



Sacramento County Superintendents of Schools
150 Years of Leadership
1853–2003

A Publication of the Sacramento County
Office of Education in Partnership with the
California Retired Teachers Association
State Capital Division #5

From David W. Gordon, County Superintendent of Schools



Sacramento County is rich in education history and after several years of research and writing, previously unearthened nuggets of that history have been uncovered and placed in this book.

When the first Sacramento County Superintendent of Schools took office in 1853, no public schools were yet in existence in the county—despite the 1849 adoption of Article IX of the State Constitution, which had provided for “common schools to be established in every district for at least three months every year.” In 1852, the state legislature had even voted to adopt a five-cent tax for each \$100 of taxable property for funding for schools. However, local officials failed in attempts to establish any public, or “common” schools that year.

The office of the County Superintendent of Schools was created in 1852 by state statute. Many counties delayed in filling this office, however, possibly because the statute had not determined the manner in which the County Superintendent was to be elected or appointed. In 1853 state law determined that the county assessor would serve as “Superintendent of Common Schools” for the county. It wasn’t until 1855 that the Superintendent of Schools would become a separate office and the County Board of Education would be created.

The challenge of providing public education in Sacramento County was immense. In the immediate aftermath of the 1848 California Gold Rush, the area’s population had dramatically increased. The city’s population count of April 1849 was just 150. By October of that year, the city’s population had skyrocketed to 2,000. The 1850 federal census showed a combined city-county population of 15,907. By 1851 eight townships were flourishing in the county. Concerned citizens and religious congregations had tried to start schools in several

locations, including a tent on the banks of the Sacramento River and a very small (14-by-20-foot) building on the edge of a nearby slough known as Sutter (or China) Lake, which later became the site of the Southern Pacific rail yard. For various reasons, none of the schools succeeded in staying open very long. In 1853 the public looked expectantly to the new County Superintendent of Schools for leadership.

Since 1853, twenty men and women have served as Sacramento County Superintendent of Schools. During that 150-plus year period, as townships disappeared and cities grew, and as smaller school districts merged to become larger districts in growth areas of the county, the responsibilities of the County Superintendent and County Office of Education have changed. Today, a chief duty of the County Superintendent is to provide state-mandated fiscal oversight and serve as an appellate to local school district decisions. Direct services to students, schools and the community include special education, educational technology, teacher training, prevention programs, instruction to at-risk youth, school improvement, outdoor education, career preparation, reading improvement, and much more. Yet the mission remains unchanged: to help all students realize their full potential. The following biographies and historical accounts serve as reminders of the dedication and commitment with which Sacramento County education leaders have served the community and its students for more than 150 years.

The Sacramento County Office of Education wishes to thank members of the California Retired Teachers Association, State Capital Division #5, for the research and writing that have made possible this historical collection.

A handwritten signature in cursive script that reads "David W. Gordon". The ink is dark and the signature is fluid and legible.

David W. Gordon
Sacramento County Superintendent of Schools
July 2007

STATE OF CALIFORNIA,
admitted to the U.S. in 1850



SACRAMENTO COUNTY,
one of the original 27 counties
created by the state legislature
in 1850

California's capital city since
1854

Encompasses close to 1,000
square miles in the middle
of the 400-mile-long Central
Valley, the prime agricultural
region of California

Sacramento County K-12
public school student
population in 2003:
232,612 students served by
16 school districts and the
Sacramento County Office of
Education

**SACRAMENTO COUNTY SUPERINTENDENTS
OF SCHOOLS: 150 YEARS OF LEADERSHIP**

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H.J. Bidleman **Served 1853–1854**

A. Louise Driggs

H.J. (Henry Jones) “Hank” Bidleman, a native of New Jersey, was born in 1829. Not much is known about his early life or when he arrived in California. In the *Sacramento City Directory of 1861-62*, which he compiled, he is listed as “Publisher, Bookseller, Stationer, and News Agent, 56 Fourth Street, one Door North of Post Office, Sacramento.”

During his life, Hank Bidleman was to serve in numerous public positions, including county assessor (1853), justice of the peace (1857), judge (1858), secretary of the Board of Education (1859), and county recorder of Lander County in Nevada. It was in his first major office—county assessor—that he found himself also assigned the controversial role of Sacramento’s first County Su-

Tax collector
H.J. “Hank”
Bidleman
ex-officio
County
Superintendent



perintendent of Schools in 1853.

State school law of 1851 had “provided for a supervising school committee in each city, town and incorporated village.” If municipal authorities did not exercise that power, the county assessor would take charge and be ex-officio County Superintendent. As of 1851, Sacramento County already had eight townships: Sacramento, Sutter (the town of Sutterville), San Joaquin, Cosumnes, Brighton, Center, Sonoma, and Mississippi (on the American River east of Sacramento). Attempts to start public schools had been made, with little success. County residents, now numbering close to 16,000, were not quiet in their discontent over the lack of schools.

It was into this environment of frustration, impatience and “great expectation” that County Superintendent Hank Bidleman—a non-educator by profession—was thrust. Although he had no

background in the education field, he did have political experience, which provided valuable in his early days as County Superintendent. At the end of 1853, it appeared that despite an 1852 state tax to benefit education, few state funds were going to be allocated to Sacramento County. That tax of five cents on each \$100 of taxable property had been imposed by the state to help pay for teacher salaries, a state Board of Education, and a State Superintendent of Public Instruction. Residents of Sacramento City became irate when the State Superintendent reported on December 31, 1853, that the annual state apportionment for Sacramento County would be \$741.43—and all of those monies would go to just three districts in the county outside the city. *The Sacramento State Journal* newspaper reported:

Many other counties with less population received double and treble the amount we received. Had the children been all enumerated and the proper returns made, Sacramento would have received as many thousands in dollars as she gets hundreds. This neglect is greatly to be regretted, and we trust that we may not have to complain of it another year.

Early in 1854, the Sacramento City Board of Commissioners proposed that the city assume jurisdiction of those county schools located within the city boundaries. A week later, on January 13, *The Sacramento State Journal* published a follow-up story:

We are happy to announce that common schools are to be established immediately in each of the three wards in this city. H.J. Bidleman, the present county assessor and ex-officio superintendent of common schools has appointed three school commissioners—Dr. H.W. Hark-



Sacramento County, largely rural when H.J. Bidleman became Sacramento’s first County Superintendent

ness, *George Wiggins and G.J. Phelan—who are determined that there shall be no further cause for complaints on this subject.*

In February 1854 a newspaper advertisement appeared stating, "... The citizens of Sacramento are hereby notified that the school commissioners for this city will open a public school on the southeast corner of Fifth and K streets on Monday morning, February 20, 1854, at 9 o'clock." Hank Bidleman thus presided over the opening of the first public school in Sacramento city. By July 1854 approximately 500 children were enrolled in public and private schools in Sacramento.

In October 1854 the city council voted to elect a City Superintendent and Board of Education. County Superintendent Bidleman was reluctant to give up his control of the city schools. He was eventually forced to resign, but continued to be involved in education as a trustee of the Sacramento City School Board. In his capacity as a bookseller, he supplied textbooks to the schools. He also published the 1862 *Sacramento Directory*.

Succumbing to the 1870s gold rush excitement gripping the Washoe area of Nevada, Hank Bidleman left California to try his hand at prospecting. His wife, Angeline, who had taught school for several years in Sacramento County, died in 1882 at age 46, from "disease of the brain." As young as she was, she nevertheless outlived her husband, who had died nine years prior at the age of 44. The death of Hank Bidleman was reported in *The San Francisco Call* on August 2, 1873: "H.J. Bidleman, better known as 'Hank,' 7-31-73 in San Francisco of a Stroke of paralysis [suffered] at Austin, Nevada." □

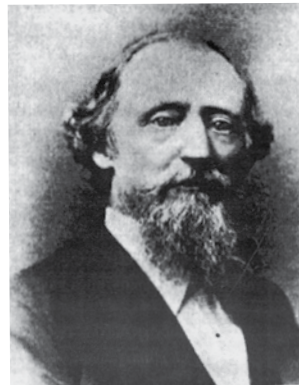
Dr. F.W. Hatch

**Served 1855–1856, 1859–1863,
1866–1867**

Marilyn Demas

Sacramento County's first elected County Superintendent—Frederick Winslow Hatch—was born March 2, 1821, in Charlottesville, Virginia. His father, Rev. Frederick Winslow Hatch, Sr., was an Episcopal clergyman and served as chaplain of the United States Senate. At the age of 19, F.W.

Hatch, Jr., graduated from Union College in Schenectady, New York, with a Master of Arts degree. He went on to study medicine at New York University and received his M.D. on March 10, 1844. That same year—on June 12—he married Sarah Rowland Bloom, a native of Poughkeepsie, New York. The newlyweds moved to Beloit, Wisconsin, where Dr. Hatch began his medical practice. They relocated to Southport (now known as Kenosha), Wisconsin, where Dr. Hatch's medical practice flourished. In April 1853, Dr. and Mrs. Hatch—who by now had become parents—arrived with their children in California aboard the steamship *Lewis*. It was an auspicious arrival: the *Lewis*, a ship from Nicaragua, was wrecked off Ducksworth Reef, Bolinas Bay, 18 miles north of the entrance to San Francisco Bay. Two vessels were dispatched to rescue the passengers, thanks to a passenger, William T. Sherman, who had made his way to San Francisco to raise the alert.



**Frederick Winslow
Hatch, M.D.
First County
Superintendent
elected to office**

The Hatch family settled in Sacramento, where Dr. Hatch established his medical practice at 56 K Street. The family first lived at the corner of F and 11th streets, and in 1857 moved to 812 H Street. Dr. Hatch's practice moved several times: in 1854–55 to 46 K Street; in 1856 to Second Street near K Street (east side); in 1857–58 to Seven Court block; and in 1868–69 to 128 J Street. An early partner in his practice was Dr. J.F. Morse.

Dr. Hatch was elected commissioner of City Schools and served in that capacity from April 1854–April 1855, and was elected County Superintendent in April 1855. He served again (1859–1863) and was elected to a third term in 1866. For several years Dr. Hatch was professor of theory and practice of medicine in the medical department of the University of California. In 1880–1884

he was professor of hygiene at the university.

He was elected president of the Sacramento Society for Medical Improvement, then re-elected for five consecutive terms. When Sacramento's first Board of Health was established in 1862, Dr. Hatch was elected president. He served the Board of Health for 22 years, including eight years (1876–1884) as its secretary. On March 3, 1876, Dr. Hatch was elected secretary of California's State Board of Health—a position he held the remainder of his life. Other affiliations included the American Public Health Association and the American Medical Association, to which he submitted many professional papers on subjects related to hygiene and health.

In his three terms as County Superintendent, Dr. Hatch faced numerous challenges—some which continue to face educators to this day—such as school attendance, school funding and student poverty. He took his role as education leader seriously. He formally defined “calendar months” of instruction as “four weeks of five days each, Saturday and Sunday being excluded.” While he praised teachers, he decried poor working and learning conditions at local school facilities—particularly in the rural schools—speaking from his experience as a physician:

... A personal examination must convince everyone that many of our buildings are entirely unsuited to the purpose of their construction and discreditable to the enterprise and liberality of the communities among which they are located. In almost all of them there are no desks at all, while those in use are poorly adapted to the health and comfort of the pupils. These considerations are frequently too lightly regarded. To provide a teacher and books and a roof to protect the pupils from the inclemencies of the weather have seemed, in some cases, to be the sole objects of solicitudes, while that which is most important of all, the health, the physical well-being of our youth, is entirely lost sight of. It is painful to see, as has been the case, children of four and five years of age, seated for two to three hours at a time, upon boxes or benches without backs, or with only a single narrow board at the top of a straight frame wood, just high enough to reach their heads. It is upon such structures that the cramped and stooping



Brighton School, established 1858

forms of our youth are fashioned.

By 1856, several wooden school structures had been erected on rented lots, but no land had yet been purchased. Under the direction of County Superintendent Hatch, available land was located and the County Board of Education voted to purchase the land at reasonable rates.

Dr. Hatch ardently believed that community involvement was essential to the success of schools, saying:

... The great impediment to success has been an unwillingness on the part of parents to contribute in aid of the [school] fund ... the want of determination to maintain the schools at any sacrifice ... A little more energy and enterprise, a little more of the self-sacrificing spirit among the people, and our schools would assume a position worthy of comparison with those of the older and more favored states.

Thirty-five schools had been established in the county by 1860.

Near the end of his third term, Dr. Hatch noted the following statistics in his annual report to the State Superintendent:

*3,980 children between 4 and 18
2,001 children under 4 years of age
303 children between 18 and 21
4 deaf children
2 blind children
2,025 total children attending school
49 total number of schools
4 total number of schools built of brick*

39 total number of schools built of wood

Grades of Schools

1 High School

7 Grammar Schools

2 Intermediate Schools

19 Mixed Schools

20 Primary Schools

Teachers—31 Male, 18 Female

Average Salary Per Month Paid to Teachers

\$71.60

Average Age of Teacher—30-1/2 years

Total Teachers' Salaries—\$37,018.26

Total Expenditures for School Purposes

\$48,716.90

Meticulous hand-written journal entries made by Dr. Hatch testify to his commitment to education. He made it a point to visit every school in the county at least once a year.

Dr. and Mrs. Hatch had five children: Thurston Bloom Hatch, Frederick Winslow Hatch Jr., Annie Louise Hatch, Frank Bloom Hatch and Henry Hinsdale Hatch. Two sons, Thurston and Frederick followed in their father's footsteps and became doctors. According to his colleague, Dr. Cluness, the senior Dr. Hatch was known for valuing his family time. Said Dr. Cluness, "It was in the family circle he always appeared in full measure of his greatness and worth." Historian J. Roy Jones, M.D. (*Memories, Men and Wisdom—A History of Medicine in Sacramento, California*) provides a look at the personal life of Dr. Hatch:

Breakfast was Dr. Hatch's approved time for entertaining guests. He loved music and devoted time to the flute. His sick calls were made by horse and buggy,



American River School, established 1860

driven by an old Irishman, called, by one newspaper, "Dr. Hatch's hitching post."

In his later years, the still-active Dr. Hatch survived a serious bout of pneumonia, but was left in fragile health. In May 1884 he went to Washington, D.C., for national meetings of the American Medical Association and the Public Health Association. On his trip home, traveling through New York and Wisconsin, Dr. Hatch contracted a severe cold. He died of tuberculosis October 16, 1884, in Sacramento, and is buried in the Hatch family plot in the Sacramento Old City Cemetery. □

Rev. Nelson Slater

Served 1857–1858

Carol Watson

Nelson Slater was born September 25, 1805, in Champlain, New York. He attended Union College in New York and received a degree in theology in 1831. Rev. Slater married Emily Kitchel, who had been born in September 1820 in Rockway, New Jersey. The family moved to the Dry Creek Township near Sacramento to raise stock and run a dairy. Their property was considered part of the "Chabolla grant," the common name for the Rancho San Juan de los Moquehlumnes granted in 1844 by the Mexican Governor Michealtorrena. Among Rev. Slater's first civic duties was to serve as "road viewer," or road chairman, overseeing road maintenance between Dry Creek and Hicks, a settlement located on the Cosumnes River.

Rev. Slater was elected to a two-year term as Sacramento County Superintendent of Schools in August 1857. As one of the first elected County Superintendents, Rev. Slater was required to fill several vital functions: exercise general supervision over schools in the county, visit each school at least once a year, make an annual report to the State Superintendent, and apportion monies to the school districts in the county.

After leaving office, Rev. Slater resumed life as a rancher. In 1867 the Slater family moved to Sacramento, where they bought a house on Seventh Street between O and P streets. After selling his 500-acre ranch in 1869, Rev. Slater undertook various business ventures in town. One such



Sacramento County's periodic flooding, an obstacle to school attendance and government funding

venture is believed to have been the Slater Addition, a wharf located behind the town's waterworks. He also owned property in Stockton and Vallejo. Although known as being more involved in education than in religion, he occasionally served as an interim pastor at nearby Westminster Presbyterian Church. On May 9, 1886—almost 30 years after leaving office—Rev. Nelson Slater died at the age of 81 from surgical complications. He is buried in the Slater family plot in the Sacramento Old City Cemetery. He and his wife are known to have had five daughters, one of whom—Charlotte Slater—served as a teacher at the Sacramento Grammar School. The Slater family burial plot includes one additional monument, possibly for a son, N. Kitchel Slater, who died at the age of 25 in 1863. □

Sparrow Smith **Served 1864–1865**

A. Louise Driggs

Sparrow Smith was born in April 27, 1825, in Connecticut. Why or when he came to California is unknown, but newspaper coverage of the 1800s shows him to have been a strong civic leader in Sacramento. Most likely a businessman, he was elected to a two-year term as County Superintendent of Schools in 1864. Later, he would be elected City Superintendent. Smith was very active in his church, the First Church of Christ, serving as an officer of the church and as secretary of its Ecclesiastical Society. In 1849, church members had helped establish Sacramento's first Sunday

school, and a 1871 *Sacramento Bee* newspaper story indicated that Sparrow Smith was both a teacher and superintendent of the Sunday school, by then known as the "Congregational Sabbath School." The class of Sparrow Smith, the newspaper noted, raised \$11.75 for the school's annual Thanksgiving offering. In 1866 he was among the founders of Sacramento's Young Men's Christian Association (YMCA) and was elected a member of its first board of directors.

Smith's reputation as a leader prompted others in the community to endorse him as City Superintendent of Schools. On November 11, 1871, it was reported in *The Sacramento Bee*.

CANDIDATE.—The friends of Sparrow Smith—with Adams, McNeil & Co.—will present him as a candidate for the office of City Superintendent of Schools. He has once served as County Superintendent, and is indorsed (sic) as worthy in every respect of the honor and responsibility attached to the position.

In his later years—writing from Pacific Grove to a friend, a Mr. McIntyre—Sparrow Smith said he wanted to live to be 117 but revised his lifespan prediction to 100 years of age because he wasn't feeling well. He died at the age of 87 on March 18, 1926, in Monterey County. □

Dr. Augustus Trafton **Served 1868–1869, 1870–1871**

Marilyn Demas

Augustus Trafton was born in Evansville, Indiana, an only child, to Dr. William and Almira (Paul) Trafton on May 25, 1825. His father, a medical practitioner, and his mother were able to trace their respective ancestries to the early settlers of Maine. His mother, whose ancestors were considered "patriots" in the American Revolution, came from the state of New York.

Augustus Trafton was educated in the public schools of Evansville and afterward graduated from Princeton College. He graduated from Louisville Medical College in 1848, practicing medicine in Indiana until 1849. He married Almira E. Bosley that same year on March 29 in Booneville, Indiana. Not only did his new wife have the same first name as his mother, she also was a native of New York whose family



Kinney School 1860

figured prominently in the American Revolution. Three days after their marriage, the young couple started out by ox team for California. Records mention that this was a difficult journey, the Traftons having “endured many of the hardships and privations that were encountered by the pioneers crossing the plains in those days, but they escaped the plagues that were prevalent, and death at the hands of the Indians and landed in California in October, 1849.”

Augustus and Almira Trafton settled in the California county of El Dorado, and like many other well-educated professionals drawn to the gold fields, Dr. Trafton engaged in mining. His career as a miner lasted just one year because he met with poor success. In 1850 he opened a hotel called the El Dorado House, which he continued until 1854, practicing medicine at the same time. The Traftons’ daughter Carrie died in 1854. In 1855 Dr. Trafton sold his establishment and the family moved to the Elk Grove area of Sacramento County, where he farmed and also practiced medicine. The Traftons had four more children—Mary F. Trafton, a school teacher, who later married U.C. Billingsley of Sacramento; Augusta C. Trafton, who later became Mrs. Van Sant of Dixon; and two sons, William A. Trafton and Charles J. Trafton.

In 1868 Dr. Trafton moved to the city of Sacramento, where the family lived for four years. He served two successive two-year terms as County Superintendent while continuing his medical profession, becoming rather affluent in the process.

Shortly after he was elected to office, Dr. Trafton was busy with duties concerning district boundaries and consolidation of districts. One petition, dated August 7, 1868, and signed by James

A. Elder “and others,” was a typical request studied and ruled upon by the County Superintendent:

... the portion of the Rhoades school district lying south and west of the upper line of a ranch known as the Rhoades Ranch and situated on the Sheldon Estate be attached to the Union School District ... and the Superintendent of County Public Schools having recommended the consolidation of the Rhoades and Union Districts, the prayer of said petition was granted and the name of said consolidated Districts be called Union District.

Throughout his term in office, Superintendent Trafton made numerous suggestions for redefining boundary lines between districts, in some cases because one district had inadequate funds to maintain a facility on its own accord. He appeared regularly before the County Board of Supervisors to establish new districts. It also was the duty of the County Superintendent to make monthly reports to the County Board of Supervisors regarding the conditions of schools. At these meetings the County Board of Supervisors received the petitions of residents for new schools and boundary changes, as well as other needs such as new roads and bridges.

By 1870, there were 66 schools in Sacramento County—nearly double the quantity existing in 1860. Within the county there were 52 school districts, all of which received visits from Superintendent Trafton. Dr. Trafton’s reports show that he made his visits throughout the county approximately three times a year, by horse and buggy in all weather conditions.

In his annual Common School Reports Superintendent Trafton was candid about the conditions of education and related public opinion. In one report, he stated:

The people seem to be awakening to the importance of increasing the length of the school term for eight or ten months. Most of the districts are willing to pay increased amount of tax for this purpose if some equitable method of assessing and collecting can be determined without giving them any trouble in this matter.

The State Common Schools Act of 1862 had authorized the State Board of Education to adopt a series of textbooks. Superintendent Trafton, like many of his superintendent colleagues, was put in a position of having to defend the chosen

educational materials. In one of his Common School Reports, Dr. Trafton said:

In this county they are well-satisfied with the changes made in the school books after they really understood them; but the mis-guided [sic] and short-sighted individuals who have been poisoning the public mind through the newspapers have made false impressions in the minds of many which time alone can rectify.

Dr. Trafton ran unsuccessfully for a third term of office as County Superintendent. His opposing candidates were former County Superintendent Sparrow Smith and the very popular Samuel H. Jackman. Samuel H. Jackman was the victor. In 1872, at the completion of his second term as County Superintendent, Dr. Trafton accepted a position as manager of the State Asylum of Nevada (which, despite the name, was actually located in Sacramento's neighboring San Joaquin County, in the town of Woodbridge). In 1880 he returned to Sacramento to practice medicine, but two years later, in failing health, he moved to Dixon in nearby Solano County. It is said that he immediately began building up a good practice with a very large clientele. Accounts of his actions as a physician demonstrate that, in addition to his being a skillful physician, Dr. Trafton was "kind, sociable, neighborly and charitable." His account books indicate that he was "lenient to a fault in the collection of his due."

Dr. Trafton died August 20, 1903, in Dixon, California. □

Samuel H. Jackman **Served 1872–1873**

Marilyn Demas

Samuel Hanson Jackman was born July 20, 1831, in Grafton County, New Hampshire. His parents also were natives of New Hampshire. Samuel's father, William Jackman, died very shortly after Samuel's birth. His mother, Lucy Eaton Jackman, remarried. She and Samuel's stepfather were very dedicated to Samuel's education, enrolling him in public schools and, when he was older, in Kimball Union Academy college preparatory school in Meriden, New Hampshire. Samuel Jackman graduated from Kimball in 1856 and then attended Dartmouth College, from which he graduated in

the class of 1860. He taught school in New Hampshire but soon moved to Bureau County, Illinois, where he taught until 1863.

An early biography of Samuel Jackman described him thus:

In the schoolroom, as a student, he was thorough and accurate, completely mastering the branches to which he gave his attention, and as a teacher he was an excellent disciplinarian and moreover had the ability to impart clearly and readily to others the knowledge that he had acquired.

Samuel Jackman left Illinois believing he would have better opportunities for business on the Pacific coast. He briefly tried his hand at mining in the El Dorado County town of Placerville, but returned to teaching when his mining efforts did not succeed. He began teaching in Sacramento County schools in 1864. In 1870–1871, Jackman appears to have taught school in two locations—Excelsior Schoolhouse and Michigan Bar Schoolhouse.

On August 14, 1870, in Boston, Jackman married Ann McDaniel, a native of Sullivan County, New Hampshire. Her parents were James and Kitty L. (Philbrick) McDaniel, also natives of New Hampshire. The newlyweds returned to Sacramento County to reside on a ranch about eight miles from Sacramento. The new Mrs. Jackman

**Samuel Hanson
Jackman, scholar
and educator**



was also a teacher. Her first teaching assignment in Sacramento was at the Washington School District at Perkins. She taught school for 14 years, having charge of the Perkins School for the last nine years.

Samuel H. Jackman was elected County Superintendent in 1872. During his two-year term, he enacted several reforms, including the first-ever system for standardized grading in all of the county's grammar schools. Other counties in

California adopted similar systems. Ensuring that teachers were adequately qualified for their jobs was another concern of Jackman, who took seriously his responsibility as County Superintendent to visit every school and receive quarterly reports from teachers. Most reports he made were favorable but he was very frank and honest in print with those teachers who needed improvement. He really took them to task. Occasionally, his reprimands were not taken well, or were controversial, which may be why Superintendent Jackman did not have a second term in office.

Among the issues confronting Superintendent Jackman are many that continue to affect schools in the 21st century, such as racism, textbook selection, taxes, salaries, discipline in the schools, and districting and re-districting.

After Samuel H. Jackman left office, he continued to teach in Sacramento County schools and to be active in Sacramento's educational process. He often spoke before assemblages on subjects such as "The Necessity of Trained Teachers in Our Common Schools."

On February 28, 1876, when Franklin Levi Landes resigned as principal of the Franklin Grammar School to become County Superintendent of Schools, Samuel H. Jackman was elected by the Sacramento City School Board to take his place as principal. His monthly salary was \$100. He retired from the field of education in 1880, turning his attention to agricultural pursuits.

Other Jackman family members were involved in education, as well. In 1872, Samuel H. Jackman's sister, Carrie Jackman Murphy, and her husband, Patrick H. Murphy, helped physically build and financially support the new Rhoads School in the Cosumnes-Elk Grove area of Sacramento County. Samuel H. Jackman's grand-niece, Beth Murphy Engs, became a well-known Sacramento County educator and historian.

Samuel H. Jackman was active in several fraternal organizations, including the Grange and the Masonic Order (Tehama Lodge No. 3). The Sacramento and Pomona Granges honored Samuel H. Jackman and his wife on their 50th wedding anniversary in an open air party at McKinley Park on August 13, 1920. On his 95th birthday—July 20, 1926—the Masons honored him as their oldest living member. The event was attended by more than 300 members of the Order.

Samuel H. Jackman died October 11, 1928, at the age of 97. He is buried at the Masonic Lawn Cemetery in Sacramento. Samuel Jackman Middle School in the Elk Grove Unified School District is named in his honor. □

Dr. G. R. Kelly **Served 1874–1875**

Marilyn Demas

Dr. George Kelly was a physician and rancher in the Elk Grove area of Sacramento County. Born in Ireland in 1806, he immigrated to America and settled in Missouri, where he met and married his wife, Ginett Kelly, who was six years his junior. Historical documents indicate that by 1860, the Kellys had relocated to the San Joaquin township in Sacramento County and were the parents of six children.

On August 13, 1873, Dr. Kelly appeared before an audience of more than 120 at the public hall in Sheldon in a "Taxpayers' Meeting at Sheldon," representing the Independent Taxpayers' ticket. His appearance was reported by *The Sacramento Daily Union* newspaper on August 15, 1873:

Dr. G.R. Kelly, candidate for Superintendent of Common Schools, made his first speech of the campaign at this meeting. His straightforward and discriminating remarks on educational matters, and especially his criticism on some of the absurd rules, which are now enforced by authority of educational boards in the county schools, convinced every hearer present that he is especially qualified for the office for which he is nominated. He will receive an almost unanimous vote wherever he is well known in the county.

Kelly was elected during a troubled period of Sacramento County's history, a time when racial issues polarized the community. Almost immediately upon taking office, he became embroiled in controversy over the admission of African American students to public schools. In December 1873, Alexander Holmes (A.H.) McDonald, principal of the Sacramento Grammar School (responsible to the Sacramento City School Board), announced that he had accepted the application of two African American students, the daughters of local resident Daniel

Blue, to the school because he examined them and “... they demonstrated the requisite qualifications ...” and he was complying with a resolution passed by the City Board of Education. Blue, deemed by some to be Sacramento’s first African American resident, had earlier shown his support of education by opening his home to Sacramentans—white as well as African Americans—for a church and school.

In January 1874, the City School Superintendent—Addison H. Hinkson—sent a directive to McDonald ordering him to not allow “any person of African descent” into the Grammar School. McDonald defied the directive and asked the City School Board for further clarification. Principal McDonald was fired by the Board president, and a new principal—whose family had held strong Confederate sympathies—was appointed to take his place. County Superintendent Kelly stepped in and insisted that the authority of the County School Board superseded City Board of Education and City Superintendent directives. The ousted principal was reinstated February 24, 1874. Daniel Blue’s daughters eventually were admitted to the Grammar School and one graduat-



Sacramento parent Daniel Blue, who found an education ally in County Superintendent G.R. Kelly

Photo courtesy of Marilyn K. Demas and the family of Mrs. Lola Reed

ed in 1875. Later that year, several more African American students entered the City Grammar School.

Dr. Kelly was well-known and respected. His annual Teachers Institutes greatly benefited educators throughout the county, although some teachers professed that the institutes were a waste of valuable teaching time. Superintendent Kelly countered that the annual gatherings were the only opportunity available for the more experienced teachers to share their expertise with

teachers who had little or no expertise in teaching. Local school principal F.L. Landes, a Teachers Institute attendee (who became Dr. Kelly’s successor as County Superintendent), offered the opinion that “... Teachers Institutes could profitably be abolished; I consider that the expense is not justified in the amount of benefit derived by the schools therefrom ...” The expense of the Teachers Institute was, at that time, estimated to be \$3,000. After a resolution passed by the institute, it was decided that the Teachers Institute would continue.

The years following Dr. Kelly’s term as County Superintendent are not well-documented. He died January 22, 1882, in Elk Grove. He is remembered for his strong leadership in education under extreme conditions, as well as his contributions as a physician and as an agriculturist. □

F. L. Landes **Served 1876–1879**

Marilyn Demas

Franklin Levi Landes was born in St. Louis, Missouri, in 1846 and lived there until 1852, when his parents moved to Sacramento. In 1855 the Landes family relocated to the mining districts of Nevada and Sierra counties. In 1860, young Franklin moved to Dutch Flat to become a book store clerk. At age 17, in 1863, he moved back to the city of Sacramento. He became employed in a factory that made window blinds, where he accidentally caught his hand in a piece of machinery. The injury caused permanent disability to his hand, leaving Landes a limited choice of occupations. He moved to the Solano County town of Benicia to attend college, working as a private teacher to pay his tuition and rent. Upon completion of his studies, Landes returned to Sacramento and began a teaching career. In addition to teaching students in the traditional daytime hours, he taught night school for adults who could only attend school in the evening. Coincidentally, Franklin Landes soon became principal of the Franklin Grammar School. He resigned from this position when he assumed the office of County Superintendent in 1876.

Like Dr. Kelly, his predecessor, Superintendent Landes came to the rescue of local school

leaders who were trying to overcome racial issues. When he assumed office, he also faced financial concerns, largely due to the state withholding funding for those public schools that had not been open six or more months of the year. Due to flood conditions, some schools within his county could not meet the six-month requirement. The state enacted legislation authorizing funding, but payment was slow in arriving. Other concerns centered around the choice of educational materials and the county's inability, by law, to select textbooks (a choice reserved for the State Board of Education). In his 1878–1879 Annual Report on the Condition of the Common Schools in the County, Superintendent Landes reported:

Due to the delinquency of money allocated, the material progress of the schools has been slight;

1 new district organized

2 new school houses built.

Reports show schools are improving and teachers are doing faithful work. Our legislature will need to take measures to remedy in some degree the injury done to our educational system by the new constitution.

Trustees usually pay the same to female teachers as male teachers.

Teachers' average monthly wage—\$60

Superintendent's yearly wage—\$1,600

Female teachers—117

Male teachers—29

106 schools attend[ed] 8 months or over

One school [for children of color] attended by 49 students

Trustees appointed by the Superintendent—24

Teachers Institute was held at Sacramento High School.

Franklin Landes was well-liked and was able to work with others to initiate change. He lent assistance to county teachers wishing to form a teachers union, as reported March 25, 1876, in *The Sacramento Union*:

TEACHER'S UNION—A large number of the teachers of the city and county assembled at the office of County Superintendent Landes, pursuant to call, Saturday morning. J.A. Simons was elected temporary Chairman and W.H. Cromwell temporary Secretary. A permanent organization was effected shortly afterwards by the election of the following: President,

A.H. McDonald; Vice-President, W.S. Hunt and Mrs. M.E. Mumford; Secretary, Mrs. M. E. Michener; Treasurer, F.L. Landes; Executive Committee, J.A. Simons, George Smith, Mrs. S.M. Pritchard, Mrs. S.B. Byrod and E.P. Howe. W.A. Hunt, J.A. Simons and Miss Addie Wells were appointed to draft a constitution and by-laws and report at the next meeting. It was decided to hold meetings monthly, and the President was requested to ask the Board of Education for the use of one of the school-rooms in which to hold the sessions. After a pretty general interchange of views, the meeting adjourned until April 22d.

Superintendent Landes found visited all the county schools and made reports on each of them. His reports were usually glowing accounts of growth and improvement of students, and expounded on the qualities of teachers. He was gracious, offering more than ample praise of teachers while still respecting the opinions and suggestions of parents. Occasionally, he would offer constructive criticism but in general he was very pleased with the smooth running of the schools. He regularly complimented the various talents and capabilities of the teachers, especially noting ingenuity in the method of teaching. Superintendent Landes could not abide teaching subjects by rote. He insisted that teachers inspire their students to think. He also took pride in the growth of the number of county schools, the quality of supplies, and most notably the improvement in libraries.

Landes, a fervent fan of youth baseball, advocated the sport as a very healthy exercise and encouraged schools to form teams.

One incident appears amusing now but at the time was probably a dilemma for the conscientious Superintendent Landes. For Sacramento's Centennial parade [in 1876], it fell upon the Superintendent to choose from among lovely female contestants comprised of school students—individuals to represent each of the then-United States and territories. It came very close to the actual day of the parade when, in an act of desperation, Superintendent Landes had to designate several of his female teachers to meet in his office the day before the parade to make the selections.

When his term as County Superintendent ended, Franklin Landes was named Superinten-

dent of the Sacramento City Schools. It was during his term as City Schools Superintendent that schools in Sacramento City were desegregated.

Franklin Landes married California native Frances H. Dippel October 31, 1874. The couple had a daughter, Grace, and a son. Franklin Landes's sister Naomi was a Sacramento area teacher and leader in the women's rights movement. She married A.H. McDonald, the Sacramento Grammar School principal whose job had been jeopardized in 1873 by accepting African American students at his school. The family lived in Sacramento until about 1885, when daughter Grace died; they then moved to the town of Lincoln in Placer County. Franklin Landes, predeceased by his wife and son, died January 2, 1917, and was buried alongside family members in the Sacramento Old City Cemetery. □

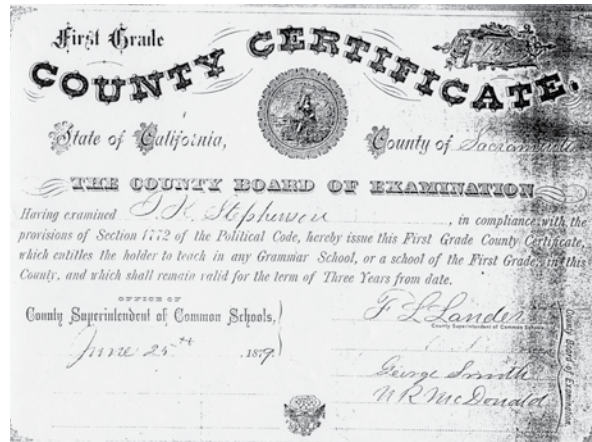
Charles E. Bishop **Served 1880–1882, 1883–1886**

Marilyn Demas

Very little information is known about Charles Bishop, other than the fact that he was elected to two terms, serving a total of six years as County Superintendent of Schools. By the time he took office, Sacramento County had 115 schools. One document that remains a legacy of Charles Bishop is his *Manual for the Public Schools of Sacramento County* that was published by the County School Board in 1881. As reported in *The Sacramento Daily Record-Union* on November 25 that year, the manual covered “the adopted course of study, list of books recommended for the school libraries, rules for examination of teachers, etc.” Also included in the manual were the following “Rules for Teachers,” as reported by *The Daily Record-Union*:

The first aim of the teachers should be to care for and teach pupils how to preserve their health. Sound health is absolutely necessary to any success or enjoyment of life. The most vigorous constitution may be impaired for life by a few violations of what might be deemed unnecessary rules of health.

The teacher should not only inculcate the principles of hygiene by precept, but have a watchful care that they are not violated. Explain the evils that arise from sitting in a



First Grade County Certificate authorizing the holder to teach in Sacramento County, signed by County Superintendent Franklin Levi Landes

strong draft of wind; the necessity of bathing; the importance of fresh air; the danger that arises from a stooping position when standing or sitting, and from tight lacing.

Attention should be given to such physical exercises as are conducive to health. Do not fall into the too common error that your pupils get enough exercise. That may be the case with most of the muscles of the body, but to cultivate an erect posture and to expand the lungs—breathing and calisthenic [sic] exercises—are highly essential and therefore wisely made obligatory by law, and any teacher that neglects them is highly culpable.

Take an active interest in the school library. Endeavor to obtain for it books suitable for its wants, and have a watchful care over them. Endeavor to inculcate a taste for reading among your pupils. This habit once formed will ever be a source of pleasure and profit to them through life. In no way can teachers benefit their pupils more than in so doing. Encourage them to read good and interesting books on all proper occasions.

Let it be your next greatest aim to build up character. Strive to teach your pupils—by example and precept, with all your energy—habits of industry, truthfulness, generosity, cleanliness, courtesy and politeness. Teach them to avoid idleness, profanity, falsehood, the pernicious effect of tobacco and alcohol, and so to live that they may become members of society worthy the

name of an American citizen.

Teach your pupils how to study. Clearly explain to them what you wish them to do at the next recitation, and also the manner you wish them to do it.

Take a journal of education, study your profession, and make yourself familiar with the works of education.

Never give an unnecessary command, but when you do command, see that it is enforced. Don't notice every trivial offense. Don't worry. Avoid wounding pupils [sic] feelings, and carry a pleasant countenance.

To the School Trustees the Board say: Upon you rest the responsibility whether your school is a success or not. No school law, no superintendency can avail, if you are derelict in your duties.

There are few positions in this life that a person can more benefit his family, his neighborhood, or his country, than in the proper discharge of the duties of School Trustee.

Records do not reveal Charles Bishop's profession outside of his service as County Superintendent, nor are the date and location of his death known. □

B. F. Howard

**Served 1887–1890, 1891–1894,
1895–1898, 1899–1902, 1903–1906**

J. Martin Weber

Benjamin F. Howard was born in Sacramento County on October 11, 1851. His mother, a native of Ireland, and his Vermont-born father had moved to California in 1850. As a boy, Benjamin F. Howard worked on the family farm and ranch. He attended Sacramento County schools and Sacramento City schools, including Sacramento High School. Howard also attended school in Oakland and one term at the State University. Determined to be an educator, he began teaching in Sacramento schools at age 18 in 1870.

In 1881 Benjamin F. Howard married Mariposa County native Sarah Morton, who also had attended schools in Sacramento. Sarah had begun the study of music at age 11 and was to become very active in the music circles of Sacra-



Freeport Grammar School, 1892

mento. Sarah's sister Mary, after graduating from the University of California, Berkeley, served as a teacher at Sacramento High School.

Mr. Howard is recorded as being a life-long Republican from his first vote for presidential candidate General Grant. He belonged to the Native Sons of the Golden West (Sacramento Parlor #3) and the National Union. He and his wife attended the Congregational Church, where Sarah Howard sang in the choir.

In 1879 Howard became principal of Washington School in Yolo County, where he remained until his election as Sacramento's County Superintendent in 1886. He served five consecutive terms, a period of 20 years.

From the annual Common School Reports, compiled by the County Superintendent and submitted to the State Superintendent, much is known about the accomplishments of the man many called "Professor." Benjamin Howard's reports showed that in 1886 there were 10 male teachers and 143 female teachers in Sacramento County. During his term of office, he mentioned the organization of three new districts: Highland Park (1889), Goldberg and Andrus Island (1897). At the close of his first year in office, Benjamin Howard rued the fact that he had not been able to visit all of the county's schools—a situation he remedied in the years to come.

In his meticulous notes, Professor Howard told of prevailing community concerns and conditions that affected schools, such as illness, flooding, and child welfare and attendance. In 1891 he reported, "Good progress notwithstanding of prevailing epidemics of la grippe, scarlet

and diphtheria.” In 1904 he wrote, “Part of the County near the river was extremely unfortunate. In the early part of the year two school houses, West Union [near Freeport] and Lisbon [Pocket area] were destroyed by flood.” One year he lamented the fact that 1,161 children ages five to 17 were not in school.

Usually his comments were on the positive side: “Excellent teachers although some more interested in the condition of the school than pupil welfare,” “Hearty cooperation between teachers and the County Board,” and “Schools making satisfactory progress.” In one report he stated, “It is gratifying to note that graduates from our schools have a strong desire for higher education. Many have entered the Sacramento and the Elk Grove Union High School with a view of taking a university course. This speaks well of schools that inspire pupils with some incentive.” The numbers of certificates and diplomas awarded were mentioned most years.

In 1889 the County Board of Education created a system of examinations for certificates of promotion and diplomas of graduation. Professor Howard remarked during various years that “the annual examinations have done much good throughout the year” and “both teachers and pupils are stimulated to do better work.”

Teachers Institutes seemed to be a source of pride for B.F. Howard. Originally held in July, these annual teacher training events were moved by Superintendent Howard to the fall. Sometimes presented in conjunction with state or national educational organizations, the multiple-day Teachers Institutes took place in Sacramento or the San Francisco Bay area and offered sessions such as “Entomology: How Taught,” “Pride in Our Vocation,” and “History—How It Should Be Taught.” Entertainment was provided in the



Orangevale
School, 1890

evenings, and on at least one occasion Sarah Howard sang.

In 1891 the state legislature allowed for the formation of county union high schools. In 1892 Superintendent Howard mentioned that 16 school districts voted to organize a high school. Elk Grove was the second high school in Sacramento County, Sacramento High School being the first. Both schools were considered prestigious, being the first and second (respectively) high schools west of the Mississippi River.

By 1893, there were 178 schools in Sacramento County with a total enrollment of 6,612 pupils.

A number of Superintendent Howard’s projects were predicated by hints or directives from the State Superintendent. On March 28, 1890—Arbor Day—30 local schools planted 750 trees with much enthusiasm on the part of teachers, pupils and patrons. In 1898–99, districts erected windmills, thus making it possible for schools to pump water for their trees. Said Superintendent Howard, “The interest in the planting of trees on the school premises and the care of the school property are much enhanced by reason of having pure water and means of irrigation.” His report in 1902 mentioned more about the prevalence of windmills and trees.

Other innovations and improvements were Superintendent Howard’s own contribution. In 1897 Superintendent Howard’s Common School Report was prepared using a typewriter. That same year the Teachers Institute program was printed for the first time. Sacramento County’s Common School Report of 1904 was among the first in the state to use rubber stamps as an efficiency measure. Some of the projects and issues with which B.F. Howard was involved included establishing an allowance for travel expenses incurred by the County Superintendent while making school visits, the legislature’s right to prescribe qualifications for teaching certificates, and the defining of vocational supervision. Compulsory attendance laws were enacted, bringing about the need for school attendance officers and pupil work permits.

After he left office Howard worked as a teller at the Fort Sutter Bank, where he was described as being “a fine accountant.” Eight years after resigning as County Superintendent, he experienced heart trouble and died in his home, 1223 27th Street, on March 9, 1913. □

Minnie O'Neil Served 1907–1910, 1911–1914

J. Martin Weber

Mary Rooney “Minnie” O’Neil was born in Sacramento in 1862. She attended St. Joseph’s Academy and taught at local schools in the Brighton area before marrying her husband, Thomas, in 1887. Mary and Thomas, a businessman and former Sacramento County sheriff, were the parents of seven children when Thomas died of a heart attack in 1905. The widowed Mrs. O’Neil returned to work as a penmanship instructor to support the family and was elected to the post of Sacramento County Superintendent of Schools the following year. She stated at a pre-election rally, “I might as well tell you that it is not the office I seek but the money ... I am not different from the rest of my sex and would not think of leaving my home for the hardships of a campaign unless for some good reason.” She won 56 percent of the vote and was re-elected to a second term in 1910.

The 1906 election of Minnie O’Neil as County Superintendent was a landmark occasion. Not only was she among the first woman in the state to seek public office, she was not even able to cast a ballot for herself as women were not given the right to vote until 1911—the year after she won re-election. Her 1910 re-election was also significant in that it formally established precedent for women, non-voters, to be considered viable candidates for office. Before she filed for re-election, Superintendent O’Neil appealed to Sacramento County District Attorney Eugene S. Wachhorst for an opinion as to whether she could legally run in the county primary election. Wachhorst appealed to California Attorney General Ulysses S. Webb, asking that a decision apply not just in Sacramento County but throughout the state. Webb ruled in Mrs. O’Neil’s favor.

In Superintendent O’Neil’s first Annual Report on the Condition of Public Schools in Sacramento County (1907–08) she included the following statistics:

Total Sacramento County families: 7,027
White children over five but not over seventeen years of age:
Boys: 5,169 Girls: 5,100 Total: 10,269
Negro children over five but not over seventeen

**Minnie O’Neil,
first female
Sacramento County
Superintendent**



years of age: Boys: 46 Girls: 53 Total: 99
Indian children over five but not over seventeen years of age whose parents or guardians do not live in the tribal relations:
Boys: 5 Girls: 4 Total: 9
Children [of Asian descent] over five but not over seventeen years of age:
Boys: 190 Girls: 98 Total: 288
Number of census children that attended public school during the year: 7,746
Number of census children that attended private school during the year: 1,080
Number of census children that attended no school during the year: 1,839
Number of children under five years of age:
White: 3,855 Negro: 43 Asian: 230
Total: 4,133
Nativity of all children:
Native born: 8,760 Foreign born: 171
Total: 8,931
Number of children over five but not over seventeen years of age that are deaf: 9
Number of children over five but not over seventeen years of age that have not been vaccinated: 3,267
Total amount paid annually to [all] teachers, including principals [in the county]:
Men: \$12,098.25 Women: \$161,502.80
Average [annual salary for males]: \$1,00.18
Average [annual salary for females]: \$791.14
Number of school visits made by County Superintendent: 354
Number of school visits made by School Trustees: 2,711
Number of volumes remaining in school library at the close of the school year: 35,808
Number of teachers who attended county or city [teacher training] institutes: 204
Amount paid for teacher salaries: \$185,026.45

Amount for contingency expenses, supplies, repairs, rents, etc.: \$62,858.18

Amount paid for sites, buildings and furniture: \$33,524.47

Amount paid for library books and apparatus: \$1,455.62

During her second term Superintendent O'Neil convened the first ever county-wide meeting of school district trustees. As explained in *The Sacramento Bee* on May 28, 1912:

The first annual meeting of School Trustees of Sacramento County will be held in the auditorium of the High School Saturday morning, June 1st, under provisions of a new law which is being put into force for the first time in this county.

County Superintendent of Schools Mrs. Minnie O'Neil has sent out notices to the Trustees of the eighty school districts in the county, asking them to attend the conference, which will deal with the conduct of the schools and their welfare. Under the law at least one School Trustee must attend from each district and he or she will be allowed traveling expenses.

Mrs. O'Neil has secured Dr. R.G. Boone of the University of California faculty to address the meeting. Dr. Boone has made a special study of rural schools.

Mrs. O'Neil played a leadership role in community affairs, as well as education. She served as President of the Northern California Council of Catholic Women and in other civic capacities.

She was not successful in her third election bid but in 1916 was appointed deputy superintendent for Sacramento City Schools, a position she would hold until her retirement at age 69 in 1931. She died at her Sacramento home, 2001 K Street, on March 12, 1932—twenty-seven years to the day after the death of her husband. She was survived by her five sons (Paul, a deputy district attorney; Steve, Joseph, Jack, and Dr. Thomas W. O'Neil, a dentist in Courtland; and two daughters (Mary and Pauline O'Neil). □

Carolyn M. Webb **Served 1915–1918, 1919–1922**

Dave Morse

Carolyn Webb was born around 1881 in the Bruceville area of Sacramento County and grew up on the family ranch on Lower Stockton Bou-



“Carrie” Webb (seated, center right) with fellow members of the Elk Grove Union High School Class of 1899

levard (later named Franklin Boulevard) about seven miles north of the town of Franklin. She graduated with the class of 1899 from Elk Grove High School, serving as a commencement speaker. Her topic was “The Best Education for Women.”

By the year 1905, Carolyn—known as “Carrie”—was teaching at Elk Grove School. She eventually moved from teaching into school administration, serving as principal of Washington School in the Yolo County town of Broderick. From that post she was elected Sacramento County Superintendent of Schools in 1914, and re-elected to another four-year term in 1918. Throughout her tenure as County Superintendent, and in the years that followed, Miss Webb resided in Sacramento County. Known for her calm and serene presence, she was reported to have been a Christian Science practitioner and church-goer, and “very honest in her ways.”

From the Common School Reports made by Miss Webb, it is known that she served as secretary of the County School Board ... that in 1915 there were six high schools (two of them night schools)... 86 elementary schools in the county ... and that “all schools were visited [by Miss Webb] except city schools and the city superintendent did that.” By 1922, there were nine high schools (including two night schools), and 46 elementary schools. The overall numbers of schools and school districts had declined due to closure of smaller schools and consolidation of smaller districts into larger districts.

Miss Webb apparently also attempted to regulate school spending. In 1917, she discon-

tinued payments to dentists working in the city infirmary, claiming the payments were not legal; eventually, the Board of Education prevailed and the clinic continued to receive payment. On May 20, 1920, *The Sacramento Bee* reported (“Supervisors vs. Webb”) that the County Superintendent—required by law to visit schools—felt the car allocated to her (and supposedly repaired to running condition by the county garage) was “useless” and didn’t allow her to perform her duties. The next day, the newspaper reported Miss Webb had lost her battle for a new car and had been instructed by the School Board to use the \$500 a year it gave her for transport. Her car was given to the county librarian. Before she left office in 1922, she wrote emphatically that improvements were needed in school financial accountability: “Tabulation of expenditures is not true as data furnished this office by Boards of Trustees under the prevailing system is absolutely insufficient, making intelligent segregations of disbursements impossible.”

While not much is known about her life after leaving her position as County Superintendent, it is clear she remained active in her church and related community activities. In May 1926, *The Sacramento Bee* reported, “Miss Webb Seeks School Place Again.” Carolyne Webb announced herself a superintendent candidate in the fall primaries, saying:

“After duly considering the solicitation of my friends ... in seeking re-election I am standing on my record alone. If returned to the office I pledge myself that it will be conducted under the same policies as in the past with the additional ability and wisdom, gained through experience.”

When a distant cousin of hers informed Miss Webb that a win over incumbent Robert Golway would be unlikely, Carolyne Webb withdrew from the election. She died in San Diego County, possibly on vacation or visiting, on October 10, 1950. □

Robert E. Golway

Served 1923–1926, 1927–1930, 1931–1934, 1935–1938, 1939–1942, 1943–1946, 1947–1950 (died March 6)

Carol Watson

Robert Elmer Golway, a native of Butte County, was born August 29, 1899, and grew up in the

town of Gridley. He graduated from Chico State Teachers College in 1911 and also attended the University of California and Berkeley Business College. He taught for two years in the Butte County town of Durham and then returned to the school system in Gridley to serve as Principal-Superintendent until 1920. Golway’s career in education had been briefly interrupted during World War I, during which he served two years (1917–1919) in the U.S. Army. In 1920 he became a “physical training” teacher in Sacramento, residing for some time at the downtown Sacramento YMCA and later purchasing a home in east Sacramento.

He was first elected County Superintendent in 1922, eventually serving a total of 28 years from 1923 to 1950. As reported in *The Sacramento Bee*, Golway won his first election by a “close” margin—12,401 votes for Robert Golway and 10,153 for his opponent, Margaret Anderson. According to *The Sacramento Bee* on November 8, 1922:

Golway’s victory over Anderson marked a hard fought campaign. Both candidates were supported by a large following of friends ... guesses on the outcome were as numerous as raindrops. Golway is a teacher in the high schools of this city and returned to his duties this morning after a leave of absence of two weeks. He could not say when he would resign [as teacher] and made no statements about plans for assistants.

In 1926, Charles Golway ran unopposed for re-election as County Superintendent. In all, he would serve seven terms of office.

Robert Golway was well known for his civic contributions and educational leadership. His efforts to improve the quality and scope of education were frequently reported in local newspapers. Superintendent Golway conducted annual



**Robert Elmer Golway,
last of the elected
Sacramento County
Superintendents**



1926 Japanese American girls baseball team of Florin School, a campus segregated due to 1921 state law

November Teachers Institutes for educators throughout Northern California to help them in their work, as well as implementing teacher training programs in conjunction with state college education departments. He was an active member of the California State Teachers Association, the Sacramento County Teachers Association, and the California Council of Education.

Golway was often in the news because of his memberships in many fraternal organizations such as the Scottish Rite, Ben Ali Temple of the Shrine, the Independent Order of Odd Fellows, Fraternal Order of Eagles, the Sciots, the Benevolent and Protective Order of Elks, and American Legion Post No. 61. At least once he was in the news for non-civic reasons, as one 1928 newspaper report attests. Golway had been accosted the prior evening by gunmen in his own driveway, apparently having interrupted a burglary. *The Sacramento Bee* reported that the thieves went away empty-handed, leaving Golway unharmed.

Golway's special interests included fishing, chocolate chiffon cakes, baseball and fine cigars, the latter of which are wryly remembered by Golway's employees as gifts "expected" of them by their boss each Christmas. Before coming to Sacramento, he had served as a city councilman in Gridley, as well as a member of the Butte County Board of Education. In later years, he would serve eight years on the California State Board of Education under two governors, James Rolph and Frank F. Merriam.

Golway died suddenly on March 6, 1950, apparently of heart problems. Funeral services conducted by Sacramento Lodge 40 of the Free

and Accepted Masons were held at the Garlick Funeral Home in Sacramento. Golway was lauded by Sacramento County Judge Raymond T. Coughlin, District Attorney Francis J. O'Shea and T.R. Smedberg, director of educational research for the Sacramento County Office of Education, for "his many years of devotion to county school problems." Golway's burial services in the Gridley-Biggs Cemetery outside Gridley were conducted by the American Legion.

Superintendent Golway was the last of Sacramento County's elected County Superintendents. By 1950, the county charter had been revised to make the position of County Superintendent an appointive office. Golway's successor, Theodore R. Smedberg, was appointed by the county executive, subject to the approval of the county civil service board and the California Board of Education. □

Theodore R. Smedberg **Served 1950 (March)–1969 (retired January 1)**

John Moore

Theodore R. Smedberg (also known as "T.R." or "Ted") was born in Plum City, Wisconsin, on November 26, 1901. His family had come from Bjukarn Province in Sweden during 1890–95, settling first in Duluth, Minnesota. By 1905, they had moved to a 20-acre farm near Reedley (Fresno County), California. One of ten children, Smedberg began attending nearby Riverside Grammar School at age seven. In sixth grade he took a class in beekeeping offered by the University of California, Davis. By seventh grade, he held a job at the school, responsible for sweeping classrooms and—in winter—having a fire started in the schoolhouse by 7:30 a.m. Ted served as his eighth grade class's commencement speaker. Smedberg attended high school for one year but then dropped out in the years 1919 and 1920 to become a farmer. As an 18-year-old, he managed the family farm and did a large portion of the farm work, but later returned to high school. There, he served as both a student and school bus driver until his graduation in 1923, when he was selected as class valedictorian.

When Ted entered the University of California, Berkeley, in 1924, he had hoped to pursue

a career in medicine. Due to lack of funds, he soon shifted his focus to a career in education and completed five years of university work in four. Part-time jobs doing custodial work at local schools helped pay college fees, as did serving as director of a local parks and recreation playground. In 1928 he graduated with a general secondary credential containing four majors: chemistry, education, general science and physical education. That year he was offered a job as a science teacher at Jackson Union High School in Amador County and began teaching in January 1929. He taught algebra, chemistry, physics and also served as head basketball coach and vice principal. In his second year at Jackson High School, Smedberg was named principal of the school, where he served five years. During this time, T.R. Smedberg married Irene DeVecchio. The newlyweds' 1931 honeymoon was cut short because Smedberg needed to attend summer school at the University of California, Berkeley, to complete a general administrative credential that was required in order for him to continue serving as a high school principal. In T.R.'s own words, published posthumously by his family in the book *Autobiography of an Educator*, "The four-day honeymoon began a marriage that lasted more than 60 years."

**T.R. Smedberg,
the county's first
appointed County
Superintendent**



In 1935 the family moved to Sacramento County when Smedberg became principal of Elk Grove High School, serving in that capacity for 14 years. In 1949, T.R. Smedberg accepted an offer from County Superintendent R.E. Golway to join the staff of the Sacramento County Office of Education as director of educational research. His duties largely consisted of chairing eleven hearings on the unification of local school districts that

today comprise the San Juan Unified School District. Upon the death of Superintendent Golway in March 1950, Smedberg became acting Superintendent and was appointed County Superintendent in June 1950. He was the first appointed County Superintendent in the county. He served in this capacity until his retirement January 1, 1969.

As County Superintendent, T.R. Smedberg led and presided over the development of the County Office from a small "bureau" into a larger needs-focused agency. One of the chief accomplishments during Smedberg's tenure was the establishment in 1952 of juvenile court schools to serve students incarcerated in youth detention facilities. He accomplished this with the support of the Junior League. The County Office, having outgrown its quarters in the downtown court building, relocated in the 1960s to new space in East Sacramento, first at 4351 Power Inn Road (1960) and then at 6011 Folsom Boulevard (1962). At the Folsom Boulevard location, a library containing three million books for elementary students and ten million books for secondary students was established. A bookmobile carried books to area schools, making the County Office library the largest circulating school library in Northern California. Under Superintendent Smedberg's leadership, student vision and hearing screening programs were developed. County Office staff visited school sites throughout the city and county, providing screenings for all third graders on specially equipped buses. Ushering in the computer age, the County Office purchased and installed a computer which enabled it to perform bookkeeping duties for school districts in Sacramento County and seven nearby counties, paying their bills, balancing their books, processing payroll warrants, keeping monthly attendance records, enrolling high school students, and balancing class loads.

Another achievement during Superintendent Smedberg's term was the establishment of specialized educational services to all schools in the county lacking the means to provide such services. By contracting with the County Office, districts were now able to offer speech pathology, psychological services and testing, and special education classes. As the school districts became larger and capable of offering such services on their own, they took



Students enjoying the outdoor education learning experience at Sly Park Environmental Education Center

over these programs, often with a transfer of County Office personnel to the school district.

Several services and programs were begun to benefit schools and districts, including a cooperative schools insurance organization (today known as the Schools Insurance Authority) and instructional television. The latter had its origins in a meeting led by T.R. Smedberg in which education and civic leaders strategized how to take advantage of a federal grant to start a public television station. Eventually, PBS member station KVIE Channel 6 was established. During the remainder of Smedberg's tenure, the Valley Instructional Television Authority, operating with County Office personnel, planned and programmed KVIE's daytime instructional broadcasting. School districts in more than 30 counties subscribed to the instructional broadcast service.

Two landmark programs developed during Superintendent Smedberg's years benefit students to this day. The first, the Regional Occupational Program (ROP), was begun to provide vocational education for high school students; in later years, ROP training would also be offered to adults. The first eight ROP classes—focusing on aerospace technology, which at the time offered excellent employment opportunities—began in 1968 at McClellan Air Force Base. The second program of note was the Sly Park Environmental Education Center, established in 1970 on 150 acres in the Eldorado National Forest. Chairing a committee to locate a satisfactory camp site, Superintendent Smedberg persisted for seven years. When the federal Job Corps ceased operation, its

\$1.5 million facility near Pollock Pines with classrooms, dining hall and sleeping quarters for 130 was secured by the County Office for \$1 a year with the provision that the facility be maintained and preserved. Credentialed teachers were hired to provide instruction to the thousands of sixth grade students who would live and learn in a one-week program at what is now the Sly Park Environmental Education Center. Many other educational groups would come to use the County Office's Sly Park facility during weekends and during summer months.

Numerous local and regional educational programs benefited from Superintendent Smedberg's leadership. He served as president of the California Association of County Superintendents and as its legislative advocate. He developed a board of district superintendents to encourage better communications. Several statewide parent groups, including the Association for the Retarded, began with the assistance of County Office staff. A state organization of school custodians also began with support and encouragement from the County Office.

T.R. and Irene had two sons—Ron and Ken—and many of their community activities centered around their boys. T.R. served as a scoutmaster of Boy Scout troops, oratory coach for Native Sons of the Golden West, Red Cross district chairman, deputy sheriff, and a member of the Masons, the local Methodist church, Future Farmers of America, and a recreational softball team. In 1966 he was feted as "Elk Grove Citizen of the Year."

T.R. Smedberg retired from his position as Superintendent in 1969 and died October 18, 1991. Both a community park and middle school in Elk Grove bear his name. In a 1986 ceremony that Superintendent Smedberg attended, a garden in the Sly Park Environmental Education Center was dedicated in T.R. Smedberg's honor. □

Leo A. Palmiter **Served 1969–1980**

John Moore

Leo A. Palmiter was born in Long Beach, California, on August 13, 1919. He attended elementary school in Virginia City, Nevada, and high school in Chico, California. After high school graduation in 1937, he enrolled in Chico State College



Leo A. Palmiter,
namesake of
Leo A. Palmiter
Junior-Senior
High School

and earned his A.B. degree in 1941. Leo Palmiter attended summer school at the University of California, Berkeley, in the summer of 1943 to obtain an administrative credential, as well as returning to Chico State College 1944–46 for graduate school. He finished his graduate studies at Sacramento State College in 1959, earning his master's degree.

Leo Palmiter began his teaching career in 1941 as a teacher of sixth and seventh grade physical education in the Churn Town School District in Shasta County. The Toyon School, where he taught and drove a school bus, now lies beneath the waters of Shasta Lake. In 1942 he moved to the Colusa Elementary School District in Colusa County, where he taught seventh and eighth grade physical education. He remained there until June 1945, serving three months as acting principal of the school in the 1944–45 school year.

On March 14, 1940, he married Betty Foord. Six years later, the Palmiters moved to Sacramento where Leo Palmiter became superintendent and principal of the Del Paso Heights Elementary School District. He served in that capacity until November 1950, when County Superintendent T.R. "Ted" Smedberg offered him a position as director of educational research. Leo Palmiter later was named Assistant County Superintendent, and then, in light of the forthcoming retirement of Ted Smedberg, was asked in December 1968 by the County Board of Education to serve as the new County Superintendent. In January 1969 he assumed the new position through an initial four-year contract ("at a salary determined by the legislature; no formal contract document is necessary") per County Counsel, according to minutes of the December 18, 1968, meeting of the Board.

Following his 18 years as the chief assistant

to Ted Smedberg, Leo Palmiter continued in the same footsteps, positioning the County Office as a service bureau for educational improvement and as an integral link between the California Department of Education and local school districts. He further developed the Sly Park Environmental Education Center program, helping ensure its fiscal success. Through the California Association of County Superintendents he led the County Office in supplying needed advocacy before legislators. He also involved the County Office in numerous cooperative curriculum projects.

A firm believer in instructional television, Superintendent Palmiter chaired committees dealing with the changing scene of instructional television and the development of specifications for a cable TV network. He fostered the offerings of the Valley Instructional Television Association until it became evident that newer developments in the field rendered it obsolete. He then changed emphasis to assist school districts to make appropriate use of new offerings. Superintendent Palmiter oversaw the expansion of the County Office's electronic data processing center until it was providing services to 33 Northern California counties. Later, following newer technological advances, he established the independent data processing center. In further regional cooperative efforts, he became the acknowledged leader of the Schools Insurance Authority and its expansion to other counties.

Key projects attributable to Superintendent Palmiter are the securing of a new County Office facility and expansion of the Regional Occupational Program. Convinced that the County Office was rapidly outgrowing its housing at the Folsom Boulevard location, Superintendent Palmiter began an exploratory project to locate and construct a new County Office facility which would be owned



Sacramento County Office of Education
Lincoln Village Drive building

by the County Board of Education and capable of providing its need for operating space in the foreseeable future. In 1974 negotiations were begun to provide a leased, built-to-suit facility which might eventually be owned by the County Board. By 1976 the structure was complete and the County Office moved to its new building at 9738 Lincoln Village Drive, a few miles farther east from the Folsom Boulevard location. The Regional Occupational Program greatly expanded throughout the 1970s. The span of courses enlarged so much that the County Office was operating programs by contract in both Nevada and Placer counties, including one ROP classroom site about 90 miles away in Tahoe City. Hundreds of students rode school buses to ROP sites throughout the region. Changes in high school graduation requirements occurred, however, mandating that high school juniors and seniors could not leave the campus for the necessary two-hour block of time, plus travel time, to attend ROP classes. Program locations changed, with ROP classes instead situated on high school campuses or nearby community classroom sites.

Superintendent Palmiter fostered the growth of County Office special education programs and served on the board of directors of the Alta Regional Center. In 1980 he received the Frank Lanterman Award in Special Education. He also served as a director of the California Safety Council, as chairman of the Area III Association of California County Superintendents, and as chairman of the Chico State Alumni Association in the Sacramento area. Involved in youth activities throughout his life, Leo devoted many volunteer hours to Boy Scouts and Pop Warner Football.

In 1970–71 Superintendent Palmiter was included in the publication *Who's Who in California*. On September 16, 1985, the Leo A. Palmiter Center—a County Office campus formerly operated by Grant Joint Union High School District as Valle Vista Junior High School—was dedicated to serve County Office students. The Leo A. Palmiter Center was later renamed Leo A. Palmiter Junior-Senior High School. Leo was also honored posthumously by Leo A. Palmiter Junior-Senior High School students as they broke ground on campus for their ROP gardening and landscaping class in 2000.

Leo Palmiter retired June 30, 1980, after a career of nearly 40 years in education. In his retirement years, he continued his involvement in

education, serving as interim superintendent of Natomas School District and as interim principal of American Lakes School, both in Sacramento County. Leo A. Palmiter died January 26, 1999. □

Dr. William L. Cunningham **Served 1980–1983**

John Moore

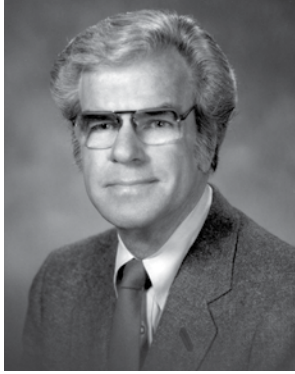
William Lloyd “Bill” Cunningham was born in Santa Rosa, California, on March 15, 1926. He was the son of a baseball player who pitched briefly in the major leagues. Although Bill’s family split up when he was young, and he was subsequently raised by a series of relatives, he remained in Santa Rosa where he attended school through his high school years. At Santa Rosa High School he served as student body president and yearbook editor, and was a star athlete.

Bill Cunningham was 18 years old, and a recent high school graduate, when he joined the U.S. Army in 1944. Although only a Private First Class, he became chief of sports news for the Armed Forces Radio Network the following year in Europe. He left military service in 1946 and enrolled in the University of the Pacific in Stockton, California, where he participated in athletics and worked as a radio announcer. During this time he met his wife-to-be, Patty, who was also a UOP student.

An amateur boxer in high school and in the Army, Bill Cunningham also boxed professionally in 22 fights under another name, not wanting to risk losing his college athletic scholarship. He also had a try at professional baseball, but quit after sitting on the bench of a minor league team for a year.

Bill Cunningham was inspired to become a teacher when he began assisting his fiancé by coaching her West Sacramento third-grade class in baseball. This inspiration was also fostered by Toby Johnson, later a Sacramento County supervisor, who was then a teacher and principal in the community of Franklin near Elk Grove. Toby Johnson invited Bill Cunningham to visit his school, where he convinced Bill how much fun it was to be a teacher.

In 1949 Bill and Patty Cunningham were wed, and after college graduation in 1950 they



**Dr. William
Cunningham**

moved to Glen Ellen in Sonoma County. They both became teachers at Dunbar Elementary School with Bill teaching and coaching school sports. Although an English major, and having an objective to work in radio and television, Bill Cunningham—thoroughly enjoying his teaching experience at Dunbar School—realized the “die was cast” for a career in education. As with many careers, however, Bill Cunningham’s was not without interruption. During his first year of teaching, a community concern caused the popular Dunbar School principal to be fired by the Board of Education. Bill and Patty Cunningham informed the Board of Education that they also would resign at the end of the school year. The community ended up supporting the principal, recalling the School Board, and electing Bill Cunningham as a trustee. The Cunninghams then worked in several professions, including touring the Western States representing a stationery company selling to collegiate organizations, and doing their traveling throughout the winter in a Studebaker convertible that was not equipped with a heater. Bill also sold Pontiac and Cadillac automobiles for a car dealer in Santa Rosa. At the end of two years the Cunninghams returned to teaching in Middletown (Lake County), California—Bill as a teacher of English and a coach, and Patty as a kindergarten teacher. After their first year, the district superintendent resigned to take another job and the Board of Education asked Bill Cunningham to become superintendent. With an administrative job in hand but no administrative credential, he hurried to San Francisco State College to take the necessary courses.

During the time Bill Cunningham attended San Francisco State College, a professor there recommended that Bill begin a program leading

to a doctoral degree. Bill chose Columbia University in New York City, and soon the Cunninghams were headed east where Bill had secured a job in nearby White Plains as an administrative assistant and Patty as an art instructor.

Finishing his Ph.D. at Columbia University, Bill Cunningham returned to the Sacramento area to take a job in the San Juan High School District as director of personnel. He then secured the position of superintendent at Paradise School District in Butte County.

Upon completion of administrators’ unification settlements at the newly formed San Juan Unified School District, the district’s new superintendent, Ferdinand “Ferd.” Kiesel, contacted Dr. Cunningham and invited him to return as director of personnel.

In 1963, after five years in the San Juan Unified School District, Bill Cunningham accepted a position as superintendent at Hayward Unified School District in the San Francisco Bay area, where he stayed five years. In 1968 he was named superintendent of the Newport-Mesa Unified School District in Orange County, then the wealthiest school district in California. He served more than three years in that position.

Late in 1971, a consolidation of several organizations of school administrators in California led to the formation of one administrative organization—the Association of California School Administrators (ACSA). Dr. Cunningham was the choice for the leadership position of that new group with the title of executive director. He spent nine years with ACSA, 1971–1980, in that capacity.

In 1980 Dr. Cunningham was selected to fill the position of Sacramento County Superintendent of Schools. During the three years he served in that role, he was kept busy with reorganizations that were forced by financial conditions imposed by the passage of Proposition 13 in 1978. Large reductions in County Office funding also occurred. Dr. Cunningham later remarked, “It seemed during those years most of what I was doing was presiding over the reduction or elimination of County Office services.”

Highlights of Superintendent Cunningham’s tenure included an expansion of several programs, including special education, the Regional Occupational Program, and direct service

programs to benefit smaller school districts. A consortium of computer services was formed with school districts to better accommodate the needs of schools and districts using smaller yet more powerful computers. County-wide busing of students to eliminate duplications in pupil transportation services was also explored with numerous successes. The position of director of personnel was established during this time. The leasing of the County Office building on Lincoln Village Drive was reassessed, a preliminary step that later led to purchase of the building.

In June 1983 Dr. Cunningham resigned as County Superintendent to accept a position on the staff of Governor George Deukmejian as assistant to the governor for education. He served in that position four years, and at age 65, retired. The Cunninghams moved to Rancho Murieta, California. In 1997 Peggy Cunningham passed away, a victim of cancer. Dr. Cunningham continues to reside in Rancho Murieta. The Cunninghams had three children—Shalee, who followed in Bill's footsteps to become a school superintendent; Kerry, an attorney; and Kyle, a graduate of the U.S. Air Force Academy with the rank of Major. □

Dr. Robert Branch **Served 1983–1984**

John Moore

Robert L. "Bob" Branch was born on December 12, 1924, in Portsmouth, Ohio, where he attended elementary school. His family moved to Atlanta, Georgia, then to Shreveport, Louisiana. He graduated from high school in Shreveport at age 15, then entered Louisiana State University. Two and one-half years later, Bob Branch entered the U.S. Air Force aviation cadet program and graduated from the program as a bombardier-navigator and was assigned to a B-29 squadron for the duration of World War II.

Bob Branch married his wife Dorothy in April 1946, when he was discharged from the Air Force. He resumed college, graduating from Louisiana State University in 1949 with a Bachelor of Science degree. He taught health education in high school for one year and then entered the University of Michigan where he earned a master's degree in public health.

Recalled to the Air Force during the Korean War, Dr. Branch was sent to Japan where he flew 30 combat missions on B-29s. Remaining in the Air Force, he served in various assignments, including coordinating Air Force advanced university training as an officer stationed in the Pentagon in Washington, D.C. Over the years he attended classes at the University of California at Berkeley, where he earned a doctorate of education degree in administration and curriculum development. He left the Air Force in 1969 and worked one year for Westinghouse Learning Cooperation as a facilities planner in education.

In 1970 Dr. Branch was hired by the Sacramento County Office of Education as a consultant in educational research. He later was named director of research and data processing, eventually becoming promoted to Assistant Superintendent for Business and negotiator for the County Board of Education.

In June 1983, when Dr. Branch had already announced his retirement, County Superintendent William Cunningham unexpectedly resigned. Dr. Branch was asked by the County Board of Education to remain as County Superintendent. He accepted the position on an open-ended contract with the Board which could be concluded by mutual consent. In early 1984 he informed the Board that he had decided to proceed with his retirement plans and accordingly, a search for a new County Superintendent was initiated.

While serving as County Superintendent, Dr. Branch began several programs that continue to operate today. In 1983 he appointed a Blue Ribbon Committee of community members to examine a recommendation made by the County Office's juvenile court school programs to begin community schools as an educational institution

Dr. Robert Branch



for students returning from incarceration and who were unwelcome to return to local high schools. As a result, three classes were begun in community-based leased facilities in the fall of 1984.

Under his leadership, the County Office implemented a drug abuse education program called Friday Night Live, which eventually grew into a statewide program. The Regional Occupational Program also was expanded during Dr. Branch's tenure, making it possible for adults, as well as high school students, to receive vocational education services.

As a result of enabling legislation regarding the fiscal stability of school districts, the Sacramento County Office of Education obtained the authority to loan operating funds to local school districts that were in financial distress. Superintendent Branch initiated two such loans during his tenure, one to the Del Paso Heights School District and another to the Robla School District. By contractual arrangement the necessary funds were loaned and later repaid accordingly.

Because of his expertise in research and testing, Dr. Branch contributed much in those areas. Student testing programs were developed cooperatively by the County Office with local school districts. The testing programs followed a trend away from standardized testing to newer modes more aligned with the instruction actually taking place in classrooms. The County Office library and media center became one of approximately 20 official statewide learning display centers for educators and the community to view state-adopted textbooks and curriculum materials.

Following up on earlier groundwork laid by the County Office and the California Safety Council, Superintendent Branch assisted in the development of Safetyville, USA, a safety education facility for children. He also was an active member of a group of business leaders from numerous large companies providing funding and materials for students in the county.

A milestone reached by Superintendent Branch was the development of the first computer network for County Office schools, departments and facilities after the independent data processing center ceased operations. Reduction of size and cost of computer equipment, along with increased capability and function, made this

network possible.

Dr. Branch's retirement plans proceeded according to schedule in 1984, when Dr. Nick Floratos was appointed his successor and assumed the position of County Superintendent in September of that year.

Dr. Branch was known for his pleasant disposition and his leadership ability, both of which made it possible for him to bring about significant, far-reaching change—particularly in the area of technology—in his one-year term as County Superintendent. Dr. Branch died March 13, 2004. □

Dr. Nick Floratos **Served 1984 (September 1)–1989** **(June 30)**

David P. Meaney

Nick Floratos was born in 1928 in Fresno, the son of Louise Meneni and Jerry Floratos, and grew up in Mount Shasta and Redding (Shasta County). He graduated from Redding High School in 1946, then attended Chico State College, where he was the Far Western Conference Heavyweight Boxing Champion for three years. After graduating with a B.A. degree from Chico State College, he served in the U.S. Army on Okinawa from 1951 to 1953. Upon leaving the military he worked in the Mt. Shasta Elementary School District as a teacher, principal, coach and bus driver simultaneously.

Nick Floratos then came to Sacramento County where he served a teacher and then principal in San Juan Unified School District at Creekside Elementary School, principal of Winston Churchill Intermediate School, as district director of personnel and acting assistant superintendent.



Dr. Nick Floratos

He went on to earn his master's degree from California State University, Sacramento, and in 1975 he accepted the position of superintendent of neighboring Rio Linda School District. In 1978 he earned his doctorate degree in education from Brigham Young University. Leaving the Rio Linda School District in 1984, he became County Superintendent of Schools.

Under the leadership of Superintendent Floratos, the County Office was able to purchase its administrative office building on Lincoln Village Drive through the establishment of the Sacramento County Schools Projects Financing Corporation, which financed the purchase through certificates of participation.

As County Superintendent, Dr. Floratos developed a strong relationship with district superintendents and worked with them in presenting a "united front" in successfully dealing with county government on issues important to education in Sacramento County, in particular the inclusion of school districts in redevelopment funding.

Dr. Floratos served as statewide chairman of a consortium of school districts that organized a campaign to force the state to reimburse local school districts for special education costs he contended were legally mandated costs that should be paid to districts. He was instrumental in the filing of a lawsuit against the state and worked tirelessly in the legal proceedings which resulted in a legal victory for the consortium. The state refused to pay the claims until 2001, when \$600 million in claims were paid to school districts.

In 1980, when an announcement was made that Mather Air Force Base, located in the eastern portion of the county, was to close, Dr. Floratos was asked to serve on the Citizens Blue Ribbon Committee. Upon his retirement he encouraged his successor, David P. Meaney, to become involved in the Mather Base Closure Committee. That involvement later led to the transition of County Office facilities to Mather in 1989 and 2003.

On March 26, 1988, Dr. Floratos was awarded the Association of California School Administrators (ACSA) Marcus Foster Award for Administrative Excellence. During the ceremony it was noted that he spent countless hours furthering the cause of public education in the legislature

and in business and civic organizations. That same year he was appointed an honorary officer in the United States Air Force Academy.

Dr. Floratos retired as County Superintendent in June 1989.

During his years in the education profession, Dr. Floratos served as interim superintendent for the Western Placer School District and Oroville School District, as well as serving on the Rocklin Elementary School District Board of Education. He also served as a consultant, working as an education advocate to assist the California School Boards Association and others. He was a life member of the Mt. Shasta PTA and served on the faculties of the statewide ACSA Superintendency Academy, the ACSA Personnel Academy, and Laverne University, at which he taught courses in personnel. Dr. Floratos served on the board of directors for the Safety Center of California and volunteered many years as a coach for the Rocklin Tri-City Little League, in which his grandchildren participated.

Nick Floratos and wife Billie Jean, who married in 1951, had two sons, Tom and Bill, both of whom became attorneys. Billie Jean (known as Jean), like her husband, was an educator. She retired in 1984 as vice principal of Lincoln High School in Placer County. With his wife, Dr. Floratos enjoyed traveling and being season ticket holders for the Sacramento Kings NBA team. Interests he shared with his sons included fishing and hunting. He died at the age of 70 on August 30, 1998, in Rocklin, California. □



**Five Sacramento County Superintendents (L-R):
Dr. Robert Branch, Dr. William Cunningham,
Theodore R. Smedberg, Dr. Nick Floratos,
Leo A. Palmiter**

Dr. David P. Meaney

Served 1989–2004

Shirley Lentsch

David P. Meaney was born in Boston, Massachusetts, in 1942. His family moved to Mahtomedi, Minnesota, a suburb of St. Paul, when he was five years old. He attended elementary through high school in Mahtomedi Public Schools, a district in which his father, Dan Meaney, was a member of the district's Board of Education. Dave was one of five children in his family. His parents, neither of whom graduated from college, were proud of the fact that all five of their children received college degrees.

David Meaney attended college at St. Cloud State University in St. Cloud, Minnesota, a school nationally recognized for its teacher education program. Upon graduation in 1965, and after a particularly cold winter, David Meaney moved to Oxnard, California, to begin his teaching career. Between 1965 and 1974, he served in the Oxnard School District as a teacher in grades 5–8, as a curriculum coordinator, an elementary school principal, director of compensatory education, and director of instruction. During that period he received a master's degree in school administration from California State University, Northridge.

In 1974, David Meaney accepted a position at the San Diego County Office of Education. Between 1974 and 1985, he served in several positions at the San Diego County Office of Education, including regional director of curriculum and director of effective schools. His work in successfully implementing effective schools research-based school improvement programs in over 100 schools in San Diego County placed him in the national spotlight as a school reformer. As a result, he served as a keynote speaker on school improve-



David P. Meaney
Ed.D.

ment at numerous conferences throughout the United States, and consulted with over 100 school districts in several states, particularly in the east and midwest. He was coauthor of a book, *Building Effective Schools: Assessing, Planning, and Implementing*, that was used nationally. In 1983, he headed a writing team that developed the nation's first K–6 intergenerational education program called *A Curriculum on Aging*, a project recognized by AARP and others. During his tenure in San Diego, he received his Doctorate in Education degree from Brigham Young University.

In 1969, Dave Meaney married Marianne Bosco, a fellow teacher at the Dennis McKinna School in Oxnard. Dave and Marianne had three children: Shannon, who graduated from San Diego State University and worked in various library systems including Sacramento City College and the University of California, San Diego; Kristen, a daughter they lost at one week of age; and Michael, who graduated from the University of California, Davis, and became a practicing civil engineer.

In 1984 Dave and Marianne decided they would like to relocate from San Diego to Northern California. Dave Meaney applied for the position of Associate Superintendent at the Sacramento County Office of Education. He was selected for the position and began work in April 1985. He and Superintendent Nick Floratos began a close professional and personal friendship that lasted many years. David Meaney's position was eventually upgraded to Deputy Superintendent. Dr. Meaney restructured the County Office educational services delivery system by creating a student programs division that served all County Office student programs, and a separate instructional support services division that supported school district and County Office curriculum and instruction needs.

In 1989, upon the retirement of Dr. Nick Floratos, the County Board of Education asked David Meaney to accept the position of County Superintendent. He accepted the position and served as County Superintendent of Schools until his retirement in 2004.

In Dr. Meaney's 15 years as County Superintendent, the County Office experienced extraordinary growth in budget, its number of employees, and services offered. Its annual bud-

get increased from approximately \$30 million a year to nearly \$170 million during his superintendency. The number of Northern California educators served by the County Office increased to over 30,000 a year, and tens of thousands more at school districts throughout the state. SCOE earned a reputation as a statewide and national leader in teacher training in reading and mathematics, prevention programs, technology, special education, and school improvement. It provided teacher training in reading for many of the lowest performing school districts in California. The Los Angeles Unified School District contracted with SCOE to provide teacher training reading institutes attended by more than 30,000 teachers in a three-year period.

As County Superintendent, David Meaney was committed to providing high quality programs and support services to the county's 16 school districts and their students. He met regularly with district superintendents, both at the county office and in regional meetings in the north and south county areas. As a result, many cooperative programs were started including technology, special education, new teacher induction, teacher and principal training, drug and alcohol prevention, and support to low-performing schools. County Office student programs were restructured to better meet the needs of students and to address new state standards and state and national accountability laws.

Technology was an area of particular interest to Dr. Meaney. He served four years as chair of the California County Superintendents Education Association technology committee. He also taught technology classes for school administrators at California State University, Sacramento, for nearly ten years. Dave Meaney helped write legislation that brought technology support to school districts statewide. He was instrumental in working with the staff of Governor Gray Davis in developing for use by school districts a statewide high-speed Internet2 network called the Digital California Project. Also under his leadership, a county-wide high-speed Internet network connecting school districts to the Internet and California's Digital California Internet2 backbone was developed and paid for by local cable television providers. This network was considered one of the best local educational networks in the U.S. In recognition of his work in

promoting the use of technology in education, Dr. Meaney received a Superintendent's Technology Award from the American Association of School Administrators in 2001.

In October 2000, David Meaney received the Educational Leadership Alumni Award from the College of Education at St. Cloud Minnesota State University for his career accomplishments and contributions to the field of education. In 2001 he was presented with the Executive Leadership Award by the California County Superintendents Educational Services Association (CCSESA), the highest award given to a County Superintendent by CCSESA. As the California winner, Dave Meaney was the state's nominee for the national Justice Prentice Leadership Award presented by the American Educational Services Association. In November 2001, California Assembly Resolution 3210 was passed in his honor to recognize him for his contributions to California education. In 2002, the Association of California School Administrators awarded Dr. Meaney the Ferd. Kiesel Award—its most prestigious honor. The American Association of School Administrators and Apple Computer Company recognized Superintendent Meaney in 2003 by naming him a national award winner of the AASA President's Technology Award.

David Meaney was actively involved in civic affairs and served on the boards of more than 30 community organizations. He developed a unique partnership with the Sacramento Kings



Sacramento Kings player Doug Christie, celebrating in 2004 on the basketball court at ARCO Arena with participants in SCOE's Sacramento County Teachers of the Year Program

NBA (National Basketball Association) franchise to spotlight the accomplishments of local Teachers of the Year during halftime of a Kings home game at ARCO Arena. He was also recognized for successfully securing from the federal government, at no cost, a large portion of the former Mather Air Force Base in eastern Sacramento County for educational use. Staff of SCOE's personnel and business departments, Regional Occupational Program and special education program relocated to former Air Force Base facilities at Mather in 1989.

Perhaps the crowning achievement of Dr. Meaney's tenure as County Superintendent was the building of a new state-of-the-art administration and conference center on the former Mather Air Force Base. Due to the tremendous growth of the County Office, the high cost of repairing and updating the deteriorating Lincoln Village Drive facility, the changing needs of the organization, and the need to consolidate SCOE administrative and training services in one geographic area, it was decided to build a new County Office building at Mather in proximity to SCOE's buildings previously secured from the Air Force. Dr. Meaney led the three-year planning and building process, working with planners, developers, and builders. A groundbreaking ceremony for the 72,000 square-foot facility was held June 28, 2002. At a County School Board meeting on July 3, 2003, which Dr. Meaney had missed in order to attend his daughter's wedding, the Board passed a resolution naming the new building the David P. Meaney Education Center. On August 25, 2003, SCOE's remaining Lincoln Village Drive staff moved to the new building. A dedication ceremony was held on October 27 of that year. Dr. Meaney retired June 30, 2004.

Selected in 2004 to succeed Dr. Meaney was David W. Gordon, who had served as superin-



Sacramento County Office of Education David P. Meaney Education Center, opened August 2003

tendent of the Elk Grove Unified School District from 1995 to 2004. Prior to that, David Gordon worked 17 years for the California Department of Education, serving as Deputy State Superintendent of Public Instruction and Associate Superintendent for Curriculum, Instruction, and Assessment.

Dave Gordon began his career as an elementary school teacher in the South Bronx, New York, in 1968. He earned a B.A. degree from Brandeis University and an Ed.M. and Certificate of Advanced Study in Educational Administration from Harvard University. Dave Gordon was appointed by President George W. Bush to the President's Commission on Excellence in Special Education. He was also chosen to serve on the National Assessment Governing Board, which oversees the National Assessment of Educational Progress (the "Nation's Report Card").

In assuming the office of superintendent in July 2004, David W. Gordon became the 20th County Superintendent of Schools in Sacramento County. □

Years of Leadership **150**

Sacramento County Superintendents of Schools

The Sacramento County Office of Education Today ... And Into the Future

The Sacramento County Office of Education continues to perform a vital role in providing technical assistance, curriculum and instructional support, staff development, legal and financial advice, and oversight to Sacramento County school districts. As we forge ahead in the 21st century, SCOE continues its leadership role in delivering quality education. Excellence comes from a strong partnership between administrators and employees, and thanks to that leadership SCOE has made significant strides.

Today, County Office staff provide services to 16 public school districts in Sacramento County, which have a combined enrollment of 237,781 students. SCOE also provides direct instruction in dozens of classrooms and other settings throughout the county. Among the students taught by SCOE include those incarcerated in Sacramento County Probation Department facilities, students ranging in age from birth to age 22 having special education needs, students receiving career technical education through the Regional Occupational Program (ROP), and students from schools throughout Northern California who attend SCOE's week-long outdoor education program at Sly Park Environmental Education Center located in the Eldorado National Forest. Teacher and administrator training, beginning teacher support and assistance, fiscal oversight of local districts' budgets, and ongoing review of districts' teacher qualifications, facilities and educational materials—these are among the additional major responsibilities of SCOE today.

Recent accomplishments of SCOE reflect the organization's historical commitment to serving schools, students and families in Sacramento County in ever-changing times and situations:

Long-range planning. In 2007, thanks to cooperation from its teachers association and classified school employees association, SCOE resolved an imposing unfunded liability problem. New three-year contract agreements were ratified by employee organizations ensuring solvency for present and future retiree health benefits.

School district reorganization. Also in 2007, the Sacramento County Board of Education helped settle an issue that had been raised repeatedly in the community for dozens of years: the feasibility of restructuring the county's north area school districts. Through the leadership provided by the Board the foundation was laid for a public election in which voters will decide whether to combine four school districts—Grant Joint Union High School District, Rio Linda School District, Del Paso Heights School District and North Sacramento School District.

Career-Technical Education. SCOE has fully embraced the emerging government support for Career and Technical Education (CTE) and is continuously working to establish a rigorous, balanced set of educational standards, and to qualify as many ROP

courses as possible for eligibility as “a-through-g” college enrollment requirements. The County Board of Education continues to show leadership by approving new ROP courses giving area high school students opportunities to learn vital career skills.

Additional instructional minutes. In 2007, daily instruction at Carson Creek Junior-Senior High School (operated by the County Office at Sacramento County Boys Ranch) was increased to 240 minutes, a large portion of that consisting of ROP courses. ROP enrollment at Carson Creek is now 100% and students are increasing reading and/or math levels by one or more grade levels. Carson Creek students are able to take elective courses such as job club, recreational therapy and computer technology.

More opportunities for student success. In 2007, SCOE began seeing increases in the number of County Office students taking the GED. The number of SCOE students who took the GED during the one-year period of July 2005 to June 2006 was 189. From July 2006 to December 2006, a six-month period, 117 students took the GED exam. The number of SCOE students receiving high school diplomas is steadily increasing. Graduation rates in 2003 and 2004 were at slightly over 20%. The graduation rate for 2005 increased to slightly above 22%. In 2006, the County Office launched the LINKS program to help its at-risk students get on the right track and find a new direction. LINKS offers quality vocational training mixed with a heavy infusion of academics—fast becoming a model program. Thanks to LINKS, student success has been outstanding. The student attendance rate at Elinor Lincoln Hickley Junior-Senior High School increased from 73% to 89%. Eighty-three percent of LINKS students at the campus are enrolled in an ROP course, after-school counseling programs, or have a job. SCOE now has a basketball program for its students as well as other in-demand enrichment activities: Poetry Out Loud, an ROP graphic arts program culminating in a student art show, and an annual talent show.

Community and education partnerships. SCOE works closely with LEED (Linking Education and Economic Development) to develop and support partnerships strengthening the Sacramento regional economy through dramatic improvement in education and training. The County Office also works with local districts to create an integration of community college, ROP, career tech, academies, busi-



Winners, 2006 Sacramento County Academic Decathlon

ness partnerships, local chambers of commerce and apprenticeship programs.

Special Education. In 2006, the Sacramento County Special Education Local Plan Area (SELPA), in cooperation with the University of California, Davis, M.I.N.D. Institute and UC Davis Extension, launched a new three-week course series focused on teaching young students having autism spectrum disorders. The program is designed for teachers, speech therapists and psychologists who work with children who have autism.

College preparation. Since July 2004, through the coordination of AVID (Advancement Via Individual Determination), SCOE has steadily increased the number of school sites and the number of students participating in the program in the past three years, both in Sacramento County and in the 10-county Capital Service Region. Currently 58 campuses in the region participate in AVID.

School readiness. SCOE is the lead agency in the planning and development of increased quality preschool programs for young children. Through collaborative partnerships in Sacramento County and funding from The David and Lucile Packard Foundation, SCOE School Readiness Department staff support local efforts focused to expand quality preschool services for children. SCOE also serves as the lead agency to coordinate California Preschool Instructional Network (CPIN) activities in 11 regions of the California County Superintendents Educational Association. CPIN provides quality professional development for preschool administrators and teachers that covers current research and information, resources, and best practices focused on

school readiness and transition to kindergarten for all children, including children with disabilities and those who are learning English.

Safe schools student intervention services and programs. As of July 2007, the County Office's Project SAVE (Safe Alternatives & Violence Education) intervention program has aided 300 students and their parents. As verified by Sacramento County Probation Department records, 87% of Project SAVE graduates never commit another offense.

Student attendance and discipline. Since 2004, the County Office has provided guidance, advice and training to local districts on student discipline issues. Hundreds of school district staff, including administrators, teachers and classified employees have been trained to better understand the legal protocols of expulsion hearings. The result of the trainings: between 2004 and 2007 only two expulsion appeals went before the Board. SCOE now also provides seminars in conflict resolution to school districts with regards to employee relations.

Outdoor education. At the Sly Park Conservation and Environmental Education Center operated by SCOE, curriculum has been significantly strengthened to better align with the California State Content Standards in science. The County Office continues to make capital improvements to the facilities and grounds in order to make the entire campus more aesthetically appealing and safe for students, families, guests and staff.

Employee relations. SCOE empowers employees by seeking their input involving major events designed to recognize and honor those working for the county office and to help build team unity. Wonderful gatherings are the result of a team of employee-volunteers who are instrumental in the planning of such events as Classified School Employees Week, Winterfest, Pie Gobblefest, Healthy Heart Luncheon, and the annual Employee Recognition Day. We are serving together, as a team.

Andrew Carnegie once said: "Teamwork is the ability to work together toward a common vision." It is important that we continue working together to serve the students and families of Sacramento County.

It is the vision we all share.



Historical Background □ Sacramento County Superintendents of Schools

1849 Article IX of the state constitution mandates, “The legislature shall provide for a system of common schools, by which a school shall be kept up and supported, in each district, for at least three months in every year.” Provides for election of state superintendent of public instruction.

1850 California achieves statehood.

1851 State school law calls for formation of a three-member superintending school committee in each city, town and incorporated village, with power to examine teachers for competency. Law divides schools into primary, intermediate and grammar, specifying the studies in each, and providing for establishment of high schools. Counties are to be apportioned school funding based on the number of children between seven and 18 years, but county treasurers are to distribute monies according to the number actually attending school. Sacramento County population is nearly 16,000, which includes an estimated 400 school-age children. Public schools are not yet established in the county. Eight townships exist in the county.



1852 Office of county superintendent is created by state statute. State board of education is created. State will fund districts based on number of census children between ages of five and 15.

1853 State law allows county tax assess-

sors to assume county school superintendent duties. H.J. Bidleman takes on the role in Sacramento County, working out of the county courthouse.

1854 County’s first common (public) school opens February 20 in an old theater at corner of Fifth and K streets in Sacramento. Others open soon thereafter. County school expenditures total \$22,000 by end of year. City council passes ordinance to provide for election of city schools superintendent; county superintendent relinquishes control of city schools in December.

1855 State legislature creates full-time county superintendent of schools office with an election to be held every two years. Duties: exercise general supervision over schools and visit each school once a year, plus make an annual report to the state superintendent and apportion monies to school districts of the county. State law allows for transfer of school administration authority from county boards of education to municipalities, establishing “city school boards” and “city superintendents.” Sacramento County’s first elected county superintendent—Dr. F.W. Hatch—takes office.

1857–58 State mandates that county superintendents submit an annual census of schoolchildren. State superintendent recommends that a school of industry be established for juvenile delinquents and also calls for the establishment of local Teachers Institutes to “instruct the instructors” for seven to ten days, two or three times a year. He also recommends extending school to six months. California is in initial stages of determining how to meet criteria for federal funding: U.S. Congress had decreed that tax revenues from the 16th and 36th section of every township were to be dedicated solely to education. Each year, from January to April, the county superintendent has been required to conduct a study and describe the character and value of each 16th and 36th section. State superintendent asks U.S.

Congress for an alternative method of funding to enable “in lieu” selections for those 16th and 36th section areas generating little or no tax revenues, such as mountain regions, deserts, and Mexican land grants.



1860 Annual state Teachers Institute is authorized. Legislature transfers power to examine teachers from local district boards to county boards of examination. Sacramento County is operating 35 schools with 2,025 enrolled students and 49 teachers. County school expenditures for the year—\$48,716.90—have more than doubled since 1854. County population is 24,142.

1862 State Normal School (teacher education college) established.

1863 County superintendents required to submit annual reports (“Common School Reports”) to state superintendent.

1864 School districts authorized to levy direct property tax whenever state and county school funding is insufficient.

1865 County now contains 42 public school districts with 54 schools, one of them a high school.

1866 State Common Schools Act authorizes state board of education to adopt rules and regulations for the conduct of schools, to establish a course of study, and to adopt a series of textbooks. Local schools are required, at district expense, to furnish pupils with school supplies such as paper, pen, ink and chalk, and to provide school libraries. It is legal for districts to provide separate schools

for non-white children. Payment of expenses for county Teachers Institutes from county school fund authorized.

1870 County has 66 public schools with 5,406 enrolled students and 100 teachers. County's annual expense for school purposes is \$81,710.38. State law dictates that African and Indian children must attend separate schools. A separate school may be established upon the written request by the parents of ten such children. "A less number may be provided for in separate schools in any other manner."

1874 California enacts compulsory school attendance law for children between 8 and 14 years. Racial segregation of public schools is justified as "separate but equal" in the California Supreme Court legal ruling *Ward v. Flood*. County Superintendent Dr. G.R. Kelly supports a successful attempt to integrate Sacramento City Grammar School.

1875 County public school enrollment reaches 4,785; there are 106 teachers.

1878 State legislature provides relief to schools and districts previously denied full funding due to school closures caused by major floods.

1879 Article IX, Section 3 of the California Constitution establishes position of county superintendent as an elected constitutional office. In the county, 106 public schools are attended eight or more months a year.

1880 Sacramento public schools are desegregated by state statute. Law sets four-year terms for elected county superintendents. County boards of supervisors may appoint a four-member board of education (two of whom are educators) in each county. Sacramento County has 115 schools with 144 teachers and 5,855 students enrolled. Total school expense for the year: \$107,690.62.

1882 State legislature specifies the powers of county offices of education, including but not limited to: (1) Meet and hold examinations for the granting of teaching' certificates semi-annually; (2) Prescribe and

enforce rules for the examination of teachers; (3) Examine applicants and prescribe a standard of proficiency for examination, and to grant certificates for two grades; (4) Prescribe and enforce the use of a uniform series of textbooks and a course of study in public schools, and to adopt a list of books for district school libraries; (5) Revoke, for immoral or unprofessional conduct, or evident unfitness for teaching, the certificates granted by them; (6) Issue diplomas of graduation from any of the public schools of the county, with county boards of education being required to issue diplomas—signed by the board president and secretary—only to pupils who have passed an examination issued by the county board of education; and



(7) Grant county certificates, and fix the grade of them, to holders of life diplomas, Calif. State education diplomas, Calif. Normal School diplomas, Calif. State University diplomas, when recommended by the faculty of the University, and State Normal School diplomas of other states.

1882 County boards of supervisors required to compensate members of county boards of education for their services payable out of the same fund and in the same manner as county superintendents.

1884 Amendment to the state constitution provides for a board of education in each county.

1889 County superintendents allowed travel expenses to visit schools of the county. County board creates system of examinations for certificates of promotions and diplomas of graduation.

1890 Now there are 69 schools in the county, 16 in the city. State Supreme

Court (*Wysinger v. Crookshank*) declares school segregation unlawful.

1891 County High School Act permits formation of county high schools and requires county superintendents to prepare estimates of necessary expenses.

1893 State law calls for new county boards of education to be appointed by county supervisors. Sacramento County has 178 public schools with 178 teachers and 6,612 student enrollment. Annual school expenditure in county: \$159,920.60.

1896 In *Plessy v. Ferguson*, U.S. Supreme Court upholds right to segregate public schools by race were permissible so long as the instruction in both systems is "equal."

1902 California Supreme Court upholds a law allowing members of county boards of education to be compensated \$5 per day for their services. 1880 state law barring school segregation is repealed.

1906 Sacramentan Minnie O'Neil is elected county superintendent, one of the first women in the state to seek public office. O'Neil's 1910 reelection will establish legal precedent for women, non-voters until 1911, to be considered viable candidates for office.

1907 State Health Development Act passes, adding health and hygiene education to duties of county superintendent.

1908 7,746 students attend public schools in Sacramento County.

1913 The position of county superintendent is made a nonpartisan elective office.

1915 County offices of education are assigned responsibility for child welfare and attendance supervision of school districts.

1917 Due to poor physical condition of World War I draftees, the state introduces compulsory physical education for students.

1918 California Commission of Credentials is established by the state board of education to review applications and issue high school and special education credentials.

1919 County superintendents may appoint attendance officers and issue student work permits.

1920 79 school districts now operate in Sacramento County



1921 School supervision in emergency and rural situations added to the duties of county superintendent. State school law of 1921 is amended to permit school districts to “establish separate schools for Indian children and for children of Chinese, Japanese or Mongolian parentage.” Some school districts in Sacramento County choose to segregate.

1922 Sacramento County has student population of 14,581 elementary school pupils and 3,240 high school pupils. The county has nine high schools and 46 elementary schools. The number of Sacramento County school districts and schools has dropped in the past eight years. Smaller outlying schools have been closed or consolidated. Flood control measures, bridges and school buses have made it possible for more students to attend school regularly.

1927 State establishes criteria for the supervisory credential. The Depression spurs public interest in educational programs, leading to the statewide “Charter for Public Education” formulated with the input of school leaders, fraternal organizations, religious groups and others. Throughout California, migratory school supervision becomes an important function of county offices of education.

1928 County has 40 school districts.

1929 Discriminatory sections of school law repealed; provides that all children, regardless of race, should be admitted to public schools.

1933 State legislature eliminates annual superintendents convention due to the Depression. School Finance Law establishes three funds controlled by county superintendents, providing superintendents funds and power to support expanded duties.

1939 State legislature makes numerous changes in the scope of county superintendent responsibilities, including: (1) The county board of supervisors is permitted to contract with the county superintendent of schools in order to provide health supervision of elementary school buildings and pupils enrolled in any elementary school within the county, carried out by health officers or other employees of the county health department; (2) County superintendents are given discretion to provide for the education of physically handicapped minors who would otherwise be denied proper educational services; (3) County superintendents are permitted, with the approval of the county boards of education, to provide for the preparation and coordination of courses of study, and for conducting and coordinating research and guidance activities for elementary and high schools under their jurisdiction.

1940 County superintendents assume additional powers and duties, including services in support of small school districts.

1942 Sacramento region students of Japanese descent are forced to leave school due to federal Executive Order 9066, enacted at onset of World War II's Pacific campaign. For the duration of the war, students receive instruction in improvised classrooms at 10 relocation centers throughout the western U.S.

1945 Duties of supervising small districts, providing assistance with redistricting, and providing business

services are given to the county superintendent.

1946 California voters approve two constitutional amendments relating to county boards of education and superintendents: (1) Election of county boards of education is permissive in counties governed by county charters; and (2) Legislature is authorized to classify counties and to fix the qualifications and salaries of county superintendents.

1947 *Mendez v. Westminster* decision leads to repeal by governor of 1921 statute authorizing separate schools for Native Americans and students of Asian descent. The County School Services Fund is established, which expands the power and duties of county offices of education. State legislature establishes professional qualifications for county superintendents and provides salary increases to them.

1949 County committees on school district organization are established with county superintendent serving as secretary. County superintendent and office of education move from courthouse to 600 I Street, Room 301, in downtown Sacramento.

1950 State legislature declares “coordination in order to improve educational services and ensure equity of opportunity” as the most important function of county offices of education. The Sacramento County Charter is revised to deem the position of county superintendent an appointive, rather than elective, office subject to the approval of the Sacramento County Civil Service Board and the state board of education. T.R. Smedberg becomes county's first appointed county superintendent.



1950s-60s Post-World War II baby boom causes Sacramento County, with its proximity to several military bases, to double its student population within just a few years. Enrollment in Sacramento County public elementary, high school and community colleges reaches about 45,000 in 1950. Sacramento County superintendent responds to rapid growth by providing additional assistance to districts in areas of school auditing, accounting, purchasing services and teacher credentialing.

1954 U.S. Supreme Court declares intentionally segregated schools “inherently unequal” (*Brown v. Board of Education*).

1955 State legislature enacts law providing: (1) An elected county board of education, consisting of seven members to be elected at large, and at least one residing in each of the designated trustee areas determined by the county committee on school district reorganization; (2) In chartered counties, the county charter prescribes the manner of selection of the county board of education by the county board of supervisors; (3) In a county unified school district or in a unified school district that includes all of the territory over which a county



superintendent has jurisdiction, the governing board of the district serves as the county board of education; (4) Chartered counties that provide for an elected county board of education may (a) adopt rules and regulations governing the office of the county superintendent; and (b) review the county superintendent’s annual itemized estimate of anticipated revenues and expenditures before it is approved by the county board of supervisors and filed with the county auditor.

1956 First elected county boards of education take office.

1957 State legislature revises the qualifications and compensation of county superintendents based on the ADA (average daily attendance) of the county. State Education Code emphasizes county office of education’s increasing “services to schools.” Sacramento County Office of Education (SCOE) staff expands from 32 to 151 people.



1959 County committees required to prepare master plan on district organization.

1960s Dozens of schools are constructed in the county to accommodate population growth. Superintendent T.R. Smedberg comments, “I was dedicating a new school every other Sunday afternoon.” Local schools enter the era of technology with computers and television assisting in the educational process.

1960 County superintendent and staff move from downtown offices to east Sacramento, 4351 Power Inn Road. The office relocates in 1962 to 6011 Folsom Boulevard in Sacramento.

1962 California now the largest-populated state in U.S.

1967 County superintendent now a position appointed by county board of education.

1963 Transfer of some functions from county boards of supervisors to county boards of education. Establishment of child care centers and vocational high schools authorized. Districts under

8,000 ADA required to establish classes for students with severe disabilities.

1968 Sacramento County’s enrollment in public elementary, high school and community colleges rises to over 200,000.

1973 County boards of supervisors transfer remaining education responsibilities to county board of education.

1974 California Master Plan for Special Education is passed to provide free education to children with exceptional needs.

1976 State legislature authorizes voters in each county to decide whether to continue to elect the county superintendent or fill the office as an appointment of the county board of education. Sacramento County’s superintendent becomes an appointive position. Constitutional amendment gives county boards of education the power to fix the salary of the county superintendent. County superintendent and SCOE move to 9738 Lincoln Village Drive.

1992 State legislature dramatically redefines county superintendent’s fiscal oversight responsibilities.

1993 Sacramento County public school enrollment totals 188,098.



2000 Enrollment in Sacramento County public schools reaches 221,969.

2003 Sacramento County Office of Education moves to new David P. Meaney Education Center at Mather Field. Total Sacramento County student enrollment is 232,612, served by SCOE and 16 public school districts.



2007-2008
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