniors in their first years of operation.

While these frantic building programs were going on, other events were taking place which would effect what and how the students would be taught. This was the period of Lyndon Johnson's Great Society. Part of his legislative program for it was the Elementary and Secondary Education Act (ESEA). For the first time significant amounts of federal dollars were being channeled into K-12 educational endeavors. Here-to-fore K-12 education had been almost exclusively the states' responsibility. ESEA dollars were to help support many programs, but the two largest and most enduring federal support programs have been assistance for the underachieving students (Chapter I) and efforts to reduce racial isolation within schools and school districts.

1966 saw the specter of unification to once again push itself into the conscience of the communities. The State, in order to encourage the numerous small school districts to consolidate into unified districts, offered a monetary incentive to accomplish it. That incentive was a \$20.00 bonus per ADA on the base revenue limit for those districts that would vote to unify. Sweetwater set forth a proposal which would unify the entire area within the boundaries of the Sweetwater District. The elementary districts saw this as a threat to local control and to a lesser extent a loss of job security for elementary administrative offices. The election showed that the elementary districts were closer to the pulse of the communities. The vote was 3,353 in favor of unification and 6,681 opposing it.

The status quo remained until 1972. In that year the various elementary districts decided to propose that the area be unified along elementary school lines. The shoe was now on the other foot. It was the high school district administration which felt threatened. However, when viewed from a dollars and cent perspective, the three new districts which would result, would have increased

administrative costs which would exceed the \$20.00 temporary incentive. In addition the South Bay Elementary and the Chula Vista Elementary districts got into a squabble over who should get the tax revenues generated by the San Diego Gas and Electric power station located at the foot of "L" Street. When the votes were tally, the results were 19,323 "yes's" and 25,628 "no's". Again for the third time the status quo remained.

1966 found the district opening a new school. The population of that portion of the Sweetwater River valley known as Bonita had grown significantly. This growth represented the most affluent families in the south bay area. Additionally, home were being planned and built east of Chula Vista in the Cockatoo Grove area (named not for the bird but rather for the less well known definition of the word dealing with color which in this case was applied to the native vegetation). This area was also the site of the newly constructed Southwestern College. These areas were developing with great rapidity and the need to have schools to accommodate the students of the area was pressing.

Bonita Vista was the name selected for this the sixth high school of the district. Robert Lee Geyer was named as its first principal. The school was opened for students in the seventh, eighth, ninth, and tenth grades. In reality this school was opened as a junior-senior high school. Those students living in that area who were juniors or seniors would remain at either Hilltop or Castle Park High Schools. This was the first time that the district opened a high school without a full student body.

Two years later in 1968 Bonita Vista Junior High was built and the students in the seventh, eighth, and ninth grades moved across the street from Bonita Vista High School to the new plant. Bonita Vista High School now truly became a high school. Farrell (James F.) Jones was selected as the junior high's initial principal and had the privilege of opening the new school.

The movement of the students from the high school to the junior high school went smoothly without a hitch. However, the transfer of those teachers who were moved from the high school to the junior high school was, in some instances, met with resistance. A few of these teachers looked upon the transfer from a high school to a junior high school as a demotion. This of course was not and is not

the case. Each job is equally important. A couple of weeks after school got underway, these feelings evaporated.

One year later in 1969 the district built and opened the Sweetwater Activity Center (SAC) for those students with special educational needs. This specialized facility was built on property adjacent to Castle Park Junior High School. The individual designated as the principal of this complex was the district's director of special education, Mr. Milton Grossman. The programs for these educational handicapped students has undergone a considerable metamorphoses. These changes ran the gambit from rejection to isolation to individual programs plans to inclusion, to mainstreaming. The history of special education deserves a volume of its own and, therefore it will not be dealt with in this one.

One cannot leave the decade of the 60's without once again looking at the individuals who began their teaching careers during that period of time and ultimately served Sweetwater as district administrators.

Manuel Llera started as a music teacher in 1961 at Southwest Junior High School. He rose to become principal of that school and also principal of Montgomery High and Bonita Vista High Schools. From Bonita Vista High School, he moved to the district office where he presently serves as Director of Certificated Personnel.

John L. Rindone began his career teaching history to the students of Hilltop High School September 8, 1964. He was to follow in his father's footsteps and rise to the position of district superintendent in 1991. His accomplishments as superintendent will be chronicled in the next chapter.

Two started in 1965. They were Angeles Hawkins and Susan Head. The former now heads the largest department at the district which is Special Education. The latter served for a period as Coordinator of Curriculum before returning to site work.

Karen Hunt and Edward Spies began employment in 1967. Mrs. Hunt served one year as a Special Assistant to the Superintendent and then returned to a site assignment. Mr. Spies is presently working on attendance accounting in the Student Services Department.

In 1968 two more district administrative employees began their teaching careers. Andrew Campbell began at Hilltop High and Tom Williams initial years were at Hilltop Junior High. Today, Mr. Campbell serves the district as Assistant Superintendent for Planning and Facilities, and Mr. Williams serves as Director of Alternative Education. Both of these individuals have brought national recognition to the district. Mr. Campbell won praise for the use of Mello Roos and Certificates of Participation in the construction of Eastlake High School, and Mr. Williams for instituting the national acclaimed Learning Centers.

Four more district administrators commenced teaching in 1969. They were: Carmen Plank, Jerry Rindone, Mary Anne Weegar, and Mary Anne Stro. The latter two started at Southwest Junior High School. Mrs. Weegar now serves the district as Director of Categorical Programs, and Mrs. Stro is the Assistant Superintendent for Student Services. Carmen Plank began at Granger Junior High School and today is Director of Curriculum. Jerry Rindone was initially assigned to the staff at Chula Vista High School, but at present is the Assistant Superintendent for Adult and Continuing Education. This program currently enrolls 35,000 students and is recognized state-wide as a model for all others to emulate.

The growth of population in the early 70's was concentrated in the area south of Chula Vista and north of San Ysidro on the bluffs known as Otay Mesa. To meet the educational need of these students, the district designed and built the two Montgomery schools. Mr. Joseph Torres, the district's first Mexican-American administrator was named the high school's first principal in 1970. Russell Vance, who was serving as Assistance Superintendent for Student Services, wished to return to site administration was named the junior high's first principal in 1972.

The name Montgomery adds an interesting footnote to this history. John J. Montgomery was a very shy recluse who dabbled in the theory of flight. He designed and flew the first controlled aircraft, a glider, in August 1883. This pre-dates Octavo Channute, the usually recognized inventor of the glider by six years. Because Montgomery was so reclusive, he did not publicize his achievement. It was not until the late 1940's that a young Chula Vista Realtor became interested in the story of Montgomery's glider flights from the bluffs of Otay Mesa. Those flights (none of them exceeding 600 feet in length) occurred very near the present day campus of Montgomery

High School. This young Chula Vista Realtor did the necessary research to prove that Montgomery was indeed the inventor of the first glider. This attracted the attention of the Hollywood film industry which led to a film entitled "Highway to the Sky" which starred Glenn Ford playing the part of Montgomery. It also brought considerable name recognition to the Chula Vista Realtor--so much so that he ran for congress and won. The Realtor's name was Bob Wilson, and he represented this area in Congress for nine terms. This was not his first elected office. Bob Wilson had previously been elected the first ASB President of Chula Vista Junior High School in 1930.

1974 saw the completion of the district's vocational high school, Del Rey High School. Richard Alvord was its first principal. Over the years the school's mission has changed. It has been a continuation high school, a small technical school, and, at present, is an adult school center.

Joseph Rindone's last addition to the district was Southwest High School which was opened in 1975. As with Hilltop Junior High School and Mar Vista Junior High School the district saved money by using the same plan for Southwest High School as it used for Montgomery High School. John Macevicz was appointed its first principal. At the same time that this school opened, the San Ysidro Elementary District voted to remove their seventh and eighth grader from the Sweetwater Union High School District. Thus Southwest High School, Mar Vista High School and Montgomery High School began accepting ninth grader on their campuses.

Palomar Continuation High School was on the drawing boards when Joseph Rindone decided to retire in 1976. The twenty years he served as superintendent was a period of unprecedented growth. He brought continuity and stability to the area when it was experiencing rapid growth and radical change. It would be fifteen years before another high school would be built. Mr. Rindone often said that he was so busy passing bond elections and building schools that he had to leave the development of curriculum and the implementation of teaching strategies to his assistant superintendents.

CHAPTER V

CHANGING TIMES AND CHANGING PEOPLES

Between 1900 and 1910, more than eight million immigrants came to the United States. This great migration had a major impact on the organization and curriculum of our public schools. During the 1980's, a second major wave of immigrants arrived in our country. According to the U.S. Census Bureau, this second wave of immigrants included some nine million people.

Although separated by some 80 years, both groups appear to have many similarities: they primarily settled in a few large cities; they were typically poor; many had suffered the traumas of war, civil strife, or economic deprivation; many had to learn a language and all had to learn the customs of a new country. There are, however, three notable differences that exist between the two groups. First, the current group of immigrants comes from a more diverse range of cultures. Second, a higher proportion of these new immigrants have had little or no formal schooling in their native countries. Third, this most recent group of immigrants will have to compete and survive in an information age society as opposed to an industrial age society. These key factors put tremendous pressures not only on the schools but on society as well.

According to the 1990 U.S. Census, the state which has been impacted more than any other is California. That impact has been concentrated in the southern portion of the state. The geographical position of Sweetwater placed it where it received the full force of this migration. California today has a foreign-born population of 6,773,461. This represents 44% of all new immigrants nationwide. To better understand the magnitude of California's foreign-born population, if one were to identify all such people as representing a separate state, it would be the 9th or 10th largest state in the country.

The ethnic composition of the workforce is similarly changing, largely as a result of the influx of new immigrants. In California, more than 80% of labor force growth for the 1990's will be from Latinos and Asians. This group presents unique challenges to the school systems to effectively prepare them for the workforce. According to the Immigration and Naturalization Service agency, nationally the median age of immigrants is thirty, with fewer than

three percent of those being admitted in 1990 being older than 65. As a result, this new wave of young immigrants will have a profound impact on schools which will affect what they teach and, possibly, more important *how they teach* well into the twenty-first century.

Limited English Proficient (LEP) students now constitute over 22 percent of the over five million students enrolled in California's public schools. Another twelve percent of the students are identified as students whose primary language is other than English, but are classified as Fluent English Proficient (FEP). Together these two groups constitute over a third of the students being taught in California's public school system.

Slightly more than seventy-seven percent of the one million plus LEP students speak Spanish as their primary language. The top ten language groups according to number of LEP students are Spanish (887,757); Vietnamese (48,890); Hmong (26,219); Cantonese (22,772); Cambodian (21,040); Pilipino (20,775); Korean (16,496); Armenian (15,156); Lao (11,926); and Mandarin (9,123).

Of the more than one million LEP students one third of them (385,727) are enrolled in English language development programs given in their primary language. Seventeen percent (201,441) are enrolled in English language development using specially designed academic instruction with primary language support. Twelve percent (141,791) receive English language development with specially designed academic instruction in English only. Fourteen percent (164,997) are in English language only programs, and twenty-two percent (257,863) are in English only classes. How the Sweetwater Union High School District has dealt with this and other issues related to the changing demographics in these rapidly changing times is the topic of this chapter.

Over the past half century, there have been a myriad of changes effecting education. They are far too numerous to list them here in any degree of totality. This chapter will highlight only those which have had a dramatic or specific effect upon the Sweetwater District.

The magnitude of change within the Sweetwater District can be highlighted with a few stark statistics. In the last five years, the district's student population has grown from 25,186 to 25,916. That represents an increase of 720 students, or a growth rate of 2.8%. During the same period of time the Limited English Proficient (LEP)

student population increased from 3,169 to 4,661 which is an increase of 1,965. When expressed as a percentage, this is a growth rate of 57%.

Looking at the same issue from a slightly different perspective, in 1978, the year the State first began requesting ethnic data, the Sweetwater District was recorded as having a 55% Anglo population and a 45% ethnic minority population. As of this writing, sixteen years later, the ethnic minority population had increased to 80%, and the anglo population, conversely, had dropped to 20%.

Perhaps though, the most telling sign of change occurred within the office of the superintendent. The district has existed for seventy-two years. For the first fifty-four of those years, it had but three superintendents (Guy Hudgins 1922-1932, J. M. McDonald 1932-1956, and Joe Rindone 1956-1976). During the next eighteen years, the district would see four superintendents.

Earl Denton, 1976-1980, left after four years feeling that the "halls of academia" were more to his liking than the stresses of running the district. William Padelford, 1980-1985, was told by the Board that his contract would not be renewed after stormy times dealing with falling revenues, difficult labor relations, and management issues. Anthony Trujillo, 1985-1991, had his contract bought out after a change of membership on the Board. The new Board raised questions of accountability, and a superintendent spending too much time away from the district.

John Rindone, 1991--, is the current superintendent. His tenure as superintendent will have to await some future writer to fully chronicle his impact and achievements upon the district.

Concurrently with the turn over in superintendents was a parallel change in the make up of the Board of Trustees. This changing make up was not limited to the Sweetwater District, but was indicative of Boards everywhere. These boards represented a businessman's atmosphere with a corporate board of directors approach. These board members were interested primarily in tax rates and the sound fiscal management of their districts. They tended to leave the educational decisions almost exclusively to professional educators. Today's board members are more likely to be politically active community members whose interests are more focused upon the educational processes as well as the development of districts

policies and sometimes involve themselves in management. They were more cogent of the impact their decisions have upon the students, the community, and on the electorate.

One cannot embark on a review of the events of the late 70's and the 80's without again looking at the individuals who began their services with the district and later worked their way to positions of leadership in district administration. As indicated previously, the names listed here are only those who started as classroom teachers with the district. There have been other dedicated professionals who have served the district well from the central office, but they started their educational careers elsewhere. A more definitive history would list them all. However, this volume is limited in its scope to those who have devoted their entire professional careers to the Sweetwater District.

Jamet Ochi-Fontanott started her career at Montgomery High School teaching Spanish in 1970. She is the current Director of Testing, Evaluation and Language Assessment. Previously she served as an Assistant Principal at Southwest High School. Judy Klos also started teaching in 1970. Her assignment was in Mathematics at Montgomery Junior High School. From there she became a resource teacher with a specialty in computers. Her present assignment is the Coordinator Of Grants, and is responsible for bringing several million dollars to the district yearly.

Four teachers were hired in 1971 who at sometime in their careers were assigned positions of responsibility at the district office. Harvey Warren started as a biology teacher at Mar Vista High School, and later moved to the district as coordinator of Media Services. He is presently serving as Assistant Principal at Bonita Vista High School. The other three teacher began at Montgomery Junior High School. Jeffrey Schaeffer went on to be principal of Chula Vista High before moving to the district as Director of Instructional Support Services. He transferred back to site and is presently the principal of Bonita Vista High School. Marilyn Stenvall went from Montgomery to Sweetwater High before moving to the district officer as Director of Categorical Programs. As of this writing she is the principal of the district's newest school, Eastlake High School. Alan Goycochea, who has been cited previously, left Montgomery to go to Granger Junior High School before going to the district office in the capacity of Supervisor of Attendance and Student Welfare. Since then he became principal of Sweetwater

High School and converted it to be the first high school in the State to go year-round. Mr. Goycochea presently serves as principal of Southwest High School.

Sheridan Barker started teaching at Hilltop Junior High School in 1972. She worked at the district office as Coordinator of Staff Development. She is currently on loan to the County Office of Education.

Two teachers, who began their careers in 1974, ultimately moved to the district office. They were Loren Tarantino who began at Bonita Vista and today is assigned as a Coordinator of the Anti-Gangs and Substance Abuse Programs. The other did not begin as a teacher, but began her career as a counselor at Sweetwater High. She later became principal of Southwest Junior High School. Today, Maida Torres-Stanovik is the district's Assistant Superintendent for Human Resources.

The others who were employed during the 70's were Larry Perondi (1975) who later served one year as an assistant to the superintendent before being assigned as principal of Chula Vista Junior High School. Elizabeth LeBron (1975) began her teaching duties at Chula Vista Junior High School served as Coordinator of Curriculum and is presently principal of Sweetwater Adult School. Ed Brand (1976) started out at Southwest High School and later moved to Sweetwater High School. From there he left the district for several years, but returned as the Associate Superintendent for Administration.

The writer has made no attempt to track all of the classified employees who have started with the district and moved to position of leadership. Those good people deserve a volume of their own, however, there is one name that needs to be listed here. John Rayburn was employed in 1975 as a purchasing agent for the district. Today he is the district's Assistant Superintendent for Business Services.

Changes in education tend to move the system in new directions. Some changes if followed long enough by a researcher will lead him or her back to the original starting point. Some refer to this phenomenon as the pendulum effect, but in reality it is cyclical. No better example of this can be demonstrated than in the area of assessment. Prior to World War II, students were almost

exclusively evaluated by the subjective judgment of his or her classroom teacher using the student's written work as the instrument of evaluation.

The war and the need to measure large numbers with considerable rapidity lead to the development of the objective test. This gave birth to the theory that if it existed, it could be measured and measured objectively. Abstract concepts such as achievement and intelligence was thought to be able to be measured both quantitatively and qualitatively using an objective instruments. Achievement and ability published objective tests became big business.

Over the years, the district gave, and in some instances still do give, published objective tests such as: Sequential Test of Educational Progress (STEP), School College Ability Test (SCAT), Iowa Test of Basic Skills (Iowa), Comprehensive Test of Basic Skills (CTBS), and the Stanford Achievement Test (SAT[Stanford]). The colleges wanted results from the Scholastic Aptitude Test (SAT) or the American College Test (ACT). Numerous I.Q. tests were also developed. The State undertook the California Assessment Project (CAP) and the Golden State Exams. The longer these tests were used the more educators learned that they were testing not what the student knew, but rather what he or she did not know. Additionally it was found that these examination were heavily biased in favor of the urban Anglo child.

The result of this was the movement toward more authentic assessment. This method used student portfolios and California Learning Assessment System (CLAS) type open ended questions which requires the student to write not only the answer but also how he or she arrived at the answer. These written assignments are evaluated by the classroom teacher. Thus education in the field of assessment has come full cycle on evaluation.

Two areas where the changes have been linear in nature rather than cyclical are in student tracking and teaching strategies for the delivery of the instructional programs. In the early days students were placed in tracked classes. High achieving students were placed in the "X" track, the average student in the "Y" track and the low achieving student in the "Z" track. This lead to labels such as "zoo" classes and "zoo" students which destroyed what little self-esteem these students may have had. The major disadvantages was that

once a student was tracked, there was little or no opportunity for the student to move out of one track to another. A second disadvantage was that the minority student tended to be placed in the lower tracks. The reader should not confuse tracking with today's options of Honors classes and/or Advanced Placement (AP) classes in as much as these are at the student's option not the school's desecration. Even today the thrust of the GATE program is to integrate the gifted student into the mainstream programs and classes so that the basic core curriculum is delivered to truly heterogeneous classes.

Teaching strategies have undergone considerable change. High schools originally emulated the colleges by primarily lecturing to students. After the war, there was an influx of media into the classroom. This was usually in the form of 16mm movies and 35mm slides. More recently the skillful teacher endeavor to determine what style of learning is dominant within the individual student. Usually the student can tell you this. Once the student's learning style is known, the teacher allows the student to work and learn in that style and he or she will learn most effectively. This has allowed teaching to move more to "hands on" approaches and cooperative learning groups which are quite commonly found in high schools today.

When Earl Denton undertook the assignment as superintendent of the district in 1976, he must have felt like a batter stepping to the plate with two strikes already against him. Strike one was Howard Jarvis and Paul Gann. Strike two was State Senator Rhodda. When you add to these that Dr. Denton was an outsider (something the district hadn't seen for forty-four years) one might conclude that his chances of being successful as superintendent was something less than auspicious.

To appreciate "strike one" the reader needs a bit of historical perspective. Prior to the World War II schools were supported almost exclusively by local property taxes. The local electorate very much controlled level of funding and thus the quality of the educational programs and facilities of the school district since locally voted taxes constituted the principal source of school dollars.

This, however, gave rise to high wealth districts and low wealth districts. A district with a heavy concentration of industrial or

commercial property and few children would be a high wealth district. Conversely, a district with a concentration residential homes (filled with school aged children) and little or no commercial or industrial property became a low wealth district. This was because the same tax rate on the two districts would raise vastly different amounts of dollars behind each child. In California the children tended to live in the residential area (suburbs) away from commercial and industrial concentrations.

With the war and rapidly shifting population, the State began to support education by placing a "floor" of \$120.00 under each student. This, however, became a case of the rich getting richer and the poor becoming poorer educationally. The State had failed to address the differences in assessed value of the respective districts *vis-a-vie* their numbers of students.

This is where matters stood in 1971 when the parents of Willie Serrano (who happened to reside in a low wealth district) brought suit against the State of California alleging that a child's right to a quality education should not be a factor of where he or she lived. The case, *Serrano vs Priest*, altered the State's support of schools. Henceforth a sliding scale was developed with more State support going to low wealth districts than to the high wealth districts.

Dr. Denton's *forte* was school finance, and he knew how to get the maximum benefits from the State's complicated school financing. Sweetwater, a low wealth district, could be said to be tailor made for him. Unfortunately just as he assumed the leadership position, Jarvis and Gann muddied otherwise still waters with Proposition 13.

At the time of Proposition 13 schools in California, generally, received 45% of their support from the State, 45% from local property taxes, and 10% from federal programs. The loss of support caused by the passage of proposition 13 was massive. It fell to Dr. Denton to deal with the radically altered school finance picture.

"Strike two" was the Rhodda Act. This law gave the teachers of the State and their unions the right to bargain collectively for wages, benefits, and conditions of employment. Prior to the Rhodda Act, the teachers unions had to operate under the Winton Act which mandated that district administration had to "meet and confer" with teachers representatives over wages, benefits, and conditions of employment.

In essence, this allowed for teacher input, but decisions rested solely with the districts' Boards of Trustees.

It is a rather ironic footnote that public employee collective bargaining rights were consistently forbidden at the federal level. Most states took the position that since it was illegal at the federal level that prohibition applied also to State employees. It was not until an executive order of the President allowing Postal employees to bargain collectively that States began to give the same authority to their public employees. What makes it ironic is that one would expect a liberal President as a Kennedy or a great society President which was Johnson to issue such an executive order. They didn't. It was the conservative, Taft-Hartley supporting President Nixon who issued the executive order which opened the door to allow public employees access to the bargaining table.

These two issues, collective bargaining and radically alter school finances, could cause enough stress to give any superintendent a king sized ulcer. Denton from exterior appearances seemed to be handling the issues confronting the district without undue concern. The budget remained balanced without sacrifice of programs or personnel. The district weathered the initial bargaining agreements with the six unions representing the employees of the district.

One other lasting achievement, at least in the eyes of Sweetwater administrators, was that Denton finally began the development of a policy book for the district. Prior to this all district policies were imbedded in the minutes of the board meetings. In order to ferret out the position of the district on any given issue, one would need to plow through volumes of board minutes. Today all policies and their accompanying regulations are cataloged, crossed reference, and contained in a single three volume set of binders.

Earl Denton focus of interest though seemed to shift from the district to other options. The final straw occurred when Denton wanted State Senator Wadie Deddeh's administrative aide to run for the Board of Trustees. The Senator felt that his aide should not become too heavily involved in school politics, but should remain exclusively with the Senator's office. As a result, Denton indicated he did not want another contract, and in 1980 took a position of professor of school finance at San Diego State University.

There was some division within the Board as to the selection of a successor to Denton. Some members wanted an extensive search for a candidates. Others on the Board felt that the search constituted an unnecessary expense, and that the district had personnel available who could adequately fill the position. This later group prevailed.

Dr. William Padelford was appointed superintendent for the start of the 1980-81 school year. At the time of his appointment, he was serving as principal of Castle Park High School. He had had no previous central administrative office experience. He faced two very critical situations. The first was the country was entering a recession and funds were being curtailed. The district's reserves were rapidly dwindling to nothing. The second situation was the teachers' union contract which was up for renewal. The union's president, Jose Lopez, felt that the teachers should receive a large salary increase, and that the way to force the Board's hand to get it was to have the teachers' union go on strike.

These were turbulent times for the district. Padelford had few resources available to him. Finances and the teachers' union were on a collision course. Rationale discussion of the mutual concerns disappeared. The district marshaled its meager resources for a showdown with the teachers. It occurred in February 1981. The district was struck.

The strike was quite effective. Approximately 80% of the teachers joined the picket lines. Their signs and pronouncements depicted a district which was uncaring and willing settle on the children of the area a sub-standard educational program. The district managed to keep the schools open with emergency substitutes. However, the quality of their teaching skill was suspect. The district went to court to get an injunction against the strike. The Rhodda Act forbid strikes, but made no provisions for sanctions against a union which resorted to a strike. The court issued an injunction against the teacher and that forced them to return to work.

The dispute dragged on for months with fact finding and mediation. The following year there was still no signed contract and another strike was called for the following February. This one was called off at the twelfth hour. Finally in May 1982 a contract was signed, but ill feelings remained for years. There was stress and anxiety among those teachers who struck and those who crossed the picket

lines. There were hard feeling between managers and teachers, and most critically between the superintendent and the Board.

From this point on the Board took a more active part in the management of the district. Padelford felt that the Board was infringing upon the superintendent function as the chief administrative officer. It was not a healthy situation, and it was not one that could long endure.

Some of changes which were taking place during this time are examples of the changes in society's attitude toward schools. One such would be the shifts which occurred in the Physical Education Departments. Early on there were strict uniform requirements for the students in the P. E. classes. These usually were tied to the school's colors. However, with greater mobility of families, the students of these families likely attended different schools more often than their gym clothes wore out. This necessitated additional purchases to families of very modest means. The district addressed this by going to a district wide uniform of gray shorts and T-shirts for boys and white bloomers for girls. Neither of these were very flattering in the eyes of the adolescents who wore them. In time, this gave way to almost "anything goes". The result was the picture of gym attire which could best be described as bizarre. More recently the schools have gone back to shorts and T-shirts of the school's colors, appealing to the student's pride. It is also safe. A student in the school's colors will not be offensive to a neighborhood gang to which some colors represent a challenge. The ASB provide the school outfits at costs less than usually found among the local merchants. Outfits are provided free to those who cannot afford a second or third outfit.

The Physical Education Department also experienced a turn around with its policy on students showering. Initially all showered, but when economies forced the district to discontinue supplying towels to students, it could no longer insist that they shower. The result meant many sweaty bodies in classrooms which caused considerable concern for the teaching staff. Undoubtedly the biggest change in the Phy. Ed. Dept. was the advent of Title IX. This not only opened facilities which here-to-fore had been exclusively the domain of the male to the ladies, but it mandated equal appropriations to both genders.

In other arenas changes were also taking place. Pregnant minors who previously been relegated to adult school status were allowed to return to day school after delivery. Severely handicapped special education students were being brought back from special schools to be part of a traditional school thanks to the thrust of Public Law 94-192. All of these changes reflected the changing attitudes of society. Schools and school districts through their elected boards of trustees were becoming more responsive and sensitive to these changes.

In 1985, the Board decided not to renew Padelford's contract. A full scale search was begun for his replacement.

That search found Anthony Trujillo, a flamboyant and extremely articulate administrator who had had experienced in the bay area of northern California and also in Dade County (Miami) Florida. A majority of the Board was desirous of locating a superintendent whose ethnicity reflected the majority of the students of the district. Tony Trujillo was appointed superintendent of the Sweetwater District on a three to two vote by the Board in 1985.

That three to two split in the Board remained until 1990 when the November election changed the make up of the membership of the Board. The three to two split in favor switched to a four to one split against the superintendent. However, in those intervening five years of Mr. Trujillo's tenure many changes to the district occurred.

Some of these changes may have started with Mr. Trujillo's predecessors, some started during his term but did not come to full flower until the time of his successor, and some were exclusively within his five year span of office. Regardless, all had their impact upon students, the staff, and the community which is the Sweetwater District.

One of those changes which was typical of the former began in 1970. In that year the Lau family sued the superintendent of the San Francisco School District, Mr. Nichol, because the district gave their son a diploma. The suit contended that the diploma did not qualify their son for entrance into the workforce or society since the son spoke no English, but only Chinese. The result of this suit was the landmark decision from *Lau vis Nichol* which mandated bilingual education. At the same time this decision was being implemented, the United States, with California in the vanguard and Sweetwater

at the vortex surges of immigration both legal and undocumented from Latin America and Southeast Asia was of tidal wave proportions.

Mr. Trujillo attacked this problem and at the same time moved to head off the federal government from mandating a desegregation plan to ethnically balance the schools. *De facto* segregation of the communities placed heavier concentrations of minority students at some schools and considerably less at others. His goals were to actively recruit bilingual certified teachers, place at least one bilingual administrator at each site, and develop magnet programs designed to attract students to move from their resident high school to another as long as the move improved the district's ethnic balance. He encouraged and implemented numerous bilingual and bi-cultural courses into the curriculum. In all these enterprises, he was eminently successful, and the results were most beneficial for the district.

Examples of changes which were instituted by Trujillo and fully implemented during his term was the massive introduction of media and technology into the curriculum supported by intensive staff development programs. He also developed an expanded alternative educational programs designed to reduce the district's dropout rate. Computer assisted instruction was in its infancy when Tony Trujillo came upon the scene. Most of the district's schools had one or two computers. One or two of the schools had a computer lab available to their students, but software was extremely limited. This was all to change.

Mr. Trujillo's stated philosophy of school finance was that the State provides funds to educate the students. It was the superintendent's function to see to it that all those funds are spent. Additionally, districts need to search for outside funds to enhance educational opportunities. His time as superintendent saw considerable increase in the district's application for and the receipt of grants. This was especially beneficial to the adult programs. The grants office annually amounted for a million dollars of educational funds above normally anticipated revenues.

The superintendent poured nearly all the unencumbered funds into the purchase of mini-computers. The district signed contracts directly with the manufactures for direct shipments of truck loads of computers to the schools. This eliminated the wholesale and

retail people which resulted in a considerable saving. All schools had several computer labs. Previously were a student would be fortunate to get a few hours at a computer, that student could now have daily access to them.

At the same time, he promoted a staff development program to inservice staff on the new technology and many other aspects of professional growth. His staff development programs kept the district on the cutting edge for solutions to educational issues. For his efforts in staff development, the district was nationally recognized as having one of the best programs in the nation.

Alternative education was another innovation where computer assisted instruction played a vital role. Learning Center were developed with the goal of dropout recovery. The program initially utilized computer hook-ups with the Nova-net out of the University of Illinois to give basic instruction to students. This was supplemented by intensive teacher student interaction on a one on one basis. The program was extremely successful. It was expanded from dropout recovery to alternative program for students who were not meeting with success in a traditional school setting.

Unfortunately, the rapid influx of millions of dollars' worth of equipment led to concerns and even accusations of improper accounting and unaccounted loss of much equipment. This resulted in considerable press coverage and expensive independent audits. The ultimate result was the erosion of the community's support for the superintendent.

Two examples of actions started by Mr. Trujillo but which did not come to fruition during his time in office were the building of Eastlake High School and the fourth unification attempt. This unification attempt resulted from the perception that he wanted to influence the elementary districts. This perception came from the fact that three Sweetwater administrators ran for seats on three of the elementary districts which feed into the Sweetwater District. Although none of the three were successful in their election bids, the active support given them by Mr. Trujillo and the appearance an overt attempt to exercise some control over the elementary districts caused strained relations between the elementary districts and Sweetwater.

Two of the elementary districts immediately began the process of unifying their districts. It would take several years for the process to reach the people for a vote. That election and the struggle to get the significant issues to the electorate was to be one of the many arduous tasks left for Mr. Trujillo's successor.

Eastlake High School would be the first school built since superintendent Joe Rindone built Southwest High School. The cost of Southwest High School had been sixteen million. The projected cost of Eastlake fifteen years later was set at thirty-six million. Initially a bond election was undertaken to finance this project, but it failed. Developers fees were over extended and was not a practical answer for the source of dollars. It was left for the district's planning division to develop a financing plan for this project. The issuance of Certificates of Participation and the tax structure of the Mello-Roos bill provided the needed dollars for this project, but the construction of Eastlake like the unification election would be a task which would be finished when Mr. Trujillo would no longer be associated with the Sweetwater District.

The furors caused by Mr. Trujillo began to erode the support he was initially given as superintendent. He was a combative and aggressive individual. The hard feeling he stirred up with the elementary districts, the cavalier fashion with which he dealt with the issue of accountability for the newly purchased technology, and his continued absence from the district serving on various commissions and boards or speaking at this or that convention finally took their toll.

The election of 1990 contested the seats of two of Mr. Trujillo's most ardent supporters on the Board. The issue of these contested seats was Mr. Trujillo's leadership. Both incumbents were voted out. As a result what had been a board which voted three to two in support of his policies now became a board voting four to one against him. In January of 1991, the Board of Trustees bought Anthony Trujillo contract and dismissed him.

The Board appointed as an interim superintendent Dr. John L. Rindone who was the district' Assistant Superintendent for Human Resources. He had served many years in that division. Personnel, school finance, and public relations were his strengths. In the months ahead the district would require all the expertise he could command in these areas. Within a month the Board dropped the title

"interim" and John Rindone became in 1991 the district's seventh superintendent.

He faced two very critical problems either one of which could drastically alter the composition of the district. The first was school finance. The last decade of the century was accompanied by a recession and along with it the Cold War ended. This brought about a sharp reduction in the military presence and procurement contracts which long had been a mainstay of California's economy. The result was that since 1990 California's income has been less than its expenditures. The result was that district incomes remained at the same level while costs continued to rise. In order to balance the district's budget, drastic cuts were made in district administration so that sites and school programs could continue to be funded.

To compensate for the loss of central services, John Rindone instituted one of the three major pillars of his vision for the district. It was the concept of Principal Based Management. The rationale behind this concept was two fold. It allowed the site to select, within limits, those activities and programs which best fit the school and the community it served. It gave the sites flexibility. It also allowed the individual sites the ability to compensate for the loss of central services due to the downsizing at the administrative offices.

The second critical issue which confronted the new superintendent was that of unification. This issue would consume most of his energies for his first two years. It would come very close to tearing the district apart. The proposed plans for unification were pressed by the South Bay Elementary District and the National District. These plans would have removed the areas of Imperial Beach, Palm City, and Nestor in the south and National City and Lincoln Acres in the north from the high school district. Both plans were politically conceived and, more importantly, were not good for students. The southern plan would exclude students from their neighborhood schools and increase racial isolation of the San Ysidro area. The northern plan would limit the students of that area to a single high school and by doing so it would eliminate educational options for them.

Much of the energies and an inordinate amount of the district's meager resources were directed toward getting the facts and ultimate ramifications of the unification issues before the voters.

When the tally was completed on election night, the margin in the north between the two factions was razor thin. It was a more comfortable nine percent margin in the south. Both propositions were defeated. For the fourth time in the history of the district unification movements were initiated and four time the people said: "No, keep the status quo".

With unification out of the way, the superintendent could devote his efforts, more appropriately, toward solving educational issues. The school reform movement started to move from rhetoric to implementation. The precepts of Caught in the Middle and Second to None showed signs of becoming reality in the district's school. Dr. Rindone strongly supported and moved the district toward converting the juniors high school to middle schools. Teaming, villages, caring environments, rigorous core curriculum, effective school criteria, advanced placement and honors courses were instituted at all schools.

Reforms were also instituted for students with special needs. The thrust of these reforms was to place these student in the least restrictive environment possible. As a result one would find RSP students placed in regular classes with the special education teacher serving as a resource teacher for the regular teachers who had the RSP student in their class. More significantly, the severely handicapped students, who previously had been housed at separate locations, were returned, to the greatest extent possible, to their resident school.

One of the promises given during the unification debates was that the superintendent would open all schools to any student in the district as long as there was space available. This became the second pillar of his program--school choice. The shifting demographics of the area made choice based on ethnic balance next to impossible. With the district student population standing at 80% minority, ethnic balance had occurred regardless of student movement.

Choice is based on the students desire to attend a school for the purpose of completing a unique curriculum which is emphasized at that particular school and not found at any other school in the district. The goal of choice is based on the premise that the concept of a comprehensive high school is no longer a reality in today's complex society. Each school should have a strong basic core

curriculum, and, in addition, it should develop vocational specialties which open career paths for the students interested in those particular specialized fields. This can be seen in today's high schools of the district as follows:

<u>School</u>	<u>Special Program</u>
Sweetwater High	International School of Business and Ed. Tech.
Chula Vista High	School for the Creative and Performing Arts (SCPA)
Hilltop High	Foreign Language and Global Studies (FLAGS) and Electric Music
Bonita Vista High	International Baccalaureate
Eastlake High	Educational Technology
Castle Park High	International Baccalaureate
Montgomery High	Media Technology (KMMI)
Southwest High	Medical Technology
Mar Vista High	Naval Junior Reserve Officer Training Corps (NJROTC)

In recent years the changing demographics of the area transformed it into an urban environment with all the problems that inner cities experience. Lower socio-economic level, higher numbers of dysfunctional families, and increases in the incidence of crime are the salient statistics which today focus the concerns of the communities which make up the Sweetwater District. The schools too had to deal with these community problems. In order for a student to be able to learn, he or she must be in a safe and secure environment. The schools had to be made safe from disruptions to the learning process.

Superintendent Rindone committed resources from the reserves to ensure to the greatest extent possible that the schools would be

safe and secure. There is a stark contrast between the Sweetwater schools of the 40's and the schools of the 90's. Fifty years ago the schools had open campus, unfenced parking lots, and athletic fields with only chain link fences. In the schools of the 90's, one will find that the schools are fenced. They are fenced not with chain link to keep an errant ball from rolling out into the street, but with steel security fencing keep people from one side being able to get at people on the other side. Parking lots are gated and locked. Supervising staff carry two-way radios with them in order to immediately summon assistance. The campuses are patrolled by armed city police officers. These uniformed police officers' salaries are paid in part with Sweetwater District educational funds.

To focus the resources of the district, Dr. Rindone developed a strategic plan which was to serve as a blueprint for future decisions. This plan became the third pillar in the superintendent's scheme for the district. The strategic plan has six major components, and each component has three strands. This plan is designed to carry the district into the Twenty-first Century.

The first component of the plan is Teaching for Learning. It is based upon the premise that learning must be a life long endeavor. It cannot end with a high school diploma. The strands supporting this component are: Academic Excellence, Alternative Programs, and Support Services.

The second component is School Climate. Its premise is that no one can learn unless they are in a culture conducive to learning. The strands supporting this component are: Safe and Secure Environment, Positive Interpersonal Relations, and Interagency Collaboration.

The third component is Preparing Students for the 21st Century. The premise here is that education must be flexible. It can never be static since its world is not a static place. The supporting strands of this component are: Research and Development, Technology, and Career Path Options.

The fourth component is entitled Fiscal Policies. This one could also be entitled accountability for this component must ensure that the community receive the greatest return possible for its tax dollars. The supporting strands are: Balanced Budget, Funding for Instructional Priorities, and Legislative Advocacy.

The fifth component is Public Relations. Its premise is simple. If the school does not inform the public, it will lose the public. The supporting strands for public relations are: Parent/Community Involvement, Publicize Successes, and Promote the Value of Education.

The last component of the strategic plan is Service and Leadership in a Diverse Community. The premise for the sixth component is that the schools and the communities are inseparable. Each needs the other if either is to progress. The supporting strands of this component are: Multi-Cultural Interaction, Staff and Student Community Service, and Business Partnerships.

Whether or not this plan will carry the district into the next century with any degree of success, remains to be seen. What will be the ultimate achievements and legacies of Dr. John Rindone's term as superintendent must be left for some other writer to chronicle.

The district faces many challenges. It has many resources available to it, and it made up of many dedicated, talented, and professional individuals who are capable of meeting those challenges. The Sweetwater Union High School faced many challenges in 1922, but its future was bright. Now, almost three quarters of a century later, there are still many challenges to be faced, but the future still shines just as bright.

EPILOGUE

There is one group of individuals who have been referred to only collectively in this work. That is because they can only function officially as a collective body. It is time that the reader knew individually who they are and when they served the district. They are the members of the Board of Trustees of the Sweetwater Union High School District.

It is the locally elected official which makes a reality of the democratic process for public education in the United States. These individuals are correctly referred to as the bulwark of democracy. Elected officials must be sensitive to the wishes and desires of the electorate for they alone are answerable to the citizenry. They are the power brokers. They are the shakers and breakers. It is the individuals listed below who have set the policies and determined the direction the Sweetwater Union High School District has taken.

<u>Members of the Board of Trustees</u>	<u>Dates of Service to the Sweetwater District</u>
R. C. Allen	1922-1927
L. B. Barnes	1922-1946
Warner Edmonds	1922-1929
Dr. Carl S. Owen	1922-1942
R. E. Smith	1922-1927
T. LeRoy Richards	1927-1933
Cyrus G. Buehrer	1927-1938 & 1941-1950
Edgar D. Boal	1929-1933
Mrs. Louise H. Pray	1933-1948
D. L. Murry	1933-1945
Mrs. Mineva S. Latham	1938-1941
Dr. James B. Norton	1942-1949
Wilber F. Bradley	1945-1959
Edwin M. Campbell	1946-1949
Lawrence C. Kuebler	1948-1953
David E. Roberts	1949-1952
Harold C. Foster	1949-1961 & 1964-1969
Eddgar O. Rogers	1952-1969
John W. Gardener Jr.	1953-1964

Dr. E. Morris Hayes	1950-1973
Dr. Bernard C. Schemmer	1959-1973
Frank L. Whittington	1961-1971
Ernest H. Azhocar	1969-1981
Mrs. Judith Bauer	1969-1990
Charles J. Hess	1971-1975
Mrs. Ruth F. Chapman	1973 -----
Rick Wood	1973-1983
O. Stephen Ballard	1975-1979
Rev. Bart Huizenga	1979-1980
Mrs. Bobbie Morris	1980-1983
Steve Hogan	1981-1990 & 1992 -----
Mrs. Lita David	1983-1992
Nick Aguilar	1983-1992
Jim Cartmill	1990 -----
Lorenzo Provinco	1990 -----
Bob Griego	1992 -----