

# GOING TO SCHOOL IN SANTA CRUZ COUNTY

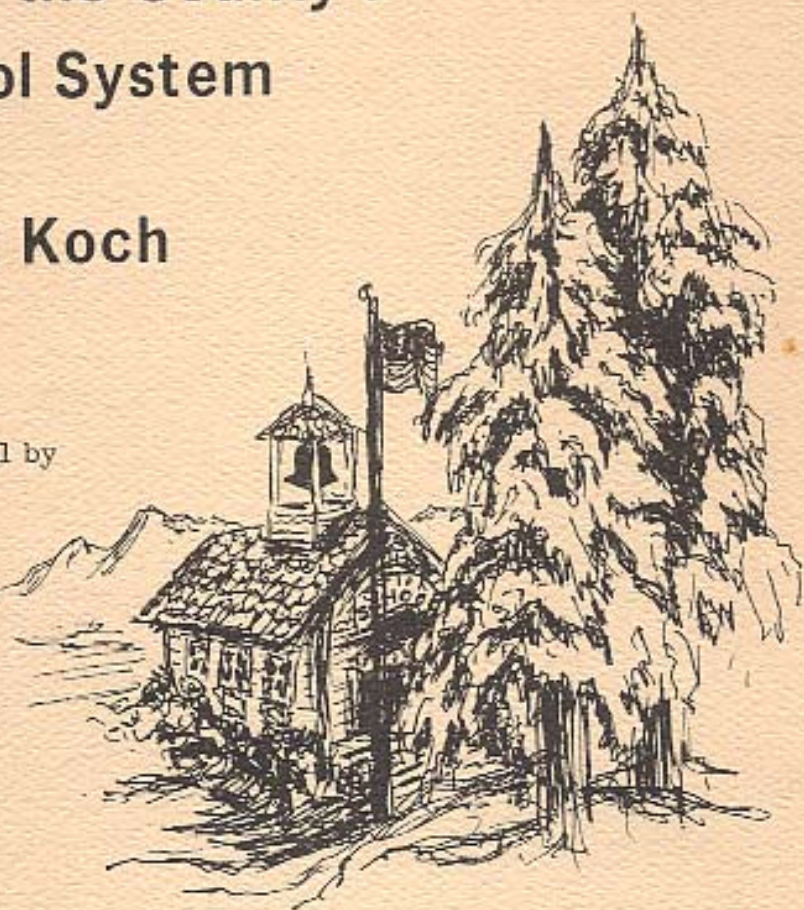
A History of the County's  
Public School System

by Margaret Koch

Editing and  
Supplementary Material by  
Marylyn Painter

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Richard R. Fickel,  
Superintendent

Fall, 1978







Old Laguna School. This school began in 1865 as Petroleum School, one of the earliest in the county's school system. In 1875, when this building was built, its name was changed to Laguna. It closed around 1935, when the district was annexed by Santa Cruz City District.



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## Preface

The "School History" project was launched by the Santa Cruz County Office of Education in the bicentennial year of 1976, a year when interest in the historical heritage of this country was high. The idea was to produce a book telling the story of the schools of Santa Cruz County, tracing the progress of local education over the past 200 years. It was to be amply illustrated by old photographs, and provide the reader not only with a chronicle of names, dates, and places, but also, hopefully, with a flavor and feeling of those schools of the past--what the classrooms and curricula were like, and what it was like to be a pupil or teacher "back then."

The subject was a broad one; the task was not easy. The book has been more than two years in preparation. In January of 1976 a committee was selected to begin gathering materials. Early school records--those which were still available--were unearthed. Meetings were held, memories and materials compared and discussed. Several long time Santa Cruzans were prevailed upon to share their recollections of early school experiences.

Members of the original committee included chairwoman Gerrie Haden, G. Darrell Cardiff, Philippa Pfeiffer, Alan Kimball, Al Schadel of the Santa Cruz County Museum, Louise Worthington, Alice Earl Wilder, Ella Anderson, Margaret Hayes, Patty Haden Stocker, Phyllis Patten (since deceased), Maria Carniglia, David McFadden of Cabrillo College Library, Charles Prentiss of the Santa Cruz City Museum, Randall Jarrell of the University of California at Santa Cruz, Clyde Adams, and C. E. "Doc" Fehlman of the Santa Cruz High School Alumni Association. They were later joined by Jeanette Rowland, Frank Cooper, Don Knauf, Vera Hutchinson, and Laura Bahis.

Al Reetz of the County Office of Education coordinated the project. Gerrie Haden did a large portion of the preliminary research and got the project off the ground. Subsequently Margaret Koch,



author of several books on Santa Cruz history, was commissioned to write the manuscript.

Marylyn Painter, public information officer for the county schools office, served as editor, provided supplementary research and material (chiefly Chapters VII, XI, and XII, and the appendices), and supervised the book's layout and publication.

It is impossible to name here all the many people to whom we are indebted for their contributions of reference materials, information, and photographs. Some of them have been acknowledged in the text, but special mention should be made here of Alzora Snyder, curator of the Pajaro Valley Historical Association and Museum collection in Watsonville; Susan Manville and Jane Borg, also of the Pajaro Valley Historical Association; Marion Reynolds of the Santa Cruz City School District staff; Allen Grasso, formerly of the same office; reporter Carolyn Swift of the Cabrillo Times & Green Sheet; and the Santa Cruz Sentinel, which allowed use of its files.

We also wish to thanks Susan Sturgis and Sylvia Blazo of the County Office of Education for help in research, typesetting, and proofreading.





Richard R. Fickel, Santa Cruz County Superintendent  
of Schools, 1967-1978.



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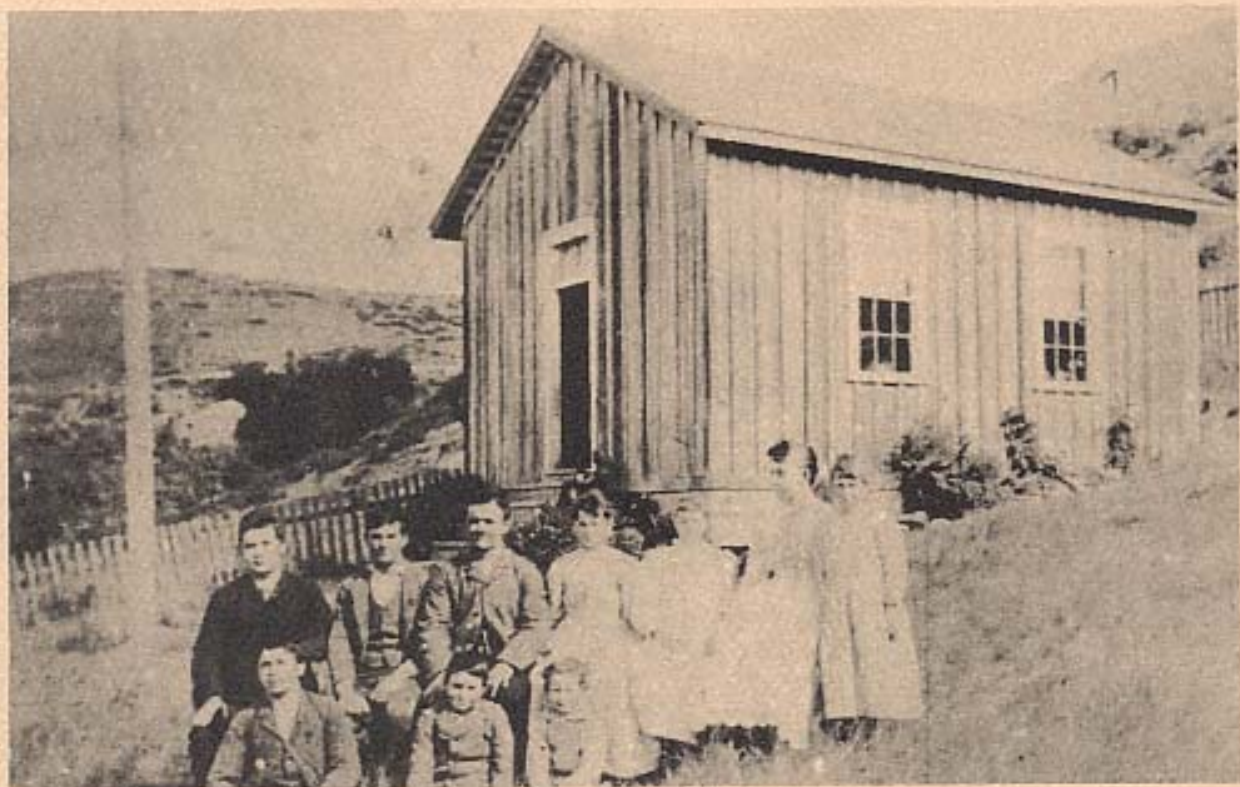
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## I. Introduction

It seems the fashion in some quarters today to decry the state of modern education; educators and parents wring their hands over seemingly insurmountable problems: overcrowded classrooms or-- just as bad--declining enrollments; a citizenry that proclaims the necessity for a free public education for all but is unwilling to pay enough taxes to support it; inadequate school facilities; poorly trained teachers; curricula that fail to educate children properly; lack of student discipline--the list of complaints is a long one.

Yet a study of the history of our schools makes plain that all these problems, staggering though they might seem to us who are trying to cope with them today, do not presage the imminent demise of the public school system. The veil of nostalgia that so often cloaks the past tends to make us forget that such problems have been around for a long time--and in spite of it all, the school system has survived.



Just for example: this year in California a taxpayers' revolt brought about a slashing of property taxes that cut deeply and painfully into school budgets, and some people were predicting this would prove to be a death blow to the schools. The situation, however, was not unprecedented. A similar taxpayers' revolt--in the early 1870s--forced some Santa Cruz County schools to close for a while. Yet the school system survived and recovered.

And the difficulty in passing school bonds is certainly not unique to our times. Many times in the past the county's school system has had to make do with makeshift housing while it waited for reluctant voters to loosen the purse strings. From the fall of 1906 to the spring of 1909, for instance, Watsonville children were forced to attend school in the Gas House, a building rented from the Watsonville Power and Light Company, because south county residents had repeatedly turned down the desperately needed school bonds at the polls.

Inadequate school facilities? At different times in Santa Cruz County school has been held in adobe huts, family parlors, one-room cabins of rough redwood planks through which the wind whistled, church basements, and, in one instance, in a butcher shop. In 1947, during that crisis period of overcrowded classrooms following the war, Scotts Valley school children attended class in an old firehouse with a dirt floor, through which a river of mud flowed when it rained.

What about the quality of education? There were good teachers and bad back then, just as there are today (though the names of the indifferent teachers of the past are generally forgotten, while only those of the good ones survive). Certainly there is evidence to show that teachers of the past had far less training for their profession than they do today. And there are records to show that in spite of the strick and sometimes harsh discipline practiced in those early classrooms, unruly student behavior was often quite a problem. And while we can easily find fault with the curriculum of today's schools, one suspects after reading the old teaching manuals that the often uninspired curriculum of the past, with its heavy emphasis on rote and drill, caused more than one student to nod off to sleep at his or her desk.



And while we are deploring the inadequacies of our present school system, we might also recall the fact that in Santa Cruz County of 1861, only 30 percent of the school age population went to school at all.

A study of the history of the schools helps to put it all in perspective. Such a study reveals, of course, the changes that have occurred with the passing years. But it also reveals how many things remain the same; the problems and issues that are with us today have been faced before, and weathered. Momentous political events have swept the social scene, epidemics (which closed many schools in the 1860s and '70s), fires (the fate of so many of those early wooden schoolhouses), and other assorted disasters have come and gone, and still the school system has managed to survive.

The first public school in the county was built in 1857, in the little settlement of Santa Cruz, still called "the Mission" by many in those days. That first school, Mission Hill, was the start of our local public school system. There have been over 100 schools in the county since then. Of course it would be impossible in a book of this size to trace the history of each one. Indeed, many of them we know very little about. This history can only give the reader an overview, a general idea of what the school system was like and how it grew. But it's been said that if we want to understand a society we should look at the way it educates its children, and if this book aids in that study it will have served its purpose.

Because there was schooling before there were schools, we start our history 200 years ago, some 80 years before the first schoolhouse went up on Mission Hill...



## II. Two Hundred Years Ago

It was a wild and beautiful place two hundred years ago--the mountains, the valleys, and seashore that would become Santa Cruz County.

Blacktail deer browsed in the hillside thickets of chaparral brush. The mountain lion made his den high in the rocks, and the grizzly bear roamed the sunny slopes hunting for one of his favorite tidbits--gophers. The bluejay squawked and scolded as he flashed through the trees. And those trees! The redwoods (*Sequoia sempervirens*) marched up every canyon, along every stream, and seemed to touch the sky they were so tall. The oaks spread their magnificent arms wide over the hillsides, which were brilliant green with new grass in winter and spring, and dry gold in the summer sun. Little creeks ran down every wooded canyon. Two rivers flowed strong and pure to plunge into the waters of Monterey Bay.



In the southern part of the county, which was to become the Pajaro Valley, a small herd of tule elk grazed and moved with the sun and wind. In the waters offshore, sea otters dove and played, bringing up abalones which they cracked open with a stone, then ate at their leisure while lolling on their backs, floating in the water. Fish jumped in the sparkling waves, fleeing the sea lions which chased and ate them. Gulls combed the beaches for carrion while pelicans and sea ducks flew low over the waters of the bay looking for fish near the surface.

The only sounds in the land were the calls of the animals and birds, the rushing and breaking of the waves, the storms, and the wind in the trees. Even the wind was stilled when the soft gray fog drifted in over the land. Then, the only sound might be the drip-drip-drip of dew in the deep redwood forests.

In certain places there were other sounds--human sounds--the soft moccasined step of the Ohlone Indian hunter, the twang of his bowstring, and the thud of the arrow finding its mark.

Near the Ohlone settlements the fragrance of wood smoke hung in the air and mingled with the shouts and laughter of the Indian children. They were a happy people. They hunted and fished and gathered acorns under the oak trees in the fall, from which the women made a highly nutritious acorn flour. The women dug edible roots and gathered those grass seeds which were good to eat, and they wove some very fine baskets. They were tightly woven works of art, those baskets, often decorated with tiny beads laboriously carved from clam shells and with small tufts of feathers from the quail's topknot. (It is sad to have to report that today only one of those Ohlone baskets exists in the Santa Cruz City Museum.)

When the weather turned cool, the Ohlones wore animal skins and sometimes coated their own skin with a layer of mud. In warm weather the women wore short skirts woven of tules.

Their homes were dome-shaped, formed by layering branches with coatings of mud. When an Indian house got too small or wore out, it was a simple thing to build another.



The women spent their days gathering food, cooking, and curing animal hides, while the men hunted and fished. The children were allowed to play freely until they reached a certain age. Then they began their education.

What education? you may ask.

The Ohlone Indians educated their children for life--for living, much as our public schools attempt to do today. The only difference was in the kind of life that was led.

Indian boys had to learn the arts of hunting and fishing and setting snares, or they and their families would go hungry. They had to learn which seasons were best and which places most likely for stalking a fat deer. And when they killed him with an arrow or a spear, they not only gained food, but they had his hide for moccasins and clothing, his horns for tools, his teeth for ornaments, his sinewy muscle fibers for thread, and his bones for needles and flutes. Every part of the animal was used for some practical purpose and nothing was wasted.

Children learned early that the grizzly bear would attack without provocation and was to be avoided at all costs. They learned to make fish line from plant fibers and arrows from the hazel bush. And they learned which plants, berries, and roots were edible and which were poisonous. The girls learned to sew skin clothing, to cook, and to make the beautiful baskets. Some of those baskets were so finely woven that they would hold water.

If the Indian children failed to learn these vital lessons, they could not survive as functioning adults in the life of the tribe.

On the lighter side of life there were songs and dances, stories of tribal history, games, and music. Guessing games were popular --which nut shell concealed the pebble?

When illness struck, the Ohlones went to the sweat house. There they sat in the steam and heat until they could no longer stand it. Then they dashed out to jump into a cold stream. The Indians did not have smallpox, the measles, or diphtheria until the pioneer



Spanish settlers brought those diseases of civilization with them. Then the Indians died by the hundreds. They had no natural immunity against the new diseases.

The earliest settlers, Spanish and Mexican, also brought a more formal kind of education to the Indians.

The forerunners of those earliest settlers stood at the edge of the San Lorenzo River on October 14, 1769. They looked about them at what would become the site of the Mision La Exaltacion de la Santa Cruz--now referred to as Mission Santa Cruz. (Santa Cruz means "Holy Cross" in Spanish.) They named the river in honor of St. Lawrence.

Those men at the edge of the river were the party of Spanish explorers led by Don Gaspar de Portola in the first land exploration of the coast of Alta California. (Alta means "upper" and this was Upper California, in contrast to Baja or Lower California.) The explorers passed on along the coast after remarking what a fine location for a city this river plain afforded.

Things moved slowly in those days and 22 years passed before Mission Santa Cruz was founded by Padre Fermin Lasuen on August 28, 1791. The first Mission building of stone and adobe bricks was completed on May 19, 1794.

The Indians built it, with the Franciscan padres showing them how to work the clay, and that was one of the new lessons. The Indians also learned to raise fruits and vegetables, weave blankets, make saddles and boots, ride horses, herd cattle and sheep and pigs, and to wear clothing like that of the Spanish settlers.

Some of the Indians became Christians and were taught to read and write, and to sing in church. A few learned to make and play musical instruments. Others ran away to the hills to keep to the old ways of life.

The Franciscan padres intended to convert the Indians to Christianity, then educate them to take over their own affairs, but things didn't work out quite that way. After five or six years, life



at the Mission was routine, with Indians tending the herds and the crops of wheat, beans, corn, and other vegetables. Mission herds roamed from the area near Watsonville north to New Year's Point, with Indian herdsmen ever on guard against marauding mountain lions and grizzlies.

One of the earliest of the Mission's problems was those new diseases--new to the Indians. Epidemics swept through the settlement and whole Indian families died. Soon the padres were burying more neophytes--as they called the Christianized Indians--than they were baptizing.

Another problem for the padres arose with the founding of Villa Branciforte on the east side of the San Lorenzo River, across the river from the Mission, in the area where Branciforte Elementary School stands today. The Villa was one of three pueblos (the others were at Los Angeles and San Jose) established by the Spanish authorities with the aim of discouraging the Russians, French, or English from colonizing Alta California. The village was laid out in 1796 by Lieutenant Alberto de Cordova and settled in the next few years by convicts from Mexico seeking a better life and by young Spanish army officers and their families.

Although the Mission settlement and the Villa settlement were separated by the San Lorenzo River, the Villa with its horse races, bear and bull fights, and fandangos drew the Indians away from the Mission. The padres were dismayed. They had founded the Mission with the intent of educating the Indians, saving their souls, and then turning the land back to them. Instead, the Indians were fleeing the Mission.

This was a turbulent period in world history. Spain ruled approximately two-thirds of the known world, but its power was waning. King Carlos IV and his son, who became King Ferdinand VII, were struggling to retain control.

In 1822 Mexico, long under Spanish rule, freed itself and the California Missions found themselves under Mexican rule. In 1834 the Missions were taken from the jurisdiction of the Catholic Church and were secularized. Some Mission properties were divided among



the few remaining Indians. Other properties and herds were stolen or scattered.

Today the only remaining adobe building of the Santa Cruz Mission compound stands on School Street in Santa Cruz and poses something of a mystery. The exact date of this adobe's construction is unknown, although educated guesses place it anywhere between 1794 and 1810. Its purpose also is a matter for speculation. There are those who believe it was a guardhouse, others who think it might have been a school, and still others who say it probably was housing for the Christian Indian women. The fact that the building stands on School Street, which was named in the earliest days, would seem to lend credence to the school theory.

There are no records of a school at Villa de Branciforte, but the children of the Spanish Dons learned early to read, write, and keep accounts, being taught by their fathers and by the Mission padres. Emphasis was placed on the teachings of the Catholic faith. There were no Protestant families at the Mission until the 1840s. By that time there were about a dozen English-speaking residents.

The first Americans in the Santa Cruz County area in the late 1830s and early 1840s were adventurous hunters and trappers who followed the beaver trails and brought no wives or children. Schools were not needed. But by 1847 a handful of American families had settled in Santa Cruz, among them those of Nicholas Gann and Benjamin Case.

Benjamin and his wife, Mary Amney Case, crossed the plains in a covered wagon in 1847 and upon arriving in Santa Cruz--or "The Mission" as it was then called--built a home at the edge of Neary Lagoon. The Cases had one child of school age and Mary Case held classes in her home in 1848 and 1849--the first English school of record in Santa Cruz County.

Spanish was the language of Alta California and it was necessary to speak and write it in order to carry on any kind of business. But some of the new American settlers wanted their children to learn to read and write in English.



Mary taught her own child and three children of Joseph Majors; three children of Adna Hecox; two children each of Nicholas Dodero, the Widow Patterson, and Pruett Sinclair; and one child each of Eli Moore and Nicholas Gann. (Adna Hecox, a Methodist "exhorter" or preacher, served briefly as alcalde or mayor of the Mission settlement, as did Joseph Majors.)

Mary's school was in session only in the summers, when the children were not needed at home for farm work. She taught the three Rs plus some basic Christianity.

Imagine Mary Case, if you will, trying to find time to teach. She probably milked the family cow and raised a vegetable garden, she cooked and canned, she made all the family's clothing, and scrubbed it on washday by hand on a scrub board. The wash water had to be heated on a wood stove--the same stove she cooked on. Such pioneer women as Mary Amney Case had an iron determination that their children would not grow up illiterate. That was a day when illiteracy was common; many early Santa Cruz deeds and wills were signed with an "X" which had to be witnessed by literate persons in order to make the document legal. That also was a day when education was not considered essential for girls. Many of them were educated only in the arts of sewing, cooking, and keeping house. So it took an unusual strength of character for Mary Case to devote hours from her hard-working life to teach school. Nevertheless, she is considered by historians to have established the first secular, English-speaking school in Santa Cruz County.

Paper, pens, and ink were hard to come by in Alta California; where did she find slates for the children to use in writing and figuring? What books did she use--other than the Bible? It would be interesting to know these things, but we never will. No one recorded the details, and Mary Amney Case died, an old woman, in 1900 at the Santa Cruz home of her son, Rollin Case.

The West truly became the Land of Gold in January of 1848 when James Marshall picked gold nuggets out of John A. Sutter's millrace at Coloma. Everything seemed to happen at once. The Treaty of Guadalupe Hidalgo between the United States and Mexico in February of 1848 laid the foundations for Alta California to become part of the



United States. After the first wave of skepticism about the gold strike, Americans began to believe the fabulous news, and they poured into California by covered wagon, on foot, on horseback, by steamship, and by sailing vessel.

Two short years later, on September 9, 1850, the State of California was born with a golden spoon in its mouth, as the 31st state in the Union.

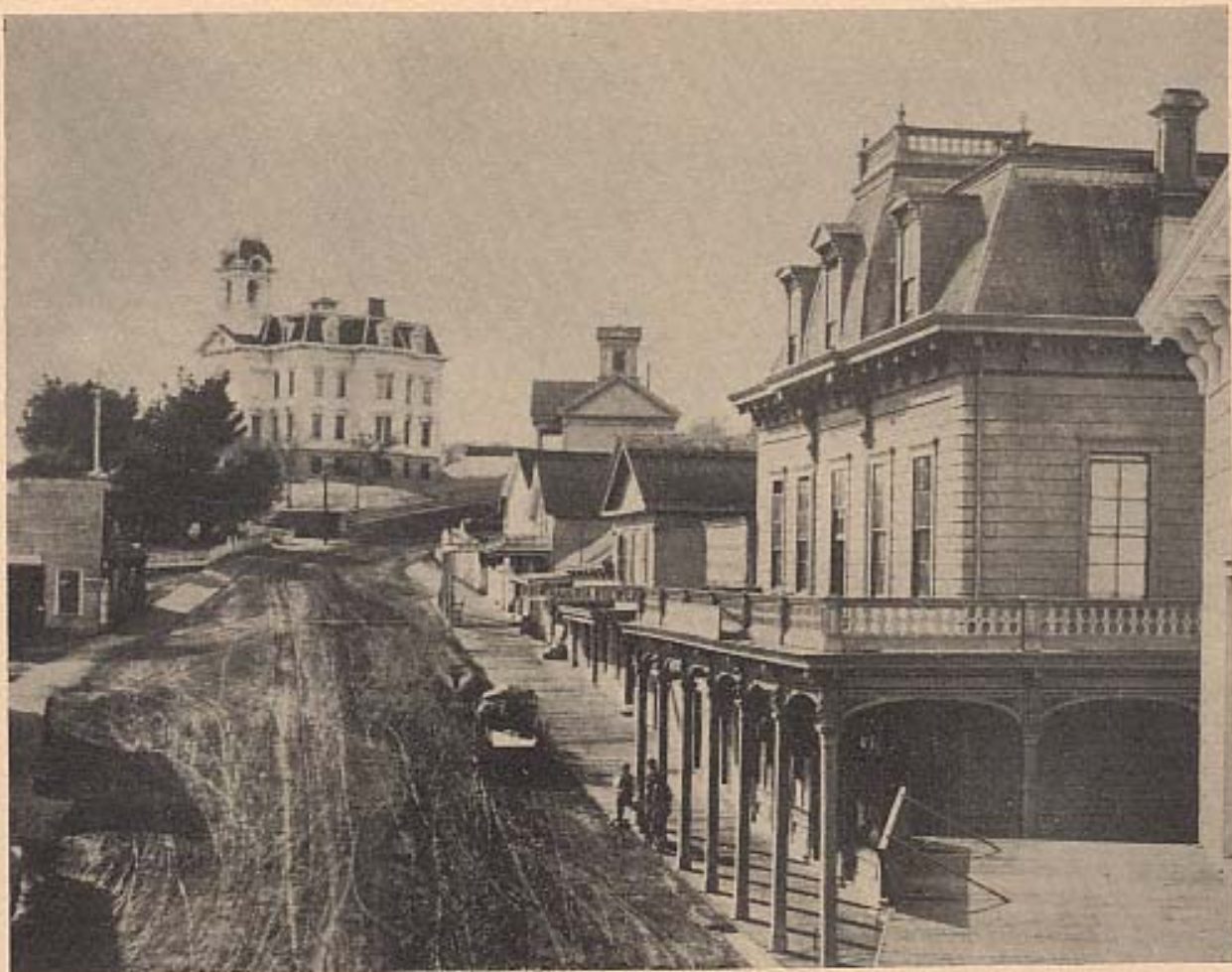
Santa Cruz County, which was actually created on February 18, 1850, was about seven months old when the state in which it was located was accepted into the Union.

There was confusion about the naming of Santa Cruz County. It was first called Branciforte County, but a few weeks later the name was changed to its present title. The county seat was established in the settlement of Santa Cruz, which was still called "the Mission."

So now there was a county with a county seat; there was a hotel (the Eagle, located in one of the old Mission adobe building); there was a combination store and home up on the hill near the Mission; there were families with children. But there was no public school building and no fund for establishing or operating one.

However, this situation was soon to change. Nine years after Mrs. Case held classes in her home, the new county's first public schoolhouse was built. During those years and the two decades that followed, the young school system took root and grew.





Would you believe Mission Street? This is the way it looked in the days before it was paved. Today the administration buildings of the Santa Cruz City School District sits on the hill. The old St. Charles Hotel and the Temperance Hall (note tower) on the right have gone, along with the smaller places of business.





A very early view of Mission Hill which is unique because it shows both the First Methodist Church where school was held before the first schoolhouse was built--and the first schoolhouse. It is at the left, the building with wings sprouting on either side, plus a small bell tower. Note orchards in the background--downtown today.





Mission Hill School, Santa Cruz District 1, built in 1879 to replace the original 1857 one-room Mission Hill School--the first public school structure in Santa Cruz County. The building shown above had a basement used for classes, two floors above that, and a top story in which the county's first high school was conducted.



Holy Cross Boarding and Day School in Santa Cruz filled a real need for orphaned children. Phyllis Bertorelli Patten entered this school as a child after her mother died.





Rare photo of a "ranch school," a private schoolhouse that the Steele family built on their dairy ranch, up the coast, in a day when roads were impassable much of the year. This area once was part of Santa Cruz County, later was given to San Mateo County.



### **III. The New School System Takes Root: the 1850s, '60s, and '70s**

The County of Santa Cruz was officially born on February 18, 1850, and the State of California on September 9, 1850. The years that followed were ones of confusion and excitement for the new state and the new county.

Men who failed to strike it rich in the gold country looked for other avenues to fortune, and many found them in Santa Cruz County's rich farm lands and thick redwood forests. In those days the county's resources must have seemed infinite, endless. And, looking about them and seeing what seemed to be a paradise of climate and riches, the men sent for their wives and families.

What was it like in Santa Cruz County during those early years of California statehood, as the embryo public school system was struggling to be born?



The new county was geographically unique. It was second smallest in the state and among the most beautiful. It had never been on El Camino Real ("The King's Highway"), the main link running north and south between the Missions. It was considered an isolated county, off the main roads and rail lines. (Two main roads leading from the county were completed in 1858-59, connecting it with Santa Clara County, but the railroad line between Santa Cruz and Watsonville was not completed until 1876 and for the most part travel was considered difficult in the county, especially in the winter months.)

An early census count says there were 653 people in the county in 1850 and 200 "census children" in 1851. But the accuracy of such counts should probably be viewed with a little scepticism; many areas of the county were relatively inaccessible to the census takers, who had to travel long distances afoot or on horseback over rough terrain with no roads to speak of. And--the Indian population was not included in the count.

The legislature of the new state had the power to tax for the benefit of its public schools. As counties were formed, each county board of supervisors decided what was needed. But money for public education, then as now, was hard to come by. The first state Constitution planned for schools but didn't allot any funds for them.

In 1854 the county schools' tax rate was five cents on each \$100 of taxable property. One might have supposed that tax money would have rolled in to support the schools. However, "taxable property" was scattered far and wide over the county, roads were rough trails, and a tax collector could labor for days trying to track down taxable properties.

The wheels of the new government moved slowly--often too slowly for parents who wanted education for their children. Some groups of parents formed small centers in homes and churches where their children could be taught to read and write.

In Santa Cruz the First Methodist Church served as one of those centers in 1849-50. Benches were rearranged each Monday to suit school needs, then were replaced church-style on Friday afternoon.



The small frame building was located on the corner of Green and Mission Streets. A year or so later the class was held in another small frame structure on the bluff at the end of School Street on Mission Hill. H. S. Loveland was the teacher, and the school was maintained by Methodist families. Teachers, who came and went at short intervals, included C. K. Ercanbreck, the Rev. D. A. Dryden, and George Frick. Teachers were paid out of funds collected from the parents.

In Watsonville school was also located in a church--the Methodist Church South building. This could be considered the start, in 1853, of the Pajaro School District. The first teacher was Mr. Seneca Carroll. Other early-day teachers included John K. Lutrell who was later elected to Congress, Professor Dunne who became a district judge in Nevada, and John Grant who went on to take up medicine. Miss Fanny Cumming, who later became Mrs. John T. Porter, was an early teacher also.

In 1855 the Franciscan padres from Santa Barbara Mission came to the Pajaro Valley to establish the St. Francis School for Boys. The widow of the well-known Spanish Don, Jose Amesti, and her four daughters gave 130 acres of land for the school and orphanage, where boys who had no families were taken in, taught, and cared for.

St. Francis School was probably the first bi-lingual school in Santa Cruz County. Academics were taught in both Spanish and English. The boys also learned farming and raised all the foods used at the school. For years the Amesti family (for whom the present Amesti Elementary School in Watsonville is named) subsidized St. Francis School. In those early years it sat far out from town, on a cattle trail which wended through the hills to join El Camino Real. (In 1919 the Franciscans turned the school over to the Los Angeles-Monterey-Fresno Diocese for greater support, and in 1921 the Salesian Society took it over and has administered it ever since. It now serves as a seminary for young men studying for the priesthood.)

But the people of the new county wanted a public school system with a public school house. And in 1857--nine years after Mary Case



taught class in her Santa Cruz home--they finally got one. Santa Cruz Public School District 1 came into existence following a hot dispute as to where the schoolhouse would be located.

Frederick A Hihn, who was to become the county's first millionaire, wanted the school down on the flat (about where the Santa Cruz Public Library now stands), and offered a lot for about \$200. But those parents who lived near Mission Hill wanted the school up there, and Isaac Pierce had a lot there he said he would sell for \$400. After a lively meeting, the hill dwellers won out, and Pierce's lot was purchased with \$400 raised by subscription, most of it at the meeting.

The one-room, 30' by 40' schoolhouse was built in 1857 at a cost of \$2,233. Of that sum, \$400 came from county taxes, \$1,416 was raised by subscription, and the rest was assumed as a debt by the district. And even in those days administrators had trouble with school financing. An article appearing in the July 2, 1857, edition of the Santa Cruz Sentinel notes:

SCHOOL HOUSE--This new edifice is about completed. It will be ready for delivery in about a week or ten days.

It is a splendid building--and does credit to the school trustees who so energetically have accomplished this project.

Of course they will have to call on the citizens for the balance of their subscriptions, and will expect them to be ready to pay up, as the builders and workmen will want their full compensation.

Trustees of the new school were wagon-maker Richard K. Vestal, tinsmith William Anthony, and tanner Richard C. Kirby. The site of that first public schoolhouse on Mission Hill is where the Santa Cruz City School District administrative offices stand



today. Before long a second room was added to the schoolhouse to accommodate the growing number of school-age children in Santa Cruz.

In the next four years five more public schoolhouses were built in the county. But in the Watsonville area children continued to attend school in rented halls or in private homes. In the Pajaro Valley Mrs. William Roache set up a school for English-speaking pupils in her parlor. She and her husband had come to Santa Cruz County from Monterey County in 1860 and settled outside Watsonville. (In 1866 a school district named in the family's honor was established and the Roache School was built. It continued in existence until 1946.)

And that school conducted in the Methodist Church South building continued until around 1860 when L. D. Holbrook arrived in Watsonville from Placer County with his family. He built a home on East Lake Avenue and was hired to provide a classroom and teach school. He also had to make out the rate bills and collect them for every child. For two years Holbrook taught the Watsonville Primary School on the second floor of his home, at a salary of \$100 a month.

We have a report (see Appendix) prepared in 1861 by D. J. Haslam, then serving as County Superintendent of Schools, which gives a brief overview of the county's public school system at that time. With what sounds perhaps like a note of censure, Haslam says of the fledgling Pajaro district: "This District rents the second story of a dwelling house for holding their School; it is twenty-six feet long by twenty-four wide, about nine feet high. The people of this District do not care to spend any money to build a school-house; they have just refused to be taxed to build one. No furniture belonging to the District. Average daily attendance, thirty-two."

According to the report, however, the other six school districts in the county seemed to be faring better. Each had a schoolhouse, all built of redwood. There was Pescadero School to the north (outside the county but still administered by Santa Cruz) with two rooms and "very ordinary" furniture, and Oak Grove School in



the Corralitos area, also with two rooms and furniture described as "fair." Soquel School, having one 33' by 22' room with 12-foot high ceiling, was described as "a good School-house, well furnished, and well ventilated," and had an average daily attendance of a little over 24.

Haslam reported that the very newest district, added just that year, was San Andres (spelled San Andreas in later reports). It had a redwood schoolhouse 16' by 20', an average daily attendance of 10, and was "not very well furnished."

"Santa Cruz No. 1" on Mission Hill, the first public school to be built, and now expanded, was the largest and best attended of the county's seven public schools. It had a grand average daily attendance of 58 and two rooms: a huge 54' by 28' main building and a 26' by 20' wing, both with 14-foot high ceilings. "This School-house is very well ventilated," Haslam reported, "and the furniture of a very good kind." It was also graded--the only one in the county with enough pupils to allow the student body to be divided into separate grades.

Haslam's report shows that by this time the city of Santa Cruz had built another schoolhouse, "Santa Cruz No. 2," which was much smaller than the first (24' by 20') and had an average daily attendance of only 20.

Although it might seem as if education were making great strides in 1861, the report reveals a startling fact. Haslam notes that there were 1,312 children in the county at the time, but only 395 were enrolled in school. And the county-wide average daily attendance was only 199! Haslam stated, "Some plan should be adopted to compel the attendance of children who are idling their time around the streets, without occupation."

However, he acknowledged that laziness was not the main reason for the poor attendance. "Some Districts are very large," he wrote. "Santa Cruz No. 1 is eighteen miles in length and twelve wide. If the population were more condensed, the attendance would be much better; many find it impossible to send, not being able to pay board bills for their children."



Tuition was also a problem to many parents. At that time state and county funds paid only about one-fourth of the expenses of the schools. In most districts children attended school on a rate basis, with parents paying a set fee per day. Poor families were not expected to pay, but the arrangement no doubt kept many proud parents from accepting what they termed "charity," and their children stayed home. Others didn't go to school because they were needed at home during crop times, and still others because they lived out-of-the-way places with no transportation.

In Santa Cruz District No. 1 the school was kept open by subscription--voluntary contributions. "Those willing to aid the Schools," Haslam wrote, "donate per month, and are regularly waited on by the Trustees when pay-day comes."

The tight financial situation was reflected in the salaries of teachers, many of whom had to have other jobs on the side in order to make ends meet. Haslam reported that only two of the county's teaching staff planned to make teaching a permanent profession. "It does not pay very well in this county to teach School," he wrote, "and those who have followed no other occupation do not intend to continue teaching any longer than they can help."

In spite of the small number of children attending school, Santa Cruz County enjoyed the distinction of having a longer school year than almost any other county in the state. At that time state law said that the minimum amount of time a school should stay open was three months out of the year, and the average school year in California at that time was six months long. But Santa Cruz schools stayed open an average of eight and a quarter months. Only three other counties in the whole state (San Francisco, Monterey, and San Diego) did better than that. Of course the amount of time an individual child spent in school depended on where he or she lived; children attending Soquel School had a ten-month school year (longer than they have at present), while those in the new San Andreas District, for example, only had to go to school for three months out of the year.

Haslam closed his report by deploring the poor attendance at school in 1861 and wrote: "This certainly should be remedied, if



possible, but certainly cannot be done until School-houses are more numerous."

And, predictably, they did grow more numerous as new districts were formed, each with its small, one-room public school. By 1865, just four years after Haslam's report, the number of schools had tripled. There were then 21 schools serving 1,756 children.

And Watsonville finally got its school. Classes had been held in the Methodist Church building and in teacher Holbrook's home and (with A. F. Knowles as teacher) in Scotts Hall. But after nine years of this pillar to post moving around, parents decided they'd had enough of temporary quarters. In 1862 an election was held for a proposed school tax which would build a real schoolhouse. Voters turned the tax issue down most emphatically, but a second election in the following year passed.

The trustees then called a meeting at Scotts Hall to select a site for the new school. However, community involvement was not all that could be desired--not a soul showed up except two trustees. But an amateur band happened to be rehearsing in the hall that night. They stopped practicing when the trustees, Judge R. F. Peckham and G. M. Bockius, called the meeting to order. Then--since there was no one else in the audience to do it--band members offered their opinions as to where the new schoolhouse should be built, and then resumed playing. Trustees carried out the band's instructions and later purchased the site and, in 1864, built Watsonville Primary School. Thus a brass band decided the location of Watsonville's first public school building.

The school was located on East Lake Avenue (then Fourth Street). Professor William White was hired with Miss Gates as assistant teacher. Successive teacher-principals included H. P. Tuttle, C. T. Johns, and a Mr. Woodbury. In February of 1866 a special tax was levied and two additional classrooms plus a set of stairs were built.

During the same period of time, private schools continued to serve the educational needs of the community. In 1862 the Daughters of Charity (also called the Sisters of Charity) had sailed from the



East Coast of the United States to Panama, where they rode mules across the Isthmus. On the Pacific side they boarded a sailing ship for San Francisco. They arrived in Santa Cruz to set up an English-speaking day school and boarding school for girls, two institutions which were to fill a real need.

At first the nuns held classes in the old adobe Eagle Hotel building which stood on the corner of Emmett and School Streets. In 1865 the first new wood building was constructed, and in 1890 it was greatly enlarged. (It stood until 1944 when it was demolished. Holy Cross High School was constructed in 1926 on High Street and operated until 1970 when rising costs closed it. The elementary school was built in 1957. Nuns of the Dominican Order replaced the Daughters of Charity as teachers and administrators in 1943.)

The late Mrs. Phyllis Patten, Santa Cruz historian and author, entered the Holy Cross Boarding School as a young girl when her mother died. Phyllis often spoke of the kindness and concern of the nuns and about the classes in elocution and literature. Even the mealtimes were not idle; a reader was always present to read aloud from the classics or other edifying educational materials while the girls ate.

Of interest is this old list of terms at Holy Cross Boarding School: "Terms (per session, boarding pupils): Boarding and tuition with use of bedding, \$150. Music, piano with use of instrument, \$60. No extra charge for the languages. Singing in class, drawing and all kinds of plain and fancy needlework. No entrance fee required. For further information apply to Sister Superior."

The early years of the 1870s presented many problems for the county's public school system, mainly caused by the state's runaway growth and financing difficulties. In 1870 county residents protested taxes and caused property assessments to shrink, which placed an impossible burden upon the public schools--a situation reminiscent of the situation the schools face today, over 100 years later. School funds which were \$17,925 in 1870 were cut back to \$13,660 in 1871. The board of education appealed to the state for relief but county schools were forced to assess themselves an extra \$2,500 in order to finish out the school year of 1873. During 1874 some of the schools actually remained closed.



But in March of 1876 conditions began to improve with the incorporation of a Common Council in Santa Cruz, which included Mayor William F. Cooper, D. Tuthill, Henry Skinner, Charles Martin, and Judge Joseph H. Skirm. They were aware of the problems and worked to alleviate them.

As noted earlier, in 1865 there were 21 schools in the county serving 1,756 children. Ten years later, in 1875, there were 54 schools operating with 3,378 pupils. Compulsory education was now encouraging more parents to send their children to school, and although about one-quarter of the children in the county between the ages of five and 17 still were not attending school, this was a great improvement over the attendance record Superintendent Haslam had deplored in 1861.

In 1875-76 the citizens of Watsonville realized that their 11-year old primary school, even though it had been enlarged, would not serve all the students. They passed a bond issue for \$12,000 to build the Watsonville Grammar School. The schoolhouse was designed by James Waters and built by L. D. Holbrook (who apparently had left teaching for construction), and was considered grand indeed.

The building was 55' by 84', two stories divided into eight classrooms, each with its own small cloakroom. That was more or less standard style for those days. But the Watsonville Grammar School also had a private room for the principal, a library, and two "broad staircases" and "wide and airy halls." A belfry topped the building. At that time it was described as "one of the most substantial, best ventilated, and convenient school buildings in the state, and challenged the admiration of all."

And so school buildings grew larger and more substantial as the school population expanded. In an editorial of the time the Santa Cruz Sentinel urged foresight in planning in the face of that rapid growth:

Presuming the good financial arrangements will continue to prevail, a fund will commence being formed for the construction of a new schoolhouse. This building should not be commenced till the



trustees are justified in expending \$10,000 in its construction. We want no more one story buildings with wings. The Town of Santa Cruz and District contain wealth enough to warrant, at the close of four or five years, the construction of a public school edifice that would at least equal those of Watsonville and Bay View, and the fine three-story building of the Sisters of this place. Build something that will be an ornament to the town and a worthy example of free education--a fountain at which the high and the low, the rich and the poor, may drink alike...

In 1879, perhaps spurred by the example of their neighbors to the south, the citizens of Santa Cruz City built a \$25,000 structure which was designed to hold 600 students. It was constructed atop Mission Hill, where the first school had been located.

It had nine classrooms: four each on the second and third floors and one large one in the basement. Wide halls cut directly through each floor with stairs leading up to the next floor. The fourth floor was to serve as Santa Cruz's first high school.

(The high school operated without state support until the High School Act was passed by the California legislature in 1891. Up until that time Santa Cruz taxpayers, determined to give their children the best education the district could afford, financed the high school out of the county's portion of the school tax.)

The new building contained such innovations as sinks with faucets for drinking and washing hands. A big box stove, fired up each morning by the janitor, heated the building. However, there were no gas or electric lights, and all evening programs were held at the Opera House down on the flat. "Little rooms"--there were nine--adjoined the classrooms and were furnished with a table, bowl, and pitcher, and there were hooks for the teacher's coat and hat. Each classroom had four windows, evenly spaced, and a raised platform



for the teacher's desk--the better to keep an eagle eye on all scholars.

Professor W. W. Anderson was the principal, and Santa Cruzans proudly described their modern new schoolhouse as "inferior to none in California."

Truly, the public school system in Santa Cruz County was growing up. Many schools sprung up during the first three decades of its existence--many of them forerunners of schools which serve our children today.

But before giving the histories of some of those early schools, it might be well to take a look at what life was like in those days--in Santa Cruz County a century ago. What was it like to be a youngster of school age then, or a teacher in the public schools? And what were those little schools like?





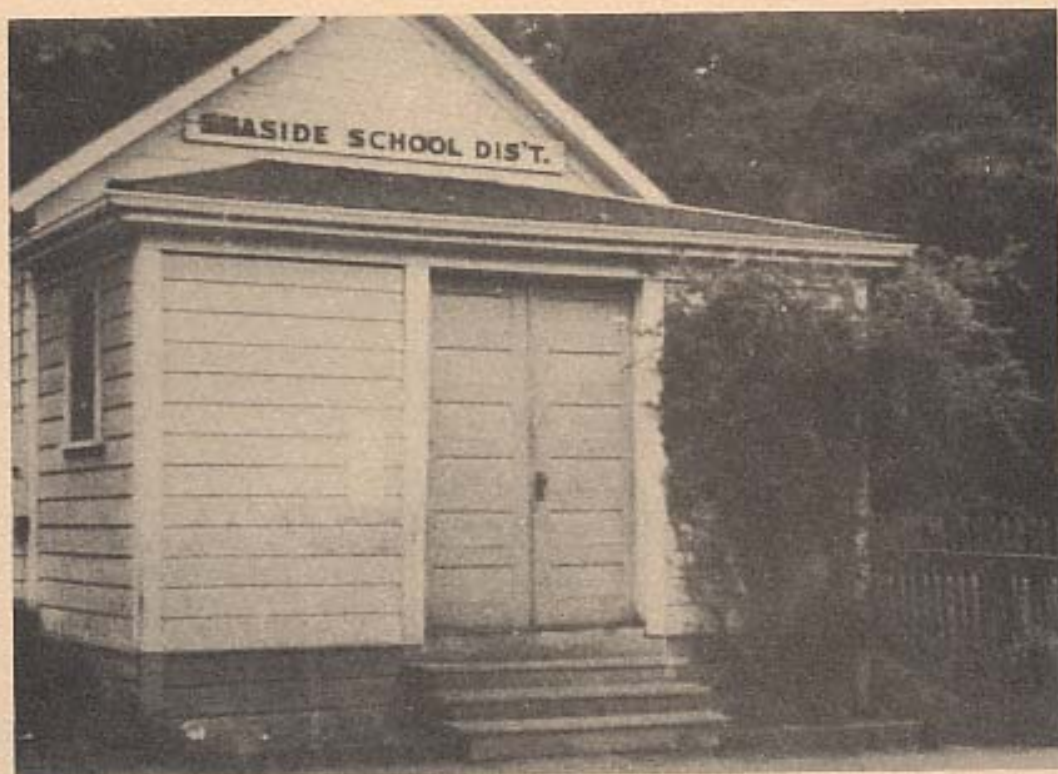
In the spring of 1889 everybody got out at recess to play ring-around-the-rosey, or shoot marbles as the boys in the foreground are doing. Also note: almost everyone wore hats and many of the girls wore aprons over their dresses. This was Grant School playground. The school was originally established sometime between 1863 and '66--one of the oldest in the Santa Cruz City District. Building pictured above was built in 1881. Closed June, 1966.





At Grant School in 1890 high buttoned shoes vied with bare feet in this early scene taken on the front steps. Teacher is unknown; she wore a long white apron as protection from chalk dust, probably. Not all the children are known, but among them are Ruth Grant, Kittie Pedemonte, Mollie Pedemonte, Alice Hauck, Thomas Thompson, Martha and Alice Brown.





Seaside School in Swanton. Established as El Jaro School in 1865, on coast near Waddell Creek. Changed to Seaside in 1875. Second school built on Gianone Hill. This is the third school, erected in 1907. It was closed in July, 1962, and students went to Pacific School.



Carlton School, established in 1863, rebuilt in 1899. Annexed to Salsipuedes in 1946.





1902 class photo of old Felton School. Established as San Lorenzo School in 1863, changed name to Felton in 1875. Rebuilt 1894. Closed in 1946, joining Ben Lomond and Zayante in San Lorenzo Union Elementary. Teacher shown here is Agnes Cooney. Evelyn Easton (nee Devitt) of Santa Cruz has identified the "third boy over from the left top row" as Bob Devitt, who, she says, later became sheriff of Santa Cruz County.



## **IV. When the Schoolbell Rang a Hundred Years Ago**

In those days Santa Cruz was a relatively isolated, rural county. Outside news came into the county via stagecoach for a number of years. Mail and newspapers arrived daily; the stagecoach ran from Mission San Juan Bautista in San Benito County, through the hills and along the Pajaro River and down what is today Watsonville's main street. It continued along the present Freedom Boulevard, Soquel Drive, Soquel Avenue in Santa Cruz, and up Mission Street to rumble along the northern coastline into San Mateo County. Stops for teams of fresh horses were designated about every seven miles.

As can be imagined, public health standards as we know them today were almost nonexistent. Medical care was managed mainly by mothers who relied upon homespun remedies handed down from generation to generation. Midwives delivered babies. Doctors, when there were any, were often men who had read up on "medical science" and perhaps had some practical experience, but little or no formal medical education.



Infectious diseases often swept through entire communities, wiping out whole families of children. The smallpox epidemic of 1868 took many lives in Watsonville, and Santa Cruzans were so alarmed that they tore up the bridge at Aptos to stop communications with the southern end of the county. However, the smallpox soon made inroads in Santa Cruz, and all schools were then closed in an attempt to hinder the epidemic.

In 1878 a diphtheria epidemic swept through Santa Cruz County and took its toll. Infant mortality was high in those years, and if a child survived to reach school age, he was considered to be relatively out of danger from an early death.

Mothers of that era knew that certain household practices made for sanitation and good health. On wash day the family clothing and linens were boiled. Bedding was aired regularly. The lye they put into their homemade soap helped discourage germs on skin and in clothing. Lice were controlled with lamp oil shampoos. Honey and lemon juice or onion juice made a good cough syrup. Ginger tea was good for tonsillitis. A whole nutmeg with a hole in it was put on a string and hung around the neck as treatment for acne.

There was no way to preserve meat in those days except by putting it down in brine or lard, drying or curing it. Fruits were canned with sugar syrup.

Every home and schoolhouse had its "backyard convenience" or privy, into which lye was poured at intervals to keep the flies and odors down. Sewers were in the future.

In Santa Cruz a real estate promoter advertised lots for sale on Mission Hill: "Ideal for a home and the healthiest in the area"--for a good reason. The editor of the Santa Cruz Sentinel was urging the citizens not to allow their raw sewage to run down the open trenches which were then used to drain it off. It was not until 1875 that Santa Cruz's sewage was piped underground.

Medicine wagons made the rounds of early-day towns, usually putting on a show of some kind to draw the crowds. A barker would then take over and, speaking loudly and holding up one bottle or jar



after another, would guarantee the cure of almost anything. Bottles and jars would be sold for \$1 or \$2 as fast as they could be handed out.

By 1878 the trustees of the five dozen public schools in Santa Cruz County were becoming increasingly concerned about communicable diseases. They cautioned:

In several instances parents who have had a child sick with diphtheria have sent their childrento school as usual. No doubt this has been done thoughtlessly. Respect for the rights of others would prevent anyone from willingly exposing them to so great a danger. It is hoped this will not occur in the future. It perhaps would not be too much to ask physicians, in such cases, to use their influence in behalf of the general safety; and, if need be, to inform the principal as to what families should be excluded from the schools.

(It was not until nearly 60 years later, in 1937, that county schools were given the authority to employ school nurses, to be paid from the general funds.)

And what were those early schools like?

The average schoolhouse of the 1870s in Santa Cruz County was a one or two-room box-shaped wood building, simply laid out, often built of rough-sawn boards, covered with a coat of whitewash. Paint was expensive. Whitewash was cheap and easy to apply.

A stovepipe pierced one side wall or the shingled roof. The stove burned wood which was cheap and easy to come by from the sawmills which were located in almost every area of the county. There was usually a big boy among the students who could take on the job of cutting and carrying the firewood. Chopping wood was a skill acquired by practically every able-bodied male in the county



at an early age. Homes, stores, offices, schools, churches--even the Santa Cruz County Courthouse--all were heated by wood-burning stoves.

In winter the teacher usually tried to get to school a half-hour early to build the fire and get the chill off the room. Stoves had to be emptied of their ashes, too. If there was no handyman among the students, all these tasks and more fell to the teacher. She--or he--swept the floors, dusted the desks and bookshelves, cleaned the windows, and kept the privies in a reasonable state of cleanliness. This last chore was helped along by throwing a shovelful of ashes or lime down the holes to discourage flies and kill the odor.

Small schoolhouses rarely had water piped into them. The drinking water arrived in a large bucket from a nearby spring or neighbor's well, and the bucket was replenished daily. It was placed in the cloakroom, if there was one, and a tin dipper was hung over the side of the bucket. A thirsty child dipped his drink, downed it, then replaced the tin dipper for the next customer. Germs were not discussed or even thought of--perhaps one of the reasons those aforementioned epidemics of smallpox and diphtheria went like wildfire through the school-age population.

Ordinary paper was an expensive item at times and difficult to obtain and certainly was not for common usage. Foolscap was precious--used sparingly by the teacher and doled out to the students grudgingly, a sheet at a time, for very special purposes. Each child had a slate on which he worked sums and wrote words and sentences with chalk. A soft rag served to erase the slate. It worked better when slightly damp and for that purpose might be occasionally dipped into the drinking water bucket.

If the school boasted a cloakroom, the hooks for hats and coats lined its walls. If there was no cloakroom, the hooks were on the main room walls, near the door, where students could shed and hang their outer garments as they entered. Everybody wore hats in those days, summer and winter, so the hooks were in use even during warm weather when coats weren't being worn.

There were not always desks in those box-like schoolhouses. The poorer districts had benches on which the students sat, all



facing the teacher. Teachers--particularly the men teachers--sometimes kept order by force.

In her old age, Margaret Martin of Glenwood, who grew up in the Corralitos area, still shudders when she tells of one particularly strict teacher. "Old Brady" he was called by all the pupils behind his back--"Sir" to his face. Brady had a stout stick which he used with relish upon the backsides of students who strayed from the straight and narrow as he prescribed it. Brady whacked with a vengeance, marking the path of education with black and blue bruises.

"Did he whip the girls too?" Mrs. Martin was asked.

"He had the girls hold out their hands and he whipped them that way. It didn't happen very often because we were all terrified of him. Even the biggest boys were afraid of Old Brady," she recalled.

Spelling was taught to a great degree by rote, of course, followed by a spelling bee during which pupils stood up in front of the class taking turns spelling words pronounced by the teacher. As long as a pupil spelled his words correctly, he was allowed to stand. If he misspelled a word he had to sit down. It was quite an honor to be "last one up" and win the bee. Competition was keen and was not looked upon as an undesirable state of affairs.

Leo Kincannon of Santa Cruz, who is 84 this year (1978), recalls an early spelling bee at Gault School in Santa Cruz:

"I wasn't always the top speller in the class," he says, laughing, "but I remember one time when I was. I won out over Stanford Smith and the teacher wasn't very happy about it because his parents were sitting there listening." Stanford Smith went on to become a prominent Santa Cruz attorney.

What of the curricula in those days? The mainstay, of course, was McGuffey's Reader. That little brown book was the "Bible" of grades one through six. Then pupils went on to Appleton's Reader. Language studies were taken first from Swinton, then from Reed and Kelloggs' books.



Arithmetic was just "numbers" up to grade three, then went into Robinson's or Milnes' books. Fractions came along in the latter half of grade three. The multiplication tables were sometimes learned to the tune of "Yankee Doodle," and more often, by reciting aloud in unison. Spencerian handwriting with its curves and loops was considered the only proper way to write. Inkwells were not introduced until grades three or four. Monteith's Geography was widely used in grade four and history was learned from books by Swinton, then Barnes.

Grade eight brought a course in etymology, or word analysis, during which students dug into Latin, Greek, and Anglo-Saxon to discover prefixes and derivatives. It was a course dreaded by many students who found it difficult to pass, according to the late Ernest Otto, who wrote his memories of school days in Santa Cruz.

The curricula in those days leaned heavily on the basic three Rs, and music and art were regarded more in the nature of treats or rewards, or even as "frills" by some parents. Otto, who was born in Santa Cruz in 1871, recalled music at Mission Hill School in one of his columns written for the Santa Cruz Sentinel:

"At Mission Hill, if the teacher was able to sing, the morning and afternoon classes always were opened with singing, and sometimes as a reward for good behavior, we were allowed to sing for the last fifteen minutes of school time. Some of the books we used were titled 'Silver Carol,' 'Golden Robin,' and 'Golden Wreath,'"

Otto explained that only the teacher had a copy of the songbook. She wrote the words on the blackboard for the children to memorize.

His memories continue: "And we sang such favorites as 'Go, Birdie, Tell Winnie I'm Waiting,' 'The Miser Lives for Gold Alone,' and 'Tell Me Birdie, What You Say!' We also sang the multiplication tables and the 'O, Did You Ever Hear the Geography Song?' In the higher grades of grammar we stopped singing and tackled McGuffey's Reader..."

Another reward Otto speaks of was for the teacher to read to the class when it had been on particularly good behavior. Selections



were usually from such books as Grimm's Fairy Tales, Swiss Family Robinson, Tom Sawyer, Gulliver's Travels, and Robinson Crusoe.

Misbehavior, according to Otto, earned a "demerit," which meant staying after school to write 50 or 100 lines, or perhaps a going-over with the strap or ruler.

"This was not the country of the hickory stick, but of the ruler, the strap, a rattan or possibly a rawhide," he wrote. "Not every teacher used the stick, of course, but there were those teachers who thoroughly believed in the old adage, 'Spare the rod and spoil the child.'"

However, some of the students retaliated and were tough on teachers, according to Otto. When one teacher started to apply the rawhide, the student took out his pocketknife and cut the strap to pieces. Then he threw the pieces out the window. Once at Bay View School the teacher got thrown out the window, and there were several cases Otto mentions when the principal would get a black eye from his resentful charges.

One teacher was actually treed by a large male student who was as big--and much tougher--than the teacher was. Another dignified male teacher, about to apply discipline with a stout cane to the posterior of a male student, never got to land the first blow. Instead, the surprised teacher found himself nursing a painful eye which swelled up and turned several interesting colors, including black.

The current (1977) flap in the State of California regarding the setting aside of areas for student smoking, is really not exactly new, according to Otto's columns: "A crowd of older students would sit along the fence outside, smoke and do just as they pleased, for no teacher dared to touch one of the gang," he wrote. "But in those days of stern and fair discipline, no pupil would run home crying to his parents of his punishment at school--that would mean an additional walloping."

Once in a while there was a teacher who used the high, pointed dunce cap on students who did not know their lessons. And



occasionally a teacher might wash out a boy's mouth with soap as punishment for using profanity.

In contrast, "Awards of Merit" were given for perfect recitations. And when boys were appointed to serve as "firemen of the room," it was considered an honor although it meant work--keeping the stove woodbox filled. Another honor was the appointment to serve as monitor when the teacher left the room. The monitors often lost control of things, it has been reported, and teachers returned to find erasers flying through the air and spitballs stuck to the ceiling.

If a class was lucky enough to have a teacher who was interested in natural history, there might be field trips to the seashore and forests to hunt for shells and flowers, insects, and rocks.

Many schools had bells, large bells that were rung to mark the day's events. The bell rang in the morning to signal the start of classes, and again at 10:45 a.m. for recess, at noon for the lunch hour, and at 1:00 p.m. to mark the start of afternoon classes. Roll call was always taken in the morning and again after lunch.

As for academics, in Santa Cruz High School the last five months of the senior year were spent in a review of all grammar school subjects. This was done, according to Ernest Otto, to allow senior pupils to prepare for the teachers' examinations which were conducted twice a year.

Many aspiring teachers did not go on to teachers' colleges or "normal schools" as they were then called. Instead, they graduated from high school, then took a special examination given by the county school superintendent to those wishing to enter the teaching profession. A passing grade earned them a certificate and enabled them to start teaching.

"Most of the teachers in school had been selected from those who held county certificates, for it was unusual for a high school graduate to enter normal school or college," Otto wrote.



In those years of the 1870s men teachers were paid an average of \$90 a month, and women teachers earned an average of \$58.75 a month. Teachers were not allowed to specialize, but sat at their desks all day, listening to recitations from 50 or more students.

At Mission Hill School each teacher had two grades of up to 60 pupils. The educators put in long days, often staying late after hours to help backward pupils, and they spent long hours at home preparing lessons.

Examination week was serious business. Each pupil was required to write the following at the bottom of his or her examination paper: "In writing this paper I have received no aid from any book or paper or any other source beyond my own knowledge of the subject." The weekly Sentinel newspaper published the names of those who graduated and those who got promoted. No one got promoted unless his or her grades averaged better than 80 per cent. Report cards were marked in every subject with percentages.

As for the teacher in the country schools, they often taught all eight elementary grades in one room, swept the floor, dusted, built the fires in the wood stove, kept the outhouses clean, and considered themselves fortunate if they earned more than \$50 a month. Women teachers outnumbered men five to one in Santa Cruz County's early days of public education, mainly because women were willing to work for less and school budgets were tight.

Once a year a teacher might get to attend the "Teachers' Institute," which was conducted in Santa Cruz by the county superintendent of schools, whose mandated duty was to "upgrade the quality of education" within the county--a mandate which exists to this day. In 1863 a statute was passed which required the county superintendent to regulate, preside over, and conduct all county teachers' institutes. They were usually scheduled for the fall season, lasted three days, and were designed to keep teachers up-to-date on new teaching techniques and methods. These "institutes" were the forerunners of today's numerous "inservice" training sessions and workshops for teachers provided by the county's Office of Education.





The early Branciforte School looked like this--a square box with a fancy bell tower on top. School bells rang the day's schedule: from opening in the morning, recess, lunch time, end of lunch, closing. Branciforte School probably established in 1860.



Branciforte schoolhouse in 1893. The building just grew and grew, as did so many of the early box-like schoolhouses did, by adding rooms and wings here and there.





Young ladies wore frilly white gowns and young men appeared in suits and ties for graduation back in 1895 at Santa Cruz High School. They proudly hold their diplomas.



How many of these can you identify? These are Mission Hill eighth graders who later graduated from Santa Cruz High in 1914. Among them are Haswell Leask, Edward Rountree, Ralph Greer, George Dolan, Marjorie Drullard, Grace Stewart, Josephine Girardi, Rose Hauselt, Hazel Baxter, Lois Nelson, Daisy Winterhalder, Frances McCaskill, and Marguerite Smith.





Bay View School, the rebel of the "Four Corners" area, looked like this. Photo taken in the 1890s.



Railroad School had a problem when the Southern Pacific Railroad after which it was named decided to run elsewhere--but it kept the name. It was established in 1868. The main part of this building was erected in 1900, with portion to right of bell tower added in later years. Photo probably taken in early 1940s. Ceased in 1946, when annexed to Salsipuedes.



## V. Some Early Schools

In 1900 there were more schools in Santa Cruz County than there are now--but they were of a very different kind.

There are now, in 1978, approximately 31,000 youngsters enrolled in kindergarten through twelfth grade in the county, and 54 schools. At the turn of the century, of course, there were far fewer children, but the School Personnel Directory for 1899-1900 shows that there were a total of 67 schools in existence at that time. Of those 67, 46 were one-teacher schools and 10 were two-teacher schools. The largest teaching staff in the county was 10--at Mission Hill School in Santa Cruz.

Today we usually build a school and then transport the students to it. But in those days schools generally were built where the students were--each of the tiny, relatively inaccessible communities tucked away in remote valleys throughout the county usually had its own



little country school. When residents of an area felt there were enough children to warrant it, they would form a school district, pool their resources to build a schoolhouse, and hire a teacher (who often boarded at the home of one of the local citizens).

Thus, while today there are 10 school districts in the county, there was a grand total of 57 districts at the turn of the century. Only two of the districts had more than one school within their boundaries: the "big city" districts of Santa Cruz (eight schools) and Watsonville (four). All the others had only one school apiece.

As the decades went by and travel and communication improved--and as the school bus became more common--many smaller schools were absorbed by larger, better established schools. The little, one-teacher school disappeared.

...Union, Petroleum, Laguna, Powder Works, El Jaro, Seaside, Summit, Agua Puerca, Newell Creek, Bald Mountain, Brown, Ocean View, Cave Gulch... we could go on and on. These are just a few of the names of early schools that are now almost forgotten. (A more complete list appears in the Appendix.)

Obviously, it is an impossible task to trace here the history of each of those schools, even if space permitted. Each one went through various stages of evolution... some prospered, some were annexed to other schools, some burned down or were moved. Some only lasted a few years because they were dependent on the temporary population of a lumber mill or grist mill or paper mill; when all the marketable trees in an area were cut or the grain crops were no longer profitable, the mills moved elsewhere or went out of business, and the schools usually died a natural death from lack of pupils. And of course some of those one-room schools simply led the kind of obscure, unchronicled life that causes the historical researcher to despair.

For these reasons we have chosen here only a handful of early schools to describe and hope that they may serve as examples of the whole...



## CORRALITOS (OAK GROVE)

Corralitos school district was organized under the name of Oak Grove. Oak Grove School was one of the earliest in the county, probably established about 1859. (You'll recall that Oak Grove was one of the seven schools described by Superintendent Haslam in his 1861 report, mentioned earlier in this book. In 1868 the Green Valley school district was carved out of the Oak Grove district, and in 1871 Oak Grove became Corralitos.)

"Corralitos" means "little corrals" in Spanish, and this area in southern Santa Cruz County is said to be where the Mission pastured many of its horses and cows. Lumbering began there in 1853, and the population grew as families settled there to work in the lumber mills in the surrounding hills and to raise grain.

By 1861 the thriving little settlement had two stores, a grist mill, a wagon and blacksmith shop, 20 houses, three sawmills, and--a schoolhouse, called the Oak Grove School.

A Mr. Brown taught at the school for only three days, then gave up the position because there were only "small students" in attendance, and he considered them too insignificant to spend time and patience on. A Mrs. Knowles and her husband taught, followed by a Mr. Fall. Others who came at intervals included Mr. Lloyd, Miss Webber, Mr. Burdick, Mr. O'Connelly, F. Cooper, and the Misses Hall and Fallon. E. C. Newell taught from 1869 to 1871 and during those years the attendance blossomed to 130 pupils and the schoolhouse was termed inadequate.

The next schoolhouse constructed at Corralitos in 1870-71 cost about \$3,000, and when it was built the district name was changed from Oak Grove to Corralitos.

The school took great pride in its bell. It had cost \$125 and had a commanding tone that rang out to all corners of the district, calling the students to class. The school's next great pride and joy was its library of 400 volumes, including the American Encyclopedia.



By 1879 the first schoolhouse had been moved off the original site and a larger one built to hold the growing enrollment.

As the years went by other small schools sprang up in the area. In 1946-47 Corralitos annexed the small districts of Eureka, Hazel Dell, Las Manzanitas, Brown's Valley, Redwood, and Green Valley. In 1965 Corralitos itself was absorbed into the newly formed Pajaro Valley Unified School District and ceased operation as a school.

### SAN ANDREAS

San Andreas School (sometimes spelled "San Andres" in early days) came into existence in 1861. It was given a one-sentence mention in Superintendent Haslam's report of that year: "San Andres, (new District)--Of redwood; sixteen feet by twenty feet; ten feet high; not very well furnished; average daily attendance, ten."

It was located in the south county area, at the corner of San Andreas and Buena Vista Roads, where it still may be seen today.

After that humble beginning in 1861 it continued to grow. We are fortunate to have a local resident who was a student at San Andreas at the turn of the century and can tell us first hand what the school was like then. She is Miss Clara G. Dickson, 86 years old at this writing and now living in Watsonville.

Miss Dickson was born in 1891 in the Watsonville area. She was one of four children. She began her education about 1897 at San Andreas School, walking a mile from her home to get there. She went on to become a teacher, graduating from the University of California at Berkeley. She taught school for about 47 years, she says--31 of them at Watsonville High School as a teacher of Spanish. Records show she started at Watsonville High in 1923 as a cooking teacher and Spanish instructor and retired in 1954.

Several years ago she wrote down her memories of her school years at San Andreas for the Pajaro Valley Historical Association. She and the Association have given us permission to reproduce excerpts here, for which we are deeply grateful, because Miss Dickson recreates beautifully what a turn-of-the-century school was like...



As I remember the schoolhouse I think of a large, oblong, white building with green shutters and a wide veranda across the front with a number of steps down to the yard. Inside a wide platform ran across the whole front. On this, a cupboard for library books, an organ, the teacher's desk and tables for exhibits and maps. There were double desks, about four rows. Of course the front ones were small and low. There were coal oil lamps and a large clock on the wall above the blackboards. In the back of the room, in the center, a wood stove and wood box, and in the two corners of the room by the two doors many hooks on the wall for coats, lunch baskets or pails. The out houses were on the edge of the property, far from the schoolhouse. The water supply was a large barrel with a square hole in the top. This was on a sled and hauled in fresh once a week. Later, I understand there was a spigot at one end of the barrel. A common drinking cup was used for many years.

The railroad track ran within a few feet of the school--so a noisy engine was enough to interrupt a recitation. The railroad station--Ellicott--was just a few yards beyond the school. There was a huge grain-storing warehouse there. I can remember Fred Burnside being in charge of this. During my years in school the train on which President McKinley was riding passed by. Of course we were all outside to see it.

The school day usually began with the teacher standing on the front porch--ringing a small bell. Pupils lined up to march in, salute the flag, and often repeat or learn a



new "Memory Gem." The teacher wrote them on the front board. One I remember was...

"Lives of great men all remind us,  
We can make our lives sublime,  
And, departing, leave behind us,  
Footsteps on the sands of time."

There was on the front board too a schedule for the day. This was very necessary as there were nine grades under one teacher's care. We were fortunate in having very good teachers so we were well prepared for entering high school. In the lower grades we received very pretty colored cards as rewards for good spelling, reading, etc. Even in the upper grades some teachers used pretty cards for yearly report cards and promotion cards. At the end of the school year we all looked forward to the "last day of school." In the evening our families and friends and many visitors came to hear a fine program--of recitations, dialogue, dances and tableaux. The county superintendent was there to present diplomas. He often made an impressive speech. I well remember Superintendent Linscott's fine appearance and good addresses. [J. W. Linscott was county superintendent of schools from 1885 to 1906.] After the school program was over the desks were piled on the platform and dancing was enjoyed to the music of Sam Gummow's violin and sometimes an accordion. For the last day of school elaborate (to us) decorations were made. Flowers were brought from home, and flowers were gathered from the roadside. At that time of year the yellow lupines were beautiful. Crepe paper was used too.



Almost everyone walked to school except in real rainy weather. In our fields my father had built stiles to get over the fences. Many walked down the railroad track. Of course the boys and girls enjoyed the companionship of these walks. The games at school were wonderful too. I remember the games Run Sheep Run, Prisoner's Base, as well as Tag, Baseball, and Last Couple Out. Some teachers had good games during class time too--such as Spelling Bees. We surely learned the parts of speech too in diagramming and parsing, etc.

One of the big events was taking the county examinations which came in a sealed envelope and was opened before us just before the examination.

I can't end this without mentioning the warrants which the teachers received. My father was often clerk of the board so I had a chance to see the warrants--which were, as I remember, \$60 for a month. Of course board and room were on the same level.

San Andreas School gave me many happy days.

--Clara Dickson

#### POWDER WORKS SCHOOL

Founded in 1864, Powder Works School served children of the workers at the powder mill which was located on the San Lorenzo River north of Santa Cruz, where Paradise Park is today.



One of the teachers was Lillian Dake, who lived in Santa Cruz with her mother and stepfather, Judge and Mrs. William Storey. Lillian saddled up and rode horseback each day to her teaching job at Powdermill Flat, a distance of about three miles from the Storey home. When she arrived at the schoolhouse she removed the saddle, tied, and fed her horse. Usually there was a boy around who would help with the horse and, in cold weather, carry firewood and build a fire to warm the one-room school. Lillian carried her lunch, of course, and could make coffee or tea on the school stove.

At the end of the day she would sweep out the schoolhouse, perhaps dust a bit, maybe throw a shovelful of lime down each outside privy (there were always two--one for the boys, one for the girls). Then she would saddle her horse and ride home. All this for the princely sum (perhaps we should say "queenly" sum) of about \$50 a month. School operated for six months or less, then would be out of operation for the balance of the year.

Lillian had been one of the fourth class to graduate from Santa Cruz High School in 1883. She then had passed a rigorous written and oral examination by the county superintendent of schools in order to receive her teaching credential. Lillian also was a talented artist and later married Frank Heath who became one of California's well-known early artists. They made their home on Beach Hill in Santa Cruz and Lillian gave up her teaching career.

Powder Works School closed in 1900 and its pupils were sent to Grant School first, then to Mission Hill via the company bus--a horse drawn vehicle.

#### BAY VIEW SCHOOL

Earlier we mentioned the trend toward the absorption of small, one-school districts into larger districts. But some schools, like Bay View in Santa Cruz, resisted this trend and put up a struggle to retain their autonomy. Santa Cruz wanted to unionize the small school, taking it into its district and pointed out that central administration would produce a more efficient operation. But Bay View didn't buy the argument and didn't give up without a long fight.



Bay View school district was founded in 1865 at the "Four Corners," a location that seemed far out of town in those days, although today West Santa Cruz has crept out, engulfed it, and gone far beyond it. The "corners" location is where Mission and Bay Streets come together.

Bay View was a rate school where parents paid a fee to have their children attend. Anna Phillips taught there until 1867 when she built a small house nearby and set up her own private school with Nellie Doxie as a teacher.

In 1876 a three-story wood schoolhouse was constructed at Bay View with a \$20,000 bond issue. A high school actually was started there also but failed to compete with Santa Cruz High School.

Bay View was operating independently as a district at that time. But in that year, 1876, the town of Santa Cruz was incorporated as a city, and the new city charter put all the schools within city boundaries into a single district, to be under the jurisdiction of a single board of school trustees.

Parents of Bay View students objected strenuously. They actually carried their battle to the state Supreme Court. Finally, it took a court order to force them to join the Santa Cruz City School District in 1892.

#### BEACH SCHOOL

A similar sort of losing battle was fought by the parents of Beach School students near Watsonville, established in 1868 or '69. It was part of the Watsonville district. In 1903 attendance had dropped and the Watsonville school board ordered Beach closed.

But parents banded together and "bussed" children to the school via horse and buggy or wagon for several years, drawing other children from a distance in an attempt to keep the little school open. But finally, when they faced the prospect of having to hire their own teacher, they bowed to the inevitable and gave up. The school ceased operation about 1913.



Perhaps a word should be said here about those parents--not just the Bay View and Beach School parents, but many like them throughout the county. Most of them took great pride in the fact that their children were getting an education. They worked hard to keep up their schoolhouses, and it was important to them to have a say in the education of their children. Many of those parents who put such a high value on education never had the chance to acquire one for themselves.

#### APTOS SCHOOL

Aptos School District was organized in 1867 along with Mountain District. In 1868 Rafael Castro, a member of one of the county's oldest and most distinguished Spanish families, gave land for a schoolhouse which was built in 1871. In 1899 Claude Spreckels, the sugar king who had purchased a large land holding from Castro, gave property to enlarge the school site and financed a new building. Records of a third wooden structure are lost, but the fourth building was constructed in 1929 in the Mission style so popular in those years. In 1930 Aptos unionized Valencia School and, in 1942, La Selva Beach School.

The latter school had been established in 1871 as Hill School. Its name was changed to Rob Roy in 1932, and then to La Selva Beach in 1936.

#### RAILROAD SCHOOL

Occasionally a school acquired its name in an interesting or unusual way. Railroad School near Watsonville was one of those. In 1868 families living east of Watsonville were looking forward to the day when the Southern Pacific railroad would cut through the Santa Cruz Mountains at Chittenden Pass and come directly to Watsonville. They built a school on what they thought would be the route and with great anticipation named it Railroad School.

Alas--the negotiations between the city fathers of Watsonville and the railroad bogged down, and the railroad declined to build a



bridge across the Pajaro River without more financial support from the city and changed its route. It went instead to Pajaro, across the river from Watsonville. The little school was isolated. But it hung on to its name.

One of the early teachers at the school was John W. Linscott, who later became county superintendent of schools. In his unpublished autobiography he described how, newly arrived in the Pajaro Valley in the spring of 1869, he went looking for his first teaching job in California:

Monday morning, I called on Mr. H. E. Makinney, County Superintendent of schools, at the old Court House and inquired if there were any schools needing a teacher. After looking over my credentials and recommendations, he said that I was somewhat late, as nearly all of the schools had already commenced, but referred me to a small school near Watsonville. He granted me a temporary certificate, valid until the next quarterly examination to be held a few weeks later.

The next morning I started at an early hour by horse and buggy over the tedious, sandy, hilly road which connected the two towns. No paved highways then, and at ten o'clock interviewed Mr. Charles D. Trafton, Clerk of the Board of Trustees of Railroad School District two miles east of Watsonville. In a few minutes I was engaged to teach the school at a salary of sixty dollars per month--salaries were low in Santa Cruz County in those days. I found a boarding place in the home of Mr. O. H. Willoughby, and on the following Monday, began my first school in California. ...

The schoolhouse, only a short distance from my boarding place, was a rough, board



structure, about forty feet long by twenty feet wide. It had been built of unseasoned lumber which, after shrinking, had left quite wide openings so that there was no necessity for other ventilation. The furniture was in very good condition.

The pupils, ranging in age from five to sixteen, numbered about twenty. They were bright and active and gave me but little trouble in respect to discipline.

Two of Linscott's pupils in Railroad School were Willis and Charley Silliman, who later became prominent Pajaro Valley businessmen.

Railroad continued as a school until 1946, when it was unionized and absorbed into Salsipuedes district.

#### SANTA CRUZ HIGH SCHOOL

As we mentioned earlier, the first high school class in Santa Cruz County was conducted on the fourth floor of the Mission Hill Grammar School in Santa Cruz.

The graduation ceremonies for that first class were held at Smith's (later known as Knight's) Opera House on June 7, 1878, with four pupils receiving diplomas: Miss Pope, Miss Cappelmann, John Cooper, and Underwood McCann. School principal Professor Anderson noted in his speech that the annual cost of each high school student in San Jose was \$28.91, but in Santa Cruz it was only \$21.41, leaving a balance "to the good."

In an article in the Santa Cruz Sentinel several days after the graduation ceremonies, the editor noted: "The Opera House is a large building, but on Friday evening of last week its seating and standing capacity was crowded as thick as herrings in a can..."



Santa Cruzans had turned out enmasse to honor their first four high school graduates.

By 1894 the voters decided that a separate high school building was needed, and they bonded themselves for \$45,000 by a vote of 530 to 175 in a March election. The money put additional rooms on Laurel and Branciforte Schools--and built Santa Cruz High School's first separate building. It was three stories high and had a cupola.

For nearly two decades it provided "higher education" for the young men and women of Santa Cruz. And then, on October 1, 1913, the high school burned to the ground.

Five thousand citizens gathered to watch the spectacle. Flames leaped high into the air as the wood building burned. Inside, desks, books, all the equipment that goes to make up a high school, was destroyed. Quick action early in the disaster saved 40 new typewriters, and the school's trophies and records. Everything else burned.

Insurance covered only 70 per cent of the loss. George A. Bond was principal at the time and there were 345 students.

Higher education in Santa Cruz ran a hectic course for some months after the fire. Classes were conducted all over town and after hours in the grammar schools. Cooking classes were held in the Odd Fellows Building on Pacific Avenue. Commercial classes were in the Alta Building downtown, and school programs were held in the Opera House or the Armory.

A March 17, 1914, bond issue for \$170,000 passed, and the present high school building was constructed and opened its doors to students in the fall of 1915.

#### WATSONVILLE HIGH SCHOOL AND THE GAS HOUSE

Watsonville High School began in the same manner as Santa Cruz High School--and suffered the same fate.



It began as an adjunct to the grammar school, when John W. Linscott was the principal. The two-year high school course was sufficient to get pupils into college, with the addition of some Latin and Greek. But as the schools developed and the curriculum improved, college entrance requirements became stiffer. By 1891 the high school course was extended to three years.

By this time the number of high school students in Watsonville had increased to the point where a new, separate building was needed. The district passed a \$25,000 bond, and a two-story frame building, designed by W. H. Weeks, was built on the corner of Third and Marchant Streets. It contained eight classrooms and a library.

On November 8, 1901, only about seven years after it was built, the school burned to the ground. Almost everything was lost, and records were destroyed. A week later the school district received the insurance--approximately \$15,000.

In December a bond issue for \$30,000 to re-build the school failed. But by February the district was able to pass a smaller bond issue for \$15,000. Architect Weeks was hired to design a "Spanish style" building, which was constructed on the foundations of the former school plant.

The trustees then turned their attention to the three elementary schools of the Watsonville district, which by this time were in poor repair. Weeks was called in to modernize the buildings.

But money was a problem. Three times in a row citizens turned down school bond issues at the polls. In desperation the trustees rented a building from the Watsonville Power and Light Company in order to alleviate the crowded conditions. This was known as the Gas House School, and students attended there from 1906 to 1909.

Finally, in 1909, a \$40,000 bond issue passed and a new primary building, near the site of the old one, was constructed, plus a new building on Beach Road.





Everyone was proud of Santa Cruz High School when it was built in 1895, the county's first high school building. It burned down in 1913 (see below). Its replacement, the present building on Walnut Avenue, was designed by W. H. Weeks (see next page).



The night Santa Cruz High School burned to the ground--Oct. 1, 1913--there was a shutterbug there who recorded the shattering event with this photograph.





Architect W. H. Weeks went all out when he designed Watsonville High School, built 1902. It was torn down in 1964. Cafeteria was on bottom floor. Cabrillo College began in this building, holding its classes here 1959-62. The present high school's language complex and library are now on this site.



Architect W. H. Weeks of Watsonville, who designed many elegant buildings in Santa Cruz County, including the two shown on this page and the main building of the present Santa Cruz High School. Photo taken about 1905.



Boulder Creek High School was a handsome building, also designed by W. H. Weeks. It was built in 1905 for \$8,245. Granite Rock Company did the work.



## LIVE OAK SCHOOL

The ups and downs of early public education in Santa Cruz County's smaller schools are well illustrated in highlights from the history of Live Oak School.

It was established in 1872 when Martin Kinsley gave one-half acre of land for a schoolhouse. The Kinsleys had nine children--reason enough to start a school. The land he gave, located at the corner of Capitola Road and 19th Avenue, was originally part of the Jose Rodriguez property.

A schoolhouse 20' by 50' in size was built, and Miss Mary Cooper was hired to teach at \$65 a month. Trustees were Martin Kinsley, Uriah Thompson, and Walter Linsky. In 1876 the trustees added another acre and a half to the school property.

Pupils in 1885 included some historic Santa Cruz County names: Arana, Rodriguez, Moran, Maciel, Castro, and Thurber, among the 38 in attendance. Records show that in 1894 Fannie C. Humphrey taught for five months at \$55 a month, then for five more months at \$50 a month. Expenditures of 1898 included \$18.50 to paint the schoolhouse. The janitor got \$4.

In 1914 a new two-room brick schoolhouse was built to replace the original one-room wood building. The new school plan boasted a hot air furnace, toilets, a library, waiting room, and two classrooms--cost not to exceed \$4,000. Architect William Bray drew the plans which were a "modification of Mission and Spanish Renaissance styles of architecture..."

In 1915 electricity was installed and the school paid \$2 a month to Coast Counties Gas and Electric Company for the privilege of having electric lights.

Units of two classrooms were added in 1922, 1926, and 1935. In those years the Live Oak community grew rapidly as a flower bulb and chicken ranching area.



In 1941 a three-room quonset hut was moved onto the school grounds, and eight years later a wing of four classrooms was added, making a total of 15 useable classrooms.

In 1946 Live Oak School was really feeling the population crunch with 333 students in space planned for 200. The Live Oak tax rate was 90 cents per hundred--the highest of all Santa Cruz County rural schools. Assessed valuation was \$1,594,795 and bonding capacity was \$79,739.

A survey of rural public schools in Santa Cruz County at that time stated: "Unionization is planned in several districts, as buildings are very old and over-crowded. Some districts are too far from others on poor roads to unite, but their schoolhouses date from the 1870s and show it. . . . Rural schools' enrollment has jumped from 1,515 in 1942 to 2,908 in 1946..."

The report went on to say: "We have tried for government quonset huts, paper-covered buildings, and officers' quarters with no success. We are afraid we will have to try for hollow redwood trees..."

By 1951 Live Oak's total classrooms were increased to 24 with an emergency grant of \$206,000 from the state at no cost to the district. The crest of the World War II "baby boom" had arrived.

In 1956 the old schoolhouse was demolished with the exception of one room, which was used for kindergarten. Two years later, grades kindergarten through fourth went on double sessions.

Today, after years of financial struggle and double session problems, Live Oak School District has three schools: Live Oak School is located on Capitola Road in Santa Cruz on slightly more than seven acres, Green Acres School is nearby on ten-plus acres, and Del Mar Middle School is less than a mile away on about 12 acres.

Live Oak's story of expansion is typical of many other local school districts located in fast-growing areas of Santa Cruz County.



## GLENWOOD

Glenwood district, in the Scotts Valley area, was established in 1885. The school was located in the mountains near Lower Tunnel and Mt. Charlie Roads. In 1905 it burned down--a somewhat common fate of schools in those days, it seems. Following the loss of their school, students attended class in a former butcher shop, and during this time Glenwood was commonly called "the Butcher Shop School."

After a brief period in a private home, a new schoolhouse was built in 1920--complete with running water, two drinking fountains, and two inside lavatories, all very modern for its day. While the butcher shop was in use there had been only one outhouse, used by both boys and girls.

Callista Martin Dake, who attended Glenwood School as a child and then returned to teach there in later years, remembers when Glenwood got a supply of textbooks from Seaside School in 1902 when she was in the second grade. Country school teachers in those days often had to make do with what might be available in the way of supplies, even books.

"We considered ourselves very fortunate, indeed," she says. "We were short on books--the pupils had to double up to study."

A wave of excitement swept through the entire school when the gift books arrived via horse and wagon.

Callista later attended high school for two years in Boulder Creek, boarding there with family friends during the school week. Then she attended Santa Cruz High School for two years, graduating in 1914. Two years at San Francisco Normal School followed (today it is San Francisco State University), and Callista had her teaching credential.

"I went back home to Glenwood to teach," she recalls. "I was paid \$50 a month."



The coming of the Southern Pacific railroad through the Santa Cruz Mountains not only opened up entire areas to resort vacationers, but also make it possible for teachers like Clara Steinmetz, Harriet Liles, and Edna Young to ride back and forth daily from their homes in Santa Cruz to teach at country schools like Glenwood and others. Prior to that means of transportation, teachers boarded at Glenwood Hotel or with the Martin family.

In 1905 Martin District was formed from part of the original Glenwood District. The Martin School changed its name to Valley View in 1920. Valley View went out of existence in 1938, but Glenwood School stayed open until 1951, when its pupils began attending Scotts Valley School.

More about Glenwood School is contained in the chapter "Christmas In a Mountain School," later in this book.

#### CHESTNUTWOODS

Lest we forget...

The public school system was not the only source of higher education in Santa Cruz County. In 1884 Professor John A. Chestnutwood brought Chestnutwood's Business College to town. It started in a ground floor room of the Pacific Ocean House, then moved to the second floor of F. A. Hihn's new brick building at the corner of Walnut and Pacific Avenues. It could accommodate 400 pupils, all eager to pursue the mysteries of shorthand and typing.

Historian Leon Rowland notes that all was not business, however: "Chestnutwoods, in the best college tradition, had its baseball teams and gave dances, in addition to teaching bookkeeping and florid handwriting which ran heavily to ornamental scrolls."

The college later was purchased by Heald's Business College and was moved to Berkeley. (Also, we should note in passing, in 1892 W. M Gardner established a shorthand and typewriting institute in Santa Cruz.)



Most of the early schools described in this chapter could be described as monuments to the determination of Santa Cruz County parents that their children receive an education. But, as we'll see in the next chapter, some parents had to have more determination than others...



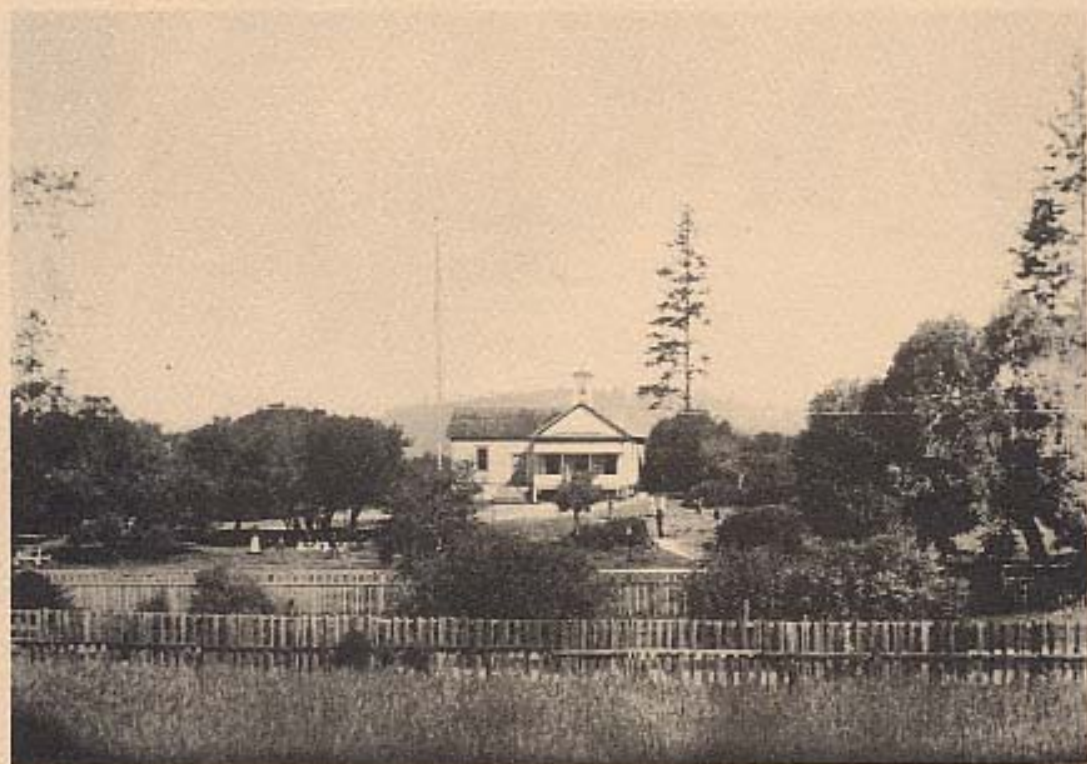


The original Amesti School was established in 1879. This building was erected in 1912 on Green Valley Road, not too far from the present Amesti School in the Pajaro Valley District. Two long-time teachers at this school were Marie Knudsen and Hazel Twyman.



Hazel Dell School, built in 1884 and suspended in 1944. Located on Hazel Dell Road, off Mt. Madonna Road. The building is still standing.





Scotts Valley was really "out in the country" back in the 1890s when this photograph of Scotts Valley School was made. Today's Scotts Valley Drive was then a wagon track that ran along between the two picket fences in front of the schoolhouse.



Felton School of the 1890s can hardly be seen in this early photo. The flagpole gives a clue.





Highland School, established in 1881. This building, constructed in 1915, was located off Old San Jose Road in Skyland area. Highland unionized with Loma Prieta Joint District (Santa Clara) in 1950.



Hester Creek School, built in 1906 on Old San Jose Road near Hester Creek. It was suspended from 1943 through '45, then re-opened in 1946. Absorbed into Loma Prieta Joint Union District in 1950.





Green Valley District was split off the original Oak Grove District in 1868. This is the second Green Valley School, built in 1898-99, at 1080 Green Valley Road, Watsonville. Continued as school until 1946, when it was annexed to Corralitos.



Ferndale School, located north of county fairgrounds, was established in 1907, and unionized with Salsipuedes in 1946. This photo taken about 1945.





Gault School, in Santa Cruz, was proud of its dormers, its bell tower, and its six windows on each end of the building. Photo taken about 1935.



A school for blacks in Watsonville was conducted in this building. Dates uncertain. See following chapter.



## VI. A Fight for Equality in Education

The struggle of black families to obtain adequate schooling for their children within the Santa Cruz County public school system is well-illustrated in the story that appears below.

The article was written by Carolyn Swift, local historian and newspaper reporter, and appeared originally in the Watsonville Register-Pajaronian of February 22, 1978. We are most grateful to Miss Swift and to the Pajaronian for allowing us to reproduce it here:

### SCHOOL FOR 'COLORED' WATSONVILLE'S STRUGGLE FOR BALANCED EDUCATION GOES BACK NEARLY 100 YEARS

by Carolyn Swift

On a summer's morning in a rural farming town, nearly two dozen black children were assembled under protective guard as they waited to start their first day at the community "white" school.



Most townfolk thought resident blacks were overstepping "the color line," with their arrogant demands for an equal, integrated education; and there was talk that morning of a riot by whites bent on keeping separate schools.

The town was Watsonville and the date was July, 1879. The confrontation (ultimately settled in court) was both a daring, successful bid for open schools and a precedent to continuing struggles by oppressed racial minorities to obtain a balanced education in the Pajaro Valley.

Sandy Lydon, chairman of the Cabrillo College history department, detailed early experiences of Watsonville's black population last Thursday during the college's observance of Black History Week. He explained the incident of 99-years-ago and told of the black families who saw education as an avenue to the mainstream of American life.

Written accounts of blacks in California during the 19th century are few, Lydon said, but it is evident those who migrated here in the 1850s came to avoid the intolerance they had known elsewhere.

"They came to make a fresh start, to get away from the hassles," he said, "Unfortunately, those hassles were already here. Intolerance had come with the immigrants, and was in some ways even intensified."

There was a fierce hostility aimed at Spanish-speaking Californians from the 1850s through the 1870s, Lydon said. Although brutal violence was later centered in the Pajaro Valley, the racism and anti-Californio sentiment initially spread from a concentrated Yankee population (including many Southerners) that first gained a stronghold on lands surrounding the Mission Santa Cruz.

For this reason, ethnic minorities tended from the start to settle southward--and more than 75 percent of the county's black population came to Watsonville.

As a farming community, Watsonville also attracted a greater ethnic mix to serve as a labor source, and these workers--the native Indians and Californios, Mexicans, Chinese, and blacks--were victims without civil rights.



Since the slavery debate was an economic and political issue in western territories, the immigration of blacks was permitted and slavery was outlawed when California became a state in 1850-- although slave owners were allowed to reclaim fugitives up to 1858. Blacks who settled here were still vulnerable as long as they were forbidden to testify in court, and they did without this privilege until 1863. It was only after ratification of the 15th Amendment in 1870 that blacks could vote and serve as jurors.

Considering the near-random lynching of Spanish-speaking people and intolerance of the vigilante years, it was indeed a bold move for a black man to insist on integrated education for his children.

But Robert Johnson was a man who understood the political process as a ticket to civil rights. An illiterate black farmer from Tennessee with a large family, Johnson and his wife Sarah bought land in Watsonville in 1858--and that same year a black parent approached the school asking that his children be admitted.

From census reports of 1860-1870, Lydon said he determined Johnson was about forty in 1860, with six children ages 1-11 years. By 1870, the family had grown to 10 children from ages 2-21 years, and Johnson headed one of the dominant black families in the Pajaro Valley.

"This remarkable family will be the center of a controversy in Watsonville that will stretch over a dozen years," Lydon said.

The controversy began when two of Johnson's children were allowed to sit at the back of the five-year-old Watsonville schoolhouse in 1858. Even though the instructor, "Dr. Miller," gave his black students lessons separately from the others, white parents demanded complete segregation. When Miller refused, several families withdrew and set up a private school.

Georgiana Bruce Kirby, a suffragist and abolitionist living in Santa Cruz, recorded her reaction to this event in a diary. In July of 1858, she wrote:

"I heard last week there was a fuss in the common school at Watsonville about two colored children, nice, intelligent, well



behaved children all say, but disgraced by their skin. I understand that the children are admitted but put off by themselves, poor things, and not allowed to take places no matter how much they out-spelled those above them. The more violently pro-slavery do not permit their children to go to school at all. The ignorant white people from the slave states are the curse of California. They are so stupid and so conceited they think one man (to-wit, themselves) just as good as another, providing there be not one least drop of African blood in them."

Toward the end of the Civil War, blacks in California began to push for justice in education. The Pajaro Valley District made a move toward educational provision for blacks in 1864, when a "colored school" was established in a private home. But when the war ended and the Civil Rights Bill passed over President Andrew Johnson's veto in 1866, a black parent again approached the district and as a taxpayer demanded an equal education for black children.

An article in the "Pajaro Times," on September 15, 1866, reported that the parent wanted to enroll his children directly in the white school, on the "grounds that he was taxed for the support of the school, and, under the provision of the Civil Rights Bill, his children were entitled to the benefits of the school."

Trustees decided to raise funds for a separate school building and quickly obtained community pledges for \$1,300. But money easily promised was slowly paid. In October the district threatened to integrate the white school until subscriptions were obtained. Funds were then promptly collected.

The next month, Johnson offered part of his own land, "to be used as a school site for a school house to which children shall be admitted irrespective of color for the purposes of education..."

A deed signed November 5, 1866, contained an agreement by trustees to maintain the school at least three months a year except in times of war or invasion. There was also a provision that "should the school not be maintained for any year in time of peace then this instrument shall be void and the land and premises herein described shall revert to said party of the first part..."



Construction then began on the "colored school" that now stands as a part of the building, a private home, at 507 E. Lake Avenue.

The school served about 20 students and was open 10 months a year in the early 1870s, Lydon said, and Watsonville boasted that "proper care" had been taken of its black population.

There were about 50 black residents in Watsonville in 1870, and when the 15th Amendment was ratified that March, a celebration party was held. By April 16, some 13 black males had registered to vote--including Robert Johnson and his son Benjamin--and in May, two blacks were called for jury duty.

"By 1878, the black community thought it was time separate-but-equal was changed to just equal," Lydon said, "so parents gave a petition to the school district asking that their children be permitted to enroll at the white school."

Trustees refused, and the Pajaronian gave the following opinion on July 18, 1878:

"The colored people have hurt themselves in the town. As yet there is no common ground between the two races, probably never will be..." the editor said. "We believed in the emancipation of the slaves, believe in giving them many rights, but do not believe in allowing them to attend white schools."

In retaliation, blacks took their children out of the colored school and began a boycott. Eventually trustees closed the school. When it reopened in October, 1878, parents again asked to enter their children at the white school. Trustees refused, the boycott continued, and Johnson filed suit to bring a test case to court.

Perhaps in fear the school property might revert to Johnson's ownership, trustees surrendered to demands of black parents in July, 1879--a year after the boycott began. Whites protested with an injunction to stop the admission of black children.

"It was the school principal, John W. Linscott, who gets caught," Lydon added. "The district trustees told him to admit the blacks in spite of the court order."



Linscott obeyed, the blacks were admitted, and the principal was found in contempt for refusal to obey an injunction.

Judge Belden resolved the battle for integration with a court hearing in Salinas. He dissolved the contempt charge against Linscott and then ruled that while the district once provided a separate-but-equal school, it had been closed by the boycott, and therefore, failed to exist. And since there was no separate school to meet the legal requirement for education, the judge further ruled that black children from Watsonville must be admitted to the school for whites.

Johnson and the black families of Watsonville had won...

There is now a struggle underway in the Pajaro Valley, the instructor added, that is similar in many ways to the challenge of a century ago. The story of Robert Johnson is a reminder of a legal and moral charge to provide educational institutions open to everyone, Lydon said.

...C. Swift

About the same time Johnson was waging his battle for integration and equality of education in Watsonville, a young black man was attending Santa Cruz High School. He was in the second class ever to graduate from the school, one of four graduates, in 1880.

Joseph S. Francis is not well known locally but became well known in San Francisco, where he went after leaving Santa Cruz. He worked for many years as a clerk for the Southern Pacific railroad, but became prominent as the editor of the Western Outlook, a weekly newspaper published in San Francisco, devoted to the interest of black people on the West Coast.

In 1900 in a commemorative high school issue of the Santa Cruz Surf newspaper, Francis wrote these words:

After the lapse of twenty years let me say  
honestly and with emphasis that I consider those  
spent in attendance at Santa Cruz High School as



the three most profitable years of my life. The training there received and the daily contact and associations were such as to equip me in a way that was most valuable for meeting the many trials strewn along my pathway. There have been times when obstacles arose that seemed insurmountable. ...The better a young man is prepared for life's battles, the easier the same are to overcome, and from a racial standpoint, the high school training has been of special advantage to me.

A residence of many years in Santa Cruz among a people who were always liberal and who never threw a single obstacle in my way on account of color, gave me no conception at all of race prejudice. But when I left there and went where I was not acquainted, I met it. In some cases, the form was acute. But thanks to high school training which gave me the ability to plead my own cause, I was able to win fellowship and recognition in social, fraternal, and business affairs, which would never have been accorded me otherwise. ...

Education is the lever that will move aside much of the prejudice existing against my race today. ...

... J. S. Francis

We can't leave this chapter without mentioning the contribution to the county's school system made by another black man--Louden Nelson (also known as London Nelson), who came to Santa Cruz as a slave with his master from Tennessee.

In Santa Cruz Nelson gained his freedom and turned to mending shoes and raising vegetables for a living. His cabin was located on



what is today Water Street, near the San Lorenzo River. As he sat in his cabin working on boots and shoes, he had only to raise his eyes to see the children playing in the schoolyard up on Mission Hill. The school was Mission Hill School, newly built (1857), but already having financial difficulties.

Nelson made a will, leaving all his worldly goods and entire estate to Santa Cruz District 1, for the education of children. He signed the document with an "X" because he could neither read nor write.

Nelson died in 1860 and was buried in Evergreen Cemetery. His worldly goods consisted of the lot on which his cabin stood, which sold for \$300, a note for \$35, \$7 in Santa Cruz script, household goods worth \$15, and a crop of onions valued at \$15.

The \$372 from the ex-slave's estate was used in 1875 to purchase a lot adjoining the school property. Today the property is the entrance to the administrative offices of the Santa Cruz City School District on Mission Hill.

Traditionally eighth grade students of Mission Hill Junior High School (now located on King Street less than a mile away from the Mission Hill site) go each year to decorate the grave of Loudon Nelson on the anniversary of his death, May 17.





*Santa Cruz County Rural School Band-1934*

The Santa Cruz County Rural School Band of 1934. William Morey, the county's supervisor of instrumental music, is standing at far left. The band won statewide renown.





The Rural Schools' Program at the County Fair of 1936.





Faculty of Bay View School--date uncertain, but probably late 1920s or early '30s. Janie Stocking, County Superintendent of Schools from 1935 to 1945, served as principal of Bay View from 1924 to 1935, and is pictured above, third from left.



The "Music Man"--William W. Morey, supervisor of instrumental music for the County Office of Education from 1930 to 1945. A traveling teacher, he provided musical instruction in schools throughout the county. Over a thousand students learned to play the harmonica or band instruments.





John W. Linscott became County Superintendent of Schools in 1885, and served for more than 20 years. Altogether he spent 55 years in the field of education--50 of them in Santa Cruz County. A school in Watsonville is named after him.



Edith E. Fikes, County Superintendent from 1945 to 1955, the fourth woman to serve in that post. She also was teacher and then principal at Gault School for over 30 years.



## **VII. The County Superintendent of Schools**

In general, the job of the county superintendent of schools is to oversee and further the progress of education in all school districts within the county and serve as an intermediate link between those local districts and the state's Department of Education. The superintendent also has the responsibility of providing those services that can be more economically and efficiently provided by a central office than by an individual local school district.

For instance, in Santa Cruz County today--1978--the county superintendent, as head of the County Office of Education, provides programs for handicapped students, various vocational training courses, a central library of audio-visual materials, an outdoor education camp, centralized fiscal and administrative services, research services, curriculum and staff development services--and so forth. The superintendent's office also offers special assistance and support to the four small, one-school districts in the county.



But in the earliest days of the Santa Cruz County public school system the duties of the job were mostly clerical and were assumed by other public officials, such as the county assessor or surveyor, or by teachers or ministers, in addition to their regular responsibilities. Up until 1890 the superintendency was a part-time job.

In 1861--a mere four years after the first schoolhouse went up on Mission Hill--there were seven schools in the county and D. J. Haslam served as superintendent. (His report to the state describing those seven schools appears earlier in this book and is reproduced in the Appendix.) John Swett became superintendent in 1862, followed by the Reverend W. C. Bartlett, a Congregational minister, in 1863. And he was followed in 1864 by the Reverend Peter Y. Cool, a Methodist minister.

In those days there was no elected County Board of Education as there is today. There was instead a County Board of Examiners, appointed by the superintendent. It was composed of educators, and its main duty was examining the fitness of teachers to teach and verifying their teaching credentials or certificates. (The Board of Education wasn't established until 1880.)

When H. P. Stone, a teacher, assumed the superintendency in 1865, there were 21 schools in the county, with a county-wide school budget of \$6,344, serving 1,756 children. The superintendent received an annual salary of \$600 then, and Stone had to continue teaching in order to support himself.

The first superintendent to hold the job for longer than a couple of years was Hampton E. Makinney, who was elected in 1867 and served for six years "with conspicuous success," according to one historian. He was a staunch Republican and life-long champion of "the upbuilding of the schools" from the time he began his teaching career at the age of 17.

At the same time he served as county superintendent, he was serving as principal of Mission Hill School and supervisor of the Santa Cruz School District as well--all for the grand sum of \$600 a year. He managed for six years, and then, in 1873, he quit the educational field and went on to other endeavors. He was elected



county clerk and, later, deputy district attorney. In 1870, during his time as superintendent, there were 23 school districts, 38 schools, and 2,666 school children.

His successor was W. H. Hobbs, elected in 1873. He held the job for 11 years. In 1879 he wrote a report commenting on the school finances of his day:

The law now requires the State to raise not less than seven dollars per census child, and the county to raise not less than three dollars, which produces a liberal sum for the support of schools, and California today stands among the very first of States in the amount of money raised for school purposes.

His report showed that in 1879 there were 37 school districts in the county, more than 60 schools, and about 3,800 census children.

John W. Linscott, elected superintendent in 1885, could be called the "Grand Old Man" of the Santa Cruz public school system. At least he seems to have had more stamina than most superintendents, holding that office for 20 years, longer than any other superintendent before or since. (Next longest tenure is 12 years.) He, like Makinney, began teaching at the age of 17, and, aside from a one year stint in a watch factory, spent the next 55 years in the field of education--50 of them in Santa Cruz County.

Thanks to the Pajaro Valley Historical Association, we're fortunate to have a 21-page, unpublished autobiography of Linscott, which gives us an excellent, first-hand account of his career and of the school system of his day. For this reason we'll quote from it at length. (This manuscript was written in 1929 or '30 at the request of the Watsonville school board and was to be placed in the archives of the newly built Linscott Elementary School in Watsonville--a school named in his honor.)

Linscott, born in 1848 in Lincoln County, Maine, was the son of a farmer. He started to school at the age of four. In his thirteenth year a teacher boarding at the Linscott farm introduced John to algebra, geometry, history, grammar, and classic poetry. The



next winter he attended a more advanced school, walking three miles to get there, often through snow drifts up to his waist. Then, at 14, he attended high school for six months. The school was nine miles away, and he had to board out to attend it. During his sixteenth year he studied at home, and then, at the age of 17, passed his examination and earned his license to teach.

In 1864 he got his first teaching job at \$40 a month for four months, 40 miles from his home. "This was big wages," he wrote in his autobiography, "for the usual salary was twenty dollars per month." There was a reason, Linscott learned, for the generous salary. The last two teachers who had taught at the school had been driven away by the big boys of the class. One had been pelted with icy snowballs as he approached the school one morning. The other had been forcibly thrown through a glass window into a snowbank and chased, bleeding, to his home.

In spite of understandable apprehensions, the 17-year-old Linscott successfully met the challenge of his first teaching job. He began his first day at the school by burning the supply of birch rods used by the former teachers as an aid to "school management." He also allowed his lively students, who ranged in age from five years to 20, to leave their seats and talk "and even yell" for a few minutes each hour. He had no disciplinary problems during the four months he taught there.

During the next four years he served as teacher and principal in four different schools not far from his home. Because of failing health he then took a year's respite from his academic toils and went to work in a watch factory. He enrolled in a college preparatory school with the idea of getting a college education, but poor health caused him to drop out, and in the spring of 1869 he decided instead to sail with his cousin James (later a Santa Cruz County supervisor) to the "unknown land" of California.

The journey by sea and rail took about a month. They docked at San Francisco and boarded the train for San Jose. From there they took a harrowing trip to Santa Cruz "in an old Concord Stagecoach drawn by four frisky bronchos," he wrote. "Soon we were climbing the eastern slope of the Santa Cruz Mountains. At the



summit, a change of horses was made and with four wilder mustangs guided by the master hands of Tom Sutton, a noted driver of those days, we started down the old Saratoga toll-road through Boulder Creek and Felton to our destination," which was the old Santa Cruz House, located where the Veteran's Building now stands on Front Street.

Two days later, on the following Monday, he called on H. E. Makinney, then county superintendent of schools, to inquire if any teaching jobs were available. He was granted a temporary teaching credential and referred to that pioneer temple of learning, Railroad School, near Watsonville. Linscott's account of that early school has already been quoted in Chapter Four.

Four weeks after starting his teaching job at Railroad, Linscott was called to Santa Cruz to pass an examination that would make his temporary teaching credential permanent. His account of this ordeal might be of interest to modern-day teachers:

...I went to Santa Cruz and for two days passed through a grill which could only be conceived by a Board of Examiners of that day. Puzzles in arithmetic, algebra, and analysis were fairly well met; but geography, school law, and methods of teaching were posers. ...California School Law was almost unknown to me, and "Methods," based on John Swett's recently issued book, was a new subject to me.

By trying to answer every question, I think that I secured the good-will of the examiners, and I was granted a Second Grade Certificate. A few months later, I was able to secure the highest grade of Certificate then issued in the state.

When school closed in early December due to heavy rains which made the roads almost impassable, Linscott went to work for the family with whom he was boarding, the O. H. Willoughby family. He arose at 5 a.m. to plow, feed the hogs, and do whatever needed doing.



One evening he visited the home of Professor Van Dorn who was operating a private school in Watsonville. Among a group of young people that evening he met his future wife, Miss Scott. (Linscott fails to tell us her first name.)

They enjoyed a long and happy marriage and had eight children. A daughter Anna, who never married, became deputy treasurer and tax collector of Santa Cruz County. A son Clyde had a fine voice and became well-known in New York musical circles.

From March of 1871 to June of 1872 he taught at Roache School, riding horseback from his home in Watsonville. He taught briefly at Beach School, part of the Watsonville School District, and then was asked to step in as teaching principal at Watsonville School. He accepted with trepidation, since no less than three different principals had held the job during the previous three months. Linscott writes:

The school building was situated on Fourth Street on the lot now occupied by one of the fine primary schools. I think a portion of the old house still is to be found in the rear of the yard. Five teachers, including the principal, were employed.

On entering my room I found about forty pupils from thirteen to eighteen years of age. I found them to be an active, mischievous set full of the spirit and ardor of youth, but not vicious. Give me the mischievous boys and girls as pupils for I know such to be normal and that they can be easily led by sane methods into the ways which bring earnest endeavor and success.

Not many teachers would face a class of 40 "active, mischievous" teenagers with such enthusiasm and optimism, but perhaps that's why Linscott was revered as a good teacher and administrator. Of his decision to accept the principalship of the Watsonville School he says: "For more than eighteen years I held the place and never regretted my decision."



Then, when he was 34 years old, he decided to run for the office of county schools superintendent. Excerpts from his autobiography give an idea of what the superintendent's office was like then:

In 1882, I was nominated on the Republican Ticket for the office of County Superintendent of Schools but was defeated by W. H. Hobbs, the incumbent, at the fall election; but as the southern end of the county to Aptos, which was largely Democratic, gave me a majority of over five hundred, I was not downcast by my defeat, especially when I was comparatively a stranger to the voters of this northern section. Two years later, I was again a candidate, was elected, and entered upon my first official duties January, 1885. As the salary of the office was very small at this time, I retained my position at Watsonville. Friday evening of each week I went to Santa Cruz and attended to the clerical work, on Saturdays taking home the unfinished portion for my evening recreation.

During vacations I visited the various schools of the county and was enabled to fill the requirements of the law by making at least one visit to each school during the year. These visits were short, but they were pleasant episodes in my life. Long rides up mountain roads unpaved then, down into deep canyons shaded by lofty redwoods, which then covered most of this northern section. I enjoyed the beautiful scenery as I have many times since. Meeting the bright, active teachers and looking into the faces of alert, healthy, wholesome children were always happy events. Sometimes I heard the whisk of a broom as I tied my horse and heard the pupils say "Mr. Linscott is coming," but for the most part I found the school rooms neat and tidy and the stove blacked.



About five years after Linscott become superintendent, the salary of the office was increased to "a fairly reasonable amount," and he resigned his teaching position at Watsonville and moved to Santa Cruz in December of 1890 to devote full time to being county superintendent of schools.

In 1891, under Linscott's direction, a significant piece of legislation was passed--the County High School Act. It directed the County Board of Education to develop a course of study which would prepare Santa Cruz high school students for admission to the University of California. Prior to that act, a planned and well-structured education beyond the ninth grade did not exist in Santa Cruz County public schools.

Linscott writes of his now full-time job:

Though I missed the pleasant duties of the schoolroom and the direct contact with the pupils, I found sufficient in the official routine to fully employ my time and efforts. Visitations to the schools were made more frequently than heretofore, and I had time to plan for better service. Often my trips extended over a full week.

Leaving home at an early hour on Monday, my lunch basket well filled, I would reach Vine Hill in time for the morning session; then, after a few hours stay, on to Laurel, eating my lunch as I journeyed, and that night rested in the comfortable home of Mother Grey at Skyland. The next morning with my basket replenished, I visited Highland and, in the afternoon, Burrell and Summit, joint districts of Santa Clara and Santa Cruz Counties; another good night's rest, and I was on my way to Brown and Central for my visits on Wednesday. The following morning the most beautiful drive I ever took was enjoyed. Along that wonderful Castle Rock Ridge one's gaze meets a vista of surpassing loveliness. From the summit one can see a



portion of five different counties and even the waters of the San Francisco Bay are in view. Visiting Castle Rock and Fairview Schools that day, I was ready on Friday for the ride down the Saratoga Road toward home.

...Visiting Dougherty School on my way, I arrived home that night. Often my wife or one of the children, May, Anna, or Clyde, accompanied me and added much to my enjoyment.

Perhaps the most onerous duty which revolved upon me was the month's attendance at the graduation exercises at the various schools at the close of the school year when the eighth grade pupils received their diplomas. The exercises were usually held in the evening and lasted till late hours. The programs were long for every pupil must take part. The long drive, often over bad roads and weak, narrow bridges, especially on dark nights was somewhat of a venture. It was long after midnight before I was able to seek my couch.

My visits to the old school at Watsonville and my meeting teachers with whom I had labored in former years were always pleasant. I cannot refrain from speaking of one primary room whose teacher ever met me with a hearty greeting and a happy smile--Mrs. Mintie White, one of the truest friends and one of the best teachers I have ever known.

Many changes in the schools of the county had taken place during my incumbency. Several new districts were formed, many more teachers were employed, new buildings had been erected and old ones repaired, and better methods of teaching were noticeable. For nearly a quarter of a century I had given my efforts and the best



possible service as Superintendent, and the loyal support with the finest co-operative spirit of my teachers will ever remain a blessed memory.

In 1904 Linscott took on the duties of principal of Santa Cruz High School and supervising principal of Santa Cruz City School District. In 1905 he was elected the first superintendent of Santa Cruz City Schools and left the post of county superintendent of schools after two decades of distinguished service.

In 1906 Champ Price succeeded Linscott. As the responsibilities of the Office of Education increased, so did the superintendent's salary. During Price's 12 years in the office, his salary reached the sum of \$1,800 per annum. In 1911, a contemporary writer noted: "There are 60 grammar and 3 high schools in the county, employing 130 and 27 teachers respectively. There is an industrial department connected with the schools in Santa Cruz and Watsonville."

Miss Cecil M. Davis (later Mrs. Cecil Peck) was the county's first woman superintendent of schools. She served from 1919 to 1926. By then the County Office of Education she headed had become a much stronger force in the school system of the day, in contrast to earlier times.

In the earliest days most local schools were relatively autonomous, and teachers ruled over their classrooms with little supervision or help from the county superintendent. Quite often the local school trustees chose teachers--many of them quite young and with only a minimum of education--mainly on the basis of their ability to maintain discipline in the classroom; certification was not always required.

But as the years went by, the county office, in an effort to upgrade what must have been an inconsistent quality of education in the county's school system, began to play a more active and authoritative role in enforcing the standards of teaching. Teachers were examined and certified for teaching. Teachers' Institute, an intensive kind of inservice training session, was held yearly. In the



1920s and '30s the county office wielded considerable influence and authority over the local public schools.

Edna H. Young was the second woman to serve as county superintendent of schools. She followed Cecil Davis and served from 1926 through 1935. In 1917, when she was a first grade teacher at Branciforte School, she was elected to the County Board of Education. Nine years later, in 1926, she was elected to the post of superintendent.

As one of her first duties she appointed a county attendance officer--otherwise known as the truant officer. She was well aware that in many rural areas youngsters were kept home from school during crop harvesting season and other periods of heavy farm work, thus delaying their graduation from grammar school until they were 15 or 16 years old.

Superintendent Young also introduced the Stanford Achievement Test to the county. Until that time there was no county-wide, uniform yardstick by which to measure students' abilities. And she introduced the "Annual County Field Day," taking place at Soquel School, which heretofore had been conducted for several years before on a purely local level with only nearby schools taking part.

During her time as head of the County Office of Education, the Rural Schools Band was organized in 1930-31 with Professor William W. Morey--the County Office of Education's official "Music Man"--as leader and instructor. He was sent out from the county office to the small schools of the county to teach their students to play musical instruments--a "frill" that might not otherwise have been available to them. More than a thousand students were taught to play the harmonica or other musical instruments and to read music. By 1935 there were 175 students taking part in band activities. The Rural Schools Band gained statewide notice as a leading musical group of its class.

Miss Young also revised the study schedule, replacing geography and civics textbooks with social science studies. She conducted teachers' training classes each year to assist those high school graduates who wished to take the teacher's examination.



She was active in the County Schools Superintendents' Association of California and was elected president of the Central Coast Section of the California Teachers' Association.

Miss Young grew up in Scotts Valley and attended school there as a child. One time when she was very old, her sight almost gone and her teaching days long past, she remarked wistfully that she wished she could "see once again those beautiful oak trees on the Scotts Valley schoolgrounds."

Another dedicated woman followed Edna Young as county superintendent of schools. Janie M. Stocking was principal of Bay View School in Santa Cruz when, in 1935, she stepped into the county position. Mrs. Stocking was born in Canada but came as a very small child with her parents to live in San Luis Obispo. She grew up there and first taught in schools there, not coming to Santa Cruz until after her husband's death. She had two daughters to raise.

At Bay View School Mrs. Stocking started the Parent-Teachers Association and taught the sixth grade in addition to serving as principal. She had taught at other schools in the county, including Happy Valley, Live Oak, and Laurel.

She is also remembered for having pioneered the school cafeteria at Bay View and for the educational program she started for foreign-born adults. Unpaid, she worked evenings and extra hours to teach classes in citizenship, starting with a few mothers of pupils in the school. The classes grew as other foreign-born adults heard of them, and people began to attend to learn English. The project grew into an Americanization class, one of the first in Santa Cruz.

Someone once asked Mrs. Stocking why she worked so hard for no pay, those extra teaching hours. Her answer: "I do it for the love of it."

Mrs. Stocking resigned her post as county superintendent of schools on January 1, 1945, due to poor health. She died about a year later. Her obituary listed an impressive number of affiliations, including the Business and Professional Woman's Club,



California Teachers' Association, and National Education Association. She also had served as president of the Santa Cruz City Teachers' Association.

Edith E. Fikes became the next superintendent. The ten years she was in office were a particularly active period of county population growth. In 1945 there were 5,900 school children and 270 teachers. By 1955 when she retired, there were 13,000 children and 559 teachers.

During her time in office many small school districts became unionized (1946-47 was a particularly big year for unionization). There were 38 separate districts when Miss Fikes became superintendent, and when she retired in 1955 there were only 15. She spent hours visiting and speaking, encouraging small schools to join larger ones to create a more efficient structure both educationally and financially.

She was instrumental in establishing the Thornely Tri-County School for the Deaf, in providing regular school visits by a dental hygienist, and establishing a school health program with the aid of the County Health Department. (When she took office there was only one school nurse to serve 5,900 students.) County Office of Education classes for the physically handicapped were begun in 1948, and a program for the mentally retarded a year after that.

Miss Fikes began her teaching career in 1908 at Gault School in Santa Cruz and served there for 36 years as teacher and principal before becoming superintendent. She was a staunch support of the PTA and once, in defending it, she remarked that before the PTA was organized in 1913, "You didn't know the parents and they didn't know you, unless there was trouble."

Miss Fikes was one of the five founders of the State and Santa Cruz County Elementary Schools Administrators' Associations. The state group was organized in 1927.

Edith Fikes died in 1967, but she is not forgotten. In 1971 a memorial scholarship fund was dedicated in her name at Cabrillo College by two lifelong friends, Annie and Frances McCaskill of Santa Cruz.



During these 37 years of feminine leadership, the role of the County Office of Education continued to evolve. As many districts unionized and grew larger and more independent, the county office assumed less of a direct, supervisorial function and more of a facilitating, advisory, supportive function, providing needed services the district offices could not supply.

When Norman (Sig) Lien became superintendent in 1955, there were about 13,000 students enrolled in county schools. There were more that 30,000 (including 3,600 at Cabrillo College) in 1967 when Richard R. Fickel, the present superintendent, took over the job.

Of Fickel's career, and his memories of the school system of Santa Cruz County as he remembers it, we will speak in a later chapter of this book.





But for her solemn demeanor, Miss Stella Finkeldey doesn't look much older than her students. Laurel School, date not known. Students were Olive Jenne, Georgia Niles, Flora Carniglia, and Bernice Witney.





Thomas MacQuiddy. He served as teacher at Watsonville High in 1905 and 1906. From 1907 to June of 1948--a period of 41 years--he was principal of the high school as well as superintendent of the Watsonville elementary and high school district. The present T. S. MacQuiddy School in Watsonville is named for him.



## VIII. Other Prominent Educators

We've already mentioned in the preceding chapter some of the outstanding educators who have enriched the local public school system over the years. In this chapter we'd like to mention a few more; however, we must emphasize that those included here represent only a small fraction of all those who deserve mention.

### LILLIAN HOWARD

Although the majority of public school teachers were women, relatively few of them rose to the rank of school administrator. (It is interesting to note that of the more than 100 prominent educators in America who are listed in the World Book Encyclopedia, only 13 are women.)



Miss Lillian Howard was John Linscott's vice principal at Santa Cruz High School when he took over as principal of that school in the early 1900s--at a time when it was somewhat unusual for a woman to serve in an administrative position.

Yet she might be forgotten today if it weren't for her excellent pen and ink sketches of old Santa Cruz scenes. The current revival of interest in local history has brought Miss Howard to the fore, through her portrayals of Santa Cruz Mission ruins, Major's Mill, and redwood trees. There is something of a mystery about her: where did she come from in 1885 to teach, and where did she go when she retired in 1925? She is described as tall and stately by those who remember her. She taught art at Santa Cruz High and became its vice principal in 1897.

"She was very stern," recalls C. E. "Doc" Fehlman.

Another long-time citizen who knew her says: "She stood at the head of the stairs as students marched in to their classrooms. If she spied any commotion or horseplay, she clapped her hands and descended upon the wrong-doers with a vengeance that put fear into their souls."

"Once in a while I would drive her up to Pogonip to sketch a tree or some scene that had taken her fancy," Darrell Cardiff says. "She couldn't drive, and she was very appreciative."

"She was teaching at Santa Cruz High when my mother was a student there," recalls Alta Macaulay who is a retired, long-time Santa Cruz public school teacher herself.

When she retired, Lillian Howard left Santa Cruz, and even Doc Fehlman, with all the research and records he keeps on Santa Cruz public schools and their histories, does not know where she went.

#### STELLA FINKELDEY

There is a picture of Miss Stella Finkeldey in a newspaper article dated 1941. She was a stern-looking maiden lady (most of



the long-time teachers were both) with iron-gray hair pulled back into a bun and a wisp of tailored lace at her throat. She was born in Santa Cruz in 1870, the only child of a German couple. She attended Santa Cruz public schools, then went on to San Jose Normal School where she earned her teaching credential. She came back home and taught for almost 30 years before retiring in 1919. She was principal of Laurel School in Santa Cruz for 16 years.

Stella is remembered for her iron devotion to duty by all who knew her, and she should also be remembered for her gift of the very excellent Otto Kunitz music collection to Santa Cruz Public Library. Kunitz, an accomplished musician, was her cousin and died some years before she did. Stella was honored by her fellow teachers, by the American Red Cross, the Santa Cruz Woman's Club, Soroptimists, Business and Professional Women, and the Monday Music Club before she died in 1948.

#### EDNA SCOTT

Edna L. Scott was an exception to the rule. She was a softer, more feminine looking woman, the niece of pioneer Hiram Scott for whom Scotts Valley is named. Edna also graduated from San Jose Normal School with a teaching credential and taught at Mission Hill. She had her foibles--the main one being that she would never reveal her age. Her credential--in fact, all of her official papers--left that space blank.

Edna retired from teaching in the 1930s to care for her mother who was ill, and in 1958 Edna herself entered a nursing home. She died there exactly one week after her old family home on Walnut Avenue was demolished to make way for a parking lot.

A bronze fountain at the University of California at Santa Cruz commemorates this dedicated teacher. It was designed by a talented member of the Scott family, Nancy Genn of Berkeley, who is widely known for her sculpture. The fountain was donated to the University in Edna's memory.



## LOUISE WORTHINGTON

Louise Worthington, a member of the original committee for this book on school history, made Watsonville history herself.

She served as Dean of Girls at Watsonville High School for 28 years, probably something of a record in itself.

"I attended a private school located on Kearny Street in Watsonville, then grammar school, and I graduated from Watsonville High in 1919," she says.

Louise married a World War I flier who flew with Eddie Rickenbacker overseas and was killed in action.

After the war Louise returned to Watsonville and was hired as a temporary teacher by Thomas McQuiddy. Her "temporary" status changed to fully credentialed as she took additional studies, and she served a long and distinguished career in public education.

## MINTIE WHITE

In Watsonville there is an elementary school named for a teacher who once said, "I never knew a child I couldn't love."

She was Arminta Allison White, better known for many years as Mintie White. The school is called Mintie White School.

Mintie Allison was born in 1850 in Redrock, Iowa, and when she was four years old her family brought her across the plains to California in a covered wagon. In telling of the journey once, she recalled that she walked much of the way.

In 1854 the family arrived near Vacaville in Sonoma County where they lived for a time, but five years later the Allisons moved to Pajaro, across the river from Watsonville.

While Mintie was attending a private school for girls she met her future husband, Professor William White, and they were



married in 1870. Following the marriage the young couple moved to San Francisco where he taught in another private school.

The Whites had two children, a son and a daughter. When the daughter was in her late teens she became very ill with tuberculosis and the family moved back to Watsonville, hoping change of climate would improve the girl's health. However, Mintie's daughter died when she was 21 years old, and Professor White died shortly afterward.

This double tragedy must have been hard on Mintie, but she decided to devote the rest of her life to children. Between 1895 and 1900 she obtained her teaching certificate. At the age of 45 she became a first grade teacher at Watsonville Primary School.

Her abilities were so outstanding that she was offered the position of school principal. Mintie declined the honor, explaining that she felt the first grade was the most important year in a child's school life, and she was needed more in the classroom. She devoted all her teaching years to first graders.

Mintie is remembered by a fellow teacher who still lives in Watsonville, Marie Rau. They also attended the Presbyterian Church together.

"You always felt so good after you talked to her," Marie says. "She was that kind of person--a good person."

In her later years, Mintie's slender figure thickened, but she still wore her hair up in a bun in the old fashioned way she had always worn it.

She died in 1937 at the age of 87, and the following year a new elementary school on Palm Avenue in Watsonville was named for her.

Old friends still remember that phrase of Mintie's which spelled out her very successful philosophy of teaching: "I never met a child I couldn't love."



In her years of teaching, Mintie met and loved and inspired hundreds of small children. In his autobiography, John Linscott describes her as "one of the best teachers I have ever known."

#### THOMAS GATCH

Santa Cruz County also had its outstanding men in the field of public education. One of the most notable of early educators was Thomas Gatch, who spent a year and a half in Santa Cruz in the late 1850s and then went on to greater honors.

He became a professor of mathematics at University of the Pacific in Santa Clara County before the college moved to Stockton. Then he went on to Wesleyan Institute at Puget Sound in Washington in 1859, where he gained such notice that, a year later, he was installed as president of Willamette University. In 1886 Gatch was seated as the first president of the University of Washington, and in 1898 he was named president of Oregon Agricultural College.

Gatch was not in Santa Cruz for any length of time, but he is proudly claimed by local historians. He taught for less than eight months in the fledgling Mission Hill School of 1857, the county's first public school.

#### GEORGE BOND

"Of the many men who have guided the fortunes of Santa Cruz High School and its students, none stands out in clearer relief than George A. Bond," an alumnus has written.

George Bond died in 1944, but he lives on in his accomplishments at Santa Cruz High and in the still-bright memories of his former students. In looking back through the years, they seem to realize that Principal Bond was an unusual person--a born leader and administrator.

He came to Santa Cruz as an English teacher in 1903. Very shortly his abilities were recognized and he was made principal in



1906. He continued in that position until 1924 when he resigned to take a similar position in Santa Paula.

During his years at Santa Cruz High School, Bond was responsible for many educational improvements and innovations. He organized a boys' honor society, the Hi 'Tow Tong. Memorial Field was purchased, the boys' gymnasium was built, and sports were encouraged. Regular gym classes for girls were organized in 1917, and the Girls' Athletic Association and Honor Society were started with the help of Mrs. Bond, who also was a teacher.

The school paper, The Trident, was started in the year Mr. Bond took over as principal and the Associated Students were organized in 1907.

When the big, fairly new (18 years old) Santa Cruz High School building, of which the town was so proud, burned to the ground in 1913, a successful bond issue of 1914 built the present high school plant at the same location, Walnut Avenue at California Street.

During the months when the new high school was under construction, Principal Bond prevailed upon local businessmen and citizens to donate space for students temporarily without a school. Classes were conducted downtown in stores, churches, and the Opera House.

A Domestic Science department was started in 1914, and a school cafeteria a year after that. Manual Training for the boys began in 1916.

Principal Bond also instituted the World War I "Service Book" of war records of Santa Cruz graduates and the planting of memorial trees around the football field in their honor.

"There was always something new and useful going on when he was there," commented Darrell Cardiff, one of Bond's students who remembers.



## SOME OTHER SANTA CRUZ HIGH PRINCIPALS

Principals tended to have long careers in the high schools of yesteryear; Walter Elmer, who took up where George Bond had left off at Santa Cruz High School, was there for 19 years. During his tenure adjoining property was purchased to enlarge the school plant. The girls' gymnasium and club rooms were added and five tennis courts were put in.

Shops, a youth center, a power house, new science building, and improved music building were accomplished during the term of Lee T. Sims who took over in 1943.

However, Sims' greatest challenge came in 1953 when the main high school building was tested and declared unsafe for earthquake standards as set by the Field Act.

The Field Act, which specifies certain standards of construction for public school buildings, was passed in 1933 by the California state legislature. The Act came into existence because of a sharp earthquake which jolted the city of Long Beach in general and its older school buildings in particular.

The Field Act also required that all school buildings constructed before 1933 be examined for structural soundness. Trustees were allowed to repair or replace sub-standard buildings, and the law also authorized trustees to call bond elections for either purpose. The Act specifies that if a school fails to meet the standards of safety and a natural disaster causes injury to students, then school trustees, as individuals, are liable and can be sued.

Santa Cruz County's proximity to the San Andreas earthquake fault helped spur county-wide concern regarding its school buildings.

Along with earthquake safety standards there are standards for fire and panic safety, all of which had to be investigated and considered by structural engineers.

Santa Cruz High School's main building, designed by the noted architect W. H. Weeks and built in 1915, was completely renovated



and brought up to meet Field Act standards by 1957 under Sims' supervision. While the work was under way, high school classes were conducted in temporary bungalows placed around the campus. The present cafeteria also was built during that period.

From 1958 to 1964 Jack Snyder served as principal. No building projects were deemed necessary.

Aaron Nelson was next and held the position for ten years during which time new showers and locker rooms were constructed, the Language Building and Music Hall were built, and a swimming pool came into existence.

In 1972 when the old gymnasium was demolished, funds were secured to build the new Fehlman Gymnasium which honors C. E. "Doc" Fehlman, a retired teacher of Santa Cruz High School.

James Coulter took over as principal in 1974, and under his current leadership a new library has been built. It opened in September of 1977.

### "DOC"--A LEGEND IN HIS OWN TIME

There are always a few teachers who manage to catch the imagination of students, parents, and citizens in general and become legends in their own time. Such a teacher is Clinton Earl Fehlman, although few would recognize him by his formal name. He's been "Doc" for all of his 90 years as far as the city of Santa Cruz is concerned.

Doc planned to visit his physician brother in Santa Cruz, then continue on to the Philippine Islands, back in the year 1923. He arrived in Santa Cruz, had his visit, and missed the train that was to take him away. He's been in Santa Cruz ever since. He taught history and civics until 1952 brought retirement--although, to be accurate, has never really retired.

When he put down the history and civics books, Doc began picking up the loose ends of Santa Cruz High's history and that of its



students. He began to save all sorts of bits of information, squirreling them away in boxes in his basement office. Old Trident newspapers, old photos, newspaper articles--Doc saved them all and kept current records on graduates. The number of boxes and file cabinets grew until the little basement room was so crowded that Doc--who is a small, slender person--could hardly get into it himself.

"I have all this valuable information," he would say in his squeaky voice, which rises with excitement. "But I can't keep it properly in this very limited space."

Alumni heard his space laments and finally, slowly, wheels began to turn. The fact that early-year high school classes began to hold reunions also helped. Doc was in evidence at each reunion, and it was his records that made many of them possible.

In October of 1973 Doc's long wished for dream of an Alumni Building came true. The building was put out to bid, and in March Doc broke ground for it with a special shovel. Construction was completed in May, 1974, and Doc immediately moved all his precious boxes, files, and cabinets into his Alumni Building. He's been located there, happily, ever since. He has a card file of more than 14,000 Santa Cruz High School graduates, one of the most complete alumni records in California.

During World War II Doc, with the help of Vice Principal Paul Levy, put out the "Service Cardinal," which endeared him to every graduate who was in the Armed Forces, their families and friends.

Now he is in his building--it is "his" in the truest sense of that word--every weekday from 10 a.m. to 4 p.m. He is hard at work gathering materials for a Centennial Yearbook which will cover 100 years of graduates and history of Santa Cruz High School.

In the past few years Doc has had many honors come his way. The new high school gym was dedicated to him on February 4, 1977, and most of the town turned out to show him how they feel about him. For his continuing interest in the high school's sports programs, he was presented with an honorary letterman's jacket and serenaded by Santa Cruz High School's "Big Red" Band.



## THOMAS MAC QUIDDY

The Watsonville area had its leading men educators also, and Thomas MacQuiddy was one of the outstanding ones. He served as teacher, principal, and superintendent of Watsonville High School for 43 years, something of a record in itself. A graduate of the University of California, he began teaching at the high school in 1905 as a science and mathematics teacher, but two years later was appointed to the post of principal and superintendent.

For several years he continued to teach in addition to his administrative duties, and when he finally quit teaching he held three titles: Watsonville High School Principal, City Superintendent of Schools for Watsonville, and District Superintendent of Schools.

Thomas MacQuiddy is said to have been a very quiet, modest man, calm and capable, his main interest in life the education of the young people of Watsonville.

He headed Watsonville schools in a day and age when parents and teachers were not very active in school affairs or administration. MacQuiddy was in complete control and made all decisions that did not require action by the school board. He had no business manager and, for many years, no assistant superintendent. But in addition to his school duties he found time to serve as secretary of the Central Coast Section of the California Teachers' Association for 25 years.

For 20 years he took no vacation; his only hobby was writing poetry. One time in 1910 he dismissed the high school promptly at 1:45 in the afternoon so the students could hear the world-famous Souza Band at the Opera House.

When he retired in 1948, an editorial in the Watsonville Register-Pajaronian noted that people were "saying that this Community's appreciation for Tom MacQuiddy's work should be evidenced in some definite manner..."

The appreciation came in September, 1950, when the T. S. MacQuiddy Elementary School on Martinelli Street was dedicated.



Thomas MacQuiddy had died a year before, in September of 1949, but he knew that the school was to be named for him and was very pleased, according to a later report.

This report (Principal's Newsletter, May 3, 1971) goes on to state: "It is most unlikely that our school system will ever again see the likes of this man whose influence and service spanned nearly half a century..."

The newsletter quoted Ralph Waldo Emerson: "An institution is but the lengthened shadow of a single man," and then said, "If Emerson's statement is correct, then Watsonville High School must be the lengthened shadow of Thomas MacQuiddy."





A proud day for Glenwood School in 1902 when returned veterans of the Spanish-American War visited and presented the school with an American flag. This schoolhouse, located near the foot of the Mountain Charley Road, burned to the ground a few years later, and the school moved to the settlement of Glenwood, further north.





Glenwood School, built in 1920. Located on Glenwood Drive north of Scotts Valley. This photo taken in the early 1940s.



## IX. Christmas in a Mountain School

The material in this chapter comes from my own personal and family recollections of Glenwood School in the Santa Cruz Mountains. Two generations of my family served as trustees and clerks of the board for the school; two generations also served as teachers at various times. Four generations of my family attended Glenwood School...

Glenwood School is gone now. Weeds and grass grow where it once stood on an open hillside above the railroad tunnel in the narrow northern neck of Glenwood Valley. Great oak trees grew above it on the hill.

The school was a simple, one-room building sided with redwood shiplap cut from trees in the area and milled in the "muley" sawmill



that once stood next to Bean Creek. But in that simple schoolhouse in the little Santa Cruz mountain community Christmas came alive each year.

Children who otherwise would have little or no Christmas at home had it in the schoolhouse. Those were Christmases to remember--and they are still talked about when former students meet.

You hear a lot of jokes about "the little red schoolhouse," but this one was painted a dark red with white trim around the many windows. The American flag was raised each morning from the front porch, which was railed with rough redwood logs with the bark still on them. Maybe the money ran out when they got to the railing, or maybe the carpenter got tired.

Things were much simpler and easier in those days of the one-room school. It was a good school and in some ways, looking back now, it seems superior to what has followed. With only 20 or 25 pupils at most, the teacher could spend more time with the slower ones. And if the teacher didn't have the time, bright older students could help them--and did. Everybody was in the one room. Younger kids who were quicker to learn could listen in on the work of upper grades.

Oh, it wasn't all a bed of roses of course. There were children from poor homes in those years and no welfare or food stamps. They came to school on empty stomachs with holes in their soles and sometimes an apple and piece of bread for lunch if they were lucky.

The teacher was wise. She usually had a pot of soup simmering on the wood stove (later an oil heater) in the corner, and she kept extra cups in her desk. Once in a while she would force some of the soup on the well-to-do kids so the others wouldn't feel what they were getting was charity.

Christmas in the school--that was the magic time--the only magic some of those kids would get.



There were two dark green burlap curtains that squeaked and caught when they were pulled by hand across a sagging wire hung across one end of the schoolroom. A kid stood on each side and pulled when necessary.

The "stage" was merely one end of the schoolroom, the end with the teacher's desk and the old piano. The piano, of course, was part of the show. The last teacher at the school before it closed for good, played the piano with three fingers for all the musical numbers.

Her big oak desk was pushed to one side, and usually there was a big bouquet of red toyon berries to disguise its utilitarian appearance.

The focal point of the stage was the Christmas tree, always a tall one, and when the curtains were pulled open to reveal that sparkling wonder, all eyes fastened on it. Sometimes it was a Douglas fir, sometimes a redwood--it didn't matter--and it was always donated by a parent who had gone out and chopped it down in his own part of the mountain forests.

The tree was elaborately draped in paper chains, glued together by the littlest kids; the older ones had draped silver tinsel on every branch. School-made ornaments cut out of poster paper and glued together were in the shapes of tiny lanterns, stars, angels, Santa Clauses--anything a kid felt like making. Popcorn strings added the touch of "snow" and at the very top of the tree there was always a big silver star.

On every branch several small tin candle holders were clipped securely, and they held tiny candles. They burned fairly fast and presented a dazzling spectacle--dazzling but dangerous. One or two large, reliable boys were stationed where they could keep an eye on the candles as they burned lower. However, there was never an accident in all the years they were used.

The tree was placed on a white sheet to represent snow, and under the tree there were always packages of oranges, nuts, and candles, one for each child in the school and extras for small brothers and sisters.



Everybody in the community came to the school's Christmas program. It was the main event of the year. Parents usually arrived early to take seats on the wood benches arranged in rows. Neighbors greeted each other more quietly than usual--there was something about Christmas in that high-ceilinged room which smelled of ink and floor oil and green branches. Something about the sight of that lavishly decorated tree whose top showed above the closed burlap curtains.

Whisperings and rustlings were obvious from behind that curtain, and the school clock ticked away the minutes until--finally--there came a crashing chord from the piano and the green curtains parted jerkily.

It was a glorious scene on which the children had worked for weeks in their spare time. The tree winked and sparkled with every candle glowing. The children were lined up in rows in front of it--the whole school. Littlest ones in front and taller ones in back. The piano swung into a lively rendition of "Jingle Bells" with everyone singing. At the end of the song an older boy announced the next number and three "kings" appeared to make their way slowly across the stage as the others sang. They were dressed in discarded draperies fashioned into robes and wore gold paper crowns on their heads.

Next a girl stepped forward to announce a poem. And so it went, songs, poems, sleigh bells rung by hand at proper intervals, a small skit with a weary Santa falling asleep at the fireplace while delivering toys. When he went out to get into his sleigh again, two of the older boys clacked wood blocks together for the sound of reindeer hooves on the roof.

The spellbound audience (was there ever better than mothers, fathers, grandparents, aunts, and uncles?) was generous with applause. Small brothers and sisters sitting on parental laps were too engrossed to become fussy or sleepy.

And then--THE announcement: it was time for Santa to appear. A stir went through the room. The teacher's oldest son (or sometimes a neighbor) played the part, clad in a red ski jacket that had served the purpose for 18 years at least, with a fur neckpiece around



the hood, high black boots and a pillow-stuffed belly. He wore a white cotton beard, and his face was rouged for the proper ruddy look.

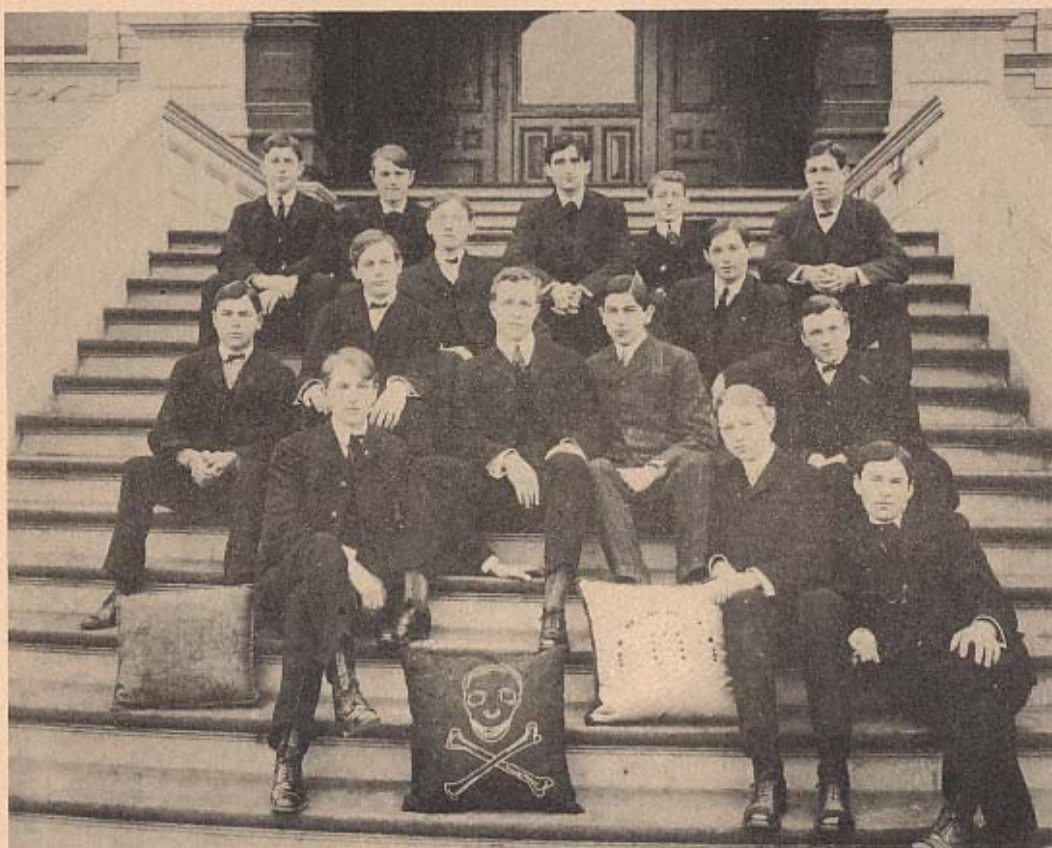
He appeared suddenly in the doorway, ringing a handbell loudly, a flour sack slung over one shoulder. The older kids glanced secretly and slyly at each other and hid their knowing smiles. The younger ones, innocent of Santa disillusionment yet, stared in wonder--and sometimes squalled in a sudden moment of fright.

Santa never said much. His conversation was usually "Well, well, well" and "Look who's here!" and "Merry Christmas!" but that was enough.

In Santa's pack there was a small gift for each child and even the frightened ones recovered enough to claim their loot and forget to cry. With a final flourish of his now-empty sack, Santa called a "Merry Christmas and good night!" and disappeared. Parents gathered up children suddenly surfeited with treasures and overcome with weariness, and made their way out into the darkness to drive home.

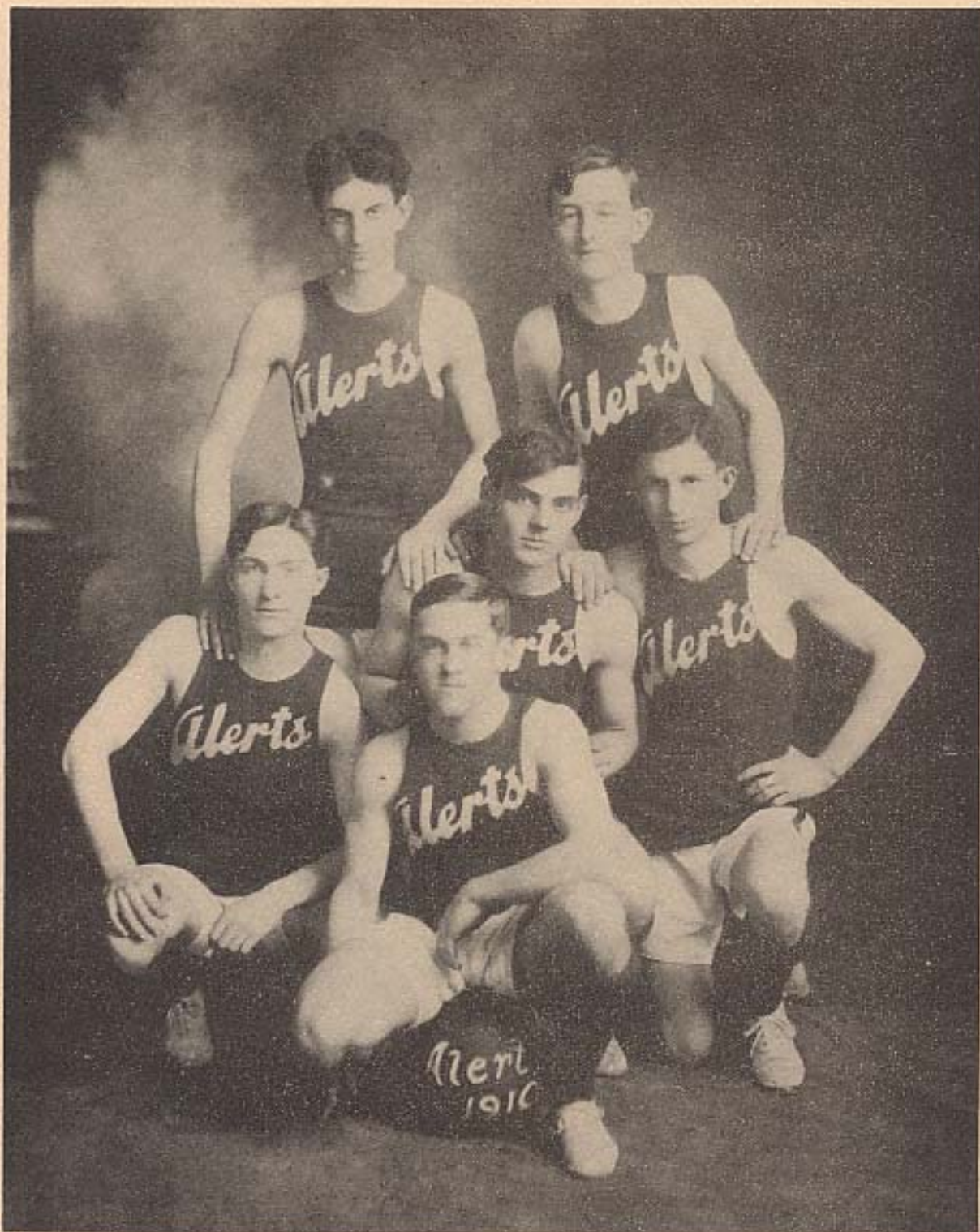
This was Christmas at Glenwood School, high in the Santa Cruz Mountains.





The GEKs and the PI DELTs were friendly rivals at Santa Cruz High in the early 1900s. Appearing here are such well-known local businessmen as Lester Wessendorf, Lucas F. Smith, Stanley Bias, Elby Bixler, Roy Mosher, Percy Hazzard, Harry Mead, Steve Mead, Bruce Fargo, John Taylor, Bob Fitch, and Howard Metzler.





The Alerts--prize-winning Santa Cruz High School basketball team of 1910. Front row from left: Jack Costella, C. G. Dake, Al Strong, and Hi Gosliner. Standing from left: Joe Gosliner and a fellow named Johnson.





Zasu Pitts, who went from a poverty-stricken childhood in Santa Cruz to stardom in Hollywood. Her "Oh, dear me"--delivered with appropriate gestures--took her to the top as a comedienne, a far cry from her hand-me-down gingham dresses and waiting on tables in her mother's boarding house.



## **X. World War I and the Twenties: Two Students Remember**

On June 28, 1914, Archduke Francis Ferdinand of Austria-Hungary was struck down by an assassin's bullets, and soon Europe was embroiled in World War I. The United States remained neutral until April 6, 1917, when it declared war on Germany.

The war ushered in the Air Age, with both sides using single-engined biplanes from which pilots shot at each other with pistols or rifles, and later with machine guns. On the ground, American soldiers, called "doughboys," fought to "make the world safe for democracy." Before Armistice was finally declared on November 11, 1918, many lives were lost and many more disrupted. The educations of many young people were interrupted.



What kind of effect did the war have on Santa Cruz County schools? Two former Santa Cruz High School students have shared their recollections with us. They are G. Darrell Cardiff who graduated from the school in 1920, and his contemporary Harold Van Gorder, who dropped out for a year to work and graduated in 1921.

There were about 350 in the student body and 95 or 96 in the class of 1921, Van Gorder recalled. During the war school spirit ran high.

"It's hard to believe today," Van Gorder said, "but we truly believed that was the war to end all wars."

Cardiff remembered: "Almost every class in the school was involved in some way. The war interrupted many of the fellows' educations because they dropped out to enter the ROTC [Reserve Officer Training Corps] or to enlist in a branch of the service."

A number of high school boys who signed up with the U. S. Naval Reserve got called up early. Of those Cardiff and Van Gorder recalled the names of Lester Reukema, Bill Denton, Elmer Jones, and Frank Trafton.

"It was a time of great sadness, going to the depot to see them off on the train. The whole town turned out," Van Gorder said.

George Bond was principal of the school during the war years, and he was deeply moved when "one of his boys" died in the war.

Bond started the World War I "Service Book" which was a record of each Santa Cruz High student in the U. S. Armed Forces, but unfortunately not a single copy of that book is known to exist today.

In 1918 instead of weekly student body meetings there were weekly "re-dedication services," with students renewing their vows to help in some way with the war effort. Boys even took up knitting and rolled bandages, according to Van Gorder, and almost everyone grew a victory vegetable garden.



The Bean Growing Club was formed in 1916. There was no rationing of foods during the war, but some were in short supply. When a housewife bought white flour she was required to take a certain amount of oatmeal or cornmeal with it. The late Robert E. Burton, agriculture and science teacher at the high school, had all his boy students growing home vegetable gardens.

"Remember the High School Cadets that were organized?" Cardiff interjected. "Deloss Wilder was captain. It cost \$28 for a full uniform, and they were ill-fitting, cheap khaki things."

The first year in the Cadets was voluntary, the second year compulsory. They paraded and appeared at all ceremonies in town. A. A. Morey, a retired Navy man, was the instructor of the Cadets, and he tried to teach them the ethics of military life as well as the marching in formation and so forth, Cardiff noted.

"He didn't have a very easy time of it," he laughed.

The name of one Santa Cruz High girl student of that World War I era has come down through the years: Pearl Turner went to Europe to serve as a nurse and died in France. The former Turner Gymnasium was named in her honor; she was the only girl student who lost her life in the war. Trees planted later around the gym and the edge of the football field commemorated all the high school students who died in the war.

World War I marked a time of awakening for many young women students. In Santa Cruz County, which was not by any stretch of the imagination a metropolitan county, girls began to consider higher education and careers more seriously. They began branching out into industry, becoming business secretaries and telephone operators. They went off to college in greater numbers: to San Jose Normal School (today it is San Jose State University) and to San Francisco Normal School (San Francisco State University). And they began to drive those "new-fangled" automobiles.

They were also participating in physical sports during gym sessions, something that heretofore had been the prerogative of males. Beryl LeBaron Bliss was the first paid woman gym teacher at Santa Cruz High School, Van Gorder recalled.



Women were entering teaching careers also in ever increasing numbers, and they were even considering careers which, a few years before, might not have been accepted as suitable for a proper young woman.

One new industry which was beginning to influence young people of that day was the movies. Zasu Pitts, a skinny girl in hand-me-down calico dresses who helped her mother run a boarding house in Santa Cruz, put her talents to work in the movies and became internationally known.

Zasu's talent as a comedienne was evident during her high school days. She appeared in all the plays and programs at the Opera House where she also graduated in 1914.

In Hollywood, Zasu's trademark was to wring her hands helplessly while lamenting "Oh dear me" in a plaintive manner. Somehow she made it seem hilarious. At least the audiences thought so for many years. She went from the movies to television, still wringing her hands and lamenting, and occasionally coming back to visit old high school friends in Santa Cruz, until she died of cancer in 1963.

"By 1920 we were seeing the end of fraternity days at the high school," Cardiff said. "Before the war the school was very socially oriented. You were either an 'inner' or an 'outer.' I was mostly an outer--I had gone to a private school in southern California for all my early education."

Due to fraternity hazing, which sometimes ended in injury to person or property, high school fraternities were eventually outlawed by state legislation.

At Santa Cruz High freshmen had to wear a certain kind of beany (some also wore knickers, Cardiff remembers), and they were not permitted to step a foot on the front steps of the school. If ordered by an upper classman to perform an errand or task, they had to obey.

Sophomores and juniors wore corduroy trousers and caps, and very white, clean shirts.



"It was the style to get those corduroys so dirty they would stand alone," Van Gorder said. "They weren't washed--that would have ruined the effect!" As Van Gorder was something of an artist, he further embellished his corduroys with a drawing of a hip pocket and a flask--considered very daring, indeed.

Senior students held forth on the school's front steps and wore brimmed campaign hats as their identifying apparel. None of this was ordered by the school or the parents--these traditions just grew up among the students themselves.

Senior Sneak Day was a tradition too.

"Going to Brookdale was the big thing to do," Cardiff said. "Sometimes some of the boys would get hold of some wine."

"Remember the time everybody went out to the Prescott Ranch in Soquel?" Van Gorder queried. "There was a regular procession of Model T's and Hupmobiles--all driven by seniors and loaded with kids. Mr. Prescott called the sheriff."

Sheriff Howard V. Trafton arrived, accompanied by Principal Bond, and they took one look at the carousing seniors, then called them all together for a lecture before sending them home.

The sheriff addressed the motley group: "There are too many of you for me to do anything about it," he shouted, "but if you were mine I'd beat the hell out of you!"

Van Gorder and Cardiff laughed, remembering.

"Principal Bond was furious with me for just being there," Van Gorder recalled. "He wouldn't let me ride back to town in his car."

Van Gorder was an "outer" too, but he had his own group called The Shovel Gang, six boys he went around with. Cardiff had the ABC Gang--the letters stood for "All Bolshevik Club"--and they met in a shack clubhouse near the corner of Bay and West Cliff Drive.



"We were mavericks," he said.

There were two fraternities at Santa Cruz High: the GEKs and the PiDelts, to which wealthier "in" boys belonged. The fraternities had their own rivalries going and would crash each other's parties to break them up, steal each other's girl friends, and compete furiously in sports.

The letters stood for Gamma Eta Kappa and Pi Delta, and they existed until state legislation ended them. The old fraternity brothers still gather each year for a dinner, although the ranks have been thinning rapidly the last year or two. They "buried the hatchet" years ago.

High School sports consisted mainly of rugby, football, and basketball, but rugby was banned when a boy was killed while playing in a game at Hollister.

"His name was Russell Pease, and he got kicked in the head during the game," Van Gorder said. "Rugby was a tough game with a lot of running and kicking--no helmets or protective padding at all."

In the fall of 1920 American football was introduced at the school, and Van Gorder played in the first game.

In 1920 tennis also became a popular sport. The principal helped start it.

"Principal Bond was a far-sighted man who understood young people very well," Cardiff said. "He brought inspiration and gave us a sense of pride in the school."

"He also coached the first teams," Van Gorder said. "The school didn't have a paid coach until 1917 when Earl A. Harmon was hired."

Teachers were regarded with respect and a degree of awe in those days, they recall. Lillian Howard who taught art and astronomy demanded--and got--absolute silence in her class.



"She could look at you and you'd feel guilty even if you weren't," Cardiff said with a laugh.

H. B. Lathrop taught geometry and trigonometry; Elsie King, another stern female, taught algebra and geometry (and quietly helped several brilliant but poor boys through college on the side). Harriet Liles instructed home-economics classes and Walter Burn, mechanical drawing.

"Remember Mr. Stevens, the shop teacher? If anyone cut off a finger, he would keep it."

Both men laughed.





Pupils of San Vicente School, 1920. The school was established in 1872. This building erected in 1895. School closed and was absorbed into newly formed Bonny Doon District in 1947.



First grade, 1922, at Mission Hill. Back row, from left: Gino someone, Lewis Andreotti, Joe Netto, Manuel Netto, Tanner G. Wilson. Middle row, from left: Peggy Pope, Betty Jane Conray, others unknown. Front row, from left: Alice Sinkinson, Rose Elizabeth Anthony, Vivian Carmean, unknown, unknown, unknown, Ruth Gordon, Jane Rittenhouse, Virginia Dellamonica, unknown.





Class of Jefferson School, established 1875. Photo probably taken in early 1930s. Teacher Ella Hazeltine taught there from 1922 to 1933.



Jefferson School harmonica band. Date uncertain.





Do you recognize any of these people? This is the 1939 class picture of Larkin Valley School. Teachers are Bernice Herbert (left, rear) and Eleanor Fontes (right, rear).





Class photo of Seaside School pupils, probably taken in 1925(?). Tall girl at center rear is Constance Mattei.



Class of Bald Mountain School. Photo probably taken in the 1930s. Older woman in front row is Mrs. Rice, who taught there from 1925 to 1937. School established in 1879 and closed in 1962. Catherine Gove(?) of Santa Cruz provides identification: Back row from left: Renie Rocchi, Morris Moretti, unknown, Jackie Rocchi, unknown, Doris Moretti, Diva Rocchi. Front row: Geno Rejardo(?), Amerigo DeLucca, Mrs. Rice, Pia Rocchi, Norma Rocchi.



## **XI. What We Learned: Classrooms of the 1920s and '30s**

Those of us who are today of the "older generation" can sometimes be heard to sigh with nostalgia for the good old days, as we regale--and perhaps bore--the youngsters with tales of "how it was when I went to school," all with the tacit (or not so tacit) implication that things were better then. What were those classrooms of the 1920s and '30s really like--those classrooms that, to a large extent, shaped the thinking of many of us now in our fifties and sixties?

A look through the 1923 and 1933 editions of the Manual for Public Schools, published by the office of the County Superintendent of Schools, may give us some insights. This Manual, required to be "a part of every teacher's desk equipment" throughout the 1920s and '30s, set forth the official educational standards and procedures that were to be followed in first through eighth grade classrooms of Santa Cruz County schools.



The Manual shows that the basic subjects taught then were much the same as those taught today. But there is a noticeable difference in another area: the instilling in young minds of the virtues of patriotism, clean living, and high moral purpose received an emphasis that may seem somewhat quaint to us today. The 1923 Manual declares:

...It shall be the duty of all teachers to endeavor to impress upon the minds of the pupils the principles of morality, truth, justice, and patriotism; to teach them to avoid idleness, profanity, and falsehood; and to instruct them in the principles of a free government, and to train them up to a true comprehension of the rights, duties, and dignity of American citizenship.

Society expects the child trained in the public schools of the State to know his rights and duties as a citizen. The teacher is expected to embrace every opportunity to teach the principles of morality, good manners, and upright citizenship. The uncompromising insistence on absolutely honest work from the pupils, the best of which he is capable, and the continual encouragement to improve are influences that must be constantly alive.

A clean, attractive, well lighted school room, a tidy, well kept yard, a teacher who habitually impresses one as a lady or gentleman, with all the qualities these denote, an air of earnestness and respect for the dignity of the profession, manifested in well planned, well conducted class work--all these things and many others do much toward character building.



Also included in the Manual is "The Children's Code of Morals," which the book suggests should be memorized by all pupils in the third grade and reviewed every year thereafter, through the eighth grade. Because of its interest, and because of the possible role it may have played in shaping the characters of the boys and girls of that era, we reproduce here those pages from the 1923 Manual:

MANUAL FOR SANTA CRUZ COUNTY SCHOOLS

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**The Children's Code of Morals**

Prepared by Wm. J. Hutchins, and accepted by the National Institution for Moral Instruction (Inc.), Washington, D. C.

Boys and girls who are good Americans try to become strong and useful, that our country may become ever greater and better. Therefore they obey the laws of right living which the best Americans have always obeyed.

The first law is **The Law of Health**. The Good American Tries to Gain and to Keep Perfect Health.

The welfare of our country depends upon those who try to be physically fit for their daily work; therefore:

1. I will keep my clothes, my body, and my mind clean.
2. I will avoid those habits which would harm me, and will make and never break those habits which will help me.
3. I will try to take such food, sleep, and exercise as will keep me in perfect health.

The second law is **The Law of Self-Control**. The Good American Controls Himself.

Those who best control themselves can best serve their country.

1. I will control my tongue, and will not allow it to speak mean, vulgar, or profane words.
2. I will control my temper, and will not get angry when people or things displease me.
3. I will control my thoughts, and will not allow a foolish wish to spoil a wise purpose.

The third law is **The Law of Self-Reliance**. The Good American is Self-Reliant.

Self-conceit is silly, but self-reliance is necessary to boys and girls who would be strong and useful.

1. I will gladly listen to the advice of older and wiser people, but I will learn to think for myself, choose for myself, act for myself.
2. I will not be afraid of being laughed at.
3. I will not be afraid of doing right when the crowd does wrong.

The fourth law is **The Law of Reliability**. The Good American is Reliable.

Our country grows great and good as her citizens are able more fully to trust each other. Therefore:



## MANUAL FOR SANTA CRUZ COUNTY SCHOOLS

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1. I will be honest, in word and in act. I will not lie, sneak, or pretend, nor will I keep the truth from those who have a right to it.

2. I will not do wrong in the hope of not being found out. I cannot hide the truth from myself and cannot often hide it from others.

3. I will not take without permission what does not belong to me.

4. I will do promptly what I have promised to do. If I have made a foolish promise, I will at once confess my mistake, and I will try to make good any harm which my mistake may have caused. I will so speak and act that people will find it easier to trust each other.

The fifth law is **The Law of Clean Play.** The Good American Plays Fair.

Clean play increases and trains one's strength, and helps one to be more useful to one's country. Therefore:

1. I will not cheat, nor will I play for keeps or for money. If I should not play fair, the loser would lose the fun of the game, the winner would lose his self-respect, and the game itself would become a mean and often cruel business.

2. I will treat my opponent with politeness.

3. If I play in a group game, I will play, not for my own glory, but for the success of my team and the fun of the game.

4. I will be a good loser or a generous winner.

The sixth law is **The Law of Duty.** The Good American Does His Duty.

The shirker or the willing idler lives upon the labor of others, burdens others with the work which he ought to do himself. He harms his fellow citizens, and so harms his country.

1. I will try to find out what my duty is, what I ought to do, and my duty I will do, whether it is easy or hard. What I ought to do I can do.

The seventh law is **The Law of Good Workmanship.** The Good American Tries to do the Right Thing in the Right Way.

The welfare of our country depends upon those who have learned to do in the right way the things that ought to be done. Therefore:

1. I will get the best possible education, and learn all that I can from those who have learned to do the right thing in the right way.



## MANUAL FOR SANTA CRUZ COUNTY SCHOOLS

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2. I will take an interest in my work, and will not be satisfied with slipshod and merely passable work. A wheel or a rail or a nail carelessly made may cause the death of hundreds.

3. I will try to do the right thing in the right way, even when no one else sees or praises me. But when I have done my best, I will not envy those who have done better, or have received larger reward. Envy spoils the work and the worker.

The eighth law is **The Law of Team-Work.** The Good American Works in Friendly Co-operation with his Fellow Workers.

One man alone could not build a city or a great railroad. One man alone would find it hard to build a house or a bridge. That I may have bread, men have sowed and reaped, men have made plows and threshers, men have built mills and mined coal, men have made stoves and kept stores. As we learn better how to work together, the welfare of our country is advanced.

1. In whatever work I do with others, I will do my part and will help others do their part.

2. I will keep in order the things which I use in my work. When things are out of place, they are often in the way, and sometimes they are hard to find. Disorder means confusion, and the waste of time and patience.

3. In all my work with others, I will be cheerful. Cheerlessness depresses all the workers and injures all the work.

4. When I have received money for my work, I will be neither a miser nor a spendthrift. I will save or spend as one of the friendly workers of America.

The ninth law is **The Law of Kindness.** The Good American is kind.

In America those who are of different races, colors, and conditions, must live together. We are of many different sorts, but we are one great people. Every unkindness hurts the common life, every kindness helps the common life. Therefore:

1. I will be kind in all my thoughts. I will bear no spite or grudge. I will not think myself above any other girl or boy just because I am of a different race or color or condition. I will never despise anybody.

2. I will be kind in all my speech. I will not gossip nor will I speak unkindly of anyone. Words may wound or heal.



## MANUAL FOR SANTA CRUZ COUNTY SCHOOLS

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3. I will be kind in all my acts. I will not selfishly insist on having my own way. I will always be polite. Rude people are not good Americans. I will not trouble unnecessarily those who do work for me. I will do my best to prevent cruelty, and will give my best help to those who need it most.

The tenth law is **The Law of Loyalty**. The Good American is Loyal.

If our America is to become ever greater and better, her citizens must be loyal, devotedly faithful, in every relation of life.

1. I will be loyal to my family. In loyalty I will gladly obey my parents or those who are in their place. I will do my best to help each member of my family to strength and usefulness.

2. I will be loyal to my school. In loyalty I will obey and help other pupils to obey those rules which further the good of all.

3. I will be loyal to my Town, my State, my Country. In loyalty I will respect and help others to respect their laws and their Courts of Justice.

4. I will be loyal to humanity. In loyalty I will do my best to help the friendly relations of our country with every other country, and to give to everyone in every land the best possible chance.

If I try simply to be loyal to my family, I may be disloyal to my school. If I try simply to be loyal to my school, I may be disloyal to my town, my state, and my country. If I try simply to be loyal to my town, state, and country, I may be disloyal to humanity. I will try above all things else to be loyal to humanity; then I shall surely be loyal to my country, my state, and my town, to my school, and to my family.

And he who obeys the law of loyalty obeys all the other nine laws of the Good American.

### Reference Books

- Good Manners and Right Conduct (Books I and II)—D. C. Heath & Co.
- Golden Rule Series.
- Golden Ladder Series.



This Code of Morals also appears in the 1933 Manual, but in a much abbreviated form; apparently by this time less emphasis was being placed on it.

In those days the rules and regulations for promotion and graduation were strict and well-defined by the County Board of Education. (The Board sent out tests at "appropriate intervals" in order to check on the progress of every student.) Academic standards were rigorous. "In computing the percentage for promotion," the 1923 Manual states, "the daily work must count two-thirds and the tests one-third," and in order to be promoted or get a diploma from the eighth grade a student had to have an overall average of 80 per cent and not fall below 70 per cent in any one subject.

By 1933, however, the standards had relaxed a bit; daily class work now counted for three-fourths of a pupil's grade, and tests one-fourth. Diplomas and promotions were awarded for an overall average of 75 per cent, if no subject grade fell below 65 per cent, and trial promotions could be granted in some circumstances.

It seems that the county office kept close tabs on all students in those days. "At the end of the first and second months of school," the 1923 Manual dictates, "a detailed report of the progress and standing of all pupils ... must be sent to the office of the County Superintendent of Schools. Such report must include written examination papers in at least two subjects, together with the questions." (This was still required in 1933, but by then the test papers didn't have to be included.) And at the end of the year the teacher had to make a final report to the County Board of Education on every student, recommending whether or not the pupil should be promoted. No promotions could be made at any time without the consent of the Board.

The county office also was concerned with the professional development of the teachers, just as it is today. According to the 1923 Manual, each teacher was "required to read at least two standard professional books during the year and to send to the County Superintendent's office a written report on the first book during the month of November, and on the second book during the month of May." Appended was a list of 22 books from which the teacher could choose.



(One can imagine how busy teachers greeted this semi-annual task!) The 1933 Manual merely suggests that the teacher "read professional books," but no longer requires the submission of book reports to the superintendent.

Other duties were spelled out for those teachers of the 1920s:

The teacher or principal is in charge of the school buildings and property. See that the janitor's work is thoroughly done, the yard kept in good condition, the out-houses clean and sanitary. The teacher should inspect the toilets at least once a day. Insist upon right conditions...

Pure air promotes both mental and moral vigor; impure air lowers the energy of the body, and as a result dullness, drowsiness, headache, and inattention to work are occasioned.

During recess open the windows at top and bottom. Make this a duty and attend to it. Allow as much ventilation during school hours as possible without creating drafts...

Each teacher should make an inspection daily of hygienic conditions in the classroom if she would emphasize habits of cleanliness, noticing the personal cleanliness of the pupils' hair, face, hands, finger nails, clothes.

(Just in passing we may note the high value apparently placed on "pure air" in those days. The "necessity of fresh air in homes; open doors and windows," and the "value of sleeping outdoors," were two items of the curriculum that were to be taught to all second graders. Perhaps there is less emphasis on this today because the air isn't so pure any more?)



The curriculum of the day leaned heavily toward the basics. One can get an idea of the relative importance attached to the various subjects by studying a table in the 1923 Manual which gives the suggested minimum time, in minutes per week, that was to be allotted each subject. These minimum times, for instance, were recommended for the fifth grader:

Reading . . . . .	250 minutes
Arithmetic . . . . .	150 minutes
Composition . . . . .	150 minutes
Geography . . . . .	150 minutes
History . . . . .	150 minutes
Spelling . . . . .	100 minutes
Physical Education . . . . .	100 minutes
Penmanship . . . . .	75 minutes
Physiology & Hygiene . . . . .	60 minutes
Drawing . . . . .	60 minutes
Music . . . . .	60 minutes
Nature Study . . . . .	30 minutes

(The recommendations vary for different grades.) The recommendations are pretty much the same in the 1933 Manual, except that even more time was allotted to reading and arithmetic, and by then geography and history were combined into the single subject of "social studies."

The daily program plan of each teacher varied considerably, of course (particularly since many who were in multi-graded classes had to teach more than one subject simultaneously to different grades in the same room), but in general, reading, composition and grammar, arithmetic, penmanship, and spelling were taught almost daily to all. History might be taught two days of the week, alternating with two days of geography, with such subjects as drawing and nature study being allotted a little time only once a week--often on Friday afternoons. Each day was usually started with about 15 minutes of music. Standardized textbooks, prescribed by the state, were required in most subject areas. And what of the various subjects?

In arithmetic, of course, the "new math" was far in the future; heavy emphasis was placed upon memorization drills. "Much drill



must be given on the various number combinations in addition and subtraction," the 1923 Manual says, "and on the tables in multiplication. The child should have them thoroughly memorized. Absolute accuracy must be insisted upon."

Reading was given much attention in the 1920s curriculum because, as the Manual says, "Reading is the golden key that unlocks all knowledge." Phonics were the accepted method of teaching, and here too we find stress placed upon the value of memorization and drill: "A judicious use of phonetics in every grade; of word and phrase drills; of exercise in enunciation, articulation, and pronunciation [sic]; of exercises to increase the reading pace are absolute essentials."

Children read from standard primers and readers and from supplemental books obtained from the county library. "Library Diplomas" were awarded by the county school superintendent to those pupils who read and reviewed at least six "good books" in a year and who had "a good record in deportment."

There were lists of poems and selections that students in each grade were expected to memorize. For example, in the 1920s, fourth graders had to learn by heart the following: "The Village Blacksmith," "The Flag Goes By," "Seein' Things at Night," "The American's Creed," "Look for Goodness," and "America, the Beautiful."

The 1923 Manual devotes much space to describing how history and civics should be taught--and one can detect a political bias that was perhaps dictated by the times:

...We must choose such materials as will contribute to our fundamental objective, that of socializing the child. ...The material must lend to the truth that our American Government and our present civilization are the highest achievements in the never-ending progress of mankind. ...



The fundamental considerations in method are growth, patriotism, and sympathy. The materials must be so presented as to portray the present as an outgrowth of the past, and as a stage in the progress toward an idealized future. An abiding faith in our people, a patriotic devotion to our institutions, and a sympathetic respect for other peoples and their institutions must be inspired. Progress must be so portrayed that evolution and not revolution is fixed in the mind of the child as the ideal growth. Faith in the American people should be of such a quality that the growing citizen will look with disfavor upon the pseudo-reformer with his doctrine of destruction, and further that he realize the necessity of protecting what we have by wise legislation looking to immigration control.

(Teaching children the value of "immigration control" may seem decidedly strange in these days of the multi-cultural curriculum!)

The subject of geography apparently seemed less fraught with philosophical danger to young minds; there are no such wordy admonitions appended to its description in the Manual, aside from the suggestion that maps, globes, a stereoscope, and a sand table could aid in its teaching. Sand tables--three by four feet was given as a good size--were considered standard classroom equipment then. Children could build relief maps in them--or, indeed, any kind of imaginary terrain that fancy dictated.

Spelling and penmanship seemed to be given more importance in those days than they are now. Both were taught through constant repetition, practice, and drill. The use of ink for writing was introduced in the third grade. In the 1920s the Zaner method of penmanship was in use.

Language and composition, of course, covered grammar and the mechanics of written and oral expression. In California today



(1978) school boards are busy developing proficiency standards for graduation, as required by recently passed state law. In the 1920s this proficiency standard regarding language was in effect:

Grammar School graduates should be able to recognize the part of speech of any word in a sentence by its use in the sentence. The ability to do this easily and quickly is a fundamental of technical grammar. ...

By the close of this [the eighth] year, pupils should be able to stand before their class and talk upon a subject within the range of their knowledge or experience, speaking plainly, in clean-cut sentences, and without grammatical mistakes. They should be able to write an original paragraph on a subject within the range of their experiences or interests.

Such a paragraph should show a mastery of the sentence idea, freedom from common grammatical errors, correct spelling, correct use of the commonest marks of punctuation, and a pleasing style of presentation of the subject.

A little time was given in some of the larger schools to less academic pursuits than reading, writing, and arithmetic. The state law of the time dictated that wherever there were six or more elementary school teachers at one school, "manual training and household economics" must be taught. The Santa Cruz County Board of Education accordingly directed that woodworking and sewing be taught in the appropriate schools during the seventh and eighth grades, for an hour and a quarter each week.

Physical education was made mandatory by state law in 1917, but it didn't seem to be given much importance as a subject, at least in rural schools. The 1923 Manual notes: "Much of the time for play has, in times past, been spent by the pupil in idle gossiping or in scuffling or playing foolish games." Teachers were urged to supervise the playground, teach games, and organize groups, so



that the various play activities of the students "may be more systematically conducted." However, to judge from both the 1923 and 1933 editions of the Manual, P. E. in those days just doesn't appear to have been an important part of the curriculum.

Similarly, music was not an important subject for educators of the day; it seems to have consisted mainly of the singing of songs, at least in the one-teacher rural schools. A list of 29 standard songs which all children were expected to know by the time they graduated is given. Teachers were warned: "In teaching any of the popular songs of the day, the teacher should use judgment in selecting only those of good musical quality and with words appropriate for school room singing." In addition, teachers were told, phonograph records were allowed as a teaching aid, but "trash should not be brought into the school room."

By the time the revised Manual of 1933 was written, the admonitions to the music teacher had grown stronger (perhaps because by that time jazz had been firmly established on the popular scene?). The 1933 Manual declares:

The voices of children should never be strained or forced, hence they should never be asked to sing LOUDLY. The tone should be kept soft, sweet, and flexible. The range should not go beyond that of C on the first line below the treble cleff to the G or A flat above it. To secure this good tone the teacher herself must NOT sing HARSHLY or LOUDLY, and should require the children to sing as though they were making an echo of her tone.

(One wonders what the educators of the day might have thought of hard rock.)

The time recommended to be allotted to nature study was only two 15-minute periods per week. The purpose of this study, the 1923 Manual says, was to enable the pupil "to do his part in the never-ending effort to have nature further and further serve the human race" -- a philosophical point of view that might make some modern-day environmentalists a little uneasy.



This chapter has attempted to give readers some idea of what was taught and how it was taught in Santa Cruz classrooms of the 1920s and '30s. Were those truly the "good old days" of education? Did students learn more?

It does seem as if academic and moral standards were higher, stricter then. Yet, the description of the teaching methods contained in those old manuals often conjures up images of bored, glassy-eyed pupils, staring out the window or squirming impatiently at their desks (all desks arranged in precise rows, of course, and anchored firmly to the floor), awaiting deliverance by the school bell from their long day of recitation and drill. Classrooms are more open now, freer, less rigid. We see fewer of those glassy-eyed, squirming students today. But are they getting a better education today? That's a hard question to answer. Readers will have to judge for themselves.

It may be that the essential factor in getting a good education is not so much in the curriculum provided or the teaching methods employed--be they "strict" or "permissive"--but in the personal interaction between the individual teacher and the individual student. It may be that nothing in education is more important than that.

The 1923 Manual for Public Schools speaks to this point: "If the teacher has not becoming manners," it says, "her teaching of manners will be useless, for the pupil will do as the teacher does, not as he is told to do."





Students at work in classroom of old Calabasas School, probably in early 1940s.



The old Brown School near Bear Creek Road north of Boulder Creek. Established in 1875. This building erected in 1895(?). Suspended in 1950. This photo of the student body was probably taken in 1945 or a few years earlier. Mrs. Alice Larsen(not shown) was teacher in 1945.





Field Day at Soquel Union School in 1945. Teachers Kate Leonard and Alice Woolsey are shown here.



Eva Gurkovich, principal of Aptos School, in 1945. (Bus driver, unseen, was George Weiser.)





A pirate flag--fake, of course--was being hoisted at Seaside School back in the 1940s when this photo was snapped. The class was probably studying the coast history which abounded in tales of sea and ships.



Students of Eureka School, one of the many small, relatively isolated schools that still existed in the county in the 1940s. The pupils are unidentified, but the burro is named Sally. They are saddling her for the trip home from school.





Green Valley School band, early 1940s.



Roach School Junior Traffic Patrol, 1944-45.





Students of Oakdale School making a Victory garden, early 1940s. (This school was unionized with Aptos in 1947.)



Cadet Corps of Santa Cruz High School at Camp Kohler, 1945.





Scrap drive at Seaside School in 1942. Reportedly two tons of scrap for the war effort were collected.



## **XII. An Interview with Superintendent Richard Fickel**

Dr. Richard Fickel has been an educator for 38 years. Twenty of those years were spent in the Santa Cruz public school system. During his lifetime in the field of education he has served as teacher, principal, truant officer, educational consultant, college instructor, district superintendent--and has held the post of Santa Cruz County Superintendent of Schools for 11 years, since October of 1967. He will retire, at the age of 58, at the end of this year (1978).

His career has spanned some of the most turbulent and exciting years that public education has ever witnessed. In the summer of this year we interviewed Fickel to get an idea of what those years of change were like, especially as they affected Santa Cruz County, and to learn what he thinks about the state of education today and its probable future course.

Fickel was born in Wenatchee, Washington, in 1920. Both his parents were ministers of the Church of God, and the family moved



twice during his early school years, following the call of their pioneer ministry: to Arcata, California, in 1925, and then to Live Oak (north of Yuba City) in 1929. His father worked at various jobs to eke out the family's meager income.

Neither of his parents had been to college, but they wanted a college education for their son; his father had taught high school in his earlier years and the family put a high value on education. Fickel made his decision to become a teacher when he was five or six years old. "It has always been my goal to go into teaching," he says. "I just never knew anything else."

His father died when Fickel was in the eighth grade. After his freshman year his mother was called to a pastorate in Santa Cruz, and they moved here in 1934. Fickel attended Santa Cruz High School and worked part-time as a can stacker in a local cannery to help out with expenses. He graduated in 1937 and then for two years attended Reedley Junior College near Fresno. At Reedley he met his future wife, Manilla Mosher. They had much in common: her parents were ministers also, and she was studying to become a teacher. Both attended Fresno State Teachers' College after Reedley.

Fickel graduated from Fresno State in the summer of 1940 and began the search for his first teaching job.

"Jobs were scarce as hen's teeth then," he recalls. "We would drive all over the country, five or six of us in a car, going from school district to school district applying for jobs. I can still remember those places we went for interviews--usually two- or three-room schoolhouses, with backless benches along the sides of dimly lit hallways. There would be 20 or 30 people sitting there, waiting for an interview with the board. The board was usually made up of farm people. They'd have you bid against the others: 'So-and-so said he'd take the job for a thousand a year. How much will you take it for?' There were no salary schedules. Those bidden jobs usually went for \$1,000 to \$1,300. The going salary at the time, recommended by the state, was \$1,320 a year."

Fickel got his first teaching job at Central Union Elementary School in Lemoore, outside of Fresno, and got a good salary--\$1,500. But he earned it.



"I taught the fifth and sixth grades--56 students in a composition grade, all in one room. I also taught all the vocal and instrumental music. I was the vice-principal of the school. I also drove the school bus, and I was the 4-H advisor. I was going from seven to seven every day."

In addition to this, he had to stay up two nights a week watching for airplanes. The war had just begun and the fear of an enemy attack was real. Teachers were expected to serve as examples to the community by participating in nightly airplane watches.

Fickel recalls: "Everyone in the school signed up for those watches. Manilla and I signed up for the midnight to six a.m. stint, twice a week. We had an old tent heated with a kerosene stove, and with two cots in it. We'd take turns watching, and whenever a plane came over we had to call into the central headquarters in Fresno and tell them."

During the early war years anti-Japanese feeling ran high. "There were quite a few Japanese farm families that lived in our region," Fickel recollects. "All of them were herded together into buses and taken to various concentration centers. It didn't affect our school because we had no Japanese students, but it did significantly affect school districts 20 or 30 miles away. And I remember before the concentration centers started, one instance where some youngsters in one elementary school had developed such an emotional attitude toward the Japanese because of the war, that they actually hung a Japanese boy. Killed him."

Fickel had enlisted in the Air Force in July of 1941, but wasn't called up for duty for a year and a half. "The war was heating up. War stories were rampant. Submarines were reported off the coast of Santa Cruz." He and his wife, now pregnant, spent a summer raising sweet potatoes for the war effort. The anxiety of waiting for his call to report made it difficult to concentrate on his classroom duties, and in November of 1942 Fickel quit his position at Central Union and went to work in a scrap metal reclamation project in Santa Cruz.

In February of 1943 he finally got his call to report for duty. He spent two years as an Air Force instructor, and then was



assigned to Guam as a second lieutenant radar bombardier navigator. During the closing days of the war he flew several bombing raids over Japan.

In April of 1946 he returned to Santa Cruz, where Manilla had bought a house on Windsor Street, to resume his teaching career. This time, however, he didn't have to go looking for a job. "I wasn't even out of uniform yet. One day the lady in the yard next door leaned over the fence and said, 'I understand that you're a teacher. I'm Edith Fikes, the county superintendent of schools.' She said that the principal at Scotts Valley School, Ruby Owens, was ill, and they couldn't find a substitute--and would I take the job? So I ended up at Scotts Valley." He finished out that school year and stayed on for four years as teaching principal.

Scotts Valley Union Elementary School (today it is Scotts Valley Intermediate) was located on Bean Creek Road and Scotts Valley Drive. "Scotts Valley Drive used to be old Highway 17," Fickel recollects, "but there was very little traffic. There were hardly any businesses or buildings along it then. The school setting was rather primitive--manzanita and underbrush and poison oak came right up to the school all around."

When Fickel arrived at the school there were about 100 pupils there, in grades first through eighth, with four teachers and four classrooms. All classrooms contained combination grades.

"It was a typical country school. We had some buses, but most kids walked. Some would come to school on their horses. The kids were primarily from farming families. Everybody wore jeans, boys and girls alike.

"I had a difficult time with that when I first went there. You couldn't tell the girls from the boys. I started a dress code and had the girls start wearing dresses, so that they would be treated like girls."

In 1946 the war-time "baby boom" had begun to hit the schools, with a surge of first-graders entering school. By 1947 the crunch was even more evident, both in Santa Cruz County and statewide. Fickel remembers it as a challenging time for the Scotts Valley School



staff. (In 1947 his fellow teachers were Phair Sinnott, Vivian Rice, Lena Thomas, and Marion Johnstone. On the school board were Clifford Kilfoyl, Harry Voss, Walter Teman, Otto Kersten, and Carl Roynon.) Fickel tells about those days:

"We were so overcrowded, we had three classes going in the auditorium--one on the stage and two on the floor, divided by four by six partitions. There was no soundproofing. It was terrible--you can't believe how noisy it was! On Friday we'd take out all the partitions and pile them against the wall, and put in chairs, and we'd show movies for the community every Friday and Saturday nights. We charged 25 cents for the movies, and started a fund to get a community center started.

"And then there was the old Scotts Valley firehouse, down on the corner of Scotts Valley Drive. They had moved out and gave the building to the school. We put a class of about 20 down there. It had a dirt floor, and when it rained Vivian [Rice] would have to put half the kids on one side of the room and half on the other because the water would run right down the middle.

"And then we rented space from the Christian Church campground across the street on Bean Creek Road, and had a primary class over there. It was freezing there--I don't know how the kids ever lived through it.

"Finally in 1947 we mounted a drive, took a survey, and were able to get in on some of the \$50 million that was being given away to schools at that time. It was an outright gift which didn't have to be paid back. The state saw our need and gave us the money to build two or three additional classrooms in 1948."

During the time Fickel was there the school's attendance about doubled, and the staff grew from four to 10. "The conditions were tough," Fickel notes, "but they were typical of schools throughout the county. Holding classes wherever they could find space. Soquel School was meeting in churches and in buildings across the street. Felton was meeting in churches too. Boulder Creek was able to build some extra rooms, so they kept ahead. Santa Cruz City started building new schools about that time, Aptos built two, Pajaro was in



the process of a building program most of the time in those years-- from around 1948 to around '51 or '52 there was a lot of construction going on all over the county."

Yet in spite of the adverse physical conditions of those years, Fickel believes the morale of the teachers was high and the children enjoyed school. "It was a real challenge--and we had a lot of fun. There was a real feeling of community, of family, among the kids and the teachers and the parents. That was still the era when education was recognized as an opportunity and a privilege rather than a right, and so there was dedication to the need for education. Kids did learn. Our test scores were very good.

"There was a better feeling of community throughout the entire county school system than exists now, I think. Maybe it was because we were smaller and we were all faced with the same kinds of problems. All the members of the educational community knew one another. We'd get together.

"For instance, we had an annual Field Day at Soquel. That was really a great experience, and everyone looked forward to it. All schools in the county were invited. We'd have maybe a thousand kids and their parents show up. They organized field games of all kinds for primaries right on through eighth grade. The PTA would bring food and sell crafts. We'd close the day with a series of softball games, with ribbons given out to winners. It was a big event. Paul Walters was the Soquel superintendent then, and Del Miller was the assistant. He died just this last year."

And Fickel recalls another countywide school event: "Once a year we'd put on a massive musical activity at the Civic Auditorium in downtown Santa Cruz. All the buses from schools all over the county would bring their kids, and we'd have a thousand kids singing and playing."

In 1950 County Superintendent Edith Fikes asked Fickel to go to work at the County Office of Education (then located on the second floor of the jailhouse on Front Street in Santa Cruz) as Child Welfare and Attendance Officer--otherwise known as the truant officer. Of the duties in his new job Fickel comments: "Principals would call



me up and say so-and-so hasn't been in school, and as 'hookey cop' I'd go out to the home and tell the parents we wanted the pupil at school. If we didn't get cooperation, we'd go to referee court. I worked with all the schools to maintain attendance controls and records.

"And we started a county-wide testing program, which was my responsibility in those days. We were one of the first counties to have a test scoring machine. We gave the tests and scored them, and sent out the results.

"When I was the CWA officer I had to visit all the schools in the county monthly. In those days there were schools way off in the boonies, all over the county. For example, Central School was in operation at that time--you'd go up Highway 17, turn north on a winding dirt road clear up on the top of nowhere. That round trip was 93 miles. Mrs. [Violet] Isidoro was the teacher of the one-room school up there, with about half a dozen pupils. Then there was Seaside School in Swanton, up above Davenport--another one-room school with about six students. It was really back in the hills. They were different people entirely up there, really fine people. They didn't get out to town very often, just lived back in the mountains.

"The high school at Boulder Creek didn't have many students, but they had an auto shop, a swimming pool--they really had a great thing going up there in Boulder Creek. There was only one school in Soquel then. And there were Corralitos, Salsipuedes, Freedom--all now part of the Pajaro Valley District, which unified in 1965."

Fickel remembers the bitter controversy over the unification of San Lorenzo Valley School District in the early '50s. Many of the independent Valley people strongly resisted the merger of small school districts with their separate, individual school boards into a single larger district. It did not happen without a battle.

"I was here in the county office and Edith [Fikes] gave me the job of coordinating the San Lorenzo Valley unification election. They were fighting tooth and nail--Felton, Ben Lomond, Brookdale, Boulder Creek, Zayante, Lompico--they just didn't get along with one another at all. It was a rainy day when the election took place. I got calls



in the office saying, 'Get up here! There are people who are not following the election code.' I found people inside the polling area right next to the booths--you're supposed to stay 100 feet away--screaming and hollering at each other, telling people how to vote and how not to vote, people fighting with one another. It was a mess, it was terrible. They were trying to stuff the ballot box, they were trying to keep people from voting. I had to threaten them with the sheriff. But it finally worked out. It passed handily. Howard Hazel-tine was superintendent of San Lorenzo Union District at that time, and he left because he was against unification with San Lorenzo Valley. He went to Bonny Doon School.

"There was a big trend toward unification in those days. In the '60s the state required all districts to study the issue and make an attempt to unify, if it was feasible. Pajaro Valley became unified in 1965. There were three elections in the north county area, in an attempt to get Scotts Valley, Live Oak, and Soquel to unify with Santa Cruz, but all three elections failed miserably, so we decided there was no point in trying to get them to merge."

What were the advantages of unification, and has it worked? Fickel answers: "The idea was that in a unified district you could provide better education and more services than would have been possible in a smaller district, because you had more students and a bigger tax base, and maybe you could reduce the number of administrators. But it doesn't cost less money. And, in my opinion, it takes away local control. In Pajaro where you had five boards of trustees you only have one now. In San Lorenzo Valley where you had three or four distinct boards there is only one now. The boards are doing a good job, but it takes the schools farther away from the people.

"I would have to say that in my opinion unification in Santa Cruz County has not really worked well. The communities that were forced into unification by election had such a strong identity of their own, and the socio-economic, cultural mix of those communities has been so varied, that there's never been a real blend take place. I don't want to go back to the 'good old days' of the little red schoolhouse with one room--I don't think that's as effective a way of educating youngsters and providing them with the kinds of experiences they need. But take Scotts Valley District for an example, with only three



schools. It hasn't unified with anybody. The same with Soquel or Live Oak districts. Those sizes I believe are desirable. I don't think unification is always effective."

During the time he worked at the County Office of Education, Fickel commuted to Stanford University and received his master's degree from that institution in 1951. He ran for Santa Cruz City Council and almost won. He left the county office in 1952 and received his doctoral degree in education and school administration from Stanford in 1954.

In the following years he served as curriculum consultant for the Inglewood Unified School District in Los Angeles County, and as assistant superintendent and then superintendent of the Walnut Creek Elementary School District. Then in 1963 he went to San Jose State as an instructor, intending to become a college professor. But this was not to be. A year later he was called for an interview at Cabrillo College, thinking it was for a position at that college. The interview, however, turned out to be for the superintendency of the San Lorenzo Valley Unified School District, a job for which Fickel had sent in an application and then forgot about. He got the job. He and his wife and two daughters moved back to Santa Cruz County, taking up residence in Scotts Valley. "We always had wanted to come back to this area," he says.

Three years later, in the fall of 1967, Norman "Sig" Lien retired from the post of county superintendent of schools with a year remaining of his term, and invited the superintendents of all school districts in the county to apply for the job. At the urging of his old college advisor Fickel submitted his application, and was selected for the position. He has served in the post since that time, having twice successfully stood for election. He will retire at the end of December, 1978, after 11 years of service.

We asked Fickel what changes he had witnessed during his years in education.

The pace of learning has accelerated and its scope widened tremendously, he believes. The launching of the Soviet satellite Sputnik in the cold war years of the '50s marked the beginning of the space age and caused a major shift in the direction of the curriculum.



"The new math, the 'why-Johnnie-can't-read' controversy, the new emphasis on science--all these came about in the '50s, after Sputnik, as a direct result of the need for the United States to keep up with Russia in the field of science. It was really a big influence, I should say it was. The back-to-the-basics movement, phonics, the stress on math, chemistry, biology, physics--all the things that happened in the educational field after 1957 and into the '60s were a direct outgrowth of our need to keep up. It really had little to do with our own internal need, but Russia was there as a threat. The cold war was on.

"Now of course the new math is beginning to recede, pass out of favor. But some of the things that came with the new math we're going to keep. Research into the processes of learning has changed the curriculum too. We have better materials and teaching techniques as a result of research. There's no doubt, for example, that the reading program today is much stronger than it ever was, because we have a much profounder understanding of the technical act of reading, compared to what we had 30 or 40 years ago. So today it's not just 'phonetics' or 'look-say,' but a combination of both teaching methods."

What of the often heard criticism that schools aren't doing as good a job today as they did in the past, as evidenced by declining scores on college entrance tests?

"When people make that criticism they overlook the differences in today's student, as compared with 25 or 30 years ago," he responds. "Television was just beginning then, mass communication was just beginning to explode. The youngster that comes to school today has had thousands of hours of televising that our kids back then never had. He comes prepared today to read, to write, to spell, to participate in a different way than he did then. We're competing in the classroom with the television syndrome of acting--you've almost got to make a production out of your teaching program if you're going to keep the attention of the kids. Television solves everything in 30 minutes. But you don't 'solve' education in 30 minutes. It takes 30 years--just to get started.

"What's happened is that people's expectations of public education have changed in the last 30 years--and those expectations are



unrealistic. People remember how it was 30 years ago, but there's been a geometric explosion of knowledge since then--and it's all available. You can't evaluate what's happening today on the basis of what it was like 30 years ago.

"For example, take the shibboleth of test scores--college entrance exams. We don't realize that college entrance exams 30 years ago were given to a very select group of students. Everyone didn't aspire to go to college in those days--only about 25 or 30 per cent of high school graduates, at the most, were 'creamed off the top' and given the test. The rest of the kids weren't tested. Today we test almost everybody. Well, when you test 100 per cent of the universe as compared with testing the top 30 per cent, your scores are going to be watered down by that other 70 per cent; so naturally the scores are going to be relatively lower. And we should remember that more kids are going off to college now than ever did before.

"The fact is, on the whole, kids today read better, cipher better, speak better than they ever have--although there's some evidence that they don't write better. Mt. Diablo Unified School District a few years ago took the very same achievement test that was given to kids in 1948 and gave it to their students. They outscored the 1948 kids by so many points it was ludicrous.

"I won't accept the indictment of public schools, people saying that we're failing the student. In my opinion youngsters are learning more and better today than they ever have in the history of public education."

And what of discipline in the classroom today, as compared with days gone by? And what about parent involvement?

"Discipline is much more difficult today. Teachers then were respected and expected to do anything necessary to maintain discipline. Students were made to toe the line, and we didn't have much trouble with them. They knew the teacher had the authority. The parent expected the teacher to assume that authority. The teacher disciplined the child at school and then, if the parents learned of it, they re-disciplined the child at home.



"Thirty or 40 years ago parents looked up to the school with a good deal of respect. There were fewer parents then who had anything better than an elementary or high school education themselves. Now we have many more parents with college educations. The scientific revolution has caused significant changes in the evaluation of life and institutions. As a result of that, parents are more critical and no longer look up to the school for anything. They demand of the school a certain level of performance. I believe it's a good thing for parents to become involved in the education of their children, but I think there's a trend developing today toward over-involvement, interference. Teaching should be left to the teachers, who know how to teach. Parents have a right to say to educators, 'This is the content we'd like to have taught,' but they need to leave the teachers alone to do the job they were trained to do."

What about the plethora of state and federal legislation that regulates so much of the educational field today?

"We're over-legislated, and I think it's tragic. There's no rhyme nor reason to what has gone on. Education is a function of the state, that's true, but only up to the point of insuring that there is an educational system providing minimal state support. I think education ought to be determined at the local level, by the local board of trustees, and the parents in the community, and the teachers working together. Of course, now with the passage of Proposition 13, which shifts the main financial burden of the schools from the local level to the state, I expect we'll see a steady eroding of local control and more and more dictation from the state level as to how we should run our schools."

What other changes have occurred in public education? Fickel gives his opinion:

"I think that over the years society generally has begun to take a dimmer view of public education as a process, holds it in lower respect than it did years ago. I think that's dangerous because it could result in the destruction of public education as we've known it. It's one of the bulwarks of democracy, and it should be held up as such, and protected and cherished as such."



"People today don't look at the philosophical aspect of education as an institution. They're more interested in criticizing it, tearing it down, letting everyone do their own thing. I think the 'do your own thing' syndrome is one of the most disastrous ideas that's ever hit education. The concept of inter-dependence we used to promote years ago we don't spend much time talking about today. It's the difference that counts, it's not sameness that anybody wants any more. But I think sameness has a lot of value for us. As I've observed kids over the years I've found that when youngsters are grouped together and have a chance in a group to depend on one another that they exhibit a greater satisfaction with school living than I see now in classrooms of 30 youngsters, all going 30 different, unique ways.

"Yet on the whole I think schools provide better education today than they did when I started. I don't believe the school climate is as comfortable today for teacher, for child, for parent, as it was some years ago. I don't know that it's possible for it to be comfortable, as chaotic as life is, with the explosion of learning. With the massacre in Zaire on the television tube right in front of us. With the assassination of a president happening on the tube right in front of us. With the instantaneous communication systems that we have today. It keeps us in a state of emotional turmoil, more than we were in 40 years ago, obviously.

"I think we've got a lot of maturing to do as a society before we get comfortable again. But I believe people can solve that. They have in the past and they're going to continue to do it. The secret of all this is cooperation. It's not pressure, it's not dictating, it's a real commitment to cooperation."

And, on the eve of his retirement, Fickel sums up his feelings: "I can only say I'm glad I was in education. It's been a tremendous experience. I think this profession provides an individual with the greatest outlet for service than any profession you could find anywhere. I think this profession is greater than medicine, greater than religion, greater than the law, by far. You have an opportunity over a lifetime to be part of so many changes. You touch so many lives."



## APPENDIX A

### PRESENT SCHOOLS OF SANTA CRUZ COUNTY



As shown above, Santa Cruz County is divided into 10 school districts--or 11 or 12, depending on how you're counting. The Cabrillo Community College District takes in the whole county. Those districts within the dotted line comprise the Santa Cruz City High School District, i. e., students in the districts of Scotts Valley, Pacific, Bonny Doon, Live Oak, Soquel, Happy Valley, and Mountain, having no high schools of their own, attend high schools in the Santa Cruz City District.

(Note: for geographical and administrative convenience, those few students residing in a narrow northeastern strip of Santa Cruz County, as shown in the map, attend school administered by the Lakeside District of Santa Clara County. For the same reason of



convenience, a small part of northern Monterey County, containing three elementary schools, falls within the administrative jurisdiction of the Pajaro Valley Unified School District.)

Four of the districts shown in the map--Pacific, Bonny Doon, Happy Valley, and Mountain--are "multi-graded" districts; they are sparsely populated, and each has only one small elementary school within its boundaries.

Educational facilities within the county include 36 elementary schools, nine intermediate schools, nine high schools, eight special education facilities for the handicapped, the Cabrillo College campus, the campus of the University of California at Santa Cruz, and over 40 private schools. Approximately 30,475 public school students are enrolled in kindergarten through the 12th grade. Cabrillo has an enrollment of about 9,600.

These are the schools operating today (1978) in Santa Cruz County:

#### PAJARO VALLEY UNIFIED SCHOOL DISTRICT

Amesti Elementary	Mar Vista Elementary
Aptos Junior High	MacQuiddy Elementary
Aptos High	Mintie White Elementary
Aromas Elementary	Pajaro Elementary
Bradley Elementary	Radcliff Bilingual
Calabasas Elementary	Renaissance High
E. A. Hall Junior High	Rio Del Mar Elementary
Freedom Elementary	Rolling Hills Junior High
Hall Elementary	Salsipuedes Elementary
H. A. Hyde Elementary	Valencia Elementary
Linscott Elementary	Watsonville High

#### SANTA CRUZ CITY SCHOOL DISTRICT

Bay View Elementary	Branciforte Junior High
Branciforte Elementary	Mission Hill Junior High
De Laveaga Elementary	Santa Cruz High
Gault Elementary	Soquel High
Natural Bridges Elementary	Harbor High
Westlake Elementary	Loma Prieta High



#### SAN LORENZO VALLEY UNIFIED SCHOOL DISTRICT

Boulder Creek Elementary	San Lorenzo Valley Intermediate
Quail Hollow Elementary	San Lorenzo Valley High
San Lorenzo Valley Elementary	

#### SOQUEL UNION SCHOOL DISTRICT

Capitola Elementary	Santa Cruz Gardens Elementary
Capitola Intermediate	Soquel Elementary

#### LIVE OAK SCHOOL DISTRICT

Green Acres Elementary	Live Oak Elementary
Del Mar Middle	

#### SCOTTS VALLEY UNION DISTRICT

Brook Knoll Elementary	Vine Hill Elementary
Scotts Valley Intermediate	

#### THE MULTI-GRADED DISTRICTS (one elementary school apiece)

Bonny Doon	Mountain
Happy Valley	Pacific



APPENDIX B  
CHRONOLOGICAL LIST OF  
SANTA CRUZ COUNTY PUBLIC SCHOOLS

The following list is an attempt to give the reader an idea of the chronology of public schools that have existed within the county's school system since its inception in the 1850s to the present (1978).

The main reference sources used were the school personnel directories published by the County Office of Education every year since 1888. For the years prior to 1888 we had to rely on secondary sources, of which there are very few, and which sometimes did not agree with each other. The problem is compounded by the fact that many of the records prior to the turn of the century have been lost or burned. Many were destroyed when Watsonville High School burned down in 1901.

The personnel directories had some shortcomings as reference materials: the early ones fail to give the names of individual schools that existed within the Santa Cruz and Watsonville Districts--the two districts that had more than one school within their boundaries; the early directories also do not give the locations of the schools, and fail to note when a school was moved or rebuilt.

Another problem arises in establishing the exact date that a particular school began. Sometimes many months, or even years, might pass between the establishment of a school district or the passage of a school bond and the actual opening of the school. Sometimes classes were held in homes or churches before the schoolhouse was built. In general, the dates listed here represent the year in which the school opened its doors--the year in which its name first appeared in the directory.

The reader should keep all the foregoing in mind when reading this list, realizing that, although much effort went into insuring its accuracy and completeness, there are bound to be a few errors in it.



DATE	SCHOOL	COMMENT
1857 .....	Mission Hill .....	First public school house in county. Preceded by classes held in homes and churches. Santa Cruz City School District offices now stand on original site. Moved to King Street in 1931. Now a junior high school.
1859 .....	Watsonville Primary ....	Started in 1853 in Methodist Church South. Then, in 1859-60, located on second floor of home of teacher L. D. Holbrook on E. Lake Ave. School-house built 1864 on E. Lake Ave. (then Fourth St.). Expanded 1866. In 1909 the building was moved 60 ft. and a new Primary School built on old site. Lasted till 1924.
ca. 1859 .....	Oak Grove .....	Name change to Corralitos in 1871. In 1946 Corralitos absorbed Eureka, Hazel Dell, Las Manzanitas, Brown's Valley, Redwood, and Green Valley. In 1965 Corralitos became part of the Pajaro Valley Unified School District, and Bradley School on Corralitos Rd. in Watsonville took the place of the old school.
1871 became.....	Corralitos	
(1965 .....	Bradley)	
1860 .....	Branciforte .....	Part of Santa Cruz City School District. First located on Soquel Ave. Present building, on Branciforte, built 1915. (Branciforte Junior High on Poplar built in 1931.)
1859-60 (?) .....	Pescadero .....	This was outside the county, on the coast north of Davenport, but at the time was administered by Santa Cruz County.



DATE	SCHOOL	COMMENT
1861 .....	San Andreas.....	Corner of Buena Vista and San Andreas. Annexed to Freedom in 1946.
1860 (?) .....	Soquel .....	First on west side of N. Porter Dr.; then south of Soquel Dr. near bottom of west hill. On present site since 1865 (?). Present building built 1922, with later additions.
1863 .....	Carlton.....	Rebuilt 1899. Annexed to Salsipuedes in 1946.
1863 .....	San Lorenzo.....	Rebuilt 1894. In 1946 joined with Ben Lomond and 1875 became.....Felton Zayante to become San Lorenzo Union Elementary.
1863 .....	Union.....	Rebuilt 1910, when name became Pleasant Valley. 1910-11 became...Pleasant Valley At Hames Rd. and Pleasant Valley. Closed in 1915, and its students went to Corralitos.
between 1863 and 1865 .....	Grant.....	Part of Santa Cruz City District. Rebuilt 1881, (or North Santa Cruz) 1914. Closed June, 1966.
1864 .....	Happy Valley .....	Still in existence as one-school district though building has been rebuilt several times. 3125 Branciforte Dr.
1864 .....	Powder Works.....	Located where Paradise Park is today. Closed in 1899-1900. Students went to Grant and Mission Hill.



DATE	SCHOOL	COMMENT
1865 .....	El Jaro.....	First school on coast near Waddell Creek; second school on Gianone Hill; third school built 1907. (Does not appear in directories between 1900 and 1907.)
1875 became.....	Seaside	Suspended July 1962. Students went to Pacific.
1865 .....	Bay View.....	At Mission and Bay. Three-story building built 1876. Fought battle to avoid incorporation with Santa Cruz City District, but finally lost in 1892. Still in existence.
1865 .....	Petroleum.....	Annexed to Santa Cruz City District in 1935.
1875 became.....	Laguna	
1866 .....	Roache.....	Various reconstructions--1903, 1929, 1936. Annexed to Freedom 1946. (Named after Mrs. William Roache who taught school in her parlor in Pajaro Valley in early 1860s.)
1867 .....	Aptos .....	Various reconstructions. Third building became Aptos Hall. Fourth building erected in 1929. The old Valencia School was absorbed into it in 1930, and La Selva in 1941-42. Now Aptos Junior High. Became part of newly formed Pajaro Valley Unified School District in 1965.
1867 .....	Mountain .....	Reconstruction in 1932. Still going strong as one-school district. On Old San Jose Rd. in Soquel.



DATE	SCHOOL	COMMENT
1868 .....	Summit .....	Joint district of Santa Cruz and Santa Clara Counties. Apparently not in session in 1931. Absorbed into Loma Prieta Joint Union District in 1950.
1868 .....	Boulder Creek .....	Various reconstructions. High school built in 1905 for \$8,245. Bear Creek joined it around 1921, and Sequoia in 1924. Elementary school still exists. Became part of San Lorenzo Valley Unified School District in 1950.
1868 .....	Green Valley .....	Split off of original Oak Grove District. Second school built 1898-99. Continued until 1946 when it was annexed to Corralitos. Located at 1080 Green Valley Rd., Watsonville.
1868 .....	Railroad .....	Reconstructed building of 1900 now quarters for field laborers on Silliman Ranch. Annexed to Salsipuedes in 1946.
1868-69 .....	Beach .....	Ca. 1895 old Watsonville District took it in. Closed in 1903, by order of the District, then re-opened. Ceased operation in 1913 or 1918--record unclear.
1870 .....	Agua Puerca .....	At Scott Creek in 1870. Then moved to Davenport. Suspended 1941.



DATE	SCHOOL	COMMENT
1870	Vine Hill	On Glenwood Rd. Building rebuilt in 1883. Suspended 1937. (New Vine Hill School built in 1963, part of Scotts Valley Union School District, on Tabor Dr.)
1871	Casserly	On Casserly Rd. in Watsonville. Rebuilt 1822. Annexed to Salsipuedes 1946.
1871	Hill School	School had three names during its history. Went out of existence in 1941-42, when it merged with Aptos.
1932	Rob Roy	
1936	La Selva Beach	
1872	Live Oak	Various reconstructions and additions: 1914, 1922, 1926, 1935, 1941, 1949, 1951, 1956 (old building demolished). Still going strong. On Capitola Rd.
1872	San Vicente	Absorbed, along with Ocean View, into newly formed Bonny Doon Union, 1947.
1875	Jefferson	Closed, absorbed into Santa Cruz City District, in 1946.



DATE	SCHOOL	COMMENT
1875 .....	Larkin Valley .....	A bit of a mystery. Apparently established in 1875, but does not appear in first directory of 1888. Appears in directory of 1901 (the year the second building was erected)--but for one year only, disappearing in 1902. Then appears again in 1916 directory, and continues until 1946, when it was annexed by Freedom. Did it have another name in earlier days?
1875 .....	Brown .....	Suspended 1950. On Bear Creek Rd. (Not the same as Brown's Valley.)
1876 .....	Newell Creek .....	Another building constructed 1933. Ben Lomond
1894 became.....	Ben Lomond	absorbed into San Lorenzo Union in 1946.
1877 .....	Watsonville Grammar ...	E. Lake and Sudden. Modernized in 1909, enlarged after 1916. Some high school courses offered there in 1890s before Watsonville High was built.
1879 .....	Amesti.....	Rebuilt 1912 on Green Valley Rd., and again in 1946 on Amesti Rd. in Watsonville, when it was annexed to Freedom. Became part of Pajaro Unified District in 1965. Still going strong.
1879 .....	Bald Mountain .....	Third school built 1924. Absorbed Cave Gulch in 1927-28. Closed in 1962.



DATE	SCHOOL	COMMENT
1879 .....	Rocky Ridge .....	Apparently established around 1879, but probably lapsed before 1888, because doesn't appear in any directory.
1881 .....	Highland.....	Second school built 1915. In Skyland area. Unionized with Loma Prieta Joint Union District (Santa Clara) in 1950.
1881 .....	Burrell.....	Joint district of Santa Cruz and Santa Clara Counties. Absorbed into Loma Prieta Joint Union District in 1950.
1882 .....	Laurel .....	Note: this is not the Laurel School that belonged to Santa Cruz City District. This one, a country school, closed in 1948 and students went to Scotts Valley.
1882 .....	Zayante .....	Second (?) building erected 1921. Closed in 1946, annexed to San Lorenzo Union.
1884 .....	Hazel Dell.....	Suspended in 1944. Area annexed to Corralitos in 1946.
1884 .....	Calabasas .....	Various reconstructions. Became part of Freedom District in 1946, which then became part of Pajaro Valley District in 1965. Now on Calabasas Rd. in Watsonville.
1884 .....	Eureka .....	Closed in 1946 when annexed to Corralitos.



DATE	SCHOOL	COMMENT
1884 .....	Ocean View .....	Closed in 1947, absorbed into new Bonny Doon District.
1884 .....	Oakdale .....	First? second? building built in 1896. Unionized with Aptos in 1947.
1885 .....	Glenwood .....	Burned down 1905; students attended class temporarily in butcher shop and private home. New school built in 1920. (Martin District carved out of Glenwood in 1905.) Glenwood closed in 1951. Students went to Scotts Valley.
1886 .....	Loma Prieta .....	(Note: this is not the present Loma Prieta Continuation High School in Santa Cruz.) Disappears from directories in 1901. Reappears in 1950 (same school?) as joint district of Santa Cruz and Santa Clara Counties, at which time it absorbed Summit, Highland, Burrell, and Hester Creek.
(Note: the next eight schools are listed in the county school directory for 1888--the first directory published--but their date of establishment is unclear.)		
before 1888 .....	Valencia .....	Disappears from directory in 1931. New Valencia School, part of Pajaro Valley Unified District, built 1968.



DATE	SCHOOL	COMMENT
before 1888	Sequoia	Closed 1924. Later dismantled and material used to build addition to Alba School.
before 1888	Bear Creek	Closed 1921. Absorbed by Boulder Creek in 1924.
before 1888	Scotts Valley	Second building 1923, third 1940. Absorbed Valley View in 1938, Laurel in 1948, and Glenwood in 1951. Now a junior high school at 8 Bean Creek Rd. in Scotts Valley.
before 1888	Brown's Valley	(Not the same as Brown.) Closed 1919.
before 1888	Castle Rock	Closed 1899.
before 1888	Glen Haven	Closed 1914.
before 1888	Hazel Brook	Closed 1914.
1888	Fruitvale	Annexed to Freedom 1946, apparently closed at that time.
1889	Central	Small school in mountains, toward Los Gatos. Second (?) building 1911. Suspended temporarily 1914-15, and again in 1942-43. Closed for good in 1965.



DATE	SCHOOL	COMMENT
1889 .....	Dougherty .....	Closed 1919
1889 .....	Vega .....	Joint district of Santa Cruz, San Benito, and Monterey
1917 became.....	Aromas	Counties. Name change in 1917. In 1965 became part of Pajaro Valley United District.
1890 (?).....	Sunnyside.....	Closed 1900.
1891 .....	Las Manzanitas .....	Joint district of Santa Cruz, San Benito, and Monterey Counties. Suspended 1943.
1893 .....	Redwood.....	Closed 1919.
1894 .....	Watsonville High .....	Built at Third and Marchant. Previous to this, high school classes were being held in grammar school. Burned to ground Nov. 8, 1901. In 1902 second building (called "West Building") built on same site. In 1916 "East Building" built. Used as site of Cabrillo College when it was getting started, 1959-61. Since condemned. New building, 250 E. Beach.
1895 .....	Fairview .....	In mountains toward Saratoga (?). Suspended 1914-16, then finally closed for good in 1919.



DATE	SCHOOL	COMMENT
1895 .....	Santa Cruz High .....	Built on Walnut Ave. Previous to this, high school classes were held for about 20 years on fourth floor of Mission Hill Grammar School. High school burned to ground Oct. 1, 1913. Second (present) building, 1915, erected on same site.
1895 .....	Alba .....	Suspended 1941.
before 1895 .....	Gault .....	Date of establishment unclear--first appears as separate listing under Santa Cruz City District in 1895 directory, but may have been in existence before that. Second (?) building 1931. Still going strong, on Seabright.
before 1895 .....	Laurel .....	Date of establishment unclear--first appears as separate listing under Santa Cruz City District in 1895 directory, but may have been in existence before that. Second (?) building in 1930. Closed in 1974-75 because of Field Act. Now community center. Note: this is different from the other Laurel School that existed in the Scotts Valley area.
1896 .....	Cave Gulch .....	Closed in 1927-28 and merged with Bald Mountain.
1903 .....	Olive Springs .....	Closed 1911.
1905 .....	Martin .....	Carved from Glenwood in 1905. Name change 1920.
1920 became.....	Valley View	Unionized with Scotts Valley 1938.



DATE	SCHOOL	COMMENT
1906-07 .....	Hester Creek .....	Suspended temporarily 1943-45, re-opened in 1946. Absorbed into Loma Prieta Joint Union District in 1950.
1906-07 .....	Pacific .....	In Davenport, still existing as a one-school district. In 1962 took in students of suspended Seaside School. At present (1978) new building is under construction to replace old one, condemned by Field Act.
1906 to 1909 .....	Gas House .....	Not really a schoolhouse; a building rented temporarily from the Watsonville Power & Light Co. to relieve overcrowding in Watsonville schools.
1907 .....	Ferndale .....	Unionized with Salsipuedes 1946.
ca. 1915.....	Garfield Park .....	Part of Santa Cruz City School District. Closed 1965.
1916 (?).....	W. R. Radcliff .....	Appears to have been called "Watsonville Elementary" or "Rodriguez Elementary" in earlier days (it stands on Rodriguez St.). Addition, 1928. Became part of Pajaro Valley Unified District in 1965. Now a bi-lingual school. Still going strong.
1928-29 .....	J. W. Linscott.....	On Elm St. Part of old Watsonville District. Pajaro Unified District, 1965.



DATE	SCHOOL	COMMENT
1928-29 .....	Mintie White .....	On Palm St. Part of old Watsonville District. Pajaro Unified District, 1965.
1931 .....	Branciforte Junior High..	On Poplar St. in Santa Cruz. Part of Santa Cruz City District.
1938 .....	E. A. Hall .....	On Brewington Ave. Part of old Watsonville Dis- trict, 1965.
1946 .....	Freedom .....	On Holly Dr. in Watsonville. Absorbed Fruitvale, Roache, San Andreas--schools that closed--in 1946. Freedom District, formed in 1946, included Freedom, Amesti, and Calabasas Schools. All these taken into Pajaro Valley Unified School Dis- trict, formed in 1965.
1946 .....	Salsipuedes .....	On Casserly Rd. in Watsonville. Absorbed Carlton, Casserly, Ferndale, Green Valley, Railroad. Sal- sipuedes taken into Pajaro Unified District in 1965.
1947 .....	Bonny Doon .....	On Pine Flat Rd. in Bonny Doon. Absorbed Ocean View and San Vicente Schools.
1946-47 .....	San Lorenzo Union .....	On Highway 9 between Felton and Ben Lomond. Absorbed Ben Lomond, Felton, and Zayante Schools. Became part of San Lorenzo Valley Unified School District, 1950.



DATE	SCHOOL	COMMENT
1950 .....	T. S. MacQuiddy Elem...	On Martinelli St. Part of old Watsonville District. Pajaro Unified District, 1965.
1952 .....	Capitola Elementary ....	Monterey Ave., Capitola. Part of Soquel Union District.
1954 .....	H. A. Hyde Elementary ..	Alta Vista St. Part of old Watsonville District. Pajaro Unified District, 1965.
1954 (?) .....	Thornely .....	School for the deaf. On campus of MacQuiddy Elementary.
1959 .....	Del Mar Middle .....	Merrill Dr., Santa Cruz. Part of Live Oak District.
1960 .....	Rio Del Mar Elem .....	Pinehurst Dr., Aptos. Part of old Aptos District. Pajaro Unified District, 1965.
1960 .....	Westlake Elementary....	High St., Santa Cruz. Part of Santa Cruz City District.
1961-62 .....	Soquel High .....	Old San Jose Rd., Soquel. Part of Santa Cruz City District.



DATE	SCHOOL	COMMENT
1962 .....	Cabrillo College.....	1962 is date when present campus opened, but the college began in 1959, using buildings of old Watsonville High School.
1963 .....	Vine Hill Elem.(new)....	Tabor Dr., Scotts Valley. Part of Scotts Valley District. Bears name of old Vine Hill School of 1870.
1964 .....	Brook Knoll Elementary..	Tree Top Dr., Scotts Valley. Part of Scotts Valley District.
1965 .....	Santa Cruz Gardens Elementary .....	Winkle Ave., Santa Cruz. Part of Soquel District.
1965 .....	Bradley Elementary....	Corralitos Rd. in Watsonville. Part of Pajaro Valley Unified District. Built on site of old Corralitos School. (See Oak Grove, 1859.)
1965 .....	Hall Elementary.....	Sill Rd., Watsonville. Part of Pajaro Valley Unified District.
1965 .....	Mar Vista Elementary ...	Soquel Dr., Aptos. Part of Pajaro Valley Unified District.
1965 .....	Rolling Hills Junior High .....	Herman Ave., Watsonville. Part of Pajaro Valley Unified District.



DATE	SCHOOL	COMMENT
1965 (?)	Pajaro Elementary	Salinas Rd. in Watsonville. Became part of Pajaro Valley Unified District in 1965, but date of construction unclear.
1965	Natural Bridges Elem	Swift St., Santa Cruz. Part of Santa Cruz City District.
1965	San Lorenzo Valley Intermediate	Highway 9 between Felton and Ben Lomond, on campus of SLV High School and San Lorenzo Elementary. Part of San Lorenzo Valley Unified District.
1965	Farm School	School for mentally retarded students of high school age. Operated by the County Office of Education. Near La Selva Beach.
1966	Quail Hollow Elem.	Marion Ave., Ben Lomond. Part of San Lorenzo Valley Unified District.
1966	Duncan Holbert.	School for orthopedically handicapped. Operated by the County Office of Education. Actually was started in 1956; school held in temporary quarters until 1966 school was built, on campus of Rolling Hills Junior High in Watsonville.
1966	De Laveaga Elem	Morrissey Blvd., Santa Cruz. Part of Santa Cruz City District.



DATE	SCHOOL	COMMENT
1966 .....	Green Acres Elem.....	Bostwick Lane, Santa Cruz. Part of Live Oak District.
1967 .....	Capitola Intermediate ...	Monterey Ave., Capitola, on campus of elementary school. Part of Soquel Union District.
1968 .....	Harbor High .....	La Fonda St., Santa Cruz. Part of Santa Cruz City District.
1968 .....	Valencia (new) .....	Aptos School Rd., Aptos. Part of Pajaro Valley Unified District. Bears name of old Valencia School that existed in 1880s, and that apparently lapsed in 1931.
1970 .....	Loma Prieta High .....	A continuation high school, located on La Fonda St., adjacent to Harbor High. Part of Santa Cruz City District. The continuation program itself, however, began about 1967 in another location.
1970 .....	Aptos High.....	Freedom Blvd., Aptos. Part of Pajaro Valley Unified District.
1972 .....	Renaissance High.....	A continuation high school. Arthur Rd. in Watsonville. Part of Pajaro Valley Unified District. The continuation program itself, however, began about 1966 in another location.
1976 .....	Struck Communication Center .....	School for handicapped students. On campus of Green Acres Elementary School. Operated by the County Office of Education.



## APPENDIX C

### HASLAM'S REPORT OF 1861

The following is a copy of part of a State Department of Education publication of 1861, giving the report of D. J. Haslam, then serving as Santa Cruz County Superintendent of Schools, on the state of this county's four-year-old public school system:

#### SANTA CRUZ COUNTY.

D. J. HASLAM.....Superintendent.

In compliance with instructions from your Department, I have to report as follows:

*School Lands.*—Number of Sixteenth and Thirty-Sixth Sections Surveyed in the County.—I have no record to refer to in this matter. All the Sections surveyed are claimed under grants. The whole number in the county will be about twenty or twenty-five. Some will be worth little or nothing, and others (those that fall on timbered land) very valuable.

*School Sections Settled on before Survey.*—Ten.

*School Sections covered by Mexican Grants.*—Ten.

*Probable Number of Additional School Sections to which County would be entitled if United States Survey were completed.*—Twelve.

*School Sections Worthless, by reason of falling on Mountainous, Marshy, or Desert Lands.*—Probably five.

*School Sections upon which waste has been or is being committed, and the nature and extent of such waste.*—One Section in Oak Grove School District, which was well timbered, has had the most of the good timber taken off it, which has reduced the value of it full two thirds.

*Number of School-houses in County.*—Seven.

*Description of each School-house.*—Pescadero—Built of redwood; two rooms; twenty-six feet long, fourteen feet wide, and nine feet from floor to ceiling. The furniture belonging to this School is very ordinary. The average of daily attendance is twenty, which is very good.

Santa Cruz, No. 1—Of redwood, with large wing; two rooms; main building fifty-four feet long, twenty-eight feet wide, and fourteen feet high; wing twenty-six feet long, twenty feet wide, and fourteen feet high. This School-house is very well ventilated, and the furniture of a very good kind. The average daily attendance is fifty-eight.

Santa Cruz, No. 2—Of redwood; one room, twenty-four feet long, twenty feet wide, and twelve feet high. The furniture fair. The average daily attendance, twenty.

Soquel—Of redwood; thirty-three by twenty-two, and twelve feet high; a good School-house, well furnished, and well ventilated. The average daily attendance, twenty-four and thirty-seven two-hundredths.

San Andres, (new District)—Of redwood; sixteen feet by twenty feet; ten feet high; not very well furnished; average daily attendance, ten.

Oak Grove—Redwood; sixteen by twenty-two, and ten feet high, and twenty by twenty, and ten feet high. The furniture of this District is fair, and the School-house well ventilated. The average number in daily attendance, thirty-five.

Pujaro—This District rent the second story of a dwelling house for holding their School; it is twenty-six feet long by twenty-four wide, about nine feet high. The people of this District do not care to spend any money to build a School-house; they have just refused to be taxed to build one. No furniture belonging to the District. Average daily attendance, thirty-two.

*Attendance at School.*—The attendance at School in all the Districts is very small, in proportion to the number of scholars enrolled, or those who draw money. Some Districts are very large. Santa Cruz, No. 1, is eighteen miles in length and twelve wide. If the population were more



condensed, the attendance would be much better; many find it impossible to send, not being able to pay board bills for their children.

*Graded Schools.*—Santa Cruz, No. 1, is graded—the only one in the county where there is a sufficient number of scholars. The funds will not admit of it.

*Age of Teachers.*—From twenty-three to forty-seven.

*Teaching.*—Only two design to make teaching a permanent profession. It does not pay very well in this county to teach School, and those who have followed no other occupation do not intend to continue teaching any longer than they can help. If it paid as well as in large cities, most of them prefer the profession.

*Capacity of Teachers.*—All the Teachers employed this year give full satisfaction.

*Experience in Teaching.*—From three months to twelve years.

*Examinations, etc.*—Most of the Schools have had several examinations. Some of the scholars are visited regularly by parents and those taking an interest in Education.

*Number of Months each School was kept Open.*—Pescadero, eight months; Santa Cruz, No. 1, eight months; Santa Cruz, No. 2, seven months; Soquel, ten months; San Andres, (new District,) three months; Oak Grove, three and ten months; Pajaro, seven months and fifteen days.

*Remarks on the Finances of the Schools.*—The County and State Fund pay about one fourth of the expenses of the Schools; in most of the Districts the Fund is raised by rate-bills. In Santa Cruz District, No. 1, the Schools have been kept open by subscription; those willing to aid the Schools, donate per month, and are regularly waited on by the Trustees when pay-day comes.

Very few people have any very great propensity to pay taxes; but a general dislike is evidenced by all to pay a poll tax. Why, I cannot determine, unless it is, that the most of people escape paying it. In a voting population in this county, of fourteen hundred, about five hundred are collected. Now, if it were to be applied directly to the County School Fund, I have no doubt but double that number could be collected.

*How Trustees Perform their Duties.*—Generally very well; some complaints, that two have to do all the work.

*Improvements Needed.*—A uniformity of text-books would be a great benefit; and all Schools should be graded, and supplied with a library and apparatus; and some plan should be adopted to compel the attendance of children who are idling their time around the streets, without occupation.

*Number of Private or Independent Schools—Academies and Colleges in County.*—One; attendance, forty-three.

*Average number of Pupils to each.*—Forty-three.

*General Remarks upon Education.*—One District has been added to our list this year. The number of children between four and eighteen years of age has increased two hundred and thirty-one. There is no report of any deaf or dumb person in this county. Our number of Teachers has increased two during the last year.

The total number of children in the county is one thousand three hundred and twelve, and enrolled, three hundred and ninety-five, leaving nearly one thousand that are not enrolled, or short of one in four; this is accounted for, as I stated before—the extent of country, and of those enrolled. The average daily attendance is one hundred and ninety-nine, or about one half; this certainly should be remedied, if possible, but certainly cannot be done until School-houses are more numerous.



## APPENDIX D

### STATE SCHOOL CENSUS OF 1873

The following pages are part of a school census published by the State Department of Education in 1873, which gives an idea of what the statewide school population was like at that time:



TABLE No. 1.

*School Census Marshal's statistics for the school years ending June thirtieth, eighteen hundred and seventy-two and eighteen hundred and seventy-three.*

COUNTIES.	NUMBER OF WHITE CHILDREN BETWEEN FIVE AND FIFTEEN YEARS OF AGE.					
	1872.			1873.		
	Boys.	Girls.	Totals.	Boys.	Girls.	Totals.
Alameda	3,254	3,200	6,454	3,310	3,302	6,702
Alpine	55	48	103	58	55	113
Amador	1,060	1,008	2,068	1,066	1,039	2,104
Battle	1,302	1,235	2,537	1,358	1,284	2,642
Calaveras	1,153	1,089	2,242	1,105	1,072	2,177
Colusa	819	771	1,590	861	785	1,646
Contra Costa	1,292	1,101	2,473	1,330	1,254	2,584
Del Norte	145	134	279	161	161	322
El Dorado	1,221	1,120	2,341	1,174	1,085	2,259
Fresno	442	429	871	512	489	1,001
Humboldt	901	901	1,802	1,044	906	2,010
Inyo	125	131	256	143	151	294
Kern	224	225	449	310	285	595
Klamath	81	85	166	89	87	176
Lake	507	481	988	490	516	1,012
Lassen	234	202	436	281	269	550
Los Angeles	3,049	2,967	6,016	3,046	2,968	6,014
Marin	890	805	1,495	776	622	1,398
Mariposa	485	397	882	471	436	907
Mendocino	1,146	1,152	2,298	1,173	1,177	2,350
Merced	405	431	836	460	455	915
Mono	58	32	90	52	38	90
Monterey	1,845	1,376	3,421	1,692	1,692	3,384
Napa	1,068	979	2,047	1,038	1,047	2,085
Nevada	2,090	2,044	4,134	2,086	2,027	4,113
Placer	1,114	1,197	2,311	1,099	1,052	2,151
Plumas	355	341	696	300	361	751
Sacramento	2,750	2,775	5,525	2,679	2,603	5,282
San Bernardino	828	749	1,577	812	727	1,539
San Diego	680	609	1,289	643	582	1,225
San Francisco	15,780	16,006	31,786	16,869	17,407	34,276
San Joaquin	2,414	2,423	4,837	2,248	2,326	4,574
San Luis Obispo	719	670	1,389	846	776	1,621
San Mateo	1,025	880	1,905	1,050	928	1,978
Santa Barbara	1,179	1,103	2,282	893	801	1,694
Santa Clara	3,109	3,181	6,290	3,350	3,358	6,708
Santa Cruz	1,377	1,301	2,678	1,399	1,257	2,656
Shasta	597	567	1,164	639	582	1,221
Sierra	409	503	1,002	470	503	973
Siskiyou	1,180	1,012	2,192	1,221	1,115	2,336
Solano	1,808	1,854	3,747	1,869	1,808	3,677
Sonoma	3,087	2,903	6,050	2,964	2,871	5,835
Stanislaus	700	741	1,501	582	622	1,204
Sutter	655	651	1,306	637	642	1,279
Tehama	556	524	1,080	588	551	1,139
Trinity	237	204	441	237	231	468
Tulare	752	741	1,493	880	834	1,714
Tuolumne	1,003	887	1,890	908	864	1,772
Ventura				493	454	947
Yolo	1,079	1,001	2,080	1,084	1,008	2,092
Yuba	1,216	1,134	2,350	1,202	1,093	2,295
Totals	68,840	66,358	135,198	70,689	68,907	139,596



TABLE No. 1—Continued.

COUNTIES.	NUMBER OF NEGRO CHILDREN BETWEEN FIVE AND FIFTEEN YEARS OF AGE.					
	1872.			1873.		
	Boys.	Girls.	Totals.	Boys.	Girls.	Totals.
Alameda.....	13	21	34	17	21	38
Alpine.....						
Amador.....	14	13	27	13	11	24
Butte.....	19	10	29	15	12	27
Calaveras.....	8	1	9	8	1	9
Colusa.....	8	4	12	10	10	20
Contra Costa.....	1	3	4	5	4	9
Del Norte.....	1	1	2		2	2
El Dorado.....	10	13	23	7	14	21
Fresno.....	7	5	12	6	1	7
Humboldt.....	1	2	3	1	4	5
Inyo.....		8	8			
Kern.....				1		1
Klamath.....						
Lake.....				1		1
Lassen.....						
Los Angeles.....	30	21	51	22	23	45
Marin.....		1	1		8	8
Mariposa.....	10	10	20	10	16	26
Mendocino.....	3	8	11			
Merced.....	8	2	10	8	3	11
Mono.....						
Monterey.....	8	3	11	6	2	8
Napa.....	10	7	17	10	3	13
Nevada.....	19	19	38	15	19	34
Placer.....	4	3	7	2	4	6
Plumas.....						
Sacramento.....	42	33	75	45	22	67
San Bernardino.....	8	2	10	1	2	3
San Diego.....	6	5	11	10	6	16
San Francisco.....	91	41	132	151	62	213
San Joaquin.....	23	19	42	19	15	34
San Luis Obispo.....		3	3		1	1
San Mateo.....						
Santa Barbara.....	1	1	2	1	1	2
Santa Clara.....	23	28	51	21	17	38
Santa Cruz.....	11	7	18	12	6	18
Shasta.....	3	2	5	3	2	5
Sierra.....	4	3	7	4	3	7
Siskiyou.....	11	7	18	14	4	18
Solano.....	15	11	26	13	14	27
Sonoma.....	6	7	13	10	10	20
Stanislaus.....	7		7	8		8
Sutter.....	3		3	4	3	7
Tehama.....	21	14	35	22	17	39
Trinity.....	4	5	9	3	2	5
Tulare.....	8	5	13	18	10	28
Tuolumne.....	11	9	20	7	9	16
Ventura.....						
Yolo.....	8	4	12	10	6	16
Yuba.....	20	26	46	30	35	65
Totals.....	489	335	824	538	406	944



TABLE No. 1—Continued.

COUNTIES.	NUMBER OF INDIAN CHILDREN BETWEEN FIVE AND FIFTEEN YEARS OF AGE.					
	1872.			1873.		
	Boys.	Girls.	Totals.	Boys.	Girls.	Totals.
Alameda.....	2	8	8	3	8	11
Alpine.....	2	2	4	4	2	6
Amador.....	34	23	57	23	15	38
Butte.....	3	3	6	10	15	25
Calaveras.....	17	14	31	12	8	20
Colusa.....	6	5	11	4	6	10
Contra Costa.....	18	16	34	14	10	24
Del Norte.....	20	11	31	15	9	24
El Dorado.....	24	18	42	32	15	47
Fresno.....	25	19	44	25	18	44
Humboldt.....						
Inyo.....						
Kern.....				10	8	18
Klamath.....	39	63	102	42	58	100
Lake.....	7	6	12	5	3	8
Lassen.....	1	3	4	1	3	4
Los Angeles.....	57	69	126	21	21	42
Marin.....	1	5	6	4	5	9
Mariposa.....	17	6	23	16	7	23
Mendocino.....	33	63	101	67	50	117
Merced.....	1	1	2	1		1
Mono.....	1	1	2			
Monterey.....	10	7	17	4		4
Napa.....	10	4	14	4	2	6
Nevada.....	1	6	7	6	2	7
Placer.....	6	5	11	5	4	9
Plumas.....	3	1	4	5	5	10
Sacramento.....	12	7	19	8	8	16
San Bernardino.....	1		1	15	5	20
San Diego.....	58	50	108	30	23	53
San Francisco.....	5	13	18			
San Joaquin.....						
San Luis Obispo.....	7	6	12	8	3	11
San Mateo.....	1	2	3			
Santa Barbara.....	12	5	17	9	1	10
Santa Clara.....	1	4	5	4	2	6
Santa Cruz.....				2	1	3
Shasta.....	61	57	118	45	53	101
Sierra.....				1		1
Siskiyou.....	22	18	40	23	18	43
Solano.....	2	3	5	3	9	12
Sonoma.....	43	21	64	25	19	44
Stanislaus.....						
Butter.....	2	2	4	1	3	4
Tehama.....	19	14	33	11	5	16
Trinity.....	41	17	58	39	13	52
Tulare.....	6	2	8	6	3	9
Tuolumne.....	1	1	2	4	2	6
Ventura.....						
Yolo.....	8	1	9	0	2	11
Yuba.....	8	8	16	8	17	25
Totals.....	708	571	1,279	601	469	1,070



TABLE No. 1—Continued.

COUNTIES.	NUMBER MONGOLIAN CHILDREN UNDER FIFTEEN YEARS OF AGE.		NUMBER MONGOLIAN CHILDREN, BETWEEN FIVE AND FIFTEEN YEARS OF AGE, ATTENDING SCHOOL.	
	1872.	1873.	1872.	1873.
Alameda.....	66	113	18	
Alpine.....				
Amador.....		7		2
Butte.....	24	71		
Calaveras.....	1	14	1	
Colusa.....				
Contra Costa.....	1	2		
Del Norte.....	1			
El Dorado.....	29	24		
Fresno.....		1		
Humboldt.....	1	6		
Inyo.....				
Kern.....	2	1		
Klamath.....				
Lake.....				
Lassen.....				
Los Angeles.....		24	10	
Marin.....	5	4		
Mariposa.....	18	14		2
Mendocino.....	1			
Merced.....	2	4		
Mono.....				
Monterey.....		12		
Napa.....				4
Nevada.....	2	11		
Placer.....	17	20		2
Plumas.....	11	8	1	3
Sacramento.....	69	101		
San Bernardino.....				
San Diego.....		4		
San Francisco.....	267	486		208
San Joaquin.....		20		11
San Luis Obispo.....	5			
San Mateo.....	1			2
Santa Barbara.....		4		
Santa Clara.....	13	18		7
Santa Cruz.....		1		
Shasta.....	13			
Sierra.....	10	5	1	1
Siskiyou.....	7	5	5	8
Solano.....	8			
Sonoma.....	5	17	2	7
Stanislaus.....		1		
Butter.....				
Tehama.....	7	6		
Trinity.....	21	21		
Tulare.....	4			
Tuolumne.....	16	14		4
Ventura.....		3		
Yolo.....	2	4		1
Yuba.....	84	21		
Totals.....	653	1,067	38	232



TABLE No. 1—Continued.

COUNTIES.	NUMBER OF CHILDREN BETWEEN FIVE AND FIFTEEN YEARS OF AGE WHO HAVE NOT ATTENDED SCHOOL AT ANY TIME DURING THE SCHOOL YEAR OF 1872.			
	White.	Negro.	Indian.	Totals.
Alameda	1,597	14	7	1,618
Alpine				
Amador	494	20	4	508
Butte	570	9	56	635
Calaveras	540	4	2	552
Colusa	423	1	28	452
Contra Costa	520	4	11	535
Del Norte	28	2	9	49
El Dorado	517	23	17	557
Fresno	286	12	42	340
Humboldt	500	2	36	538
Inyo	48	3		51
Kern	182			182
Klamath	49		62	111
Lake	168		12	180
Lassen	115		1	116
Los Angeles	2,723	31	115	2,869
Marin	312	1	6	319
Mariposa	281	3	28	307
Mendocino	513	11	140	673
Merced	109	6	2	117
Mono	20		2	22
Monterey	1,156	11	17	1,184
Napa	424	3	14	441
Nevada	639	7	7	673
Placer	346	5	11	362
Plumas	180		2	182
Sacramento	956	21	11	988
San Bernardino	524	5	1	530
San Diego	250	10	104	364
San Francisco	5,458	39	18	5,495
San Joaquin	616	41		657
San Luis Obispo	681	3	10	694
San Mateo	488		3	491
Santa Barbara	1,088	2	17	1,057
Santa Clara	1,361	22	5	1,388
Santa Cruz	700	5		705
Shasta	189	1	90	280
Sierra	88			88
Siskiyou	600		39	648
Solano	424	11	5	440
Sonoma	853	18	64	930
Stanislaus	214	6		220
Sutter	187	1	4	192
Tehama	364	12	33	409
Trinity	192	6	43	151
Tulare	242	6	8	256
Tuolumne	445	8	2	455
Ventura				
Yolo	825	12	8	845
Yuba	406	3	15	424
Totals	29,265	399	1,115	30,780



TABLE No. 1—Continued.

COUNTIES.	NUMBER OF CHILDREN BETWEEN FIVE AND FIFTEEN YEARS OF AGE WHO HAVE NOT ATTENDED SCHOOL AT ANY TIME DURING THE SCHOOL YEAR OF 1873.			
	White.	Negro.	Indian.	Totals.
Alameda.....	1,480	5	11	1,505
Alpine.....	33			33
Amador.....	466	4	8	476
Butte.....	648	16	38	691
Calaveras.....	470	4	14	494
Colusa.....	363	18	12	393
Contra Costa.....	596	7	9	611
Del Norte.....	30	2	9	47
El Dorado.....	430	14	10	454
Fresno.....	872	7	28	407
Humboldt.....	527	8	84	564
Inyo.....	76			76
Kern.....	305	1	14	320
Klamath.....	59		44	103
Lake.....	254	1	4	259
Lassen.....				
Los Angeles.....	2,697	34	41	2,772
Marin.....	297	8	8	306
Mariposa.....	318	5	23	345
Mendocino.....	474		113	587
Merced.....	206	1	1	208
Mono.....	16			16
Monterey.....	1,380	8	4	1,342
Napa.....	435	4	6	445
Nevada.....	660	4	6	670
Placer.....	367	8	9	379
Plumas.....	174		5	179
Sacramento.....	848	11	6	866
San Bernardino.....	623	3	19	545
San Diego.....	512	10	55	583
San Francisco.....	5,080			5,080
San Joaquin.....	322	2		324
San Luis Obispo.....	712	1	11	724
San Mateo.....	672			672
Santa Barbara.....	823	1	10	834
Santa Clara.....	1,583	12	6	1,601
Santa Cruz.....	609	9	3	631
Shasta.....	318	2	64	384
Sierra.....	108	2		170
Siskiyou.....	559	5	44	608
Solano.....	621	4	12	637
Sonoma.....	1,111	8	85	1,157
Stanislaus.....	300	8		308
Sutter.....	228	6	4	237
Tehama.....	311	6	14	331
Trinity.....	115		47	162
Tulare.....	408	28	9	445
Tuolumne.....	363	6	5	373
Ventura.....	292			292
Yolo.....	371	18	11	398
Yuba.....	370	16	25	411
Totals.....	50,287	303	632	31,422



TABLE No. 2-

COUNTIES.	AVERAGE NUMBER BELONGING.		AVERAGE DAILY ATTENDANCE.		PERCENTAGE OF ATTENDANCE ON AVERAGE NUMBER BELONGING.	
	1872.	1873.	1872.	1873.	1872.	1873.
Alameda.....	3,408	3,593	3,140	3,293	92.13	91.65
Alpine.....	22	62	20	45	90.90	70.53
Amador.....	1,094	1,174	1,000	1,057	91.40	90.01
Butte.....	1,590	1,574	1,308	1,424	87.98	90.27
Calaveras.....	1,118	1,057	990	934	89.08	88.36
Colusa.....	963	877	850	727	88.27	82.80
Contra Costa.....	1,324	1,285	1,173	906	88.59	74.59
Del Norte.....	212	243	194	209	91.50	88.01
El Dorado.....	1,459	1,305	1,292	1,164	87.88	89.19
Fresno.....	339	431	321	381	94.69	88.40
Humboldt.....	981	1,021	870	920	89.70	90.69
Inyo.....	121	171	106	148	87.60	86.53
Kern.....	159	223	139	203	87.42	91.04
Klamath.....	88	124	78	115	88.30	92.74
Lake.....	591	677	471	514	79.69	75.92
Lassen.....	228	341	207	312	90.78	94.49
Los Angeles.....	1,674	1,980	1,515	1,801	90.32	90.96
Marin.....	649	657	560	581	87.82	89.48
Mariposa.....	478	540	417	471	87.07	87.22
Mendocino.....	404	1,554	331	1,340	81.43	86.23
Merced.....	432	465	401	419	88.71	90.11
Monrovia.....	49	50	41	45	83.67	89.36
Monterey.....	1,382	1,512	1,329	1,543	97.57	88.27
Napa.....	1,200	1,246	1,129	1,109	89.00	89.
Nevada.....	2,162	2,325	1,927	2,045	89.49	87.06
Placer.....	1,288	1,287	1,132	1,114	87.81	86.58
Plumas.....	423	470	383	429	90.53	89.88
Sacramento.....	3,347	3,086	2,333	2,747	69.70	88.06
San Bernardino.....	682	744	593	669	86.95	89.92
San Diego.....	453	439	386	383	85.20	87.25
San Francisco.....	19,525	19,720	18,271	18,580	94.	93.97
San Joaquin.....	3,741	3,916	3,009	3,020	95.68	92.68
San Luis Obispo.....	440	635	388	564	88.00	88.82
San Mateo.....	750	799	671	688	89.40	90.11
Santa Barbara.....	691	402	617	358	89.29	89.55
Santa Clara.....	3,038	3,240	2,072	2,919	88.	89.84
Santa Cruz.....	1,402	1,554	1,230	1,309	87.73	84.23
Shasta.....	620	746	509	680	91.77	91.15
Sierra.....	788	696	711	612	90.22	87.93
Slackton.....	1,351	1,445	1,202	1,296	88.95	89.69
Solano.....	2,395	2,150	2,194	1,904	91.60	91.81
Sonoma.....	2,903	4,135	2,583	3,502	81.80	84.89
Stanislaus.....	971	897	847	792	87.22	88.32
Sutter.....	881	921	782	806	88.76	87.51
Tehama.....	458	585	396	526	86.24	88.40
Trinity.....	384	246	259	227	91.	92.58
Tulare.....	896	813	801	710	89.36	87.33
Tuolumne.....	865	917	771	841	87.	91.74
Ventura.....	.....	892	.....	348	.....	88.78
Yolo.....	1,204	1,177	1,188	1,042	97.05	89.38
Yuba.....	1,393	1,357	1,029	1,213	89.22	89.88
Totals.....	72,972	78,896	65,700	69,461	90.03	89.00
Average.....	.....	.....	.....	.....	.....	.....



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At Grant School in 1890 high buttoned shoes vied with bare feet in this early scene taken on the front steps. Teacher is unknown; she wore a long white apron as protection from chalk dust, probably. Not all the children are known, but among them are Ruth Grant, Kittie Pedemonte, Mollie Pedemonte, Alice Hauck, Thomas Thompson, Martha and Alice Brown.