

The First Hundred Years

The History of Tucson School District 1, 1867 - 1967

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The Organizers 1867 - 1870

In a small adobe building located in Military Plaza, the three members of the Pima County Board of Supervisors met in the County Recorder's Office in regular session on the morning of November 4, 1867.

First order of business, as announced by Clerk of the Board Oscar Buckalew, was the acceptance of the resignation of Supervisor Estevan Ochoa, a merchant who was to become a friend and patron of the public schools in Tucson.

Chairman of the Board John W. Sweeney, a blacksmith, and member Edward Nye Fish, a wholesale and retail merchant, accepted the resignation and appointed Charles H. Lord, retail merchant and Territorial Auditor, to fill Ochoa's place.

The next order of business, according to the Board minutes, was the presentation by 10 townsmen of a petition "praying that the Board of Supervisors establish a school district in and about Tucson."

Actually, the petition did not pray that the Supervisors establish a "school district" (as was provided by law) but stated:

"To the honorable Board of Supervisors of Pima County

"We the undersigned being residents and legal voters of Pima County respectfully request that your honorable body establish a public school in the town of Tucson in accordance with an act of the Legislature, October 3, 1867."

The petition is dated November 5, 1867-- a day later than the November 4, 1867, meeting of the Board. Probably, someone didn't know what day it was.

The petition itself is on file in the Special Collections Division, University of Arizona Library.

Petitioners were John B. Allen, a retired merchant and Territorial Treasurer; Charles H. Lord, the new supervisor; Mark Aldrich, Justice of the Peace and member of the First Territorial Legislature; M. J. Flaminez; Philip Drachman & Co., engaged in the mercantile business; John G. Capron; Sidney R. DeLong; William H. Tonge, a store clerk; Leopoldo Carrillo, a retail merchant and a cattleman after whom the present Carrillo Elementary School was named; and S. B. Wine.

The supervisors accepted the petition but withheld final action on the establishment of the district until

the next meeting, November 18, 1867, when the full Board could decide on the matter.

On that date, the three-man Board gathered in the Recorder's Office and heard Clerk Buckalew read the petition. The following order was then made and placed in the Journals of the Board:

"It is hereby ordered and decreed that all the Territory lying and being within one mile each way from the Plaza de la Mesilla in the town of Tucson be and the same is hereby declared a school district to be known and styled school district No. 1 Pima County--and it is further ordered that the Collector of Pima County proceed to collect the one-half of one percent on all taxable property within said school district above described as assessed by him at his last assessment and as corrected by the Board of Equalization."

The Plaza de la Mesilla still exists and is popularly known as La Placita, a little park at Broadway and Meyer Street. Its name on City of Tucson records is Placita de San Augustine.

According to the Board of Supervisors minutes dated November 18, 1867, the Board ordered that John B. Allen, one of the petitioners, William S. Oury and Francisco S. Leon be appointed a "School Committee" to administer the school district.

Allen was called "Pie" Allen because he sold pies to the soldiers for \$1 each.

Oury, along with Jesus M. Elias, was a leader of the Camp Grant Massacre on April 30, 1871. In 1870, he was listed in the Federal Census as a dairyman.

Oury was a political figure and was appointed Tucson's first mayor in 1864 by Territorial Governor John N. Goodwin. He was also a newspaperman, having purchased, along with Sylvester Mowry, the Weekly Arizonian in Tubac. Soon, they relocated the paper in Tucson.

Leon was a member of the First and Second Territorial Legislature. He served on the Council which later became the State Senate.

Ida Carter, in her thesis *Rise of the Public Schools of Tucson, 1867-1935*, reports that there "is some question as to the identity of the school trustees during 1868-69."

As stated above, the minutes of the Board of Supervisors as of November 18, 1867, list the "School Committee" as being composed of Allen, Oury and Leon. But Augustus Brichta, the district's first teacher, seems not to agree. Brichta, in a letter to the Arizona Star dated September 21, 1909, told of his appointment as first public school teacher and said that he served with "Wm. S. Oury, John B. Allen and W. W. Williams as trustees with W. W. Williams acting as treasurer." Wheeler Washington Williams was a retail merchant at the time.

Brichta probably was not mistaken. From the lists of expenses reproduced later in this chapter, it will be noted that the school room was not completely furnished until late December 1867, or in January 1868, indicating that Brichta started teaching about that time. It is highly possible that between November 18,

1867, and the time school actually started, Francisco S. Leon resigned, and Williams was appointed in his place.

S. P. McCrea, in his Report of the Superintendent of Public Instruction, 1907-08, said, "W. F. Scott, Sam Hughes and W. C. Davis were credited with being the school trustees at the time of the first school in 1868." As was pointed out, the date "1868" is probably correct, but McCrea was in error on the trustees. Actually, he recorded the membership of the School Board when John Spring became the second public school teacher in Tucson in 1871.

Giving support to Brichta, was historian James M. McClintock in History of Arizona, Vol 11. McClintock, like Brichta, names the trustees as Allen, Oury and Williams in 1868.

Membership of the School Board in 1869 and 1870 is not recorded, but since the Board was appointed by the Pima County Board of Supervisors, it is possible that the Board of Allen, Oury and Williams continued to serve during those two years.

The School Committee, on November 18, 1867, was authorized to purchase all necessary school books and stationery and rent "suitable" rooms and furnish them for school purposes. They were ordered to report to the Board of Supervisors when the work was done.

An interesting sidelight of that November 18, 1867, meeting of the Board of Supervisors was the incorporation of the Town of Tucson by the Board.

The creation of the first school district in Pima County was preceded by an act of Congress providing for a temporary government for the Territory of Arizona, approved February 24, 1863.

The First Territorial Legislature was held in Prescott beginning September 26, 1864 and the first governor of the Territory, John N. Goodwin, addressed the lawmakers on the establishment of schools, among other things such as decrying the "long hostility and brutal ferocity" of some of the Indian tribes.

On education, Gov. Goodwin had this to say:

"Self-government and universal education are inseparable. The one can be exercised only as the other is enjoyed."

He said that the common elementary school, the high school and a university should all be established.

"The first duty of the legislators of a free state," he said, "is to make, as far as lies within their power, education as free to all its citizens as the air they breathe."

The Territory of Arizona prior to its establishment was a part of the Territory of New Mexico. When the Territory of Arizona was created, law of New Mexico became a part of the legal structure of Arizona's laws. Goodwin noted that the act organizing the territory of New Mexico provided two sections of land in each township be reserved for school usage. But, he said, "It does not seem to me that any portion of

this donation can be made immediately available." This was because the land had not been surveyed.

Goodwin asked his Legislature to determine what the interests of the new territory required under the donation of the land "or what further legislation in that direction should be asked of Congress."

In his appropriation request, Goodwin asked for \$1,500 "for the necessary appropriations for school purposes."

Following the governor's appeal, the Legislature passed an appropriations bill, including the \$1,500 for school purposes.

George H. Kelly, early State Historian, wrote in 1926 that "the first public money devoted to the teaching of children of Arizona consisted of \$250 which was authorized to be paid to the Catholic Mission School, taught by the sisters at San Xavier in Pima County." Kelly noted that such parochial schools in other parts of Arizona Territory received assistance later and until a workable public school system was provided.

The \$250 allotted to the school at San Xavier could not have purchased much education as the appropriation was payable in currency which at that time was worth only about fifty cents of the gold dollar.

Historian Bernice Cosulich wrote in her book, TUCSON, in 1953 that this First Territorial Legislature adopted the Howell Code which provided for free public schools, but there was no tax levy prescribed to support them. Finally, wrote Cosulich, the First Legislature appropriated \$500 for books, furniture and instruction in a Tucson school, provided the "English language shall form a part of the daily instruction" and provided the sum was matched by a Tucson appropriation.

Tucson failed to come up with a matching appropriation so the \$500 provided by the Legislature was unexpended.

Goodwin was elected to Congress and Richard C. McCormick was appointed acting governor. The Second Territorial Legislature convened at Prescott on December 6, 1865.

McCormick urged agricultural development to furnish mining ventures with food because "Mining, however rich the placers or the quartz, can seldom be made lucrative where provisions have to be supplied from a distance." He also bemoaned the hostile Apache as the "chief obstacle to the growth and development of the territory" and said that "utter subjugation, even to extermination" was a necessity.

McCormick did not, however, recommend any educational measures. In April 1866, he was made governor officially and convened the Third Territorial Legislature in Prescott on October 3, 1866. McCormick failed to call for an activation of public schools and no school appropriations were made.

The Fourth Territorial Legislature convened at Prescott on September 4, 1867.

Under the leadership of Gov. McCormick, an act was passed authorizing the creation of public school districts by Boards of Supervisors in the several counties and the maintenance of schools therein by levying a tax on the property in the district. The districts authorized were to be four miles square and to contain a population of 100 persons. (This Legislature also moved the state capitol and legislative halls to Tucson in 1867.)

It was under this act that the Pima County Board of Supervisors created Tucson School District 1 on November 18, the same year.

There have been many writings by historians describing the Town of Tucson at the time of the establishment of Tucson School District 1 in 1867.

A. M. Gustafson, editor of John Spring's Arizona, has this to say about Tucson in the era 1866-1870:

"From a population of six hundred in 1866, as noted by Bishop Salpointe, Tucson increased in numbers to 3,224 as reported in the census of 1870. The census is good reading for there we find blacksmiths, silversmiths, carriage makers, wagon masters, saloon keepers, lawyers, gamblers and soldiers. Listed are the names of such soldiers as Patrick Callahan and John Devine from Ireland and Julius Bechtold from Germany as well as the names of men from the Atlantic seaboard and the middle-west. Among the professional gamblers enumerated were Daniel McCarthy, an Irish immigrant, and easterners such as Edwin C. Haines and John B. Hart.

"Blue uniforms were commonly seen in the drinking and gambling places of the day. Well known were the Palace and the Congress Hall saloons where the Fifth Territorial Legislature supposedly met when it moved down from Prescott. Frequented also were the establishments of Foster and Hand and the Wheat Saloon, the latter run by Augustus Brichta, who advertised in the Weekly Arizonian in 1869 that 'the undersigned having leased the above saloon is prepared to furnish his friends and the public with a general assortment of wines, liquors and cigars.' "

Other merchants of the day included Sweeney and Etchel, a blacksmith and wagon shop; Tully & Ochoa, wagon train operation and general store; and Goodwin and Sanders, dealers in general merchandise.

Gustafson wrote that "Belts, pistols, powder and percussion caps were needed for protection from the undesirable elements of the town and from the Apaches who were a constant threat to travellers and to the inhabitants of the smaller communities."

Spring, in Troublous Days in Arizona, wrote that "quite frequently (Tucson's) population awoke to find a dead man in the street, sometimes killed over-night while seeking his habitation in the then unlighted streets, sometimes also, and this quite frequently, killed in a brawl over cards or women in a barroom or dancehouse, when his body would be simply dragged some distance away and abandoned."

It was in this atmosphere that the School Committee prepared to start a school, late in 1867.

Ida Carter, in her thesis, reported finding receipted bills for school supplies as follows:

Mr. J. B. Allen Bot of Fuller & Taft.

1/3 doz geographies at \$6.00 \$2.00

1 doz first readers 5.00

1 doz third readers 12.00

3 1/2 doz sellers at \$6.00 21.00

1 doz Bookkeeping 2.00

1 lot 30 books 15.00

Hermosillo, Dec. 9, 1867

Respt.

Fuller & Taft

The within accounts are allowed at 2/3¢ on legal tender

M. M. Hancock

J. B. Allen

Bot of Fuller & Taft.

1 doz primers \$1.50

2 doz primers at \$2 1/2 5.00

1/3 doz slates at 6. 2.00

1 doz slates 3.00

1 Ream of f-- paper 3.50

3/4 doz A.B.C. at 2. 1.50

slate pencils .75

\$17.25

Hermosillo, Dec. 9, 1867

Rec. Payment

Fuller & Taft

M. Hancock

Tucson, Diciembre 28th, 1867

Scool Commescroners

a Doming Lopes Drven

Por componer dos Bentanas y una puerta \$10.00

Domingo Lopes.

Tucson, Dec. 31, 1867.

School Commissioners

To G. Lee Dr.

To making 1 bench for schoolroom \$ 1.00

" " " " " " " 1 desk 2.00

" " " " " " " 3 window frames 7.00

" " " " " " " sash - 30 lights 15.00

" " " " " " " setting frame and sash 2.00

\$27.00

Rec. Payment of J. Allen

Geo. E. Lee, Carpenter

School Commisioners of Pima Co., District of Tucson

To M. Stevenson Dr.

To making 9 desks at \$4.50 each \$40.50

" " " " " " " 6 benches at 2.50 each 15.00

" " " " " " " platform & desk for Master 15.00

" " " " " " " 6 ft. of lumber 15.00

" " " " " " " Lock & bolts 1.50

Rec. Payment of J. Allen M. Stevenson

Mr. J. B. Allen

To P. Biaggi

For 30 penholders at 10¢ \$3.00

1 box pens No. 404 2.50

\$5.50

Tucson, Jan. 23, 1868

Rec. payment-- P. Biaggi.

The "Master" mentioned as having a platform and desk made for him was Augustus Brichta--the same Augustus Brichta who operated the "Wheat Saloon."

Being a saloon operator was only one phase in the life of Brichta.

Born in New York City on September 18, 1821, Brichta went from there with his family to Havana, where he was educated in a Jesuit College, then to Missouri where young Brichta entered St. Louis University and graduated. Brichta went into business with his father in Texas and in 1846 joined a Texas regiment under Gen. Zachary Taylor and served during the War with Mexico. He later joined the gold rush to California, found little gold and established residence in Prescott three months before the First Territorial Legislature, which convened September 26, 1864. Brichta served with the Legislature as enrolling clerk and moved with it to Tucson when the Capitol was moved.

Probably because of his educational background, Brichta was asked to become the first teacher by the School Committee.

The location of Brichta's school is in some dispute. According to Estelle M. Buehman in Old Tucson, the "schoolroom was an old adobe building formerly occupied by the government, on the little street leading to Levin's Garden."

An article in the Arizona Star, August 23, 1908, locates the school "on Pearl Street at the foot of and between Congress and Pennington Streets." And Betty Blackburn locates the school at the "southeast corner of Pennington St. and Stone Ave. where Walgreen's drugstore now stands" in the Arizona Daily Star on August 11, 1960.

All sources agree that the school had a dirt floor and roof and was furnished with benches. It was 25 by 40 feet in size. There was an enrollment of 55 Mexican boys. Beginning in January, 1868, Brichta taught the school for six months--for two of which he received no pay--and then it was closed due to lack of funds.

In his letter to the Arizona Star, dated September 21, 1909, Brichta mentioned "Sabino Otero, Placido Rulles" and "one of the Leons" as being among his students.

Brichta, after the school closed, became a hotel clerk, assistant postmaster, enrolling clerk again in the 7th and 8th Territorial Legislatures, clerk in the commissary department, County Recorder, Constable and first Justice of the Peace in Nogales.

In 1872, he married Maria Franco of Sonora, Mexico, whose three sons he adopted. He spent his later years in mining ventures in the Tucson Mountains and in acquiring real estate in Tucson.

He died December 21, 1910 and is buried in Holy Hope Cemetery in Tucson. Descendants still reside in Tucson.

The Congress Street School 1870 - 1890 - Part 1

There is no record of a public school, in the sense that it was supported by taxation and open to all students, in Tucson from the closing of the first school, taught by Brichta, until 1872.

The census of Tucson in 1870 showed a population of 3,224 with males exceeding females 1,920 to 1,304. Housing was tight with 907 dwellings in the town and 907 families residing in those dwellings. Of the 3,224 inhabitants, 385 were children between the ages of six and 16 who were receiving no education of a public-school nature.

Possibly dampening public education endeavors--remembering that the first public school in Tucson closed because of the lack of funds--was the fact that no Territorial Legislature sat between December 16, 1868, and January 11, 1871, with the result that no state aid to schools was provided.

Anson P. K. Safford was commissioned governor of the Territory of Arizona on April 7, 1869, by President Grant with the advice and consent of the U. S. Senate. Safford arrived in Tucson on July 20 of

that year.

He called no Legislative session that fall, as had been an annual practice, probably because an Associate Federal Judge in Prescott had held that the preceding acts of the Legislature were all illegal and that no laws were in force. Safford drafted a bill to make the acts legal and took it to Washington where Congress promptly enacted it into law, making the Territorial acts legal. Congress then provided that Territorial Legislatures would meet in the future only in biennial sessions, so Safford's first Legislative session could not be held until January 1871.

Another factor in the lack of interest in education has been placed on Indian depredations. When the Legislature met, according to Safford, "I prepared a school bill and presented it to the members as soon as they assembled. Scarcely a member looked upon (the education question) with favor. They argued that the Apaches were overrunning the country; that through murder and robbery the people were in poverty and distress; that repeated attempts had been made to organize schools and that failure had always resulted."

John Spring in *Troublous Days in Arizona* revealed more condemning evidence. On the killing of settlers by Indians, he stated, "My own data give the number of murdered men, women and children during the years 1869, 1870 and 1871 at 223."

There were some attempts to educate some of the Tucson children in this period. Cosulich reports that "a group of Spanish mothers tried to get donations for a girls' school; they were worried about their daughter's association with American children who had 'unaccountable bad manners.' "

The *Weekly Arizonian*, on July 24, 1869, printed a story of a Mexican woman and her foster brother arriving from Sonora and that they "opened a school and have been doing well." The foster brother that summer reached the age of 21 and married the Mexican woman --the results of this union, education-wise, not being reported. There appears to be no record on the length of the school's existence.

With the arrival of the Sisters of St. Joseph in 1870, a school was opened on a limited basis, called "Sisters Convent and Academy for Females." It was sponsored by San Augustin Church, then located on the west side of Church Street just north of its intersection with Camp Street (now Broadway). The school building was south of the church at the intersection.

Gov. Safford, in his address to the Legislature, praised the Sisters and their school. But this was not a free, public school.

Safford told the legislators that the "object most desirable to attain is the adoption of a school system which would provide free public schools, so that the poor and rich alike can share equal benefits."

Safford asked Council (Senate) member Estevan Ochoa (given the Spanish spelling of "Esteban" in the 1870 federal census) to introduce the education bill. He felt that Ochoa, a respected Mexican and retail merchant in the Tucson community, would lend prestige to the measure and perhaps shame the Anglo members of the Legislature into voting for it.

But, Safford reported, the bill received only half-hearted support. Efforts were redoubled, Safford wrote, and “Finally on the last day of the session, they passed the bill after striking out nearly all the revenue which had been provided. The measure was the best that could be secured and had to be accepted as it was.”

Safford had also asked for a small appropriation for school books for free distribution--the first evidence of the present policy of free textbooks below the high school level. That appropriation was not granted, although Safford did possess a number of textbooks, donated by an Eastern publisher, and Safford distributed them for student use.

Cosulich reports that Samuel Hughes was also instrumental in obtaining passage of the school bill, probably as a self-appointed lobbyist. The federal census of 1870 lists two Samuel Hughes as residing in Tucson at the time. One, a store clerk, was from Maryland. The second Sam Hughes was from Pembrokehire, Wales, and was the lobbyist--one of the best-known men in Southern Arizona as a merchant, mining man, politician, school organizer and banker.

Not a scholar himself, a document in the handwriting of Sam Hughes exists at the Arizona Pioneers' Historical Society, reporting on his early school activities: (It is quoted as written):

“the Sistr chool in the Seventyes I don a that I could thar book will show “now com the Pride of my Life the public chool What I did do was no more than my Duty to do with the help of A.P.K. Safford.”

The school law, passed the last day of the 1871 Legislative session, was described by Samuel Pressly McCrea in *The Establishment of the Arizona School System*, a thesis written in 1902, as a “simple but effective” one.

The governor was made the ex-officio Superintendent of Public Instruction with \$500 per year maximum travel expenses to tour the state and urge that school districts be established. He was to receive no salary for this job.

For school financing, the bill set a 10-cent per \$100 property ad valorem tax, to be collected by the County Boards of Supervisors for a Territorial School Fund.

It also permitted a 50-cent per \$100 property ad valorem tax to be set by the Boards of Supervisors in school districts.

A Territorial Board of Education was established to manage the school fund, to supervise the distribution of the Territorial school tax to the counties and to select a uniform series of textbooks.

The act provided for a County School Superintendent who was to apportion the district tax income among the districts, visit schools, examine teachers and keep records. The County Probate Judge was to be the ex-officio County Superintendent and was to receive \$100 a year in expenses with no salary.

Under the act, each district was to elect three School Trustees, or three members of a School Board. The Board was to provide for the establishment of schools, employ teachers and could levy and collect an additional school district tax--above the 50-cents per \$100 ad valorem tax--if taxpayers of the district voted for the increase.

Following adjournment of the Legislature, Safford entered into an "educational crusade" and visited every part of the state--in the five existing counties of Pima, Yuma, Mohave, Yavapai and Maricopa--to encourage Boards of Supervisors to establish schools.

On November 15, 1871, Pima County Board of Supervisors Chairman L. M. Jacobs and members P. R. Tully and J. W. Sweeny met, with O. Buckalew, clerk of the Board, and J. E. McCaffry, District Attorney, also present.

According to the Board minutes, the following business was transacted:

"Communication was received from F. H. Goodwin, secretary of the Board of School Trustees of Tucson School District, informing the Board of Supervisors that the Board of School Trustees of Tucson School District propose to rent a Building on the corner of Meyer and McCormick streets (on the northwest corner) at a monthly rental of \$16.00 per month and to furnish the same with seats, desks, blackboards etc. at a cost not exceeding \$300 and asking the approval thereof of the Board of Supervisors. Also asking the Board to district the County into school districts, and recommending that School District 1 embrace Tucson Laguna and San Xavier."

This is the first record of the beginning of the enlargement of Tucson School District 1 into its present size--nearly 228 square miles.

The Board minutes continued:

"Ordered by the Board that all that portion of Pima County embracing the settlements at the 'Laguna' north of Tucson to and embracing the settlements at 'Punta del Agua' south of Tucson and all intermediate settlements be established and known as School District No. 1."

The Board also authorized the renting of the building at the northwest corner of Meyer and McCormick streets and the purchase of the \$300 in equipment.

The school trustees, who had requested the Board of Supervisors actions, were W. F. Scott, Sam Hughes and W. C. Davis, according to John Spring.

According to Cosulich, the Board members were William F. Scott, James E. Baker and Francis H. Goodwin. Minutes of the Board of Supervisors, dated November 15, 1871, however, refer to Goodwin as "secretary of the Board of School Trustees," without referring to the members of the Board by name.

Apparently it required the time from November 15, 1871, Board of Supervisors meeting until the middle of the following March for the school to be activated. John Spring, Tucson's second public school

teacher, in March 1872, was operating a brewery in Florence, Arizona Territory, and wrote in *Troublous Days in Arizona*:

“ towards the middle of March, a communication of the recently established School Board of Tucson reached me containing the inquiry if I were willing and ready to become the teacher of the first public school in that town, which now had become an incorporated city. I answered in the affirmative. My new duties were to begin on April 1.”

Spring later uses the date as 1871, but this is an error. The year had to be 1872. Authorization of renting a building was given by the Board of Supervisors in November 1871, and Spring himself, acknowledges later in his writings that he was hired in March of 1872.

Spring was an outstanding pioneer figure. He was born Johann Arnold Spring on May 8, 1845, at Thun, Switzerland, third of a family of four boys.

He came from an educated family of merchants, lawyers, judges, goldsmiths, legislative councilmen and farmers.

He attended college and in June 1864, a month after his 19th birthday, he sailed with other Swiss young men to join the Union cause in the Civil War. He was wounded by a rifle ball in the shoulder in an assault on the “Southside Railroad” April 2, 1865 and was mustered out of the service July 3 of that year. After a few odd jobs he re-enlisted in the regular army and served three years at military posts in Southern Arizona.

He left the service September 16, 1868, and worked at a number of jobs in the Tucson area, farming and running a general store in Tubac and becoming a bartender, clerk, quartermaster clerk, in various positions including work as a clerk, bookkeeper and salesman for A. Levin and Co., operators of the Pioneer Brewing Co.

The *Weekly Arizonian* of January 29, 1870, recorded Spring’s achieving citizenship, stating:

“Jno. Spring, Joseph Goldtree and Sam’l Drachman renounced their allegiance to the Faderland and are now running loose as naturalized children of Uncle Sam.”

Spring married Miss Manuela Molina on June 22, 1870. She was born in Sonora, Mexico, of a prominent family. He then entered the brewery business in Florence and was a financial failure.

Upon receiving the letter inviting him to become Tucson’s second schoolteacher, Spring reports:

“I arrived in Tucson March 27, 1871. After passing an examination as to my qualifications before Mr. Sidney R. DeLong, I was duly appointed teacher of the public school of that ‘ancient and honorable pueblo.’ “

Spring wrote that Scott conducted him to an oblong adobe building situated on the northwest corner of

Meyer and McCormick streets, then the property of one Mariano Molina.

Ygnacio Bonillas, for whom an elementary school in District 1 is named (using the spelling "Ignacio") was one of Spring's first students. The Bonillas file at the Arizona Pioneers Historical Society has a report by Bonillas that the school was located in the "old Steinfeld house at the northwest corner of Meyer and McCormick Streets."

(There is some discrepancy in the above paragraph. While Bonillas reports the school was located in the old Steinfeld home at the northwest corner of Meyer and McCormick Streets, Harold Steinfeld reports that to his knowledge the old home was not used as a school and that Steinfeld home was located on the southeast corner of Main and McCormick. Meyer is a block east of Main.)

The Congress Street School 1870 - 1880 - Part 2

This building contained one long room intended for and furnished as the contemplated school room. There were two long rows of homemade desks, forming each one piece, together with its respective bench. Between the rows a space of about six feet was left unoccupied throughout the whole length, in order to allow passageway to and from the seats and the one blackboard which, being constructed of masonry with a cement finish painted over in dull black oil paint, was firmly imbedded in the south wall," Spring wrote.

There was a desk for Spring. His only real criticism of the school's equipment at the time was lodged against the benches many of which "manifest propensity for shedding splinters." Spring's inventory of equipment also included two brooms and a sprinkling pot for care of the floor, which consisted, he said, "of that useful material known as mother earth."

Scott delivered a number of school books to Spring, telling him to sell them to the pupils at the original wholesale cost. Books were to be distributed free to children of poor parents.

School opened on the second Monday of April, 1872, according to Spring, but Cosulich sets the date at March 4.

In January of 1872, the Board of Supervisors had announced that its share of the new Territorial School Fund was \$695.23 for the 503 children of school age in the county, indicating that school money was allotted then on an "Average Daily Membership" basis, rather than the "Average Daily Attendance" basis that is the present rule for distributing state funds for school operation. Repeated attempts to enact legislation through the State Legislature which would provide allotment of funds on an average daily membership have failed as up to the date of this publication.

The school district tax, permitted by the Safford bill, produced an additional \$739.40, indicating that the history of the school district bearing the major burden of school costs--rather than the state--reaches back to the era of 1871.

Spring found he had a difficult job on his hands. Enrollment was limited to males between the ages of six

and twenty-one, some so small they could barely manage to climb upon the benches and some showing beards.

Spanish was their primary language, and few knew many English words, other than of barroom flavor. Spring taught by first using instructions in Spanish and then beginning to instruct in English.

Average daily attendance was about ninety-eight with a maximum enrollment of 138. Safford's gift of books was in the form of two dozen Ollendorf's Spanish-English books. Appleton's First and Second Readers were also employed. Spring, an artist himself, gave the boys drawing lessons and instructions in mathematics.

Discipline was stern, and Spring wrote that parents approved of applying ash rods to rears. He said that a great many parents believed the measure of a teacher's instructing ability could be found in his ability to administer severe corporal punishment.

School was taught between the hours of 9 a.m. and 12 noon and from 1 p.m. until 4 p.m. with the younger boys being permitted to leave at 3 p.m.

Safford evinced an interest in the Tucson school. According to Francis Cummins Lockwood, in *Arizona Characters*, "There was not a waking moment that the subject of public schools did not occupy his mind or inflame his zeal. He considered education the very bedrock of American democracy."

Spring, in an address to a Teacher's Institute in Tucson on December 31, 1897, coined the expression seen often in writings about Safford that he was "The father of our public schools."

Bonillas reported that while he was attending the public school, he was forced to be absent a week or ten days to work buy his books. "The governor used to visit the school once or twice a week and when he noticed that I was away for eight or ten days, he asked Mr. Spring why I was absent and Mr. Spring told him I was a poor boy and had to work; then the Governor told Mr. Spring that he would be very glad to furnish my books and paper and everything I needed if I would go to school regularly. I told my father and mother (my father was a blacksmith; Tucson was a small village at that time) and they gave me permission provided I would give something in return, and the Governor told me I could come over in the morning and feed his mules, black his boots and sweep his office if I wanted to . . . It was not only myself that the Governor helped, it was scores of people, young boys and girls that he helped in educational matters; it was his whole heart."

After the close of the first session of Spring's school on May 21, 1872, John Wasson, owner of the *Arizona Citizen*, wrote on June 1:

"The progress the scholars have made is remarkable and great credit is due the teacher, John Spring, for his zeal and efficiency... Governor Safford gave \$20 which he distributed in prizes on recommendation of the teacher . . . An election was held on the 20th ultimo (May 20) to vote for or against levying a district tax for school purposes and the vote was unanimously in favor of the tax. . . the Governor said that at the end of the next quarter prizes would again be distributed, and the largest would be given for prompt

regular attendance.”

On August 10, 1872, the Pima County Board of Supervisors levied taxes including the 10 cents per \$100 ad valorem property tax for the Territorial School Fund and a similar 20 cent tax for the County School Fund.

There is a vacuum of information on Tucson School District 1 activities in the fall of 1872, but we do know that Spring taught a fall term. Spring received word of his father’s death in Switzerland and on October 1, he wrote to the Board of Trustees noting the death. He said, “I doubt not that the Hon. Board will appreciate my feelings of sorrow and excuse my nonattendance for this day.”

Apparently the classes were all male. On December 21, 1872, the Arizona Citizen announced that, “Another free public school will soon open in Tucson.” On February 8, 1873, the paper stated:

“Mrs. L. C. Hughes has this week commenced a free public school for girls in Tucson, we believe in a room in the old Pioneer Brewery building. We understand Mrs. Hughes is an experienced teacher and it is fortunate that the trustees have been able to get her services.”

She was the wife of L. C. Hughes, the editor of the Arizona Star and had arrived in Tucson in 1872. Her husband was the brother of Sam Hughes.

Mrs. Hughes, who later was to help found the W.C.T.U. chapter in Tucson, started with three girl pupils and by the end of the first month, the enrollment totaled about thirty.

Carter points out that the daughter of Mrs. Hughes, Mrs. Gertrude Hughes Woodward, 21 years later “enjoyed the distinction of being the first woman appointed to the faculty of the University of Arizona.” On May 3, 1873, the Arizona Citizen reported that Mrs. Hughes was forced to discontinue the school at the end of three months because of bad health.

Earlier that year, 1873, the Legislature met in Tucson on January 6. Gov. Safford noted that the Territorial Treasury owed no bills and had a surplus of \$17,620.37. He asked the Legislators to divide \$5,000 among the five counties for erecting, furnishing or improving school houses, on condition that the districts receiving the money raise double the amount proposed to be appropriated to them.

The Legislature increased the 10-cent levy of the Territorial School Fund to 25 cents, and apparently provided some of the building funds that Safford requested. An entry in the Pima County Board of Supervisors minutes, dated April 7, 1873, notes:

“It is recommended by the County Superintendent of Public Schools and approved by the Board of Supervisors of Pima County that the \$1,000 ordered donated by the last Legislature from the Territorial Fund to each County for the building of school houses said amount now deposited with the County Treasurer that the same be and remain there subject to the order of the Trustees of each School District.” (In modern times, the State of Arizona does not make outright appropriations for capital outlay for elementary and secondary public schools.)

The mental strain of teaching the large class of boys of all ages from six to 21 began to tell on Spring in the spring months of 1873, according to his account.

He said he visited Gov. Safford and told him that the task was too much for one person to bear. "I proposed one of these two alternatives: Either the Board of Trustees should rent a small room for the youngest children and hire an assistant teacher to attend to their tuition, or to raise my salary from \$125 to \$150 per month, in which case I would employ an assistant at my own expense."

Safford said that he thought either of the solutions was reasonable and told Spring to lay the proposals before the Board of Trustees. Spring did and was summoned before the Board.

"The trustees expressed themselves in very complimentary terms with regard to my work, but said that the school funds did not permit any additional expense; that the American population was steadily increasing, and that they had been requested by many parents to employ female teachers--'school ma'ms,' they called them--regularly trained for the purpose and that they could procure the services of two ladies as described for the amount of my salary."

Seeing the handwriting on the wall, Spring resigned, started a private school at 212 N. Court St. and also served as interpreter and translator of the U. S. Court and District Court of the First Judicial District of Arizona.

Spring wrote that the two young ladies hired to teach began their duties in September, 1873, but since Spanish was the predominate language, they were forced to take the language in lessons from him in order to teach.

Surveyor-General John Wasson, editor of the Arizona Citizen, wrote somewhat prophetically on May 24, 1873:

"A thorough and complete organization of the school system is being perfected and it is expected that on the first Monday of next October a free school will be opened in every district of the Territory and continued for nine months of the year. We want more good school mams and must have them. Good wages will be paid and when they get tired of teaching, we will find them all good husbands."

Wasson was true to his word. He married one of the two hired that fall, Miss Harriet Bolton, before the school year was completed.

Safford was in communication at about the time of Wasson's newspaper editorial, with Miss Maria Wakefield--after whom one of the District's junior high schools is named--who was then teaching in Stockton, California, as was Miss Bolton. Miss Wakefield brought Miss Bolton with her via San Diego by stagecoach and school was opened November 5, 1873.

A campaign, conducted by the Arizona Citizen, had been underway to build a new school house, but it failed.

The new school was then located in rented buildings owned by Sam Hughes and fitted out by him for classroom purposes. The buildings were on the east side of the Court House Plaza, the little park west of the present courthouse. Hughes received \$50 a month rent for the buildings.

One building had a main room 39 by 15 feet with a room on each end 15 by 16 feet. The other building had a room 41 by 15 1/2 feet. The structures were connected and had porches along the front and back.

The space in the rear of the multi-room building was used by the two young ladies as living quarters.

In the spring, Harriett Bolton married Wasson and Maria Wakefield became the wife of E. N. Fish on March 12.

According to Clara Fish, a daughter of Mrs. Fish, (in a letter written February 2, 1902 and cited by McCrea) not all Tucsonians were happy with the two women school teachers after their arrival.

There were 50 boys and 25 girls attending the school, which obviously was in competition with the non-public school for girls operated by the Sisters of St. Joseph.

Miss Fish wrote that "The Priests were bitter in their denunciation, and were formidable antagonists, even going so far as to threaten parents if they allowed their children to attend public schools."

Miss Fish was graduated from the University of Arizona in 1897 and became a teacher in Tucson public schools in 1902.

Apparently the women teachers abandoned the school after their marriages and history seems mute on the conduct of the school in the fall of 1874.

According to reports in the Arizona Citizen, the people in the school year 1874-75 began to feel the need of a new school building and the Board of Trustees decided to erect one.

According to McCrea, the Board of Trustees at that time consisted of Estevan Ochoa, R. N. Leatherwood and Samuel Hughes. Leatherwood owned a well-known stable in Tucson.

Some confusion lies in the actual membership of the Board at that time, citing minutes of the Board going back only to 1884.

Minutes of the Board of Supervisors list School Board members for the school year 1874-75 as "Theo. Welisch, C. T. Etchells and Estevan Ochoa." So does the Arizona Citizen, dated January 16, 1875.

"For a nominal sum," the school trustees purchased from Ochoa the property on the northwest corner of what is now Congress and Sixth Street. Dave Bloom & Sons clothing store is now located at the site.

The women of Tucson decided to raise money to help build the school.

The Eighth Territorial Legislature was in session at the time and upon hearing that the ladies planned to stage a ball, S. R. DeLong, a member of the Council, offered the following resolution which was adopted on January 15, 1875:

“Resolved that the use of this hall is hereby offered to the ladies of Tucson, who propose a social party on Thursday evening next, 21st inst., for the purpose of raising funds to be appropriated to the building of a public school house.” The hall was located at Stone Avenue and Ochoa Street.

The ball produced \$1,361. A Mrs. H. B. Smith, wife of a saloon keeper, contributed a large cake which was sold and resold until it produced \$137. It was purchased first for \$50 and finally for \$37&--perhaps slightly used--by Leatherwood, who ordered it distributed among the school children.

A second party was held, bringing in \$812 and a third was more successful with total receipts of \$1,575. The latter receipts were from sale of tickets, contributions and from a goat, decorated and labeled “This is Mary’s Little Lamb.” It sold at auction for \$323.

The two former school teachers, who married, were active in the fund drives.

All the monies raised by these activities were turned over to the School Board.

On May 15, 1875, the Arizona Citizen reported that the School Board of Ochoa, Etchells and Theodore Welisch visited the school under construction. The immediate supervisor of the construction itself was Mayor Ochoa.

The paper reported: “The walls are nearly ready for the vigas . . . All the vigas and a portion of the sahuaro (ribs) for the roof are on hand... The bids for the woodwork (doors and windows) were opened by the trustees....

“Not a cent of the public money has been expended in the erection of this building, and we owe it to the ladies of Tucson for most of the money which has been paid out so far, and to Mr. Ochoa for the zeal displayed in husbanding the funds placed at his disposal, and though the fund is now all exhausted, the work goes on, as he has faith that our liberal spirited citizens will in some manner realize a sufficient sum to pay him for money now being paid by him in order that the work may not stop.”

Among other receipts of funds toward the building of the school, the Citizen mentioned, “from Tucson Social Club, \$15.75; from Capt. T. J. Jeffords, \$30; from Warner Buck, \$25....”

Cosulich reports that in the fall of 1875, as the new public “Congress Street School” neared completion, a Catholic school for boys opened in September. The Citizen reported that October 1 was the date set for the dedication of the finished school with much ceremony. It was the first building built expressly for a public school in Tucson.

McCrea reports that the school cost a total of \$9,782. When the ladies’ funds were exhausted, Ochoa

advanced the money to continue the work, and in August, the School Trustees secured a loan of \$2,000 to complete the building.

The Congress Street School had three rooms, one occupied by the girls, one by the primary boys and the other by boys doing advanced lessons. The boys in the primary room were taught Spanish and English, but in the other rooms no Spanish was taught.

Principal of the school was Professor W. B. Horton, who was a Scotsman and a graduate of a college in Edinburgh. He was supplied with two teachers, one for the girls and one for the boys and Horton taught one of the boys' rooms.

During Horton's administration of five years, Miss Packeral first had charge of the girls' department and was followed successively by Miss Nesmith, Mrs. Aguerra, Miss Nora Smith and Miss Sallie Wood.

The boys' teacher was Ygnacio Bonillas, at a salary of \$15 per month.

The school term during 1877-78 had an enrollment of 196 with 130 boys and 66 girls. It continued 10 months, and no explanation of the longer term is given in historical references. The curriculum was expanded for the advanced classes which studied reading, arithmetic, algebra, geography, spelling, English grammar, United States history and English and Spanish translations.

In 1879, an additional method of school financing was enacted by the Tenth Territorial Legislature by providing for the licensing of gambling halls with half the license fees to go to the public schools. By 1884, the schools, territory-wide, received about \$15,000 from this source.

According to the best information available, the following School Boards served in the 1870-80 decade. It will be remembered that Safford's school law directed that members were to be elected, but election tallies are not known.

1870-71 - No available record.

1871-72 - Samuel Hughes, W. F. Scott, W. C. Davis.

1872-73 - Francisco S. Leon, W. F. Scott, Samuel Hughes.

1873-74 - L. C. Hughes, W. C. Davis and W. F. Scott.

1874-75 - Theodore Welisch, C. F. Etchells, Estevan Ochoa.

1875-76 - Theodore Welisch, C. F. Etchells and Estevan Ochoa.

1876-77 - No available record.

1877-78 - E. N. Fish, John Wasson and unknown.

1878-79 - Estevan Ochoa, C. F. Etchells and Charles Hudson.

1879-80 - No available record.

The High School 1880 - 1890

The decade 1880-90 saw the beginning of a high school for Tucson School District 1 and the building of the "Plaza School," officially known as Safford School.

In February 1881, Horton was succeeded as principal of the Congress Street School by George C. Hall. Horton, the following year, became Superintendent of Public Instruction for the Territory.

Hall had his wife helping him at the school and two other teachers, a Miss Smith and M. M. Sherman. The enrollment for the year 1881-82 was 280 at the beginning of the term and reached 350 by December 1882, the following term.

Hall was a progressive educator. He arranged the school in three divisions--a primary department of four grades, a grammar school of four grades and a three-year high school department.

Of the 280 students, two-thirds were boys because the Sisters Convent and Academy for Females was still operating in competition with the public school, cutting the enrollment of the girls.

Two exercise or recreation yards were provided, one for the boys and one for the girls. Inside the classrooms, however, Hall mixed the boys and girls. This caused such anguish among parents, according to early newspaper reports, that 75 percent of the children were withdrawn from school. The reports do not show when they returned nor how the situation was solved.

Hall also started a grading system.

In the Annual Report of the Superintendent of Public Instruction, 1881-82, Hall reported that "The outlook for the educational interests of Tucson is indeed bright. A new school building is contemplated and after it shall have been completed a high school will be organized."

The contemplated school was to be popularly called "The Plaza School," or "The Brick School," and was to be located at the east side of Military Plaza, where the present Safford School is now located.

The Territorial Legislature in 1879 had authorized Tucson to issue bonds not to exceed \$20,000 to build a school. It was to be constructed of brick, two stories in height and with a shingle roof. For some reason, the bonds were never issued.

In 1883, however, the Twelfth Territorial Legislature authorized the Tucson School District 1 to issue bonds to build a school. They were short-time bonds and were limited to a maximum of \$40,000 for the purpose of building a modern brick school of 12 rooms on Military Plaza.

Ida Flood Dodge, a former teacher at Safford School, produced a manuscript on its history entitled *Incidents and Thoughts Concerning the Origin and Early History of Safford Junior High*, 1943.

In this unpublished manuscript, a property of Tucson School District 1, Mrs. Dodge tells of a third school (the Plaza School was finished in 1884) in existence during the 1880-90 period. It was known as "The Old Adobe School" and later in the 1900's as "The Little Adobe High School."

This school, thought to have been built as a non-school building in 1882 or 1883, was located in Buell's Addition where the Education Center now stands at 1010 E. 10th St. Buell's Addition in 1885 was organized as a separate school district, District 9.

(History does not record the purchase of the "Old Adobe School" but the land was recorded in the name of School District 1 at a later date. It is interesting to note that before the Old Adobe School was used and while the new school in Military Plaza was being constructed another eastside building was used for classrooms. The Board rented an existing building on the northwest corner of Ninth Street and First Avenue. This building, called "The Old Schoolhouse," served the district during the period beginning in the fall of 1883 and continuing through the 1884-85 school year. The building, somewhat altered, still stands).

Mrs. Dodge reported that her family moved to Tucson from Bowie in 1890 and that the family rented the Old Adobe School from the School Board. She said it had "good walls, a good roof, plenty of room, and a well that was capable of yielding excellent water." The inside must have been a single room because Mrs. Dodge describes how her father "put up firmly made and firmly placed screen walls over six feet high to divide the house into rooms."

As to the rent of the building, Mrs. Dodge wrote: "I recall that father after having paid the rent several times, was told by a member of the Board to whom he had presented the money that he did not know what to do with it now that he had accepted it. Father knew what to do with it, so he ceased to annoy others with his finances and a spirit of gratitude seemed evident. I have an idea that during those years when the building was not wanted as a schoolhouse, our care of the place must have meant something to the Board as well as to us."

Mrs. Dodge wrote that she was of the opinion that the name of Safford School, in honor of Gov. Safford, was intended for the Plaza School from the beginning. Minutes of the School Board lend authenticity to this theory. On May 26, 1910, the minutes note that the so-called "Plaza School" was given its "proper name" and that henceforth it would be called "Safford School" as it was named for Governor Safford of Arizona.

Anson P. K. Safford was called by a number of historians, "The Father of the Public Schools." He was born in Hyde Park, Vermont, on February 14, 1830, the son of David and Lydia Peacely-Killen. His education has been described as "meager," but travel and home study developed him into an educated person. It is probable that his lack of a formal education drove him to "father" the public schools of Arizona.

He spent his early years working on his father's farm near Crete, Illinois, and did attend a small district school. In 1850, he journeyed to California to search for gold. At the age of 26, he was elected to the California State Legislature and was re-elected in 1858. He fought hostile Indians in Nevada, and upon his return in 1867 from a two-year period spent in Europe, he received an appointment from President Johnson as Surveyor-General of Nevada. He held that position until his appointment as governor of Arizona Territory.

Safford is reported to have left Tucson shortly after retiring as governor and returned in 1881 to marry Soledad Bonillas, the sister of Ygnacio Bonillas.

Whether he was living in Tucson at the time of the building of the Plaza, or Safford, School is not known.

At the close of two years of residence in Philadelphia and New York, he became interested in Florida land and with others purchased a vast tract. He was instrumental in founding the city of Tarpon Springs.

Safford died in Tarpon Springs on December 15, 1891.

Minutes of the School Board of Tucson District 1 are only in existence back to September 1, 1884. Minutes taken before that time have either been lost, or as has been reported, were destroyed in a fire.

At the September 1, 1884, meeting of the School Board, Joseph Sessions was elected (the Board voted on the principal) to replace Hall as principal of the school with classes scheduled to start the next day in the new Safford School. Five teachers were also hired. They were Miss L. A. Royce, Mrs. M. A. White, Mrs. H. B. Lawrence, Miss E. J. Monk and Miss Lizzie Borton, for whom a school in District 1 was later named. Thomas Foster was employed as janitor.

Chairman of the Board was W. F. Smith, and members were Thomas Hughes and C. B. Sessions. At the next meeting, September 8, Smith placed himself on record as protesting the hiring of John Sessions as principal, since Board member C. B. Sessions was the principal's brother.

A number of historians have reported that parents of school children opposed the Military Plaza location of the school named for Safford because, as Mrs. Dodge wrote, "It was too far for the children to walk." She said that beyond the new building to the east and south was open desert and that Apache raids on Tucson had come from that same general direction.

"No protection stood between Tucson's youth and Tucson's inherited foe," she wrote.

Apache raids were always a possibility, since Geronimo was not captured until 1886.

Mrs. Dodge reported that the classrooms of the school--she enrolled as a student there in 1891--were spacious, high ceilinged and had long windows shaded by green shutters.

Classes were mixed, but the playground was divided into areas for boys exclusively and girls exclusively.

The boys entered the school through the east door, while the girls came in on the west side.

Construction troubles were soon reported at the Safford School. The exact nature of the construction fault was not reported in the School Board minutes, but at the September 8 Board meeting, George Barnhardt and E. O. Hale were employed at \$100 each to examine the new school and “ascertain in what particulars W. J. Doherty, contractor, had deviated from the plans and specifications.” Also appointed was a committee to order from C. T. Etchells four log chains for bracing the tower of the new school. These and “irons” were placed on the tower before the next meeting of the Board on September 20.

On October 3, a “question as to the safety of occupying the new school house building for school purposes” came up. Two attorneys, “Hoover and Satterswhite,” were appointed to represent the school district in a legal dispute over the building with contractor Doherty, who had sued to obtain payment for construction.

On February 23, 1885, a judgment was rendered against the District in favor of Doherty in the amount of \$14,430.33. Apparently, the Board had not lost faith in the contractor--or he was the only one in town--for in the summer of 1885 the Board minutes record that Doherty was placed under contract to repair the school. The following October 7, the repairs were accepted by the Board.

During 1884, the first teacher of music was hired by District 1. She was Miss Jessie Medberry, employed at \$50 a month, but she didn't last long. Her services were “dispensed with” the following July as were those of the Spanish teacher, C. H. Tully. The Board decreed that music and Spanish were “not considered necessary.”

On November 21, 1884, either some rooms in Safford were not being used due to construction faults or the school was becoming overcrowded. The Congress Street School was not operating, so the School Board transferred Miss Borton and Mrs. White to rooms in the “Goodman Building” to teach classes there.

A new School Board was elected on June 27, 1885 consisting of W. F. Smith, John Gardiner and Charles J. Freeze. They elected Dana Harmon as the new principal of the grammar school while Mrs. White was made principal of the primary department.

Prior to the opening of school that fall, it was reported that the Tucson Water Co. could not produce enough pressure to send water to the second floor of Safford School. Water coolers were purchased.

Harmon, the new principal of Safford, was instructed by the Board on October 7, 1885, to begin teaching high school classes in Algebra, Natural Philosophy, Universal History and Geometry. The principal, incidentally, was being paid \$150 per month. Present principal of Safford Junior High and Elementary Schools is William D. Corcoran.

The high school curriculum was expanded in the fall of 1886 with option courses offered in English Literature, Universal History, Latin, Bookkeeping, Commercial Arithmetic, Algebra, Geometry and

Natural Philosophy. Pupils were required to take three of these studies in the minimum and no more than their teachers thought advisable. Harmon and two male teachers taught the high school classes.

The schools during the summer of 1886 were brought under the control of one principal--Dana Harmon--who, thus, became the first Superintendent of Tucson School District 1.

Two more firsts were established in the fall of 1886--the establishment of a kindergarten class and the hiring of a substitute teacher, Miss Olive E. Monahan. That fall, the Board also permitted students over the age of 18 to be educated if their attendance did not require added expenses such as the hiring of an additional teacher. The "study of the nature of alcoholic drinks and narcotics and their effect on the human system" was taught, since Congress enacted a law requiring such instruction in Territorial schools.

Harmon, while an apparently capable teacher, found himself in hot water with the Board on January 13, 1887. He was brought before the Board by A. W. Stiffel on charges that Harmon had used a leather strap on a pupil, one Gustav Klein. The Board instructed Harmon to stop the use of the strap.

Harmon must have been happy when, a month later, pupil Klein was expelled by the Board for "defiance of the teachers" authority."

Harmon was soon to be released as principal, or superintendent. On May 30 of that year, he presented a demand to the Board for \$300, charging that the amount was due on his salary. His request was turned down and the newly elected School Board in September failed to elect Harmon to his old job, preferring a J. A. Young.

That new Board was elected June 25, 1887 under a new law which prescribed that three members would be elected, one for a three-year term, one for two years and one for one year. The following year, the one-year term would be filled by a member elected for three years with the election of one member to come each of the succeeding years.

The Board elected was composed of Samuel Hughes, three years; H. D. Underwood, two years; and Pierce Ford, one year.

One of the first duties of the new Board was to accept a petition from five families for the annexation of Tucson School District 9 to Tucson School District 1

No. 9 was a small district--composed of Buell's Addition--which contained "The Old Adobe School." It was formed in 1885. In the fall of 1887, Miss Jessie M. Ziegler was hired by School District 1 to teach a primary class at the adobe school.

In 1885 there were 15 school districts in the county. It should be remembered that at that time Pima County included what is now Santa Cruz County. Santa Cruz was cut from Pima County in 1899. At that time there were 28 school districts in Pima County with the county losing 11 active districts to Santa Cruz. The remaining 17 districts in Pima County were renumbered consecutively.

As of 1899, Tucson District 1 was bounded by Grant Road on the north, the vicinity of Alvernon on the east, Irvington Road on the south and the Tucson Mountains on the west.

In other 1887 activities, the Congress Street School was leased at \$40 per month to “parties who are about to start an Indian School.”

There exists, in a private Tucson historical collection, a ledger book with the identifying scroll, Tucson Public School--Discipline Book.

The book was originated by Superintendent Young and was continued by three succeeding superintendents. It contains some interesting entries. Examples, as recorded by Young, include:

Sept. 22, 1887--Goldberg, Aaron. Impolite toward the principal. Would not obey when told to sit erect in his seat. Promised to give no more trouble and be more polite to teacher or principal.

Sept. 26, 1887--Fred Berryman. On front steps without permission (this was at the Safford School) Knew better but did so to be contrary. He is inclined to be insolent.

October 7, 1887--Knapp, Zoe. She told Myra Drachman that Clara Fish and Ann Sanford were speaking disrespectfully of some girls. (Clara Fish Roberts later became the first woman School Board member in District 1. Roberts Elementary School is named after her).

October 12, 1887--Carrillo, Francisco--Took screws out which fasten his ink well. Who told you to take the screws out? “Nobody.” Will you do it anymore? “No sir.”

Nov. 2, 1887--Zeckendorf, Alex. Made picture on back of Abrm. Goldbaum’s back when at blackboard.

Goldbaum, Abrm. Told A. Z. to make the picture. They both promised good behavior in the future.

Nov. 22, 1887--Levin, Charles Soto, Francisco. Throwing stones at Joe McDonald. If any more trouble they must remain at school after others have gone home.

Young resigned as Superintendent on December 9, 1887 and was replaced by W. W. Gillette at a salary of \$125 per month. In a report on the school system for the year 1887-88, Gillette gave the following statistics:

Receipts \$15,333.95

Expenditures 11,106.14

Value of buildings and sites 68,200.00

Value of School Library 125.00

Value of apparatus 100.00

Total \$68,425.00

General Statistics:

Number of Pupils in High
School Department 21

Number of pupils in
Grammar Department 117

Number of pupils in
Intermediate Department 107

Number of pupils in
Primary Department 283

Total 528

Number of volumes in Library 40
School buildings owned by
district 3

Number of sites separate from
buildings 3

Number of months in school
year 10

Gillette also told of the school population in his report:

“The average number of pupils to the teacher for the past year was 528 to 10. Some of the grades numbering from 50 to 80. The Board has made wise provision for the future. Hereafter the basis of each teacher’s attendance will be 40 pupils; and as the number increases above 40 in like proportion will the corps of teachers be increased.”

Tucson School District 1 at present tries to place a maximum limit of 30 students in each elementary school classroom and 26 to 27 in junior and senior high schools.

Of the high school in session, Gillette wrote:

“The complete high school course which has been organized has done more to raise the standard of the school than any other one feature of improvement. This together with the new laboratory, reading room, and library which have been added, renders it possible and convenient for pupils to acquire an education here as complete as they would receive in any school outside of a college.”

The School Board election on June 30, 1888 elected J. S. Mansfeld to succeed Pierce Ford.

On July 9, the Board set primary teachers’ salary at \$65 per month and grammar school teachers’ pay at \$75 per month. This was later raised to \$70 and \$80 when it was pointed out that the janitor was being

paid \$70 per month.

A decision was made August 31, 1888, to establish a ward school in the Baptist Church because of overcrowding at Safford School. The church offered its facilities for no rent. In the meantime, plans were made to use the Congress Street School again as soon as it could be "vacated by present occupants." Although the record is not clear, these occupants were probably those connected with the Indian School. On December 21, 1888, the Board decided to open a Ward School "in the southern part of the city," the Barrio Libre--in the vicinity of S. Main Avenue.

The exact location of this school is not shown in the records but it was an existing building. Board member Sam Hughes told members that he could get the building for \$150 per year rent. The owner was J. D. Beckrup. While in operation, this school was known as Ward School #2. Miss Lizzie Borton was transferred from Safford School to the ward school as its teacher. Hughes, with the consent of the other Board members, employed himself to dig tree holes and level the grounds for the sum of \$194.50.

Hughes resigned from the Board on June 25, 1889, and Henry Buehman, remembered as a pioneer photographer, was appointed as his replacement. In the Board election that spring, Lon Holladay replaced H. D. Underwood.

The Buell's addition school, The Old Adobe School, was closed during this period. The Board denied a petition from residents in the area to reopen it for classes, apparently feeling that the reactivated Congress Street School could handle any overflow from Safford. Minutes of the September 13, 1889, School Board meeting mention the purchase of a large flag for the high school building. This probably was for the Safford School.

Superintendent Gillette, the minutes note, sued the School Board that year for two months' pay he thought he should have received in July and August. Records do not show whether he taught those months nor the disposition of the suit.

Gillette, himself, was disposed of the following year, perhaps due to the suit but more probably due to an incident that occurred in October, 1889.

A delegation of Safford School parents appeared before the School Board on complaints that a teacher, William Holladay, brother of Board member Lon Holladay, had disciplined a boy student, throwing him to the ground and injuring his leg.

Testimony before the Board revealed that Gillette condoned such action on the part of the teacher and further testimony showed that a total of five boys had been injured. As a result, teacher Holladay was "severely censored" and told that if another incident occurred, he would be dismissed. Gillette was criticized for condoning the punishment.

The Holladay incident was not noted in the Discipline Book, but Gillette did record some infractions of the rules. Here are two examples.

October 28, 1889--Drachman, Herbert(son of Sam Drachman).

Has been reported by his teacher for failure in work, for impudence and willfully violating rules and refusing to do what his teacher asked him to do.

He asked teacher to go out and was refused whereupon he deliberately walked out and when reprimanded by principal, he stated that his father told him to go out when he wanted to even if teacher did tell him not to go. Said his father had control of him even if he did not control school. For some time past he has been failing in studies and very important in his manner in and out of the school room.

March 7, 1890--Orondor, Seth. Suspended for one week for leaving school contrary to request of Supt.

The text of this chapter notes the School Board memberships of some of the years during the 1880-90 decade. Following is the complete list. Although the Boards were elected, voting tallies are not known

1880-81--Samuel Hughes, R. C. Brown and F. P. Thompson.

1881-82--Samuel Hughes, R. C. Brow and F. P. Thompson.

1882-83--J. N. Mason, William A. Scott Jr. and a Mr. Gregg.

1883-84--J. N. Mason, William A. Scott Jr., and C. B. Sessions.

1884-85--Thomas Hughes, W. F. Smith, C. B. Sessions.

1885-86--John Gardiner, W. F. Smith, Charles J. Freeze.

1886-87--F. H. Goodwin, L. M. Prince and A. V. Grosetta.

1887-88--Samuel Hughes, H. D. Underwood and Pierce Ford.

1888-89--J. S. Mansfeld (sometimes spelled Mansfield in the minutes of the Board), Samuel Hughes and H. D. Underwood.

1889-90--Lon Holladay, J. S. Mansfeld, Samuel Hughes (resigned) and H. Buehman.

Defeat and Trouble 1890 - 1900

The 1890's weren't "Gay 90's" as far as School District 1 was concerned with the defeat of a bond issue for a new school building, another defeat of a special tax election to provide operating funds, trouble with the principals (or superintendents) and teachers and criticism from the Daily Citizen.

A number of "firsts" also appeared during this decade.

On August 7, 1891, the School Board, composed of Charles A. Shibell, Charles H. Strauss and Lon

Holladay, resolved that "it is advisable to erect a school house- at the south end of this city and another at the north end, also to supply the school house on Military Plaza (Safford School) with a water works." A bond election for \$10,000 in 20-year, 6-percent bonds was called for September 1. The voters turned it down.

It is possible the voters saw forthcoming events more clearly than did the Board members. On May 31, Charles H. Tully, the Superintendent, reported that attendance at the Main Street School in the Barrio Libre was but half of that in former years. The cause, he said, was the "moving of parents to other sections of the territory."

The school, being taught by Lizzie Borton, was discontinued as a result of Tully's report. Miss Borton was placed in the Safford School. The Congress Street School was continued in operation.

At this writing, there are three known living former students of the Congress Street School in this era. Mrs. Dave Bloom and Al Buehman, both of Tucson, attended the school. The third was Mrs. Charles F. Solomon, of San Gabriel, California.

Mrs. Bloom is the former Clara Ferrin who was a student at Congress Street in the late 1880's and the early 1890's. Mrs. Bloom later taught school in District 1 for 11 years. Mrs. Solomon is Mrs. Bloom's sister, the former Hattie Ferrin. She was two years ahead of Clara in school. Mrs. Solomon later taught at the University of Arizona.

Buehman, son of photographer and early School Board member Henry Buehman, attended the school from 1890 to 1893. His mother, Mrs. Estelle Morehouse Buehman, taught a kindergarten during that period in the Congregational Church on the site of the old building in the present City Hall complex.

The east side of Tucson, across the present Southern Pacific tracks in the vicinity of Broadway, 10th, 9th, 8th and 7th streets was becoming more heavily populated in the 1890-1900 decade and parents became disgruntled at the distance their children had to walk to the schools either in Military Plaza or on East Congress Street. On July 17, 1896, a number of residents on the east side petitioned the Board to open the Old Adobe School in the vicinity. The petition was denied, all members voting in the negative, for the reason that available funds would not warrant the necessary repairs to the building and the additional teacher necessary.

The residents persisted in their efforts and finally on August 9, 1899, the Board ordered that the Old Adobe School be readied for classes in the fall. It was to have one teacher.

One other effort during the decade to obtain additional funds for the district was made. On February 4, 1898, the Board decided that it must close the schools unless more money was forthcoming. A "special tax election" for \$4,000 was called for February 21. It was defeated by a vote of 163 to 123.

No report on the closing of the schools made but the Board minutes do not show teachers' salaries as being paid in April or May of that year.

High school classes were discontinued during the decade. On September 24, 1896, Supt. P. McCrea told the Board that "there is no necessity for it (the high school). It is not attended. The teaching force is needed in the lower grades, some of which are already crowded." The Board complied with his request and tried to deal with the overcrowded conditions by instructing the Board clerk "to request the School Boards of Ft. Lowell and Amphitheater districts to return the school desks loaned those districts in October, '93."

Responsible for the low enrollment in the high school classes was the opening of the University of Arizona at Tucson in 1891. The University established a "Preparatory Department" which taught high school classes to prepare future students for entry into the University.

McCrea began special classes in vocal music, freehand drawing and vertical penmanship. He built up the library by purchasing the International Education Series of more than forty volumes of standard works on teaching. He extended the course of study in the Tucson schools to eight years and said of the course:

"Pupils completing the course can enter the first year of the Normal School at Tempe without condition. They can enter the middle year of the Preparatory Course of the University and be allowed credit in English and Civil Government."

Records on exact enrollments of the schools were incompletely kept during the decade. On opening day in September 1890, a total of 365 students enrolled. Of these, "43 percent were of Mexican parents, 19 percent were of a Mexican and an Anglo parent and 38 percent were Americans," according to School Board Minutes.

A large number of eligible students were not attending school in the early 1890's.

The 20th Territorial Legislature in 1899 acted a compulsory school attendance law which provided penalties against all parents or guardians who failed to send children between the ages of eight and fourteen to school. There were exceptions: Those children who were taught at home, when the child had already acquired a common school education, when the parents were unable to purchase suitable clothing, when the child was physically or mentally incompetent, and when the nearest school house was two and a half miles away from the child's residence.

Following adjournment of the Legislature in 1899, a school canvass was made in Tucson District 1 with the discovery that 471 children between the ages of eight and fourteen were not attending school. The names of these children were sent to the sheriff, but results are not known positively. One result may have been the continuation of the operation of the Congress Street School, which the Board had considered selling, and the opening of the Old Adobe School, as noted above.

During the years 1890-1900, the School Board experienced a number of difficulties with superintendents and teachers, as well as parents, but probably no more than growing pains would normally merit. The Board seemed to have particular trouble with its superintendents.

The troubles of Superintendent W. W. Gillette were mentioned in the preceding chapter; he had sued the School Board for unpaid salary during July and August, 1889, and had been criticized by the Board for condoning severe punishment of pupils.

On March 18, 1890, the Board received the following letter from Gillette, still the superintendent:

“In order to do away with all annoyances in our school relations, I will sacrifice my chance for obtaining what I deem is my just due and authorize you to cancel the two orders given to me for my salary of July and August, 1889. I do this to maintain the interest and harmony which should exist in every public school.” The letter is cited as a prelude to a new policy of the Board which would follow.

After receiving the Gillette letter, the Board decided not to pay Gillette his salary for May and June, giving no reason, and Gillette’s resignation was read and accepted.

On July 10, 1890, the Board hired W. C. Bowman as the new superintendent with the same \$125 per month salary. In doing so, the Board members were careful to point out to Bowman that he was hired for the school year, not the calendar year, as they wanted no repetition of a suit for salary in the summer months. (The superintendent and high school principals are at present hired on a 12-month basis.)

The Board also made Bowman sign a contract that gave the Board the right to “dispense with his services whenever the school funds of the district should be insufficient to pay said salary.” He was also to serve, month to month, at the option of the Board.

A total of 12 teachers were to be hired under the same rules. However, both Bowman and the prospective teachers protested the contract terms and on July 18, the condition that they were to be hired “by option of the Board,” was deleted. The Board also said they would not be paid for days on vacation, but the teachers won one point. The Board agreed that they could not be dismissed other than for “good and sufficient cause,” except “provided for want of funds to maintain said schools shall be deemed a good and sufficient cause.”

That fall, in 1890, three schools were in operation--Main Street School (Barrio Libre) with one teacher, Congress Street School with three teachers and Safford School with eight teachers. The teachers were paid \$75 and \$70 per month.

W. R. Holladay, on November 20, 1890, was again brought before the Board charged with excessive punishment, this time to Myra Drachman, sister of Mose Drachman who appeared against Holladay. The Board refused to sustain the charges.

The following year, the Board adopted further new policies regarding the dismissal of teachers. They could be dismissed if school funds were exhausted, if their method of teaching was found unsatisfactory and if they failed in the duties of teaching, including ‘exercise of diligence in the preservation of school building grounds, furniture, apparatus and other school property.”

Bowman's contract was not renewed in 1891 and Charles H. Tully was made superintendent.

On March 8, 1894, the Board found itself facing an irate Mrs. Henry Buehman, who complained of no supervision on the playgrounds and that the female teachers were not allowed on the boys' ground to administer discipline. The Board replied that there is "less viciousness and the standards of morality (are) higher at the present time than it has ever been in the history of the public schools."

The School Board experienced criticism from the press in 1895 but dismissed the complaints summarily.

On March 15, 1895, the Daily Citizen editorialized that "under the present system, great wrongs have been perpetrated and the dear public have been made to foot the bill. Our authority for this is derived from a statement made by one member of the present Board of Trustees to the effect that the Tucson Public Schools were notoriously corrupt and that personal considerations rather than educational fitness for teaching were the only requisites that have been considered."

The Board on May 22 resolved "that we each and severally, declare it to be absolutely false that such statement was made by any member of the present Board," signed, R. W. Gray, chairman; C. F. Richardson, member and F. A. Odermatt, member and clerk.

The criticism by the Daily Citizen may have been one of the "firsts" mentioned previously. Accounts up to this time showed pride in the blossoming public schools.

What the "corruption" within the system was alleged to be is not known, but an examination of minutes in the period would not seem to indicate corruption, at least, in the case of purchases and expenses. Sample vouchers paid at the May 22, 1895 meeting at which the Board resolved as to the falseness of the editorial were as follows:

"David Kennedy salary for May \$75
S. P. RR Co. water for June \$15
David Kennedy extra labor,
manure, etc. \$10
L. Zeckendorf Co. supplies \$ 2.10
Joe Soldini dinner for
election board \$ 2.50"

The dinner, incidentally, was for five persons. Kennedy was janitor at Safford School.

Winding up of complaints by parents against teachers for the decade occurred at a Board meeting held November 23, 1899. Miss Edith E. Stratton, a teacher, was said by a Mrs. Vail and a Mr. Carrillo to have lost control of her class and that "confusion and disorder" were the rule rather than the exception. It was said that 19 students had been removed from her class. One of Mrs. Vail's chief complaints was that children were not permitted to recite. Miss Stratton was dismissed.

The need for new school buildings was repeatedly shown during the decade with numerous repair bills approved by the Board for the Congress Street School and Safford School. The dirt roof at the Congress

Street School needed constant attention and the tower, or cupola, at the Safford School was found unsafe. It was finally removed due to a danger of its collapsing the roof.

As was mentioned, W. C. Bowman was the superintendent in 1890. In 1891, Charles H. Tully was made Superintendent and was retained in that position during 1892. It was a good financial year for Tully. In addition to his \$125 per month salary, he was hired as school census taker for the year for \$125 and was employed to dig some tree holes for the district. He was re-elected Superintendent for 1893 and 1894.

It was under Tully's administration that the first class was graduated from the High School, held at Safford School.

Early in 1895, the County Treasurer informed the Board that the school fund had only enough money to pay Tully's and the teachers' salaries until April 12. He and the teachers huddled and volunteered to serve without pay until May 10, if funds did not appear to pay them.

In the spring of 1895, Lizzie Borton was elected the first woman superintendent of Tucson Public Schools, but a month after her appointment she informed the Board that she could not pursue the duties because of ill health. What happened between the Board and Supt. Tully is not known. The Board then promoted Mrs. J. F. Warren, a teacher, to the superintendency.

Board Member F. A. Odermatt objected strenuously to "the election of any lady to fill the responsible positions of principal of the schools of this district on the grounds that the duties and responsibilities of the position are too arduous to be properly fulfilled by a lady teacher and the schools will suffer." Mrs. Warren had taught the seventh grade and Miss Borton was retained to fill that vacancy.

In the spring of 1896, Mrs. Warren was not rehired as superintendent. A. J. Mathews was hired in her place. Mathews, however, didn't last long. A month later he asked to be released from his contract and Charles H. Tully was again made Superintendent. Member J. Knox Corbett objected and refused to sign Tully's contract, but it was issued without his signature.

For some unexplained reason, Tully only lasted a month that fall, and J. N. Pemberton was made the new superintendent. Board Member R. W. Gray protested the hiring on grounds Pemberton "being said to be suffering from tuberculosis of the lungs." The problem was soon resolved when it was found that Pemberton could not obtain a teacher's certificate because "of the absence of his diplomas." S. P. McCrea was then appointed Superintendent.

McCrea again was appointed superintendent in the spring of 1897 for the 1897-98 school year.

McCrea kept up the Discipline Book. One interesting entry:

Dec. 15, 1897--Frank Seymour from Miss Cole's room whipped for throwing lighted cigarette down the neck of Harold Steinfeld.

Steinfeld, born in Tucson June 1, 1888, is a well-regarded merchant in Tucson. It should be pointed out

that corporal punishment in those days was contrary to a territorial law.

In the spring of 1898, F. A. Cooley, of Phoenix, was made Superintendent at a reduced salary of \$100 per month. He was re-elected at the same salary for 1899.

Cooley made only four entries in the Discipline Book. He recorded whipping four students, one of whom had "told the teacher to close her face." The Discipline Book closes in April, 1899.

At the beginning of the decade, 1890-91, the School Board consisted of W. P. Haynes, J. S. Mansfeld and Lon Holladay.

Haynes resigned, and Charles N. Strauss was appointed in his place by the County Superintendent. At the trustee election June 27, 1891, Charles A. Shibell received all votes cast, 291, and took Mansfeld's seat. Holladay was elected chairman.

Strauss died March 1892--school was closed for the day of his funeral--and James Finley was appointed in his place. At the Board election June 25, 1892, C. F. Richardson, the only candidate, took the place of Holladay. Richardson received 41 votes.

On June 24, 1893, F. A. Odermatt received 223 votes for Board member in the first-recorded contested election, against Holladay who received but 57. Finley, the appointed member, was the retiring member.

The 1894 school election was held June 30 with R. M. Gray elected uncontested. He was also elected chairman of the Board. Shibell was the outgoing member.

J. Knox Corbett was elected in 1895 replacing Richardson; in the spring of 1896, V. W. Whitmore replaced Odermatt; in 1897, Richardson came back, taking Gray's seat; in 1898, Thomas F. Wilson succeeded Corbett in a contested race against Corbett, 298 to 256; and in 1899, Samuel H. Drachman replaced Whitmore in an uncontested election. Drachman received 101 votes.

Among the "firsts" of the 1890-1900 decade already mentioned were the conditional contracts, setting out grounds for teachers' dismissal.

Others included new vacations. In December 1892, the normal one-week Christmas vacation was extended to two weeks to enable teachers to attend the "Teachers Institute" in Phoenix and this was continued for a number of years.

Not a "first," nor an established vacation, was the closing of the schools from February 20 to February 27, 1893, to "fumigate against the disease known as diphtheria."

On October 3, 1863, President Lincoln had signed the first proclamation establishing Thanksgiving as the fourth Thursday in November. There is no record that the Territory of Arizona schools followed this holiday celebration by closing the schools until Tucson District 1 granted a two-day holiday Thursday and

Friday, November 30 and December 1, in 1893. The year 1894 was the first year the schools closed for Washington's Birthday--and a two-day holiday was granted, Thursday and Friday, February 22 and 23.

A question as to the religious observance of Good Friday came up at the April 20 Board meeting in 1895. The Board decided not to grant time off from school for the Easter services.

Another educational advance was the drafting of a course of studies for all grades of the district. Until this time, some attempts had been made, but it was usually left up to the superintendent and the teachers to decide courses. On the drafting committee in 1890 were Superintendent W. C. Bowman, Miss Lizzie Borton and Mrs. J. F. Warren.

A new trend was brought about in 1893 when the School Board hired a woman janitor. She was Rosa Van Alstine, hired to clean the small Congress Street School at \$20 per month. The practice of using a woman janitor at that school was continued until it closed.

Although a music teacher, as such, was not hired during the decade, musical scales were decreed to be painted on all classroom blackboards and \$12 worth of music primers were ordered for the school year of 1894.

The principle of average daily attendance payments, based on the attendance of the preceding year, was established in 1895 by the Territorial Legislature. Based on anticipated income, the School Board decided it could operate the schools during the 1895-96 session for only seven months. In an attempt to reduce expenses, cuts were made in the salary of the superintendent and the teachers. The principle of average daily attendance payments from the state is still used in Arizona's public school, although the payments are based on current attendance--not the actual attendance of the previous year.

On April 2, 1898, the Board resolved that teachers must present medical certificates stating they were free from tuberculosis or any infectious or contagious disease before they could teach. The policy is still in force.

The first school district budget--although a rudimentary one--was established on June 29, 1898. The Clerk of the School Board was instructed to notify the County School Superintendent that the estimated school district expenses for the 1898-99 school year would be \$13,500. No evidence of a budget existed in the district before that time.

For the first time, in 1899, formal commencement exercises were held for the graduating classes. The Tucson Opera House was rented for the ceremony.

The first librarian, on a part-time basis, was hired by the district in 1890--at \$5 per month.

In 1899, the Board instituted a rather strange practice. It ordered that the students shall not be required to take their school books home with them, "but shall be required to do their studying in school as much as possible."

An interesting "first" occurred on September 26, 1898 when a fire was discovered in the Congress Street School. Damages to the school were in the amount of \$255.13, paid by the Imperial Insurance Co.

Early School Boards, prior to the building of the Safford School in 1884, met at the Congress Street School. Minutes of those early Board meetings, prior to 1884, are not in existence and a fire was reported to have destroyed them. It is interesting to speculate that they may have been lost in the Congress Street School fire.

As the school year 1889-90 ended, the School Board was composed of Lon Holladay, J. S. Mansfeld and Henry Buehman.

On June 28, 1890, Willis P. Haynes was elected unopposed to succeed Buehman, who did not run in the election. Number of votes cast for Haynes is not recorded. Mansfeld was elected President of the Board and Holladay served as Clerk. Haynes resigned the position shortly after his election and Charles H. Strauss was appointed in his place.

On June 27, 1891, Charles A. Shibell was elected to the Board unopposed and received 29 votes. He succeeded Mansfeld, who did not seek re-election. Strauss died that year and James Finley was appointed to his position on the Board. Holladay was made President of the Board and Shibell was made Clerk.

On June 25, 1892, C. F. Richardson was elected to the Board with 41 votes. He succeeded Holladay, who did not seek re-election. Finley was elected President and Shibell was elected Clerk.

On June 24, 1893, F. A. Odermatt was elected to the Board over Holladay, who decided to try to regain his seat on the Board. The vote was 223 for Odermatt and 41 for Holladay. Odermatt was elected President and Shibell remained as Clerk.

R. W. Gray was elected to the Board on June 30, 1894, with the number of votes received not recorded. He succeeded Shibell who did not run for re-election. Gray was elected President and Odermatt was elected Clerk.

On April 20, 1895, J. Knox Corbett was elected, unopposed, to the Board. The number of votes cast is not recorded. He succeeded Richardson. Gray was re-elected President and Corbett was elected Clerk.

Dr. W. V. Whitmore was elected to the Board in March 1896 (the Legislature repeatedly changed the month of the election in those days.) He succeeded Odermatt, who did not run. Corbett was elected President of the Board and Whitmore became Clerk.

On March 27, 1897, C. F. Richardson was again elected to the Board. No record of the votes cast in the unopposed race was kept. Richardson succeeded Gray. Corbett was elected President and Whitmore became Clerk.

Corbett was defeated for re-election on March 26, 1898 by Thomas F. Wilson, 298 votes to 256.

Richardson became President and Whitmore remained as Clerk.

As the decade closed, Sam Drachman was elected to the Board, unopposed, on March 25, 1899. Whitmore did not run. Drachman received 101 votes. Wilson became President and Drachman was elected Clerk.

Davis, Holladay and Drachman 1900 - 1910 - Part 1

On April 12, 1901, the three School Board members of Tucson School District 1 met at the clerk's office at Safford School. The time was 4 p.m.

The trustees had gathered to consider the drawings of architect H. S. Trost for two new school buildings and plans from architects Forbes and Nevins for a third. It was a momentous meeting, since the trustees were considering the most ambitious building program ever envisioned by any previous Board.

"I move," said one member who also served as clerk of the Board, "that we accept these plans and I further move that the new schools be named 'Davis,' 'Holladay,' and 'Drachman.'"

The motion was passed immediately and unanimously by the Board members--William C. Davis, Leonidas (Lon) Holladay and Samuel H. Drachman. Drachman had made the motion and Davis seconded it. Davis, elected the month before to replace Thomas F. Wilson, had been on the Board but a few days.

The action was not taken without some resentment, portrayed by one J. Osborn, who at a meeting April 17 of qualified electors of the district, made a motion that a committee of three be appointed to rename the schools. His motion died for lack of a second.

As the decade 1900-1910 opened, only the Safford and Congress Street Schools were in operation. The Main Street School, in a rented building in the Barrio Libre, had been closed and the Old Adobe School east of the Southern Pacific tracks was under lease to a family. The Adobe School also was in serious need of repairs.

Although enrollment figures were not reported by the Board, the two schools were overcrowded to the extent that many eligible students in the district were unable to attend.

On February 9, 1900, a meeting of qualified electors of the school district, well aware of the growing population of Tucson and the school district, was called to consider the sale of Block 195, belonging to the school district, and another piece of school property situated vaguely "south of the S.P. Railroad tracks." All proceeds were to go "to the building of a new school house or houses."

The voters approved because the land, particularly Block 195 containing the Congress Street School, was situated "down town" and had become desirable business property and a less-desirable location for a school.

Ten months later, on Christmas Eve, 1900, the Congress Street School and site were sold to the highest

bidder, L. H. Manning, who paid \$25,725. The following March, the land south of the tracks was sold to Judge William H. Barns for \$6,100. The Board now had enough money in its school building fund to proceed with the school plans.

At the April 12, 1901, meeting the Board decided that one school would be located in the southwest part of the city, one would be placed in the northwest and one on the east side. The Drachman School was to be built in the southwest at Convent and 1 8th Street; the Davis School would be located in the northwest at St. Mary's Road and Granada; and the Holladay School was to be in the east, at First Avenue and Seventh Street--the present site of Tucson High School.

The Drachman site was purchased for \$1,000, the Davis site for a like amount and the Holladay land was purchased for \$950.

No time was lost in getting down to business of constructing the Board member namesakes. On April 30, 1901, H. O. Sullivan was awarded the bid for the Drachman School of \$7,479. Doe and Woodward, on July 26 that year, were awarded the contract for Davis School at \$8,621.92 and on August 12, the same firm received the contract for the Holladay School at \$7,890.50.

Samuel H. Drachman was a member of the present well-known family of Drachmans that first settled in Tucson in the early 1860's. Phillip Drachman, the father of Harry Arizona Drachman, first male Anglo child born in Tucson, was an original petitioner for the establishment of Tucson School District 1.

Sam Drachman was born in Petrikov, Russian Poland, on November 3, 1837. He remained there until he was 18 years of age, shipped to America and resided in the East and South. He served with the Confederate Army during the Civil War.

Drachman had read Ross Browne's book on Arizona and was "as I might say, electrified." He sailed to San Francisco and made it to Los Angeles by stage, thence to Yuma and finally through Apache territory to Tucson, arriving September 16, 1867. In Tucson, he established a cigar and tobacco shop on West Congress Street.

Interested in public affairs, Drachman was a member of the Seventh Territorial Legislature and served as a councilman for the City of Tucson.

According to the book, Arizona--The Youngest State, Drachman contributed much to education. It said, "Public education in Tucson owes Mr. Drachman a great debt, for during the nine years of his service as school trustee, he achieved great and lasting results doing work which still stands as a memorial to him."

On December 17, 1875. Drachman was married in San Bernardino. California. to Jennie Migel, a native of Russia. They had three children, a son Herbert, and two daughters. Lucille and Myrtle. Myrtle, in the early 1900's, was a schoolteacher in Tucson Public Schools.

Drachman died in Tucson on December 26, 1911. On December 27, the Arizona Daily Star editorialized:

“He had been for many years one of the foremost and one of the most public-spirited characters in Tucson.”

Drachman School originally had four rooms. Four more were added in 1908 and four were constructed in 1914. In 1927, two more rooms were built and in 1936 two classrooms and a nurse’s office were constructed.

In 1948, the building was 80 percent destroyed by fire. It was rebuilt in 1950 with 17 classrooms, a community room, administration offices and a nurse’s room. M. M. Sundt was the contractor for the rebuilding at a total cost of \$213,199.15. Principal of Drachman School is now Carl E. Lopez.

Holladay School originally had four rooms. In 1908, four more were added and a single room was constructed in 1918.

The building was demolished in 1923 to make way for the new Tucson High School.

Leonidas (Lon) Holladay’s grandfather was born in England. He brought his family to Tennessee to establish a plantation. There, T. D. Holladay, father of Lon, was born. In the 1850’s T. D. moved his family from his father’s home to Austin, Texas, and in 1871 established a ranch near San Bernardino, California.

Lon was born in Overton County, Tennessee, on April 10, 1854. He was an only son. At the age of 15 he entered upon a railroad career starting out as a fireman. He became an engineer in 1874. That year, he went to California and went to work for the Southern Pacific Railroad. As an engineer in 1880, he was transferred to Benson, Arizona, and then to Tucson. He married Mary Susan Wright in California and then established a residence at 237 S. 4th Avenue in Tucson. There were five children--three boys, Garland, Maurice and Lester, and two girls, Elsie and Grace.

Twice during his career as an engineer, Holladay was hurt in accidents, but recovered. He was interested in politics in Tucson, was a Democrat and served on the Board of Railroad Commissioners. He also served as “Chief” of Division No. 28, Brotherhood of Locomotive Engineers.

William C. Davis was another early Tucson pioneer. He was born in Pennsylvania in 1842 and came west by way of Santa Fe, arriving in Tucson in 1869, the year that A. P. K. Safford assumed his duties as governor of the Territory of Arizona.

Upon arrival in Tucson, Davis established a hardware store (an education in the East had prepared him for a business career) which was a successful enterprise for a number of years. He was instrumental in establishing the First National Bank of Tucson, serving as its vice president until it merged with the Consolidated Bank. He was connected with Consolidated until his death.

He became interested in the mining industry and had heavy investments in local mines.

Davis served as a Pima County Supervisor and in the Territorial Legislature. He became interested in the public school system and at intervals from 1872 until 1902 he served on the School Board of Tucson

District 1.

Davis married the former Mrs. M. E. Tenney in 1879, an active worker in the establishment of a public library in Tucson. The Davis family lived in a two-story brick house, located at 80 West Congress Street, described as one of the city's more magnificent residences of the early 1880's. The Arizona Citizen reported that "in the way of novelty, the house would have a cellar."

In 1900 the Davis family moved to a new home at 215 N. Stone Avenue, which until recent years was the location of the Parker-Kerr mortuary. At age 60, Davis died in San Jose, California, in 1902.

Davis School was originally constructed with five rooms. In 1908, six classrooms were added at a cost of \$9,400; four classrooms were constructed in 1927 at a cost of \$34,725; two classrooms were added in 1936 costing \$18,756; and in 1954 two classrooms were converted into the cafeteria and auditorium. This, and other repairs, cost \$32,913. Present principal of Davis School is Sam Polito.

The Davis-Holladay-Drachman construction trilogy was followed in the decade by the building of the original Mansfield School (named after Board member Jacob S. Mansfield--sometimes spelled 'Mansfield' in early records and later adopted as "Mansfield" by the Tucson family) and a new high school building which is now known as Roskruge Elementary and Junior High. This was named after George J. Roskruge.

On January 28, 1903, the School Board, composed of trustees Drachman, Davis and Roskruge, called a special meeting of the district's qualified electors "for consultation in regard to issuing of bonds to build a school house." Insufficient room for the district's scholars was cited as the motivating reason.

At the meeting of the electors, February 6, 1903, they approved, unanimously, a proposal to issue \$15,000 in bonds at four percent interest to mature in 20 years. The proposal in a public vote by qualified electors was approved the next month 55 to 11 with 2 ballots rejected.

The school was to be erected to the south of Safford School (or Plaza School) on the east edge of Military Plaza at 14th Street and 5th Avenue.

For some reason not explained, the bonds were not sold until February, 1904, which sale prompted a call for competitive plans and specifications with the cost of the new school to run from \$10,000 to a limit of \$12,000. On March 2, 1904, the plans of architects Trost, Rush and Hamilton were accepted by the Board and on March 24, contractor E. G. Woodard submitted the low bid of \$11,952.

That summer, the Board was diligent in its watch over the construction of the new school. It was discovered on July 22 that the plans provided for no rear door and thus there was no rear escape route in case of fire. The Board ordered one cut in the wall at an additional cost of \$198.

The Board voted to name the eight-room school after Jacob S. Mansfield that summer and on October 3, 1904, dedication services were held. Board minutes noted: "The dedication service for the Mansfield (sic) School was properly carried out by appropriate addresses, music by orchestra and patriotic songs by the pupils and teachers."

Mansfeld was a member of the School Board from 1888 to 1891.

According to Ida Myrtle Duffy in her 1941 thesis, *Pioneer Characters For Whom Some Tucson Public Schools Have Been Named*, "The perpetuation of the memory of Jacob S. Mansfeld in one of Tucson's public schools is an honor which is justly deserved by one of Tucson's most respected citizens of pioneer days."

Jacob S. Mansfeld came to Tucson in 1870. He was born in Passwalk, northern Germany, where he attended schools until he was 14 years of age. He was inducted into the Prussian army and served his compulsory military training.

In August 1856, he shipped to America, arriving in San Francisco where he became a junior partner in a bookstore. A short time later, he went to Virginia City, Nevada, and established a small business, soon to be destroyed by fire.

Mansfeld journeyed about the west until his arrival in Tucson.

Short of funds, Mansfeld nevertheless was able to pursue his hobby of literature. He opened a small news depot at Congress Street and Main Avenue, developed a stationery store and established Tucson's first circulating library.

Besides service on the School Board, he was also a member of the Pima County Board of Supervisors in 1885 and 1886. He was chosen as Centennial Commissioner in 1876 to represent the Territory of Arizona in Philadelphia. He served on the committee which drafted the first charter for the City of Tucson and was the originator of the idea that a university located in Tucson would be of more benefit than to continue the fight to return the Capitol to Tucson from Prescott. Legislators from Pima County agreed and the Mansfeld concept prevailed. He was made one of the first Regents of the Territorial University.

Mansfeld was married on May 19, 1878, to Eva Goldsmith in New York City. They had four children, Samuel J. and Monte Mansfeld and two daughters, Phyllis and Hannah.

At the age of 62, Mansfeld was stricken with pneumonia and died February 19, 1894, in Tucson.

Eight more classrooms were added to Mansfeld School in 1921 at a cost of \$61,050.

The Mansfeld name was transferred to a new junior high school which was built in 1929 and the old building became known as Safford Elementary School.

In 1949 rewiring and remodeling of the building was done for \$24,591.

In 1906, the University of Arizona began phasing out its preparatory course, which had substituted for a high school and had resulted in the elimination of high school classes in School District 1.

A high school was then re-established within the school district. The following is an account of the resumption of high school classes in Tucson, taken from an unpublished thesis by J. W. Clarson, *The Development of the High School Movement in Arizona*:

“The Little Adobe High School”

“The third period of its history began with its rebirth in 1906. In the fall of that year, 45 students assembled for study in a little two-room house entirely off the car line and outside the city limits.” (This is the Little Adobe School House mentioned previously as being located at 10th Street and Park Avenue on land that is now occupied by the School District’s Education Center). The following description is quoted from the high school paper ‘High School Life’ issued in December 1906:

“The present high school is a building of two rooms, one adobe and one frame, situated about seven blocks south of the University. There are forty-five pupils, taught by two teachers, Mrs. Rogers and her assistant, Miss Anna Thompson.”

“This ‘Little Adobe Schoolhouse,’ as the high school was called in those days, with its one large room and lean-to which had to serve as laboratories, recitation rooms and halls, furnished very cramped quarters at best. But on rainy days, which fortunately were not numerous, even one of those rooms had to be abandoned. On such days the students facetiously referred to this part of the building as the ‘Natatorium’. The two rooms of the building were affectionately known as South Hall, the adobe room, and North Hall, the lean-to. In the first year of the high school there was only one grade, the others still being accommodated at the University.”

(While the School Board minutes do not state that the Old Adobe School was used for the resumption of high school classes, we do know from the minutes of the School Board that Anne Rogers and Anna D. Thompson were employed to teach in the school district for the year 1906-07. We also know that E. C. Stewart, of Stockton, California, was paid \$600 for seats and desks in the summer of 1906. This was a large amount, according to ordinary replacement bills, and it may be concluded that the seats and desks went to furnish the Old Adobe School, which had been rented out as a family dwelling in the interim between its use as a classroom for lower grades and its use for the high school classes.)

The elementary schools continued to bulge with children, and once again the School Board thought of building. On October 9, 1906, the voters approved of a bond issue (the dollar amount of which is not recorded) by a vote of 346 to 87. Apparently, the Board was not able to sell these bonds at an advantageous price, because they were never issued. Additional rooms, however, were “provided,” according to School Board minutes--probably in rented space. Stoves were purchased late in October 1906, for these rooms.

On March 5, 1907, the Board passed a resolution calling for the issuance of \$50,000 in building bonds to mature in 20 years at four percent interest. On April 6, 1907, the voters in School District 1 approved the bonds 226 to 3, realizing that if children were to be educated, buildings must be erected.

The bonds were specifically designated for a high school building--the first high school to be constructed by the district--and on the following June 4, contractor D. A. Evans was awarded the contract with a low bid of \$37,422. The building was erected on land between 2nd and 3rd Avenues and 4th and 5th Streets. It is still standing and in use--after having been added to--as Roskruge Junior High and Elementary School. Roy Place was the original architect.

At the end of the 1906-07 school year, the Board foresaw that more construction was needed on the elementary grade level, as some classes in the schools were on half-day sessions. So, on June 21, 1907, the Board resolved to call for another \$50,000 bond issue election with bonds to mature in 20 years at five percent interest. On July 13, the qualified voters approved the issue 153 to 1.

The money was used for school repairs and to add, the following spring, four rooms each to the Drachman, Davis and Holladay Schools. B. E. Chute built the Holladay and Davis additions at \$9,400 for each building and A. C. Roswell was contractor for the Drachman addition at a bid of \$8,900. The remainder of the bond money went for furnishings and equipment and into the school building fund.

The high school and elementary school additions were completed in the fall of 1908.

The year 1906 might be called the "Year of the Scandal" for School District 1 because what happened that spring had never occurred before within the staid and dignified teaching ranks--or at least such conduct had never before been reported.

On March 21, the Board, composed of Sam Drachman, Lon Holladay and George . Roskruge, read a "painful" letter from Supt. F. M. Walker. It said:

"It becomes a painful duty to me to report to you that five of the teachers of the Public School have been guilty of conduct which seems very unbecoming to teachers to say the least."

"The charge is that the five teachers referred to went to Sabino Canyon on last Saturday and took with them beer, wine and cigarettes and drank and smoked the same. Two of the teachers have acknowledged that the report is true. I ask that you make an investigation of these things and deal with the said teachers in such way as in your judgment seems best for the welfare of the school."

The Board decided to keep the affair secret and to conduct an investigation under wraps. Secrecy was impossible, however, as there were witnesses and witnesses do talk.

The Board minutes do not designate more than one of the culprits as a woman, but since Walker was the only male school employee, outside of the janitors, it must be assumed that the other four also were feminine--making matters much worse in that day, of course.

Each of the Board members interviewed the ladies and on March 26, 1906, submitted reports to one another at a private meeting.

Drachman reported that in addition to talking to the teachers, he had interviewed a female teacher of

the University who had witnessed the affair. Drachman said that the University teacher observed several ladies having lunch in the canyon and their conduct was “not becoming.” Drachman noted that the press had made “accusations”, but he did not believe that anything was done to justify dismissal. “The facts establish no intention to do wrong and no act can be of a very heinous nature where the will does not follow the deed,” he said. He recommended dismissal of the charges against the teachers.

Holladay was of the same mind. He said that the matter had been “considerably magnified” and recommended nothing more than a severe reprimand. Roskruge did not agree. He said that the charges were “clearly proven” and that it was the duty of the Board to see that none “but competent and trustworthy teachers are employed, to whom the children committed to their care can look up to for guidance both mentally and morally.” He was of the opinion that one of the teachers was innocent but said, “I am of the opinion that the four teachers who acknowledged unbecoming conduct at the public picnic grounds on Saturday, the 17th of March 1906, should be either asked to resign or be suspended for the balance of the school term.”

Drachman and Holladay then voted for dismissal of the charges and Roskruge voted to sustain the charges.

Perhaps in a huff, Roskruge did not attend any further meetings of that Board and resigned on March 31.

The decade 1900-1910 opened quiet enough with a number of new educational ideas.

F. A. Cooley, who had been appointed superintendent in June, 1898, continued serve in the office until May 22, 1901.

On September 3, 1900, the first mention of physical education was made in the Board minutes, when members voted to permit use of the lower hall of Safford School for “Physical Culture” each Saturday.

In the spring of 1901, the Board hired its first clerk, at \$10 per month, to take minutes of the meeting. The minutes, however, were still inscribed in Sam Drachman’s elegant hand.

Cooley was not rehired as superintendent in the spring of 1901--reason not stated. The new principal was F. M. Walker and Charles (also referred to as “Carlos”) H. Tully was made his assistant. Walker was paid \$150 per month and Tully received \$90. Lizzie Borton was the highest-paid teacher at \$85 per month while other teachers received \$75 and \$70.

That fall, a Mr. Levy taught German for the first time in the school system. Interested students paid a small tuition for the course.

Miss Borton was elevated to assistant superintendent in May 1902, with Walker being retained another year as superintendent. As a woman, she could not hope to draw Tully’s former salary and apparently was content with \$80 per month instead of \$90. Today, of course, men and women teachers of similar experience and education, receive equal salaries.

Among the 21 regular teachers in 1902 was Ida Flood, whose memories of the Old Adobe School are quoted earlier in this volume. There were one music and one drawing teacher that year and three substitute teachers. In those days, substitute teachers were numbered-- with the "number 1" substitute receiving preferential treatment when a substitute was needed.

The following fall, September 15, 1902, Walker became ill and could not assume his duties as superintendent following summer vacation. Lizzie Borton was named acting superintendent during Walker's illness and, there being no sick leave and no pay while absent from work, she received his salary for about a month and a half until he returned.

Also on September 15, 1902, the School Board decided to place telephones in the schools. These were furnished by the Sunset Telephone and Telegraph Co. at a total cost of \$12 per month.

In this year, the school district was divided by school lines--that is, those residing in a certain area attended a certain school and were not allowed to enroll in a school outside that area.

Walker, on June 10, 1903, was again hired as superintendent on a one-year contract. Lizzie Borton became his assistant. There were 24 teachers hired from 186 applicants--46 of whom were Tucson residents. The remainder came from 40 various locations throughout the United States and in Manila and Puerto Rico. Four teachers were hired on a stand-by basis to assume their duties when Mansfeld School would be completed.

School personnel for the year 1904 saw no change in the superintendent nor his assistant. Among the 27 teachers was Miss Myrtle Drachman, daughter of Board Member Sam Drachman. Walker, at his request, was given a raise in pay to \$175 a month.

In the spring of 1904, commencement exercises were again held in the Tucson Opera House, with rental at \$20. Parents were charged 20 cents admission and children, those not graduating, paid 10 cents if they wanted to attend.

In the spring of 1905, Superintendent Walker appeared before the Board and asked permission to put at least one classroom on double sessions. He reported that in this class, 80 students were seated in a classroom built for 40. Average daily attendance that spring in the five schools--Drachman, Davis, Holladay, Mansfeld and Safford--was 1,612.

The School Board continued to bring about changes in the school system. In the spring of 1905, the first health officer was appointed, Dr. A. W. Alcoth. Teachers were required to obtain health certificates from Dr. Alcoth and to pay the doctor's fee of \$2 out of their pockets.

Walker and Miss Borton were hired as superintendent and assistant superintendent for the school year 1905-06 with Walker's pay boosted to \$200 per month on a 1 2-month basis. Miss Borton remained on an \$80 per school month salary and all 8th grade teachers received \$80. The lower grades were paid \$75 and \$70 per month, depending on length of service with the school district.

John Hewson received \$70 as “chief janitor” while part-time janitors were used at the five schools, being paid \$25 and \$30 per month.

With the resignation of Roskruge following the Sabino Canyon affair, T. J. Vail was appointed to the vacancy by the County Superintendent. Although no connection is recorded in history between Walker’s attempt to dismiss the five “Sabino Canyon” teachers and the feelings of Board members Drachman and Holladay in their behalf, Walker was not rehired for the 1906-07 school year.

At the May 25, 1906, Board meeting to select the superintendent, Board member Vail nominated Walker, but Drachman nominated William M. Ruthrauf, seconded by Holladay. Walker was out.

Ruthrauf, who was to undergo some unhappiness in his tenure, did prevail on the Board to allow the superintendent to have more discretion in school management. The Board adopted a new policy that all matters pertaining to the assignment of teachers and to the general management of school matters were to be the responsibility of the Superintendent. The implication was left, however, that all actions should be taken with the advice and consent of the Board.

Davis, Holladay and Drachman 1900 - 1910 - Part 2

On September 4, 1906, certain teachers were designated as principals of the five schools and upper and lower classes of the schools which had these two groups. Board minutes name the principals but do not tell of their particular school assignments. They were Mrs. A. Stallord, Miss L. Merriman, Miss M. Shibell, Miss F. Goodin, Miss M. A. Giles, Miss M. Hiemans and Miss F. Black.

Habits of Clerk of the Board Drachman in keeping his minutes varied. At times, letters to the Board were meticulously copied into the record. At other times, letters or petitions were noted as “received and filed.” An interesting entry in the minutes for the November 2, 1906, meeting reported that a “petition of children for change of teacher” was referred to Superintendent Ruthrauf for his action. What his action was, remains a historical secret.

The following extracts from Board minutes are not reproduced as a comic relief, particularly, but as an example that Board members did in the early 1900’s concern themselves with what today would be trivia and, perhaps, that true progress does not come easily.

November 2, 1906--Trustees John B. Wright and Lon Holladay were to “act as a committee to inquire into the costs and report at the next meeting on the matter of the unsanitary condition of the toilets.”

December 3, 1906--“The committee on toilets requested further time.”

January 3, 1907--“The committee on toilets requested further time.”

July 1, 1907--Holladay reported on the “Committee on Toilets” as follows: “Repairs and the putting up of toilets composed of brick for the Plaza (Safford) and Davis Schools” to cost about \$4,000. Holladay was

told to proceed about the business.

October 1, 1907--"The matter of toilets and other improvements on school buildings in charge of Lon Holladay will receive further attention when he makes his final report."

Whether Holladay made the final report is not known.

On March 5, 1907, the School Board delineated further the duties and the responsibilities of the Superintendent in a further acknowledgment that a Superintendent should supervise whereas the Board should content itself with making policy and the general welfare of the public schools.

New duties given the superintendent included preparing and submitting budgets to the Board, handling teachers affairs, reporting a progress of the system yearly, obtaining supplies and materials, maintenance of the buildings and grounds, recommending teacher appointments and assessing the qualifications and efficiency of teachers and visiting schools and seeing that they were properly operated. At the same time the Board made the superintendent an ex-officio and advisory member of the Board of Trustees and Executive Officer of the Board.

The familiar signs of the short-duration history of the Superintendents of Tucson School District 1 began to show concerning Superintendent Ruthrauf on November 30, 1907. He was found to be using textbooks not prescribed by the Territorial Board of Education--an academic sin in the eyes of the Territorial Board. The Tucson School Board was forced to send a letter of apology to the Board of Education in Phoenix and to order Ruthrauf to obey the law.

But Ruthrauf was to have still further difficulties.

A letter by Ruthrauf dated March 13, 1908 and sent to the School Board was read at the Board's March 25 meeting. The letter asked for the dismissal of teachers Miss E. A. Drury and Mrs. Alice Satterwhite for "open and defiant insubordination."

At the same meeting a letter to Ruthrauf was read by the Board. This letter was written by Miss Drury and signed, under her signature, by Mrs. Satterwhite. It said, "I want you to know that I am not speaking favorably of you and your system to the people of Tucson whom I meet." She went further to say she had lost confidence in Ruthrauf and "I will fight a fair fight. If you win and I lose, I will take my medicine gracefully."

Later in the meeting a second letter from Ruthrauf, dated March 24, was read. In this, he resigned because of "the flagrant and open insubordination on the part of a few teachers." He said that he had complained of this to the Board repeatedly (not shown in the Board minutes, however) and "I cannot under present circumstances continue as superintendent." He gave the Board 30 days' notice.

Teacher Miss Hewson then appeared before the Board and presented a petition signed by 36 teachers asking for Ruthrauf's ouster. Upon this, the Board accepted the Superintendent's resignation.

The Board minutes were first typewritten on April 4, 1908. The minutes of that meeting reveal that Lizzie Borton was appointed to serve out the remaining term of Ruthrauf. She was to receive \$125 per month during her period as acting superintendent. Ruthrauf was getting \$200 per month.

As a further ignominy directed at Ruthrauf, the Board discovered on May 21 that he had signed all graduation diplomas before he left office. The Board ordered that the ink signatures be removed with acid and instructed Lizzie Borton to sign them.

On April 28, 1908, S. C. Newsom was hired as superintendent at \$3,000 per calendar year and for the first time, the Board extended him more than a one-year contract.

Newsom was given "full and free control of educational policy" in his contract and all teacher hirings, promotions and firings could be ordered by the Board only upon the Superintendent's recommendation.

In 1909, the first gas furnaces were ordered by the Board to replace wood stoves. Four were ordered to be placed in the high school at \$172 each.

A male principal was appointed in the spring of 1909--the first male school principal--unless Augustus Brichta and John Spring, who operated one-teacher schools could be counted.

He was John B. Whitely, who was made principal of the high school and all the 7th and 8th grades in the system.

Other principals that year included Lizzie Borton, assistant superintendent and principal of Drachman School; Miss Stella Phillips, principal of Davis School; Miss Ada Bedford, principal of Safford and Mansfeld; and a vacancy at Holladay that was later filled, but never noted by the Board Clerk in the minutes.

At this point the high school had 105 students and there were 1,502 students in average daily attendance at the other schools.

Another advance of the decade was established in the high school building. A lunchroom was equipped--half of the cost paid by the Board and half by interested mothers. There were no cooking facilities. Cold lunches were brought from home and the students ate them at the lunchroom tables and seats.

In 1900, Lon Holladay succeeded C. F. Richardson on the Board. Holladay was elected over A. Orfila, 343 to 235 votes.

In the spring of 1901, the School Board was represented by Sam Drachman, Lon Holladay and W. C. Davis, who replaced Thomas F. Wilson. On March 30, 1901, Davis received 590 votes defeating his opponent, C. E. Chase.

On March 30, 1902, Drachman succeeded himself as trustee, getting 99 votes out of 100 cast. The lone vote-getter is not known. Holladay became chairman of the Board.

With the death of Davis in September, George J. Roskruge was appointed to the vacancy.

Holladay ran for re-election in 1903 without opposition and was again made chairman of the Board. Drachman continued his service as member and clerk.

Holladay and Roskruge had some sort of a feud going on, the nature of which history does not reveal. Voting records, however, show them on opposite sides in several instances.

For some unexplained reason, Holladay resigned as chairman of the Board shortly after his election in 1903 and Roskruge was made chairman. This was on April 18, 1903. Then on April 29, 1903, Roskruge resigned from the Board and Holladay was made chairman again. This was before the Sabino Canyon affair. T. J. Vail was appointed to serve the unexpired term of Roskruge.

In the spring of 1904, Roskruge ran for his old seat against Vail and was elected on April 11.

Sam Drachman ran for re-election in 1905 and was opposed for the first time, this time by a woman, former teacher Mrs. Frances Warren. She received 205 votes and Drachman received 257. Lon Holladay again was elected chairman of the Board by the other Board members.

Holladay was up for re-election in 1906. Running against him was W. F. Ingram. Holladay won easily, 331 to 254. This was, again, a time for Roskruge to resign and he did so in April. T. J. Vail was appointed in his place, but Vail resigned in October 1906. John B. Wright was appointed to take Vail's position.

According to the Arizona Star in the 1906 election, "The saloons were closed during the hours of voting from 9 a.m. to 4 p.m. when many saloon men gave aid to the Holladay interest, doing their canvassing in the main part of town." Just what the "Holladay interest" was and its relation to "saloon men" can only be conjecture.

Wright had to run again in the spring of 1907 and on March 30 he was elected with 44 votes cast. Holladay was re-elected chairman and Drachman remained as clerk.

In 1908, Sam Drachman's term ran out and he did not run for re-election, feeling that he had served enough. M. V. Whitmore was elected in his place without opposition. Whitmore had served on the Board from 1896 through 1899.

Lon Holladay decided to retire from school politics in 1909 and did not run for re-election. Elected was George J. Roskruge with a total of 31 votes. He was unopposed.

Success and Failure 1910 - 1920 - Part 1

Four bond elections for school construction were held in the 1910-1920 decade with three successes and one disastrous failure.

On November 9, 1913, the School Board decided to build a grade school adjoining the high school because "many children were being turned away owing to the lack of accommodation." A bond election was held December 6 of that year for \$45,000 in five and one-half percent, 20-year construction bonds for the new school. The issue passed 192 to 17 and the contract for plans and specifications for the 12-room structure was awarded to Henry O. Jaastad on January 19, 1914. The rooms were to be large enough to hold between 45 and 52 students each; central heating was to be installed and an assembly room seating 125 was to be built.

At the time of the awarding of the architect's contract, the Board, composed of Dr. W. V. Whitmore, John B. Wright and George J Roskruge, took under consideration the naming of the new elementary school. The minutes of the Board report that "The question as to a name for the new grammar school building then came up and it was moved and seconded that the same be known as the 'Roskruge School'." The modest and well-regarded Roskruge protested and according to reports of Tucson residents of that era, he stalked from the meeting room. Whitmore and Wright voted for the Roskruge name in Roskruge's absence.

The new grammar school was built by Reed and Dow for a base price of \$22,828 on the Fifth Street side of the present Roskruge Junior High and Elementary School location, a square block bounded by Fifth and Sixth Streets and Second and Third Avenues. Steel fire escapes for other buildings in the district, heating and plumbing for the new Roskruge School and equipment for it accounted for the remainder of the \$45,000 bond issue. The new Roskruge building was accepted by the Board on August 14, 1914.

In 1931, alterations and additions were made by the J. J. Garfield Construction Co. The home economics room was remodeled in 1950 but no new work has been done on the building since that time.

George J. Roskruge was born in Cornwall, England, on April 10, 1845, and in 1870 he departed from England and came to Denver, Colorado, where he remained two years. In 1873, he decided to seek his fortune in the Territory of Arizona. His first home was in Prescott, where he, along with others, fought off raiding Apache Indians.

He first worked as a cook and a packer for the Deputy United States Surveyor and rose under the deputy to become a foremost mapmaker and surveyor. John Wasson, Surveyor General of the Territory, hired Roskruge as his chief draftsman in the Tucson office. Roskruge arrived in Tucson on July 22, 1874. His first Tucson home was the "government house" which he shared with Gov. Safford, Edward F. Dumas, Coles Bashford and Wasson.

Some of the important posts which Roskruge filled include county surveyor for four years, city engineer for three terms, vice-president and president of the Tucson Building and Loan Association, and United States Surveyor General from 1896 to 1897. The Roskruge Mountains on the Papago Indian Reservation were named after Roskruge when he was Surveyor General. He probably had nothing to do with the naming.

Roskruge became interested in education and served on the first Board of Regents for the University of Arizona and was elected to the School Board for Tucson School District 1 a number of terms between

1902 and 1915. He held a high rank in the Masonic Lodge.

Roskruge married Lana Wood in 1896. She was the daughter of a well-known pioneer, Judge John S. Wood, of Tucson. Roskruge died on July 27, 1928. Before his death, on June 4, 1927, the Arizona Daily Star had this to say about him:

"Not because mountains and a school and a hotel are named after him, not because he is a crack rifle shot, do we elect him to the Tucson Hall of Fame, but rather because he entered so whole-heartedly into the land of his choice and gave so generously of his effort toward its welfare.

"George J. Roskruge has carved a name for himself in Arizona that time will not erase."

The second bond issue of the decade was for \$150,000 which built the new Safford Junior High School and the Dunbar School, equipped these schools and paid for repairs to existing buildings.

The formal resolution calling for the bond issue was passed by the Board on January 19, 1917. It pointed to the "greatly overcrowded condition of the school rooms now existing" and said that it was "absolutely essential that immediate action be taken toward providing additional school facilities so that all school children of said district may be properly accommodated." The resolution took note that the district's assessed valuation was \$17,361,254.55 and that the total bonded indebtedness was but \$155,500 "being much less than four percent."

The call for \$150,000 in new construction bonds placed interest at five percent with bonds to mature within 20 years.

The election was called for February 17, 1917, and the people gave the issue a hefty 229 to 28 vote approval. A week later the Board called for competitive plans and specifications for a \$100,000 school to be known as Safford School. Plans of Henry O. Jaastad were accepted for the building to be constructed at the corner of Fifth Avenue and 13th Street. It would adjoin the Mansfeld School to Mansfeld's north.

The contract for the new Safford facility was awarded June 22 to W. H. Young at \$102,910. The school was completed and accepted by the Board June 28, 1918.

Originally, Safford Junior High School had 26 rooms and an unheard-of-feature--a swimming pool. Under intensive newspaper criticism over this "frill," the Board quickly deleted the swimming pool from the plans and also saw some reason to cut out the boys' showers which were included in the original proposal. Other changes in the original plans cost the district an additional \$4,839.21 which was to come off the third bond issue in the decade.

The contractor for the building of the school, W. H. Young, reported to the Board on September 5, 1918, that he had lost \$5,000 on construction of Safford "due to the war." Delays in supplies and the unavailability of labor were listed as war-caused. Young had been bonded by four bondsmen in Tucson and they were the ones who would have to pay the \$5,000 difference in construction costs. They appealed to the School Board for relief, but the Board refused on an opinion by its attorney that it had

no "legal right to pay."

The Safford School was a durable one and still is. Other than normal wear-and-tear repairs, nothing was done to the school in the way of remodeling until 1953, when Harold Ashton was awarded a \$32,623 contract for general repair of the entire school. Lunchroom facilities and remodeling to provide a crafts shop were completed on January 29, 1955. Shops, showers and a locker room were installed in 1956 by Craven-Hague Construction Co. at a cost of \$57,908 and 16 classrooms were remodeled in 1961.

The Dunbar School, also financed by the February, 1917, \$150,000 bond issue was the result of a series of events which led to racial segregation of Tucson Schools at the beginning of the 1910-1920 decade.

An assessment of the school district enrollment on December 5, 1910 revealed "over 2,300" students in the five schools, including the high school. Of these, 41 were Negroes attending the first eight grades. None of the 41 were enrolled in high school.

In the School Board's minutes for September 9, 1912, a notation reads: "A committee of Negroes, men and women, of the number of seven, with Rev. Dixon, appeared and presented a petition for re-segregated schools." The minutes do not describe the petition nor what it asked (nor do newspaper accounts) but the minutes said that the matter was to be submitted to the attorney general for his opinion.

What the opinion was is also not shown in the minutes.

(Newspaper accounts often do not report school events because the School Board meetings were not regularly attended by reporters. As a matter of fact, it was the custom of the time not to inform newspapers of Board meetings in advance and meetings were not scheduled by statute. Oftimes they were held in the home of the President of the Board or one of the members. Minutes were kept, but these were sometimes edited).

It is known, however, that the Territorial Legislature, in 1909, enacted a law permitting the segregation of school pupils "of the African race from pupils of the White race, and to that end (school districts) are empowered to provide all accommodations made necessary by such segregation."

Since the territorial law was permissive, it may be assumed that the petition presented by the committee of Negroes asked for a separate school.

At any rate, in the fall of 1913, a "Colored School" was established. Hired as principal and teacher was Cicero Simmons, a graduate of Booker T. Washington's School at Tuskegee, Alabama, who was to be paid \$90 per month.

According to the Arizona Daily Star in its September 18, 1913, issue:

"For the first time in the history of Tucson, Negro pupils will have their own school and their own teacher when the city schools open next Monday.... Last year there were 47 Negro pupils enrolled in the

public schools with an average attendance of 35, and it is expected that the attendance this year will be somewhat larger...."

The new teacher, Cicero Simmons, comes very highly recommended and is one of the leaders of his race in the Southwest. Not long ago, in a public address in Tucson, he publicly advocated the employment of Negroes for the purpose of teaching Negroes in order to foster race pride and to aid in race progress.

"Professor Simmons has been very active in the work of uplifting his race in Phoenix and on his departure for Tucson yesterday, he received some very flattering press notices . . . In Tucson, he will receive \$90 a month and will be expected to teach anything from the primary class to the high school classes, a range of work which requires considerable ability."

The School Board did not build, immediately, a school for the colored students. It leased a building to be used as schoolroom for \$35 per month. The building, altered now, still stands at 215 E. 6th Street. It served as and was known as the "Colored School" until Dunbar School was constructed and then it was taken over by George A. Stonecypher to be used as a bakery shop. Today, the building is the location of the Chinese Community Center, with its updated address as "221 E. 6th Street."

In May 1916, Simmons' salary for teaching at the colored school was increased to \$95 per month. On October 13 of that year another committee of Negro citizens presented a petition to the Board asking that an assistant be furnished Simmons. The Board noted at this time that but 19 students were enrolled in the school and "did not deem it advisable." Simmons was permitted to set up high school classes in the school and was instructed that if any 9th grade students appeared to enroll, he could teach them at an added \$5 per month.

Apparently Simmons was paying the \$3 per month fee for a telephone at the school out of his pocket. His salary in the fall of 1913 was raised \$1 per month "to help pay for the telephone at the Colored School."

In May 1917, the School Board decided to build a "Colored School" on land it owned at 300 W. Second St. Bids were called for and on July 6, 1917, the construction firm of Doe & Graf was awarded the bid for \$5,969. It was completed and accepted by the Board on January 8, 1918. The Board had named the school after Paul Lawrence Dunbar, in honor of the well-regarded Negro poet. After achieving national fame for his poetry in dialect, Dunbar died at 34 years of age. Residing in the east, he had never seen Tucson.

The Dunbar School originally was constructed with two rooms. Miss Mable Bland was hired to assist Simmons in teaching at the school.

A two-room basement addition was constructed in 1921. Two rooms were also added in 1930, 1936 and 1940.

Additional ground was purchased in 1948, for \$20,000, and a contract was let for the construction of a modern junior high school for \$375,000. This included 12 new rooms and remodeling of the old building.

The finished school had 23 classrooms, offices, a cafeteria-auditorium combination. In 1951, segregation of Arizona schools was ended, and the name of Dunbar Junior High was changed to John A. Spring Junior High. Spring's history is recorded earlier in this volume. Latest construction at Spring was a library started May 17, 1966 at a cost of \$43,842.

Spring continued to operate as both an elementary school and junior high school until it became exclusively a junior high in June, 1961. Elementary students were sent to Davis and Roosevelt Schools the following fall.

The third bond issue of the decade was called by the Board November 5, 1917 and was in the sum of \$50,000 at six percent to mature in 20 years. The bonds carried in the election 158 to 48 and by April the following year two small schools were in the planning stage. These were Menlo Park and University Heights.

Bids were advertised for the two-room schools and E. L. Willcox was low bidder for both. The bid for Menlo Park, at 11 00 W. Fresno, was \$8,899.99, and the one for University Heights, at 1201 N. Park Avenue, was for \$8,984. Land for the two schools was purchased out of bond money, with part of the "Schwalen Farm" purchased for Menlo Park at \$2,500 and the land on Park Avenue for University Heights purchased for \$2,250.

That spring the new superintendent, Fred Arthur Nims, of Flemington, N. J., was also instructed to proceed with repairs on the Old Adobe School, bid by a Mr. Tophoy at \$3,860. It was discovered a year later that the title of the land on which the adobe school stood was not clear and the Board paid Frank Hereford \$500 for a clear title to it.

Menlo Park remained a two-room school until 1921, when two rooms were added. Two more were constructed in 1927 and in 1930.

The school was completely remodeled in 1949. Two more rooms were added as were toilet facilities, offices, a nurse's room, work room and a community room. Approximately four acres were added to the site in 1949.

The remodeling left a total of 14 classrooms.

University Heights remained a two-room school until 1921 when eight rooms were added at a cost of \$41,159. Six more were built in 1930, costing \$44,973. Two basement rooms were converted into an all-purpose room and nurse's room in 1948 costing \$19,035. In 1958, a complete remodeling contract was awarded to Abplanalp Construction Co. at \$97,600.

The "disastrous" bond proposal was made by the School Board on April 5, 1919. The Board was then composed of J. E. White, president; L. E. Smith; and Mrs. Clara Fish Roberts, clerk. The bond election was called for May 5, 1919 and asked for a record amount--\$375,000 at five and one-half percent to mature in 20 years.

The Tucson Citizen carried a story the following day that received the bond news with lukewarm acclaim. The bonds, the newspaper noted, were to build a senior and a junior high school, a small building for first and second grades at 10th Street and Park Avenue (the site of the Old Adobe School) and another school building in the vicinity of the Yaqui Indian village.

On April 11, the Citizen wrote a cautionary editorial stating, "We must be conservative in our expenditures." It noted that a \$200,000 city bond issue was in the offing and, although the editorial did not condemn the school bond issue, it was cool toward it.

Two days later, the Citizen chilled. It stated flatly that the "new high school is not needed and it will be folly to junk the Holladay and Mansfeld Schools." The "junking" of Holladay was planned to make room for the new high school but the replacement for Mansfeld was not explained.

On April 15, the Citizen declared open war against the bonds. An editorial headed, "Railroading the Bonds," said:

"It is evident that the purpose of the School Board is to railroad the bonds through without any further investigation of the subject." The editorial went on to say that the Board accepted the recommendations of Supt. Nims "and is asking the taxpayers to vote this vast sum on the suggestion of one man and that man has been here only about nine months." It said that Nims "probably has not more insight on (local conditions) than the man who put a swimming tank in the Safford School."

The assault by the Citizen continued almost daily. On April 18, the newspaper produced a table showing the cost per student of education. In the grammar schools, it said, the cost per student rose from \$37.82 in 1915-16 to \$50.48 in 1918-19. The cost per high school student rose from \$71.25 in 1915-16 to \$102.50 in 1918-19.

On April 27, the Citizen centered its attack on Nims, calling him a "typical political school master." It accused him of "lobbying in the Legislature" and said that he was campaigning for the bond issue "through the children." On May 1, the paper said that "We don't need money for schools, but we do need a good superintendent."

Shortly after these latest accusations, Edward Van der Vries, principal of the high school resigned. Then, in a blistering story, the Citizen reported that seven other high school teachers had resigned and called the resignations an "open revolt against the efforts of F. A. Nims, the superintendent, to use the school organization to put through his Six-Six plan and a bond issue of \$375,000."

(The Six-Six plan proposed a grammar school of the first six grades and a high school of the second six grades--a popular educational idea at the time. Just what the Citizen had against the plan, was not explained.)

The resignations of the principal and the teachers were announced two days before the May 6 bond vote and on the day of the voting, the Citizen editorialized that "The Czar of the public schools must be dethroned."

The bond issue lost.

The Citizen carried its own battle, while the Star did not fight the bond issue as such. Often critical of Nims, this time the Star was silent, saying only: "There is but one obligation every qualified voter has--he or she should vote and express that preference he or she may feel on the matter."

After the defeat of the issue, six of the seven high school teachers were hired for another year. Van der Vries was not retained as principal and there is no indication that he asked to be retained.

Nims had another year to go on his contract and chose to exercise the option. He stayed during the 1919-1920 school year but was replaced by C. E. Rose in the spring of 1920 with George J. Peak as his assistant.

Following the Citizen's attack on the bond issue, L. E. Smith, the newly elected trustee, resigned. The other two trustees--J. E. White and Mrs. Clara Fish Roberts, remained in their posts.

Other than the defeat of the bond issue, the 1910-1920 decade was a smooth and progressive one in school affairs.

Teacher requirements were elevated as the decade began. On January 1, 1910, the Board set new standards for hiring. It was resolved that only "graduates from colleges of unquestionable standing," who have had successful experience in teaching their chosen subjects, would be considered eligible for positions in the high school. Graduates of normal schools or colleges would be given preference as grade school teachers. As far as promotions were concerned, the only two things to be considered were the efficiency and length of service of the teacher.

A new holiday was inaugurated in 1910, two days being given off May 5 and 6 for the Mexican celebration "Cinco de Mayo." Periodic medical inspections of children were provided for in the budget for the coming year. Five hundred dollars was budgeted for a physician to make the examinations. Dr. Meade Clyne was hired as the part-time school physician.

Salaries for school teachers on the grammar school level in 1910 ranged from \$75 to \$90 per month. High school teachers received from \$1,000 to \$1,200 for the nine-month term, with the principal being paid \$1,400 on a 12-month basis. The head janitor of the system received \$100 a month during the school year and \$75 per month during the summer.

Manual training and domestic science classes were first formed in the 1911-12 school year.

The school census for 1911-1912 showed that the total number of children in the school district between six and 21 years of age was 3,386--1,719 boys and 1,667 girls. Attending the public schools were 1,840 children. Private school enrollment was 403 and 1,143 children within the six to 21-year range attended no school at all.

Charles H. Tully, the census marshal, explained that the reason for the large number of children not in school was "extreme poverty among many families who have to employ their children in order to earn their living." He said, "A large percentage of the children of the poorer classes quit school at the age of 15 for poverty reasons." An added reason for nonattendance, he said, was the fact that school age had been increased from 18 to 21 and that children in that age group did not want to go to school and didn't.

Among teachers hired in the spring of 1912 was the late J. F. (Pop) McKale who became the district's first athletic coach, coaching football and teaching mathematics at the high school. He was to reach fame in coaching at the University of Arizona.

McKale coached sports at Tucson High School during 1912 and 1913. According to McKale, interviewed before his death June 1, 1967, the football team averaged but 145 pounds per man, yet defeated Bisbee twice, Phoenix twice, the University of Arizona second team once and lost only to the University varsity. His baseball teams also defeated the varsity UA squad and finally, in 1914, the university hired McKale away from the school district as coach for all sports.

In the spring of 1912, tuition for non-district students was charged for the first time. High school students paid \$4 per month if taking a full course while grammar school students paid \$2 per month.

A full-time librarian, Mrs. Annie W. Kellond, was hired during 1912 at \$95 per month. She later became the first full-time secretary for the School Board, and a school was named after her in the district.

In the early 1900's it was as difficult to obtain a transfer from one school in the district to another--for the convenience of the student--as it is today. On October 7, 1912, James R. Dunseath, representing H. V. Anaya, appeared before the Board and asked that Anaya's children be transferred from the Drachman School to Safford School because "all the children at the Drachman School speak Spanish and Mr. Anaya prefers that his children hear English spoken on the playground." The Board refused the transfer.

The Territorial law against corporal punishment in schools was rescinded in 1912. Because of this, the Board passed a resolution that "Teachers in this school district are authorized to administer corporal punishment. This may be done only in extreme cases of continued insubordination, open defiance or disrespect for authority on the part of the pupil. Teachers must be discreet when resorting to corporal punishment; they must be free from anger; the principal of the school must be present; the punishment must not be excessive and the pupil must not be humiliated."

The Board continued to frown on married school teachers (except widows) and the following entry in the Board minutes of April 1914 is an interesting one:

"The Board then considered the matter Miss Weddel, a teacher of the sixth grade in the Safford School, who is about to be married a Mr. Green of Arizona. It was the unanimous action of the Board that in the event of Miss Weddel's marriage, her contract as a teacher of the public schools of Tucson would immediately cease."

Pianos for the schools were first purchased in 1915 when the Board purchased five from the Murdock Furniture and Piano Co. at \$225 each. Physical culture for high school girls was established in 1915 when Miss Edna Davidson was hired to teach the subject three times a week after school hours. Fifty-four girls signed for the course.

The school budget was formalized for the first time in 1916, with lined-out budgeted expenditures. The operating expenses for the high school were set at \$21,435.50, and \$82,404 was budgeted for the grammar schools for a total of \$103,839.50. One item was for \$50 for library books for the high school, none for the grammar schools.

An agricultural teacher was hired for the high school in August of 1916. Two years later, seven acres of land were leased on St. Mary's Road, just west of the Santa Cruz River, for a school farm on which practical agriculture could be taught. The district has no project of this kind at the present.

In September 1916, a policy statement was issued to teachers which probably led to the determination of the high school teachers that they should not work for the ill-fated bond issue in 1919. The statement was issued by Dr. W. V. Whitmore, member of the Board. The policy holds true today.

"A word concerning the activity of teachers in school elections. Of course, we have known that, in the past, certain teachers have been quite active at these times. But we had the mistaken idea that you did it because you like us. We were very surprised to learn that any of you felt that you had to do this. We have no right to ask you to fight our battles. This would cause you embarrassment, worry and even worse, should the election go the wrong way. So, the School Board has asked me to bear to you this message: That we will consider it an 'unfriendly act' for you to take an undue activity in such elections. This, of course, does not mean that you cannot go to the polls and vote. We could not take that right away from you, if we wished, and we have no desire to do so. As I interpret it, it does not mean you cannot take more interest and activity than simply voting. But it does mean that, whatever you do and with what vigor you do it, it shall all be voluntary."

The first school orchestra was started in October 1916, when an extra appropriation "not to exceed \$40" was ordered set aside by the Board to purchase instruments.

Success and Failure 1910 - 1920 - Part 2

Other modernizations or improvements within the district during the 1910-1920 decade included:

- The School Board resolved that the high school students be permitted to have dances in 1917.
- The Board paid school teachers for wages lost due to illness, contrary to former policy
- Summer school for a six-week period was opened to enable students with poor grades to make them up.
- The first school nurse, Miss Katherine Kraft, was hired on a part-time basis.

--Minimum salary for teachers was established at \$100 per school month in the grammar-school level.

On October 1, 1917, probably as the result of World War I, a Capt. Streit was hired to conduct military training at the high school.

--A night school was established on October 31, 1917. Classes were to be in commercial Spanish, typewriting, shorthand and stenographer training, dressmaking, shop arithmetic, construction and repair of automobiles, architectural drawing, business English, Red Cross instruction and folk dancing.

--Teachers who served out their contracts without either getting married or resigning were given a \$50 bonus at the end of the year.

--Federal aid was accepted on June 28, 1918. Supt. Nims was "authorized to fill out and file with proper persons the regular application for Federal Aid for vocational industrial education, vocational agriculture and home economics for all day, part time or evening school."

--The first powered vehicle was purchased in 1918 by the School Board, a Buick truck for \$905. The Buick was chosen over the Ford because the Buick boasted "demountable rims, electric lights, and an electric self-starter."

--A motion picture "machine" was purchased for the High School auditorium.

--A new minimum wage for all teachers was set up in 1919 at \$1,080 per year.

--A junior reserve officers' training corps was established in 1919 under Major M. G. Browne.

--Members of the National Association for the Advancement of Colored people asked the Board to build a high school for colored students. (This was never built. The high school was not segregated, but, until 1951, the elementary schools were.)

As the decade ended, the high school had 19 teachers. The grammar schools employed 89 teachers. The budget was \$249,782.20. Total enrollment at the high school was 538 students and there were 3,582 students in the elementary schools.

When the decade opened in 1910, S. C. Newsom was superintendent and remained until the spring of 1916. Newsom was highly regarded in Tucson as superintendent. His letter of resignation was dated March 28, 1916 and stated:

"Since my election to the superintendency of the Tucson Public Schools in May, 1908, George J. Roskrige, Doctor W. V. Whitmore, S. Y. Barkley and John B. Wright have served as members of the School Board. These gentlemen have all been in complete accord with my policy of simplification of the school curriculum, of intensive work, and of the employment of the very best teachers irrespective of any other consideration--in brief, that the schools exist for the children.

"Mr. Harry Drachman has declared himself as opposed to this policy. I do not feel therefore, that I care to serve as superintendent with Mr. Drachman as a member of the School Board. I hereby tender my resignation to take effect at the conclusion of the school term, June 1, 1916. Very respectfully, S. C. Newsom."

Newsom was followed by Supt. Harold Steele, a former principal of the high school. Steele remained in the position until the spring of 1918 and was replaced by F. A. Nims, the target of the Citizen in the 1919 bond issue. He departed from Tucson in the spring of 1920 to be replaced by C. E. Rose.

As the decade began, George J. Roskruge was President of the Board and members were W. V. Whitmore and John B. Wright.

Wright succeeded himself in the 1910 election. Whitmore became chairman and Wright was clerk. Whitmore was re-elected in 1911 with 345 votes and his opponent, a Mr. Worsley, received 172 votes. Whitmore was elected President and Wright Clerk.

In 1912, Roskruge was re-elected to the Board with 750 votes. His opponent, Dr. Rosa Goodrich Boido received 278 votes. Whitmore was renamed President of the Board and Wright was renamed Clerk.

Wright was unopposed in 1913 and received 189 votes. Whitmore and Wright were retained as President and Clerk.

The Board remained the same in 1914 with Whitmore being re-elected unopposed and being re-elected President by the Board with Wright staying on as Clerk.

In 1915, Roskruge did not run for re-election. In an uninteresting election, S. Y. Barkley received 26 votes, G. W. Pittock received 1 vote and G. J. Upton got 1. Whitmore was kept on as President and Wright was elected Clerk.

Wright was opposed in 1916 by Harry Drachman who won a hotly contested race, 716 to 695. Drachman was made President of the Board and Dr. Whitmore was elected clerk.

The Board's first woman member was elected in 1917, Mrs. Clara Fish Roberts, a former Tucson school teacher replacing Whitmore who did not run for re-election. Mrs. Roberts was immediately made President and Barkley was elected Clerk.

John E. White succeeded himself in 1918 and Mrs. Roberts was retained as President and White as Clerk. White had been appointed a member of the Board during the 1917-18 school year when Barkley resigned. Other member of the Board was Harry Drachman.

In 1919, L. E. Smith was elected to the Board in March. Drachman did not seek re-election. White was made President of the Board and Mrs. Roberts was elected Clerk.

Smith resigned after the 1919 bond failure and Dr. H. Spoehr was appointed in his place.

As the decade closed, enrollment for the school year 1919-1920 in the fall was 479 in the high school and 2,776 in the nine elementary schools--Roskrige, Safford, Holladay, Mansfeld, Drachman, Davis, University Heights, Menlo Park and Dunbar.

When schools closed in May, 1920, enrollment at the high school was 538 and 3,582 were enrolled in the elementary schools.

At this time, schools were financed by a state appropriation, divided among the school districts according to size, and by a county contribution to the school districts of \$35 per pupil in average daily attendance. In 1917, a district school tax was made permissive by the state legislature.

Rose and Expansion 1920 - 1930 - Part 1

C. E. Rose, who succeeded F. A. Nims as superintendent in the spring of 1920, recognized the need for more schools in District 1 immediately upon his arrival from Boise City, Idaho.

Not discouraged by the disaster that befell Nim's \$375,000 bond issue, he asked the Board to call for a \$350,000 bond issue in 1920, which passed 337 to 22; a \$750,000 issue in 1921, which was approved 880 to 224; one for \$210,000 in 1927, which asked for \$162,000 for buildings, passing 1,185 to 201, and for \$48,000 for school sites, passing 998 to 359; and one for \$500,000 in 1929, which was approved 942 to 88--to round out the decade, 1920-30.

With the exception of the 1929 bonds, which were used in the 1930-40 decade, the issues built Miles, Ochoa and Roosevelt Elementary Schools in 1921, Tucson High School completed in 1924, Mission View Elementary School in 1922, and Lizzie Borton and Sam Hughes Elementary Schools in 1927. They also provided classroom additions, enumerated previously, to University Heights, Menlo Park, Davis, Ochoa and Miles Elementary Schools. Building fund money also helped start Pasqua School, the forerunner to Richey School, which in 1923 was built to educate the Yaqui Indian Children at Pasqua Village. Address of the present Richey School near the village is 2209 N. 15th Avenue.

Also under operation for a short time in 1920-21, was a school called the "Twenty-Fourth Street School," which was not located on 24th Street. Actually, it was located on the southwest side of Tucson on the north side of Papago Street between 9th and 10th Avenues.

And in 1928, the District "inherited" a small school building with the annexation of the Davidson School District, No. 18.

In his first appeal to the Board for the initial \$350,000 bond issue, Rose pointed out that there were 1,200 students on half-day sessions out of a total of 4,120 students enrolled in the spring of 1920.

With a graphic need displayed for the issue, the newspapers endorsed it and it was passed with scarcely any opposition.

The Board set about immediately to provide for the construction of Roosevelt, Ochoa and Miles Schools.

On December 30, 1920, Jay J. Garfield submitted the low bid for the Roosevelt School of nine classrooms at \$38,122. An economical builder, he also was awarded the bids for Ochoa and Miles with the Ochoa School to cost \$46,784 and Miles to be constructed for \$38,877.

Lyman and Place designed Roosevelt and Miles Schools.

Eugene M. Durfee designed the Ochoa School.

Roosevelt, completed in 1921, was named for President Theodore Roosevelt.

Roosevelt visited Tucson on September 17, 1912, where he spoke in the old Elysian Grove building which stood on the site now occupied by Carrillo School, 440 S. Main.

Campaigning, he said: "You men and women of Arizona, I felt that I must come in this campaign to Arizona because I believe so much in your people. It was from Arizona that I got my own regiment in the Spanish War."

That, probably, was the reason that on January 10, 1921, the Board decided to honor Roosevelt by naming the school after him. However, on March 3, 1921, the Board changed its mind--at least temporarily.

At that time, Col. C. C. Smith presented a petition to the Board asking that the name of Roosevelt School be changed to "Oury," for William S. Oury, one of the original Board members in 1867 and discussed earlier in this text.

Chairman Mose Drachman made a motion that Smith's petition be honored, saying that the change should be made "in honor of an Arizona pioneer who was too busy making history to write one." The Board approved the motion.

The name, "Wm. S. Oury School" appears on the plat of Highland Addition, in which Roosevelt School was located, when it was filed shortly thereafter.

But on June 3, 1921, the Board changed its mind again and renamed the school "Roosevelt."

Roosevelt remained as it was until 1949, when two classrooms, a community room, administrative offices and a nurse's room were added and the school was completely remodeled. Contractor was F. B. Pacheco Co., at \$115,945.64. Present Principal is Mrs. Ethel P. Wilbur.

Ochoa School, originally of seven classrooms, was named for Estevan Ochoa, mentioned earlier as a pioneer Board member.

He was born March 17, 1831, in Chihuahua, Mexico. He was educated in Independence, Missouri, and upon coming to Tucson he engaged in a profitable business of freighting until the arrival of the Southern Pacific Railroad on March 22, 1880. In this business, he was associated with Charles H. Tully. Between 1860 and 1870, the firm suffered heavy losses from attacks by Apache Indians.

When Confederate forces rode into Tucson under Capt. Sherod Hunter, Hunter told Ochoa would have to take an oath of fidelity to the confederacy. Ochoa, according to newspaper clippings, said, "I owe everything I have to the government of the United States and it would be impossible for me to take an oath supporting a hostile power." He was allowed to leave Tucson but returned when Union soldiers occupied the town after a short battle at Picacho Peak, some 45 miles northwest of Tucson.

Ochoa was mayor of Tucson in 1875 and served in the Fifth and Sixth Territorial Legislatures. Ochoa, also, pioneered in cotton growing in the Santa Cruz valley in 1874.

He was married November 6, 1871 to Altigracia Salazar in San Augustin Church in Placita de la Mesilla.

After the arrival of the railroad, Ochoa, his wife, and his son Estevan Ochoa II left Tucson for El Paso and then went to Las Cruces, New Mexico. He died on October 28, 1888 and was buried in Las Cruces. A grandson, Steve Ochoa, of Tucson, had the remains brought to Tucson in 1940 where they were reinterred in the Catholic Cemetery beside the grave of Estevan's wife.

Two rooms were added to Ochoa School in 1927 and in 1931 at a cost of \$34,735 and \$12,136. Three classrooms, a community room and complete remodeling were done in 1949 by Architect M. H. Starkweather and Contractor Frank A. Putter at a cost of \$117,000. Ochoa was the first school in District 1 to make use of portable classrooms when three were placed on the grounds in 1962. An odd fact concerning the school is that the dividing line between the City of Tucson and the Town of South Tucson runs through the Ochoa building and playground. Principal of Ochoa School at present is Edwin P. Appleman.

Miles School, of nine rooms, was named after Nelson A. Miles, Union general, who has probably received too much credit for the capture of the Apache Chief Geronimo in 1886.

Brig. Gen. Nelson Appleton Miles, a onetime clerk in a Boston crockery shop, was honored in Tucson, November 8, 1887, by the presentation to him of a "sword of gold--the most artistic weapon ever made in the United States." Miles thanked the crowd and somewhat modestly assured it that he received the sword "not alone for himself, but on behalf of the noble men who labored with him in putting down the Apaches." The celebration lasted two weeks.

Historians, some of them, have had doubts that Miles did much toward the capture of the Apache Chief. They give credit to Gen. George Crook, Capt. Lawton and Lt. Charles B. Gatewood for doing the preliminary chasing. The Apaches surrendered to Lawton.

Originally, Miles School was a duplicate of Roosevelt. In 1928, two rooms were added at a cost of \$11,978 and two more were added in 1930-31 at a cost of \$12,719. In 1949, Bailey Construction Co. was

awarded a \$113,002 contract to add two more classrooms, a community room, nurse's room, workroom and storage room.

Lyman and Place were hired as architects in March, 1921, following the successful \$750,000 bond issue for the new Tucson High School.

The first designs submitted were to be for a school housing 1,000 students, but revised estimates of school population raised this figure to 1,500.

The site was selected by the School Board--or Board of Education as it is known when applied to the High School District (and Board of Trustees when applied to the Elementary School District)--September 13, 1921. It was to be located on the block between Second and Third Avenues and Sixth and Seventh Streets, used at the time as a playground and athletic field for the old high school and Roskruge School.

But a clamour arose because residents on the owing north side wanted the high school placed there. They had in mind the "Blake" site, which was bounded on the West by Park Avenue, the East by Olive Road, on the North by Speedway and on the South by Seventh Street. The Blake site was up for sale at \$47,000, which the Board resisted paying since the selected site (on which was located the Holladay School) was owned by the Elementary School District and could easily be transferred to the High School District without cost.

Somewhat jumpy over past newspaper criticism, the Board decided to hold an election January 14 of the qualified voters in the District to decide. When the balloting was ended, the Holladay School site was selected by a vote of 1,926 to 1,463 for the Blake site. Two write-ins crept in, the "Stone Avenue" site (not defined in the Board minutes) which received a total of 7 votes and the "Steinfeld site" (not defined by the minutes) which was given nine votes.

The Tucson Citizen had been editorializing that the \$750,000 price tag for the new high school was an inflated one, stating that building costs had "materially reduced" since the voting on the issue. The Board then resolved that it would try to build the high school for under \$650,000 including furniture and equipment with anything left over to go toward retiring the bonds. After tossing away one bid call because the bids were above the estimates, a low bidder within the estimates was declared on April 10, 1923, after plans and specifications were altered. Low bidder for the 51-room construction was E. C. English, at \$469,050.

Other low bidders were: plumbing, W. J. Corbett, \$29,995; for steel lockers, \$7,466.45 electric wiring, New State Electric Supply Fixture Co., \$19,548; heating, W. J. Corbett, \$62,889. The total was \$588,948.45 leaving a fairly good margin for furniture if the \$650,000 figure was going to be held as a ceiling.

The cornerstone for the new building was laid on November 12, 1923, with a ceremony put on by the "Most Worshipful Grand Lodge of Free and Accepted Masons of Arizona"--the Masons being traditional cornerstone layers of the age. The Masons met at the Scottish Rite temple in full uniform--with the colorful George J. Roskruge, Grand Secretary of the Lodge, in attendance. A procession followed to the

high school site where with music and speeches the cornerstone masonry work was completed.

The building was completed in 1924. In 1925, the grandstand on the athletic field to the west of the school was constructed by R. H. Martin at a cost of \$10,950.

In 1939, the annex to Tucson High School was constructed at a cost of \$273,346 and it underwent two remodeling projects, one in 1945 at \$18,392 and the other in 1951 at \$86,795.

The cafeteria was constructed in 1945 at a cost of \$19,585.85 and the old gymnasium was, remodeled into classrooms in 1948 on a contract for \$47,900.90

The Tucson High School Vocational building of 48 rooms and 13 shops was built in 1950 for \$1,396,332. Principal at THS from 1950 to 1967 was Andy Tolson, who retired at the--end of the 1966-67 school year.

The library and music room addition was constructed in 1964 at a cost of \$381,245 and in 1966 three science laboratories were remodeled and cabinet work installed in the high school building for \$48,765.

On April 10, 1920, residents of Mission View Addition in the vicinity of 2600 S. 8th Avenue (where the Mission View School is located) presented a petition to the School Board king for a new school building. The Board received the petition, filed it, and on January 1, 1921, decided to build a two-room school on a half-block of land to be leased from the Arizona Children's Home Association. Considered at first, was the idea that "Mr. Seller's Carpentry Class" might put up the building, but the idea was abandoned. M. H. Starkweather as named architect for the building and on February 13, 1921, John C. Hale was awarded the contract for constructing Mission View school on a low bid of \$8,200.

The building was accepted by the School Board on January 4, 1923.

Additions were made at two rooms each in 1930, costing \$20,631; 1931, \$6,875; 1939, 1,361; and 1941, \$15,619. (Cost differences probably indicate the difference in sizes of the rooms). Four rooms were built in 1946 at a cost of \$36,213 and in 1948, five rooms, plus a community room and kitchen costing \$102,722 were constructed. The school began to use portable classrooms in 1962.

Architect Roy Place was appointed to draw the plans and specifications for Sam Hughes at 700 N. Wilson Avenue, and Henry O. Jaastad was named architect for the Elizabeth Borton School (or Lizzie Borton as the Board minutes refer to her), at 700 E. 22nd Street on March 14, 1927. The contract for the construction of the four-room Borton School was let to Nealy A. Pennington for \$18,805 the following April 29, and the Sam Hughes construction contract was given to A. Jacobson a few weeks later at a cost of \$49,091. The schools were completed in time for the fall semester.

Lizzie Borton, mentioned a number of times in this text, served a total of 35 years as teacher, principal and assistant superintendent in District 1.

Miss Borton was born in New York City in 1856. While she was still a child her family moved to Portland, Oregon. In 1874, the Bortons and their three daughters and two sons moved to Tucson.

Lizzie Borton graduated from St. Joseph's Academy (the private Catholic girls' school mentioned earlier) in 1878 and, according to Ida Myrtle Duffy, she began her teaching career in a little adobe school at or near the present site of Reddington in the Rincon Mountains.

She began teaching in Tucson at the Congress Street School in 1881. She retired in May, 1916, and was given a farewell party by the teachers and students of Drachman School, of which Miss Borton was principal.

The Arizona Daily Star had this to say of her on May 18, 1916:

"When one has done well something worthwhile for thirty-five years, everybody pauses long enough to grasp the magnitude of such a thing, but when one's life has been associated for thirty-five years with the lives of countless little children, then the realization becomes keener. Now that Miss Elizabeth Borton has severed her long, active connection with the Tucson schools, all sorts of good wishes are being mingled with sincere regrets."

Miss Borton remained in Tucson until her death on May 21, 1926.

Two rooms were added to the Borton School in 1930-31. The school was completely remodeled in 1948-49 and six classrooms, a teachers' rest-work room and a community room were added at a total cost of \$146,046.49. In 1948, additional land was purchased at the site to provide adequate recreation areas.

Samuel Hughes was born in Pembroke, Wales, on August 28, 1829. The family came to the United States in 1837 and resided in Pennsylvania. Hughes went by wagon train to California in 1850, where he worked as a cook and invested his savings in cattle, real estate and mining.

Following a lung injury, he was told to find a milder climate and he arrived in Tucson on March 25, 1858. Here, he opened a butcher shop and later enlarged it into a general store. When the Civil War came, Hughes engaged in furnishing supplies for government forces.

In public life he held the office of Adjutant General of the Territory of Arizona, County Treasurer, Territorial Treasurer and Alderman for the City of Tucson.

On May 27, 1862, Hughes married Atanacia Santa Cruz, a member of an old Mexican family in Tucson. The couple had 15 children, eight of whom reached maturity.

Hughes led an active life until he was 78. He died June 20, 1917.

The school enrollment at Hughes increased rapidly after its construction and six rooms were added in 1930 at a cost of \$38,159. Six more classrooms were constructed in 1939 at a cost of \$43,995 and another was built in 1949 at a cost of \$13,635. In 1953, a multi-purpose room was contracted for at a cost of \$52,314. Remodeling of the school was done in 1960 by M. L. Abplanalp on a low bid of \$117,606.

In 1920 while awaiting the construction of Ochoa School, it was found necessary to set up a temporary school in the Ochoa area. Not far from Ochoa had been located the federal Indian Service School which taught Papago Indian children living in the area.

There were two buildings on the site on Papago Street. Since the federal government had closed the school, it offered the use of one of the buildings to the School District. This was a three-classroom brick structure called the "Twenty-Fourth Street School in the vicinity of 24th and 25th Streets. Superintendent C. E. Rose, who meticulously kept enrollment records of the district's schools in a small black notebook, listed the "24th Street School" in the 1920-21 school-year figures. It opened September 20, 1920 with 42 students and reached a high of 191 on April 4, 1921.

The following fall, the school was closed since Ochoa had opened for business. The September 13, 1921, School Board minutes records that, "A request from Mrs. Wood, head teacher at Ochoa School, that she might get a decent white family to live in the Twenty-Fourth Street school building to care for the property free of rent was presented by Mr. Rose. The request was granted."

Miss Loy Ballfinch, former principal at Ochoa School and now retired, recalls using the classrooms of the school as overflow space. Later, the buildings were demolished. The volcanic rock retaining walls in front of the buildings are still standing at the site.

Miss Ballfinch, incidentally, was honored on April 8, 1960, by the Board which voted to name a future school after her. The area selected was "Site 95" in the northeastern part of the district. Plans for the 12-room elementary school have been drawn by Nicholas Sakellar. When the population demand dictates, the school will be located on a 10-acre site north of Tanque Verde Road between extensions of Camino Seco and Houghton Road.

Miss Ballfinch was born October 9, 1888, in Rich Hill, Missouri. Following elementary and high school education there, she became certified by the Butler County Superintendent of Schools to teach in rural schools. She taught in Missouri and Colorado and in 1911 came to Tucson to teach grades one through three at Holladay and Ochoa Elementary Schools.

Rose and Expansion 1920 - 1930 - Part 2

While at the Holladay School, she conducted classes in an "open air room" which was sheltered from the outside by canvas awnings. A pot-bellied stove heated it inside. Miss Ballfinch was principal of Ochoa from 1927 to 1954 and retired at the end of the 1954 school year.

After retirement she spent one year in Dallas teaching the first grade in the Christian Day School and then returned to Tucson to teach in the District I Adult Evening School and to be as a substitute teacher in the elementary schools of District 1. During summer sessions, throughout her career, she continued her education at the University of Arizona, the University of California at Berkeley, and San Francisco State College.

She has been active in the First Baptist Church, National Education Association, Arizona Education Association and the Tucson Education Association. Other activities included serving as President of Pi Lambda Theta for two years, committee work with Delta Kappa Gamma and membership on the State Penmanship Selection Committee.

During the 1920-30 decade, Yaqui Indian children in Pascua Village became the concern for Miss Thamar Richey, who had taught Indian children on the Mojave Reservation near Needles, California. She had been teaching in a rural school in 1919 on the Empire cattle ranch near Greaterville, Arizona, before she applied for a teaching position with District 1.

Miss Richey appeared at the office of Supt. Rose in 1923 and told him that the Yaquis did not want to send their children to Roosevelt School, that they preferred a school of their own. "I don't have a teaching job and the Indians have no school," she pointed out. "If I get school started, may I teach it?" Rose, although doubting that she could succeed, hired her.

A few weeks later she invited the Superintendent to Pascua Village to see her school. He found her teaching in a rude hut made of cardboard and tin scraps by the Yaqui Indians.

So impressed by her efforts was Rose, that persuaded the district that year to build a small adobe school. No record exists in Board minutes of the original cost of the building, but on February 7, 1924, they state that \$679.40 is needed to complete payments for building at the Yaqui Village. This was appropriated.

Miss Richey was teacher, mother, provider and friend of the Indian village. She died in 1937 at the age of 79.

Two rooms were added to the Pascua School in the depression years and in 1948-49, a barracks was moved to the grounds to furnish four more rooms. In 1954, the buildings were replaced by a new building at 2209 N. 15th Avenue and was named the Thamar Richey School. It was composed of eight classrooms and an all-purpose room, built with federal funds at a cost of \$193,529 by Murray J. Shiff Construction Co. James Macmillan was the architect. In 1962, four rooms were added at a cost of \$97,305.

First principal of Richey School was Miss Anna Henry, who retired in the spring of 1967.

She was more than a teacher and principal to the Yaqui children, waging a one-woman war on poverty in the area during her career. She collected clothing and food for the residents, carrying out the work started by Thamar Richey.

As the district grew in the 1920-30 decade, so did the administrative staff and services. Forced out of the Safford School because of need for classroom space, administrative offices were established in 1927 in an apartment building across the street, west, from Safford. The building was purchased by the School Board and remodeled into an administrative building by Frank A. Putter.

A garage to house school buses and trucks was built on the grounds of the Administration Building in 1928.

The site of the old administration building is now used as a playground for Safford School and the administrative offices are now housed at 1010 E. 10th Street.

School District 1 inherited a school building in May 8, 1928 when Dan E. Johnson and W. J. Reed presented a petition to the School Board signed by 159 electors of District 18 asking that District 1 annex the district. Davidson school was the only school in the district.

The school was named for Alexander Davidson, who invested in real estate in the Davidson school area and who donated the land for the original school.

While it was being completed, Davidson district pupils attended classes in an adobe building on land that is now the property of Raul Castro, U.S. Ambassador to El Salvador. This building is still standing.

The new building was constructed at the present site, 3915 E. Fort Lowell Road, in the Mormon community then known as Binghampton after Nephi Bingham who, having six children to educate, was the driving force behind the building of the school. In 1905, the first classes were held in the school, a 12 by 14-foot frame building situated on the southeast corner of the present site.

About 1912 a larger building was constructed consisting of three rooms and an auditorium. The smaller building was vacated and some materials from it were used in the new school.

The present school auditorium was built between 1914 and 1916 and served as a church for the Mormon people. It was made from adobes, stuccoed on the outside, and the roof as covered with red tiles.

In the early 1920's a building was constructed northeast of the auditorium to be used for manual training and physical education. High school aged children of this era were sent to the old high school (Roskruge) in Tucson and later to Tucson High School.

Dissension grew in the community over the Mormons using the school as a church. They had built the building with their own labor and felt entitled to its use. Others felt differently and some of the dissidents in the district sent their children to the Fort Lowell School, two miles to the east.

In 1928, differences were mended. The Mormons built their own church and the children returned from Fort Lowell. It was then that the district electors sought annexation by School District 1.

Two rooms were added by District 1 in 1930 at a cost of \$23,832. Two more rooms and a library were built in 1942 by Foster & Son, Contractors, for \$12,389 and in 1949, seven classrooms, a community room, administrative offices and a nurse's room were added by Joynt Construction Co. at a cost of \$197,979. Six classrooms were built in 1956 by Contractor W. F. Conelly at a cost of

\$97,581.

Alexander Davidson was born in Cadiz, Ohio, on January 19, 1843. He served with Union forces in the Civil War and after the war engaged in a number of enterprises, including teaching school at Sonora, California. He came to Tucson in 1880 and among other things had an interest in a large goat ranch and dairy. He died in Tucson February 23, 1938, a month after celebrating his 95th birthday.

In other building activities in the 1920-30 decade, the Board contracted with Raymond T. Powell to tear down the Holladay School on the site of the new Tucson High School. Powell paid the district \$495 for the materials in the building, not charging for dismantling it.

With all the building activities, Rose was looking ahead to more building. On January 10, 1929, the School Board signed an agreement with Samuel J. Mansfeld, Monte Mansfeld, Hannah Landa and Phyllis Sanders for the land on which Mansfeld Junior High School is located at 1300 E. Sixth Street. The Mansfelds sold the land for \$20,000 which was considerably less than its appraised value, on the stipulation that any school constructed there would be known as "Mansfeld School."

On June 4, 1929, the Board also purchased land in the Elysian Grove Addition for Carrillo School at a price of \$12,000 from the Methodist Episcopal Church.

The 1920-30 decade was notable in that it was a peaceful one as far as bond issues and teacher troubles were concerned.

The School District, in the fall of 1919, decided to earn money by renting out the Safford School auditorium, and traveling shows and performers netted the District \$1,489 between September 29 and January 28. Such racey performances--probably for adults only--as "Up in Mabel's Room" and "Twin Beds" played in the otherwise austere school. One world-famous performer to appear was the famous Scotch balladier Sir Harry Lauder. The school Board minutes do not mention the "auditorium fund" beyond 1920, although the practice of renting the auditorium continued.

A new salary schedule was adopted with the assuming of the superintendency by C. E. Rose. On April 23, 1920, the minimum salary paid for new teachers was \$1,400 for the nine-month year. Elementary School teachers with one year or more experience received \$1,500 on the grammar school level. Principals of the grammar schools were paid \$1,800 and the high school teachers received a minimum of \$1,700. The High School principal was paid \$2,000 and Supt. Rose's contract called for an annual salary of \$6,000.

By 1927, the Board had increased salaries to the point that maximum pay for non-college graduates was \$1,800 per year and the top salary paid to college graduates was \$1,860 per year.

Superintendent Rose's salary had been increased to \$8,000 per year by 1929. He was employed on four-year contracts.

In those days, teachers had no "tenure" and their contracts weren't much better than no contract at all as they contained the statement at "the Superintendent shall reserve the right terminate this contract at any time by giving, writing, 15 days' notice of his intention to do so."

Another provision in the teachers' contracts said that "Marriage during the school year may, the option of the Board, terminate this contract." Oddly enough, the "marriage" clause did not specify that it pertained to women alone, or women and men teachers. The Board also set a new policy on sick leave for the teachers. While ill, they were to receive one day full salary and half salary for each day absent beyond the first day. This was changed at Rose's suggestion the following year. Teachers were permitted 10 days sick leave during the school year at full pay and for every day over the 10 days, they forfeited one-twentieth of their monthly salary.

The first full time school nurse was hired May 7, 1920. She was Mrs. Gertrude Cragin, after whom Cragin Elementary School was named, and her contract called for an annual salary of \$2,000. The Board purchased a Ford car for her to use to visit the District's schools.

History credits Rose with a number of progressive changes in the school system. In December 1920, he set up a school lunch program for undernourished children--undernourished because their parents could not afford to send a lunch to school with them. Rose fed these children at Drachman, Davis and the Twenty-Fourth Street School on an appropriation of \$10 per day. The lunch consisted of oatmeal, prepared in the old high school cafeteria, and milk.

Kindergartens were established at Rose's suggestion to begin with the fall of 1921. The first year's enrollment was 89, dropping to 80 the following year and then rising steadily to a maximum of 322 students in 1931-32, when kindergartens were disbanded. They were no longer authorized to receive state aid and, today, the re-establishment of kindergartens is one of the prime efforts of educators in Arizona.

Rose instituted the system of semi-annual promotions rather than annual promotions in the school year of 1920-21. This was seen as desirable because it enabled the exceptional student to progress more readily.

Special attention was paid to the compulsory school law of 1922 and at the recommendation of Rose on September 15, 1922 the School Board hired its first full time truant officer.

In prior years, janitors doubled as truant officers. The first to serve in this capacity--in addition to his janitorial duties--was John Hewson, chief janitor in 1909. He received no increase in salary for the extra duty.

The first full time truant officer was A. M. Jake Meyer, who retired in 1954 and became U.S. Marshal in Tucson. He is now retired from that position.

Meyer was furnished a Ford sedan by the School District. According to the Tucson Daily Citizen, he would drive around town seeking truants, carrying a golf club to defend himself against dogs.

Meyer also took along a bloodhound, the Citizen reported, to help persuade truants to return to school. The bloodhound "wouldn't bite a piece of meat unless it was cooked, but those kids didn't know it."

In 1937, the School Board decided that a woman truant officer was needed and hired Mrs. Nora Nugent for the job. She contacted girl absentees from school.

Known affectionately as "Ma" Nugent, she continued in her position until 1954. At present, the District operates a clothing bank where poor children who do not attend school for the lack of adequate clothing may obtain necessary clothes. But in "Ma" Nugent's era, no such clothing was provided. Mrs. Nugent purchased clothing for many children out of her salary.

Present "attendance" officers (the word "truant" was dropped) in the District are Joe Weinzapfel, Joe Rice and Margaret Graham.

In 1921-22, Rose established "ungraded rooms," which signaled the first recorded efforts to teach retarded children. Over-age children also attended the ungraded classes so that work best suited to their age could be offered. Retarded children up to this point were not educated in the public schools. At present, a District-wide program of "special education" is carried out.

Rose also installed a new bookkeeping system and records system as well as the district's first purchasing agent, George F. Kitt. Establishing intelligence tests in 1921, Rose grouped students according to their ability and he also pioneered the first supervised study sessions at the schools.

He is credited with starting the first course in journalism, to train the staff of the Cactus Chronicle, the newspaper of Tucson High School, and to train the staff of the Tucsonian, the high school annual.

Rose, in 1923-25, installed the "Platoon System" in Safford Elementary, Roskrige Elementary and Junior High and Drachman and Davis Elementary Schools. At the time, the plan was lauded as a great success but is now considered a bust as pertaining to elementary school students.

The platoon system is like that used in the junior high and senior high schools today where teachers are specialists and students pass from room to room to study different subjects. Today's educators say that the elementary students need the security of the same room and same teacher with help from specialists in music, art and physical education.

In 1928 and 1929, two unorganized areas which contained no schools were annexed to District 1. In 1928, the area between Speedway on the north, Wilmot on the east, Irvington Road on the south and Alvernon on the west was annexed. This area now includes Davis Monthan Air Force Base.

In 1929, the area bounded by Ruthrauff Road on the north, the Tucson Mountain Foothills on the west, Irvington Road on the south and approximately the present Freeway on the east was

annexed.

Also under Rose's administration was the establishment of a summer school in 1925 which increased in enrollment from an original 79 to 697 in 1931 when it was discontinued as a district-financed project. Following the summer of 1931, the summer school was continued on a tuition basis by some teachers.

In the early part of the decade, the School Board established the practice of paying private haulers and teachers for transporting children who had to travel long distances to school. On June 24, 1927 (under permissive legislation granted by the State Legislature), the Board voted to call for bids for a school bus.

They selected a "special" bus offered by O'Rielly Motors, the Chevrolet dealer. The bus had six cylinders, a capacity for 30 students and sold for \$3,675. It was a tall, ungainly vehicle concocted from a GM body and other parts, according to recollections of old-timers. Some people worried that it might topple, but nothing is recorded in history as happening to the controversial bus. On October 10, 1927, a number of auto dealers who had submitted competitive bids protested to the Board on the selection of the special O'Rielly vehicle, saying that it was not the lowest bid. The Board tabled their objections.

When the decade opened, Board members were Mose Drachman, Dr. H. Spoehr and J. E. White, with Drachman succeeding Mrs. Clara Fish Roberts. Drachman defeated B. Z. McCullough 545 to 379, and after the Board canvassed the vote, it was noted in the minutes that, "Tally sheets show that there were found in the box four extra ballots above the registration count." The mystery of the four extra ballots was promptly forgotten.

Dr. Spoehr resigned from the Board on January 25, 1921, and on January 28, the County Superintendent appointed J. S. Bayless to take his place. Drachman was elected President of the Board and Bayless was named Clerk. The following fall, on October 29, 1921, John E. White succeeded himself to the Board, unopposed, receiving 82 votes.

The next year, on October 28, 1922, J. Cress Myers ran for the Board against Mrs. Roberts. Myers was elected, receiving 1,184 votes to Mrs. Roberts' 324, to succeed Bayless who did not run. For the 1922-23 school year, Drachman served as President and Myers was Clerk.

In the fall of 1923, Drachman was re-elected to the Board, unopposed, by 63 votes. Again, he was elected President and Myers served as Clerk.

On October 24, 1924, R. A. Vasey received 124 votes in the Board election to replace White. Two others, Mrs. E. T. Butler and Mrs. J. I. Butler were written in on the ballots by voters. Mrs. E. T. Butler received one vote and Mrs. J. I. Butler received four. Myers was elected President of the Board and Vasey was elected Clerk.

On October 31, 1925, Myers ran for reelection and won over Mrs. Maude Seaney, 1,267 to 596.

Myers again was elected President by the Board and Drachman was named Clerk.

Drachman was re-elected to a three-year term on October 30, 1926, over W. Cecil Richardson, 1,636 to 983. Vasey was elected President and Drachman served as Clerk.

Vasey, in 1927, ran to succeed himself and defeated W. C. Joyner by a vote of 1,282 to 461. Myers became President of the Board and Vasey was made Clerk.

Vasey resigned from the Board early in 1928 and William M. Pryce was appointed to replace him.

The following year, Harry A. DeFord was elected to the Board to succeed Myers who did not seek re-election. DeFord received 1,108 votes and his opponent, Samuel T. Adams, received 286. Superintendent Rose received one write-in vote. Drachman became President and DeFord was Clerk.

On October 26, 1929, Drachman received 210 votes in an uncontested election to succeed himself. Two write-in votes were cast, one for Clara Fish Roberts and the other for J. W. Wiley. Pryce was elected President and Drachman was elected Clerk.

When the decade closed, the High School had a peak enrollment of 1,481 and the elementary schools had an enrollment of 7,001.

The decade saw an ever-increasing budget (except for one year) for the High School and the Elementary School Districts. For the 10-year period, they were:

Year High School Elementary Total

1920-21 (not broken down between High School and Elementary Schools) \$327,377.48

1921-22 \$ 99,050 \$305,750 404,800.00

1922-23 98,550 305,400 402,950.00

1923-24 115,580 318,600 434,180.00

1924-25 139,670 322,500 462,170.00

1925-26 144,615 332,400 477,015.00

1926-27 148,050 351,915 499,965.00

1927-28 152,620 416,755 (1) 569,375.00

1928-29 149,840 (2) 424,550 574,390.00

1929-30 182,550 496,150 678,700.00

- (1) Plus a special district levy of six cents per \$100 in assessed valuation for construction. At present, the Board may, and usually does, levy a 10-cent per \$100 in assessed valuation for construction purposes.
- (2) (2) The special levy was again placed against assessed valuation for construction purposes.

The Depression Years 1930 - 1940 - Part 1

The stock market crash on October 29, 1929, did not seem to influence adversely the convictions of voters in Tucson School District 1 that more schools were needed. On November 25, as was previously mentioned, the electorate approved a construction bond issue of \$500,000 which built Mansfeld Junior High School, Carrillo and Government Heights Elementary Schools and enlarged other school buildings. A secondary benefit, of course, was that work was provided for construction craftsmen in the depression years that followed the market crash.

The Carrillo School construction contract went to R. H. Martin on February 15, 1930, on a low bid of \$72,114.20. Architect was M. H. Starkweather. The school site at 440 S. Main Avenue was the location of the old Elysian Grove, a recreational park in prior years. The original construction was a 12-classroom building.

It was named for Leopoldo Carrillo, who had once owned the land--originally called "Carrillo Gardens" and later known as "Elysian Grove" when the land was acquired by Emanuel Drachman for development into an amusement park.

Carrillo was born in Montezuma, Mexico, on May 25, 1836, and came to Arizona about 1859 as a freighter for the United States government. He accumulated considerable wealth from this enterprise and invested in Tucson property, ranches and mines. One of his projects was a cattle ranch near Sabino Canyon and another was the first two-story building constructed in Tucson. The Weekly Arizonian of 1869 lauded the completion of construction and the opening by Carrillo of a "beautifully furnished saloon where wines, ice-cream, etc. are served up." Two years before, Carrillo had displayed his interest in education by becoming one of the original petitioners which set up District 1 in 1867. At one time he also served as a councilman for the City of Tucson.

Carrillo was married and was the founder of the local Carrillo family, many of whom reside in

Tucson today.

At one time in his life, Carrillo, who had managed to live through a number of Apache raids, was captured in Sonora, Mexico, and was charged with being involved in a revolution.

According to the Tucson Citizen in 1930: "He was captured at Altar, Sonora, and held for a ransom of \$25,000, a staggering sum for fifty-five years ago. His wife gathered the family jewels, disposed of property, and took the money to Altar. But once released his life hung, by a thread. Orders were given for his arrest and only by taking to the mountains was he able to escape death."

That was in 1875. Carrillo died December 9, 1890.

Carrillo School was enlarged in 1939 with the construction of four classrooms, a workshop and a nurse's office at a cost of \$48,500. It was remodeled in 1957 and the library was remodeled in 1966. Present Principal is William F. Braucher.

When the site of Carrillo School was purchased, the School Board "inherited" a swimming pool, located in the old Elysian Grove.

The School Board, in 1930, decided to operate the pool and, in conjunction with the City of Tucson, the Board established a school recreational director. He was paid by both the city and the school district and was in fact a city-school district employee. First director of recreation was Otis Hedger.

In 1934, Harold A. (Porque) Patten, who later became a member of the U.S. House of Representatives from Arizona's second congressional district, took over the recreation director's job. Patten and Superintendent Rose developed a conflict over the recreational program and shortly after Patten took over, Rose persuaded the School Board to abandon its share of recreation activity. The Carrillo pool was then leased to the city for operation and it is still operated under this lease.

It was not until Dr. Robert D. Morrow became superintendent of the District in 1941 that a joint city-school district recreational program was reactivated.

Carrillo School is well-known for its "Las Posadas" nativity pageant originated in the late

1930's by Miss Marguerite Collier, a teacher now retired. The annual event has become a addition in Tucson.

In the fall of 1930, junior high schools were established in Tucson in the Safford, Roskruge, Dunbar and the new Mansfeld Schools. These junior high schools were composed of the seventh, eighth and ninth grades, leaving Tucson High School with the three upper grades. This eased a strain on the high school which had a population of 1,846 before the establishment of the junior high school system. It dropped to 1,259 with the change.

Anticipating this move, the School Board used bond money to award the contract for construction of Mansfeld Junior High to J. J. Garfield at \$147,000--not including plumbing, heating and furnishing. Roy Place designed the school. The school was ready for occupancy in the fall.

As noted before, the Mansfeld family had sold the site for the new junior high school at a reduced price on the condition that it be given the name "Mansfeld."

This was in honor of Jacob S. Mansfeld, whose history was briefly reported earlier.

Originally, Mansfeld Junior High School consisted of 17 classrooms. Five classrooms and two locker rooms were added in 1936 at a cost of \$54,800 and in 1954 a cafeteria was provided by remodeling a portion of the south wing of the old Mary J. Platt School at a cost of \$29,109. An addition was constructed by M. L. Abplanalp in 1956 at a cost of \$110,690 and that same year an additional classroom plus more lockers and showers were provided at a cost of \$110,660. The library addition was constructed in 1966 by the George Codd Construction Co. at \$80,813.

The Mary J. Platt School, mentioned above, was located at 1200 E. Seventh Street south of the Mansfeld building. It was not constructed by the school district.

It was built in 1911 by the Woman's Home Missionary Society of the Methodist Episcopal Church as a private school to provide Christian training for Mexican girls. Funds for the school were furnished by Ward Platt, of Pennsylvania, and the school was named in honor of his wife.

It ceased operations in 1928 and on November 23, 1936, the District 1 School Board leased

the land and building from the missionary society to be used as an annex for Mansfeld Junior High. The lease carried an option that could be exercised by the Board to purchase the land and building for \$12,500, and the option was exercised on March 1, 1937, so that Works Projects Administration funds could be secured to improve the school grounds. The district used the two-storied structure only for the hot lunch program and storage space.

In 1948, the second floor was condemned, and a furor arose over whether the building should be torn down or renovated. Finally, in 1953, the building was torn down by the Dave Feldman Supply and Salvage Co. at a cost of \$4,385. The ground is now part of the Mansfeld grounds.

The third school to be built by the 1929 bond issue (the issue also provided for additions to nine other schools) was Government Heights Elementary. The original unit contained four rooms and an office. In 1936, using Public Works Administration funds, two rooms were added and then were destroyed by fire on March 17, 1939. The rooms were rebuilt in 1939 and two additional rooms were constructed. The school continued to grow in population and in 1941 three rooms were added with seven more, plus administration facilities, being built in 1945. That year five acres were purchased to enlarge the playground.

In 1948, more than 1,200 students were enrolled in half-day sessions at the school. In an effort to relieve the pressure, a barracks building was moved onto the grounds and was used for classrooms until 1954 when four more rooms were built. Double sessions were discontinued when a 10-room annex was constructed at Pueblo Gardens School.

In 1961 Shiff Construction Co. built a five-classroom addition at Government Heights. Vandals set fire to the building October 7, 1965, and repairs cost the district \$ 11,116. Two portable classrooms were moved to the site in 1966 as the population continued to increase.

No new schools were built between the completion of Government Heights in 1931 and the construction of Wakefield Junior High School and Manzo Elementary School in 1939. However, numerous additions were made to existing schools in the interim through use of Public Works Administration funds, and sidewalks and playground improvements were provided during the years through the Works Project Administration. While these projects were in process, rooms were rented in nearby buildings and in churches to provide space for the overflow from the schools.

Shortly after the 1930-40 decade opened, a committee of parents complained to the School Board that the Roskrige School was sadly lacking in "comfort, sanitation and safety."

The Board investigated and found the committee to be correct. A \$200,000 bond election was called for April 17, 1931, to remodel the school and to provide improvements to other schools. The bonds carried by a vote of 622 to 261 and on May 29, J. J. Garfield was awarded the Roskrige contract on a bid of \$147,000.

The Public Works Administration was established in 1933 shortly after President Roosevelt took office. On January 11, 1934, the first contract using PWA funds was let by the School District for some \$17,765 in repairs.

PWA money was available on a 55-45 percent basis. That is, the School District could either put up 55 percent of the cost in bonds, with 45 percent of the cost to come as a grant, or the District could borrow 55 percent of the cost from the Federal government, with the grant remaining at 45 percent.

On October 29, 1935, a bond election was called by the School District to provide \$67,000 as "55 percent" money for additions to various school buildings at a total cost of \$121,818. The public approved these three-year bonds.

In anticipation of building the Wakefield Junior High School and Manzo Elementary School, providing vocational shops for the high school, building a high school annex, and making a number of additions to Carrillo and Sam Hughes Schools, the Board asked the approval of two bond issues on April 9, 1938. These called for \$300,000 for the high school district and \$350,000 for the elementary school district. This was "55 percent money" under PWA.

The Citizen favored the issue and the Star opposed.

Said the Citizen in speaking of crowded school conditions: "Worst of all, there are 38 teachers in the school system who have no regular rooms at all, and they and their classes must take instruction rooms when and where they may be available. Two grade classes are being taught in storerooms."

This did not bother the Star. In opposing the issue, it said: "The issue is whether the people of Tucson are going to have a voice in the conduct of the school affairs other than mere voting a

cut and dried 'Yes' or 'No' on the ballot next week. Is a Hitler-like plebiscite going to take the place of public participation?" The reference, of course, was to Rose, whom the Star accused of dictating to "his meek School Board." Rose, the Star charged, refused to hold public meetings to discuss the bond issue and the Star charged further that the bond election had been called without public discussion or consideration.

The closing paragraph of the Star editorial asked: "Is it not high time to curb this expression of arrogant power on the part of Mr. Rose?"

The issues lost on close votes. Voters rejected the Elementary School District bonds 1,134 to 1,119 and the High School District bonds 1,167 to 1,095.

The Board set about revising its plans and on July 14, 1938, called another bond issue which was successful. This issue was for \$225,000 for the Elementary School District and \$195,000 for the High School District, to be matched by the 45 percent PWA funds. The high school bonds were approved 1,109 to 262 for the high school annex and 936 to 392 for a football stadium west of the building. The elementary school issue was approved 1,112 to 255.

A curious situation arose out of the election. The bonds, which called for five percent interest, were sold to provide the matching funds rather than becoming security for a direct federal loan. The Board informed the government that it had been given "positive assurance that said loan can be financed in the public market at a lower rate of interest than that offered by the United States of America."

On August 16, 1938, the contract for the high school stadium was given Martin Construction Co. on a low bid of \$39,771 and the Tucson High School annex contract went to M. M. Sundt Construction Co. at \$273,346 on September 16.

The low bid for the construction of Manzo School was \$32,966, submitted by contractor C. O. Johnson. James Macmillan was the architect. The new Wakefield Junior High School was built for \$7,878 by Herbert Brown Construction Co. It was designed by Henry O. Jaastad.

Manzo, at 1301 W. Ontario Avenue, was for 17 years called El Rio School, after the subdivision in which it was located. On July 10, 1956, the Board changed the name to Manzo to honor Ricardo Manzo, a native Tucsonian who was principal of the school from the time it opened until he died in 1956.

Ricardo Manzo was born in Tucson on December 27, 1906. His early education was received at San Augustin parochial school, Safford Junior High and Tucson High School. He was an outstanding football player while in high school and was selected as a member of the All-State High School Football team for Arizona.

He graduated from the University of Arizona in 1931 with a Bachelor of Science degree in Electrical Engineering. The field of education, however, fascinated him, and he returned to the University and obtained a master's degree in education.

Manzo was interested in working with young people, having first experienced such work while with the Tucson Recreation Department in 1930 at Oury Park. He was also scoutmaster of the Oury Park Scout Troop.

He first taught at Davis School and in 1939 was appointed principal of El Rio and dedicated the remainder of his life to developing an outstanding school.

Six classrooms were added to the six-room Manzo School in 1942 at a cost of \$50,475 and six more were built in 1945 at a contract cost of \$56,922.98. Remodeling in 1949 cost \$8,450 and a large multi-purpose room was added in 1954 for \$71,217. Four rooms were added in 1959 at a cost of \$101,038.41.

The contract for Wakefield Junior High School--at first listed officially as the "Tucson Junior High School"--was given to Herbert Brown Construction Co. on November 12, 1938 for \$87,878. Furnishings increased the cost of the 13-room building to \$105,068.

On January 6, 1939, a committee from the Tucson Chamber of Commerce called on the Board and asked that the new junior high school be named Marcos de Niza, after the Spanish Padre who worked in Southern Arizona. An opposing faction was the Arizona Pioneers' Historical Society which wanted the school named for Maria Wakefield, one of the first two women teachers in the District. The Board waited until October 12, 1939, to give the school its name--Maria Wakefield.

As was reported previously, Miss Wakefield was one of the two women teachers imported in 1873 from California to teach in Tucson's public school. She taught only a short time, quitting to marry E. N. Fish.

Miss Wakefield was born in Bombay, New York, on February 9, 1845. Her parents were James Madison Wakefield and Clarinda Adelaid Brown. After her graduation from Franklin College of Malone, New York, she moved with her parents to a farm near Rochester, Minnesota. There, the farming community wanted to establish a public school and community leaders chose Maria as the teacher. This was about the year 1862. From Rochester, Miss Wakefield journeyed in 1871 to Stockton, California, to accept a position as teacher there. On the train while returning for a visit to Rochester, she met John Wasson, the Surveyor General of Arizona, who had been asked by Governor Safford to be on the alert for some young woman teacher who might want to come to Tucson to teach. She accepted, and after her vacation returned to Stockton to await word of the arrangements.

On October 3, 1873, she received the following letter from Governor Safford:

"Miss Wakefield:

"I think you better start as soon as possible after the 25th Inst., as the Apaches are headed toward the eastern part of the Territory and cannot get to the western side before this time, also the moon is full.

"Bring the best lady teacher you can secure to take charge of the girls' room."

Miss Wakefield persuaded a close friend, Harriett Bolton, another Stockton teacher, to travel to Tucson with her and become the second teacher. The trip was made by railroad from Stockton to San Francisco, by boat to San Diego and by stagecoach to Tucson. They arrived November 3, 1873.

While living quarters were being prepared for the two teachers in the rear of the school, they lived at the E. N. Fish home. The school was in rented quarters in a small building nearby. Two rooms were furnished for school purposes by Sam Hughes and rented to the School District at \$50 per month. It was located on the east side of Court Street on the present site of the Pima County Courthouse, near the northwest corner of the present building.

Maria Wakefield married Fish on March 12, 1874 and they resided at their adobe home at 141 N. Main Avenue throughout their lifetimes.

According to Ida Myrtle Duffy, "Maria Wakefield's interest in schools was a permanent one. As a social and civic leader of her day, she was one of the prominent women of Tucson who took an active part in putting on benefits in order to collect money for Tucson's first public school built in 1875 and known as the Congress Street School."

Mrs. Fish also was an important factor in the establishment of the University of Arizona at Tucson. Her eldest daughter, Mrs. Clara Fish Roberts, it will be remembered, was one of the first students at the university and was the first woman to be elected to the School Board in School District 1.

Mrs. Fish died at the age of 64 on September 22, 1909.

In 1947, nine classrooms and an auditorium were constructed at Wakefield Junior High by the H. S. McCoy Construction Co. at a cost of \$265,693. Five classrooms, a multi-purpose room and an administrative office were added in 1959 by Craven-Hague Construction Co. at a total cost of \$259,110.64. Six portable classrooms were moved onto the school grounds in 1963. Minor classroom remodeling was contracted for in 1966 at a cost of \$7,088.

The depression years of the 1930-40 decade were difficult ones for School District 1 because taxes went unpaid and those who could pay insisted that school expenses be drastically reduced. As the decade opened in 1930, Superintendent Rose was given a four-year contract at a record \$8,500 a year. Teachers, in the spring of 1930, were paid from \$1,800 to \$3,000 in the high school, from \$1,800 to nearly \$3,000 in the junior high schools and from \$1,800 to \$2,400 in the elementary schools--all record highs in the history of the District. That spring, too, the Board adopted a record budget of \$571,950 for the elementary schools and \$178,990 for the high school for a total of \$750,950. The effects of the depression had not struck as yet and the budget included a new school bus, purchased from Apache Buick for \$6,107. City water rates were high, it was felt, and when the decision was made to construct Government Heights School, a well was dug at the site for \$481.41.

On May 11, 1931, Board member Mose Drachman moved that no salary raises be given "because of the depression in business throughout the country and particularly in Arizona." His motion was unanimously carried.

At the same meeting, a committee of representatives from labor unions protested to the Board that contractors of new school buildings were importing labor at less than current

wages in Tucson, causing further unemployment among Tucson's working people. The Board resolved that, "This Board cautions all such contractors in submitting their bids, to figure all wages according to law at not less than the current rate, that the contractor employed will be expected to give preference at all times to manual and mechanical laborers who reside in this district."

A month later a committee from the Tucson Trades Council protested that contractor J. J. Garfield had ignored the Board resolution and was paying \$8 per day to laborers when the current daily wage had been set at \$9. Garfield was instructed to pay the current wage.

That summer, the Arizona Southwest Bank folded. All summer school tuition monies had been deposited in the bank. The Board had made a provision that of the summer school fee of \$10, a rebate of \$5 would be given each student who completed the course. The district had no surplus funds to make the rebate and Superintendent Rose and High School Principal O. W. Patterson made themselves personally responsible for paying the refunds.

Reacting to demands of the taxpayers in the district, the total budget for the high school district and elementary school district was cut for the 1931-32 school year to \$703,190.

As the depression continued in the spring of 1932, the Board passed a resolution adding a clause to teaching contracts that salaries would, at the will of the Board, be reduced not exceeding 10 percent. In the fall, the salaries were cut 5 percent.

As a further economy move, the Board did not hire a school physician for 1932-33 after the County Physician, Dr. L. H. Howard, assured the Board the County would care for cases of school district children needing treatment.

The District Board, in the spring of 1932 further slashed the budget to a total of \$644,490 and later made a general \$20,000 reduction in the total budget as another economy move, and all substitute teachers' pay was cut from \$7.50 per year to \$5 per day. Things were so tight that it was decided to drop the project of putting lights the Borton School.

In the spring of 1933, the Board cut Superintendent Rose's salary from his contract agreement of \$8,500 to \$6,600. Rose agreed to the cut although his four-year contract had not expired.

Salaries of the teachers were again cut, providing a \$75,000 reduction in the general salary budget with the cuts to be based on the size of teacher's salary. That fall, 1933, teachers were not given contracts but were hired on a month-to-month basis with layoffs possible in case funds were not forthcoming to the District account. As another economy measure, school bus drivers were hired on contract, rather than wages, and were required to purchase their own liability insurance--no insurance, no job.

The 1932-33 budget was reduced again--this time to a total of \$536,968. Money was so tight, in fact, that the Board decided that spring not to purchase leather folders for graduating diplomas.

Another economy move was taken in the summer of 1934. Janitors were placed on part-time but one bright light shone for the teachers. The Board decided that for the year 1934-35 salaries would "not be less per month" than current ones. By this time, there were 270 principals and teachers in the District. The general business economy improved so much during the summer, however, that one half of the cuts made the previous year was restored. The budget, too, was increased to a total of \$586,319, up from the previous year's total of \$536,968.

By 1937, salaries had been raised to nearly the former levels. Superintendent Rose's final four-year contract called for a yearly salary of \$7,488. A uniform teacher salary schedule was established. Maximum for a master's degree on the high school level was \$2,496 and a \$2,400 maximum was given for a bachelor's degree. Other teachers were scaled from \$1,248 per year to a maximum of \$2,304. Increment raises of \$48 per year of service were adopted, but only to continue for four years.

As the decade ended, the salary schedule was the same. At this time there were 72 high school teachers and 279 in the elementary schools.

Progressive changes in the educational system were few during the 1930-40 decade. Superintendent Rose's health was failing. So feeble and palsied did he become that in the latter years of the decade the enrollment records, kept by him meticulously throughout his regime, are barely readable.

Yet, some advances were introduced. The district would do nearly anything to increase its income and in 1930, it was decided to change the policy against renting the high school

auditorium to political groups. The following excerpt from the December 8, 1930, Board minutes may be of interest to the present Republican Party:

"It was decided that the charge for the use of the High School Auditorium by the Republican and Democratic Central Committees for political meetings would be changed from \$75 to \$37.50. As the Republican Committee had already paid \$75, the Democratic Committee would be instructed to pay \$37.50 to the Republican Committee." Of interest to today's Republicans is the thought: Did the Democrats pay?

In December 1931, an indoor rifle range was built in the south end of the high school auditorium so that the high school military program (which does not exist today) could qualify for Junior R.O.T.C. assistance from the federal government.

School book sales on the high school level were taken over by the district itself. It was decided by the Board that the high school would purchase school books and sell them to students at cost because "The service from the book stores has been unsatisfactory, the number of books ordered being less than were needed and the prices high."

A teacher exchange program with other states, not foreign countries as exists today, was adopted and a number of such teachers were exchanged.

Labor, as related earlier, began to become more expressive in school affairs, so effectively that the Tucson labor community was able to dictate where textbooks could not be purchased. On June 20, 1935, the Trades Council appeared before the Board and protested book purchases from Ginn & Co., a Boston firm. Employees of the firm, the Trades Council claimed, were not being paid a decent wage and were not fairly treated. The Board agreed to take the matter into consideration on future orders.

The District had never employed an engineer and used up to the 1940's a system of checking school design and construction that would now be considered archaic. In talking over construction plans in March, of 1938, the Board decided to send the school plumber and school carpenter to the architect's office to "look over the plans to see if they have any suggestions.

In the School Board election of October 25, 1930, Dr. S. C. Davis was elected to succeed W. M. Pryce making the Board membership Davis, Mose Drachman and H. A. DeFord. Davis

received 185 votes in an uncontested election. Salome Townsend received two write-in votes.

DeFord resigned on December 15, 1930, and County School Superintendent Mrs. Annie E. Daniels appointed Phil M. Clarke to the position. Clarke was elected President of the Board in January, with S. C. Davis serving as Clerk.

Clarke succeeded himself with no opposition in the October 31, 1931, election, receiving all the 193 votes cast. Clarke remained as President of the Board with Davis retaining the Clerk's position.

The Depression Years 1930 - 1940 - Part 2

In the 1933 Board election, on October 28, 1933, A. R. Buehman was defeated by Davis, seeking re-election, 2,405 votes to 1,204. Davis was elected to the Presidency by the other Board members in January and Drachman was installed as Clerk.

Clarke did not run for re-election on October 27, 1934. Superior Court Judge Fred W. Fickett was the unopposed candidate and received 807 votes. Two write-in votes were cast, one for Oliver Drachman and the second for A. R. Buehman. Clarke resigned his position on the Board in November, before Fickett was seated in January, and Harold Schwalen was appointed to fill out Clarke's term, serving the shortest length of time on the Board in its history, since Fickett took his seat on the first of January 1935. Davis was installed as President, and Fickett was elected Clerk.

Mose Drachman did not seek re-election in October 1935. Running for his seat were Peter E. Howell and Schwalen, the short-term former member. Howell defeated Schwalen 1,792 to 1,023. Davis was seated as President, and Fickett was elected Clerk.

Davis sought re-election in 1936 and was unopposed. He received 518 votes. Again, Davis was elected President and Fickett served as Clerk.

Fickett ran unopposed for re-election in October 1937 and was elected President of the Board in January. Howell was seated as Clerk.

In 1938, Howell succeeded himself, receiving 2,391 votes. He was opposed by John W. Ross, who received 1,961 votes and Clifford C. Myrick, who got 63. Howell was elected President, and Fickett was named Clerk.

Davis ran unopposed in October 1939 and received 187 votes.

Peak enrollment in the high school at the beginning of the 1930-40 decade was 1,259 and 8,581 in the elementary schools. As the decade closed, peak enrollment in the high school was 2,216 and the elementary total was 9,526.

The budgets during the 1930-40 decade were mentioned earlier to demonstrate the Board's efforts to operate the schools economically during the depression. Below is an itemized list of these budgets:

Year High School Elementary Schools Total

1930-31 \$178,990 \$571,950 \$750,940

1931-32 160,740 542,450 703,190

1932-33 129,920 514,570 644,490 (1)

1933-34 106,044 430,924 536,968

1934-35 115,025 471,294 586,319

1935-36 129,585 496,105 625,690

1936-37 156,572 560,849 717,421

1937-38 197,634 591,552 789,186

1938-39 206,300 612,096 818,396

1939-40 236,971 665,635 902,606

(1) Following adoption of the budget, the Board made a further \$20,000 cut which would make the total budget \$624,490.

From the Arizona Daily Star, April 22, 1943

Children at Davis School Are Shown What Their Bonds Buy

The boys and girls at the Davis Elementary School feel a bit better satisfied today about the money they are investing in war bonds and war savings stamps for Uncle Sam, for yesterday afternoon they saw with their own eyes just what their dollars and dimes will buy in the way of equipment to help defeat Hitler and the Japs. And they heard a high tribute to their patriotism from Major Karl L. Springer, of Davis-Monthan Field, who with three non-

commissioned officers from the airbase took a jeep and a motorcycle to the school building for the children to inspect.

The youngsters not only just "inspected" the equipment during the hour they were granted that privilege, but most of them, and many of the teachers also, were given rides in the jeep. They regarded it as sort of their own jeep, too, for during the 8-day period from April 12 to 21, the 549 students at the school bought \$553 in bonds and stamps, an average of more than \$1 for each child which makes a total of \$3,000 they have invested since the war bond drives first began, according to Miss Kate Van Buskirk, principal of the school. And \$3,000 will buy a pretty fair jeep, they reasoned.

In Their Language

Major Springer complimented the students and the teaching staff for the splendid record Davis School has made in the Second War Loan Drive. He talked to the boys and girls in their own language, picturing the war effort in terms they could easily understand "If the grownups were as interested and aroused as you children," he declared, "it would certainly be a different story. There are many grownups today who do not seem to know the war is on."

The students are intensely interested in the war effort, Miss Van Buskirk explained, for nearly every family in the school district has someone in the service. When the major asked those children who have relatives in service to raise their hands, nearly every child in the large gathering responded.

Ceremony Informal

The ceremony, which was entirely informal, began at 1 p.m. with a salute to the flag by the assemblage and continued until 2 p.m. Major Springer and the three men with him, Sgt. Arthur W. Milne, in charge of the motorcycle, and Staff Sgt. Albert J. Ghossen and CPI. John Langan in charge of the jeep, stood at attention during the flag salute. Robert D. Morrow, superintendent of city schools, was also present and expressed his pride in the achievements of the students. Sarah, who won the student record of buying the most bonds, 14, was given a ride on the motorcycle in addition to a jaunt in the jeep. The A grade, taught by John Rayphole, won first honors in the contest between the different rooms for the eight-day drive, with a total of 200 in bonds and stamps purchased. Among the bond purchasers in the grade were three Yaqui children. The prize awarded the class was an invitation to witness the Easter play to be presented by the 2-A group.

Following the ceremony, Sgt. Ghossen remarked: "I got the greatest kick out of that than from anything that has happened to me since I've been in the army. It did me good to see all those kids smiling and everyone so happy."

The War Years 1940 - 1950 - Part 1

The leading important change of the decade 1940-50 was the hiring of Robert D. Morrow on January 7, 1941, to serve as superintendent of Tucson School District 1 beginning July 1, 1941. This signaled the beginning of an era when the population explosion placed the greatest stresses on the school system and of an era in which the somewhat stagnant educational system of District 1 developed into one of the most progressive and advanced systems in the United States.

The School Board minutes of January 7, 1941, contain this report from Board President Fickett:

"The School Board, after several months of investigation and consideration of a great number of applicants for the position of Superintendent of Schools, District No. One, from which Mr. Rose is voluntarily retiring next July 1st, have unanimously agreed upon the election of Mr. Robert D. Morrow, who is at present Superintendent of the Arizona State School for Deaf and Blind, for a four-year term, and Mr. Morrow has agreed to accept the appointment."

Morrow was born in Pawnee City, Nebraska, June 14, 1903. He graduated from high school at Washington, Iowa, in 1921 and spent two and one-half years at Westminster College, Fulton, Missouri, which in 1957 conferred upon him his honorary Doctor's Degree in Humanities. He received an A.B. degree from George Washington University, Washington, D.C., and an M.A. degree from Gallaudet College, Washington, D.C. in 1927. He also was awarded an M.A. degree by the University of Arizona in 1942.

He was married to Elizabeth H. Sowell and had two children, one of them still living, Mrs. Jack Rowe of Tucson. The Morrrows have three grandchildren.

After experience in teaching in schools for the deaf in Missouri and Iowa, Morrow became Superintendent of the Arizona State School for the Deaf and Blind in Tucson in 1932 and served in that capacity until appointed Superintendent of Tucson School District 1.

Morrow, who is retiring at the end of the 1967-68 school year, has been active in the community in the Red Cross, YMCA, United Community Campaign, Boy Scouts, City-County Recreation Department, National Foundation for Asthmatic Children, Arizona-Sonora Desert Museum, Arizona Children's Colony, Tucson Child Guidance Clinic, Tucson Family Service Agency and Tucson Symphony Orchestra, serving on the Board of Directors and as chairman of many of these organizations. He is a former president and board member of the Tucson Rotary Club and serves as a member of several state and national education associations and school administrators' organizations.

Honors have included state and local Council on Civic Unity, "Man of the Year" in 1954, the 1955 award for outstanding community service by the Brotherhood of Christians and Jews, and citations by Time Magazine and other national publications for spearheading desegregation in Tucson Schools.

He has frequently conducted workshops and has been a principal speaker on educational problems at national conferences and conventions.

Morrow's immediate problem upon accepting the appointment as superintendent was the ever-increasing enrollment of the school system and providing more classrooms for the students. In this, he was hampered by building restrictions imposed as a result of World War II.

A year before Morrow took office, the Pasqua School for the Yaqui Indian children was unable to provide space for the students. The school, it will be remembered, was built by the Yaquis themselves and the Board seemed not inclined to enlarge it without continued Yaqui labor. On April 11, 1940, the Pasqua teacher, Dolores Wright, informed the Board that if the district would provide the lumber and hardware for an additional room, the Yaquis would furnish the adobes and labor. This, the Board agreed to do. That spring, plans were also drawn for additions to other schools, particularly Dunbar, Government Heights and El Rio (Manzo).

On April 3, 1941, the retiring Superintendent Rose recommended to the Board the calling of a bond issue of \$450,000 for this remodeling work and for the building of a new junior high school on the northeast of town (Catalina, now Doolen) and two new elementary schools (Blenman and Jefferson Park). He also asked for a new administration building, planning to

take the growing administration staff from the apartment house west of Safford School and build on the present site of Education Center, 1010 E. 10th St. Some remodeling of the high school was also recommended.

The bonds were approved on May 21, 1941, with 688 "Yes" votes and 266 "No" votes. To assist with construction costs, the Board on August 16, 1941, applied to the Federal Works Agency, Defense Public Works Division, for a grant to finance new buildings and additions to buildings. This federal money was made available due to the increased school enrollment of children of Davis-Monthan Air Force Base and Ft. Huachuca personnel. Earlier that spring, the federal government had authorized certain payments in lieu of taxes for school operation because of the Federal Housing Project of 135 dwelling units in Tucson, occupied by persons engaged in National Defense activities.

The contract for the construction of Blenman School was awarded on September 29, 1941, to Jay J. Garfield for \$64,530. Architect was H. O. Jaastad.

Blenman School was named for Judge Charles Blenman, an early settler and land developer in Tucson.

Born in Torquay, Devonshire, England, on December 18, 1859, Blenman took his law degree at Oxford after which he served his apprenticeship for five years in a law office--the custom in that era. He decided to try his fortunes in America and sailed on a windjammer from Southampton about 1887.

The trip was non-stop around Cape Horn and 145 days later, he arrived in San Francisco where he passed the state bar examination and subsequently took out citizenship papers. Blenman first visited Arizona shortly after the railroad was completed. He arrived in Tombstone in 1889 or 1890 to defend an accused man on trial for his life. Blenman's "impassioned plea" resulted in life imprisonment which was unusual for those days.

Blenman liked Arizona and settled in Tucson in 1893 and set up a law practice. In 1897, he homesteaded a square mile of desert now bounded by Tucson Boulevard, Speedway, Country Club Road and Grant Road. The nearest building to the homestead at that time was Old Main at the University of Arizona. Blenman developed part of his property into what later became known as the Biltmore Addition and Blenman Addition. Blenman School now stands on part of the land.

Blenman was instrumental in establishing the San Xavier Indian Reservation, having made trips to Washington at his own expense during which he had appointments with the President and other high officials. He was also a Democratic national committeeman from Arizona.

Originally, Blenman Elementary School, at 1600 N. Country Club, was composed of six classrooms. In 1945, six rooms were added for the contract price of \$41,418.45. Ten classrooms, an all-purpose room and kitchen, a work room, storage space and an expansion of toilet facilities were built in 1948-49 by Joynt Construction Co. at a construction cost of \$212,487.

On October 7, 1941, M. M. Sundt Construction Co. entered a low bid of \$43,273 for construction of the new Education Center. On the same date, the Garfield firm submitted a low bid of \$145,457 for the 1 2-classroom Catalina (Doolen) Junior High School. Architect for Doolen was M. H. Starkweather.

The new administration building of 15 rooms was accepted by the Board on March 5, 1942. Six rooms were added in 1948 by Craven-Hague Construction Co. for \$16,890. Architect as Joseph T. Joesler.

The shops to the rear of the building were converted to offices in 1953.

In 1955, the Medical-Dental Building on lots to the east of Education Center was constructed by the W. F. Conelly Construction Co. for \$95,219. It had 22 rooms. The building has been used by the Health Department for any years.

Another addition of 50 rooms to Education Center was constructed by Murray J. Shiff Construction Co. in 1956-57 on a low base bid of \$497,703.

On December 20, 1966, the Ruck Construction Co. entered a low bid of \$200,750 for a two-story addition to the rear of the Health Building. The Business Administration addition completed in 1967 houses the District's Data Processing equipment and minor business offices.

In 1957, it was decided to name future high schools after the surrounding mountains and the

name "Catalina" was given to the new high school at 3645 E. Pima St. The name of Catalina Junior High School was then changed to Doolen Junior High School.

Coach Bryan C. (Bud) Doolen, for whom the school was named, was born in Kinmundy, Illinois. He attended the University of Illinois the days of Harold (Red) Grange and was a four-sport star at Illinois and Southern Illinois.

A successful coach in Illinois high schools, he came to Miami, Arizona, in 1929 where his Bryan C. (Bud) Doolen teams achieved fame throughout the state. After his move to Tucson High School in 1935, he became well-known in basketball coaching circles and his "Badgers" were always good teams.

The Tucson High School basketball squads won state tournament championships in 1942, 1945, 1948 and 1949, securing a number of regular-season titles as well. At one time the Doolen-trained teams won 51 consecutive games.

Bud Doolen continued coaching at THS for 20 years. He died February 13, 1955, at the age of 57. His widow, Mrs. Berenice Doolen, was a teacher at Cragin Elementary School and retired in 1967.

Two barracks buildings were moved to the Doolen site in 1945 and 1947 and in 1952, a 14-room addition was completed by F. B. Pacheco Co. at a bid of \$329,482.44. Four more rooms were built in 1956 by J. A. Binns on a bid of \$91,775 and in 1960, 10 classrooms were added by Campbell-Polk Construction Co. on a bid of \$248,600. A multi-purpose room costing \$210,543 was added in 1962.

In the fall of 1941, plans were being drawn for Jefferson Park School after a small portion of Jefferson Park Addition was annexed to School District 1. On April 6, the contract for Jefferson Park School was awarded to Bailey & McCoy at \$52,237, but 18 days later, the federal government ordered that the contract be cancelled due to shortage of materials.

There was no building done by the District until 1945, when the government permitted the construction of Jefferson Park School. James Macmillan was the architect. This time the bid for the six-room school at 1701 E. Seneca St. was given to Jay J. Garfield, January 4, 1945, for \$68,300. In addition to the six classrooms, the building was designed with a nurse's office and an administrative office. In 1949, seven classrooms, a teachers' lounge, a workroom and

a community room were added at a cost of \$197,123.

When construction resumed in 1945 in the district, additions were made to El Rio, Government Heights, Blenman, Mission View, Tucson High School, Wakefield, and one new elementary school, besides Jefferson Park, was constructed before 1950. The THS construction included various additions and the new Vocational High School Building.

These improvements--and others planned for the future--were financed by two successful bond issues, one in 1946 and the second in 1948.

The 1946 bond issue, approved by the voters on May 14, called for \$1,250,000 for the High School District and \$850,000 for the Elementary School District. The high school issue passed 867 to 108 and the elementary school issue was approved by a vote of 868 to 107. Interest was two percent.

The 1948 bond issue, approved by the voters May 8, asked for \$600,000 for the High School District and \$2,676,000 for the Elementary School District. Both issues were approved 928 to 78. These bonds called for four percent interest.

On February 11, 1948, the contract for the Clinton E. Rose School was awarded to M. M. Sundt Construction Co. at \$261,493. The school had 15 classrooms, administrative offices and a nurse's room. Architect was Arthur T. Brown.

The career of Rose has been reported earlier in this volume. He was made Superintendent Emeritus upon his retirement in 1941 and he died a short time later in June 1942.

In 1954, seven classrooms were added to Rose at a cost of \$81,104. The building was remodeled, and new heating and cooling systems were installed in 1957 at a cost of \$45,038.34.

M. B. Abplanalp won the low bid in 1960 to build five new classrooms and an all-purpose room at an actual cost of \$224,108.38. A portable classroom was added in 1966. First principal was Rolan O. Edmonds, who retired at the end of the 1966-67 school year.

On April 29, 1948, the School District again inherited a school and along with it \$14,457.88 in cash. A petition on that date was presented to the District 1 School Board signed by more

than 50 percent of the Ft. Lowell School District's voters asking that the district be annexed. It was immediately accepted.

Sometime later, the Ft. Lowell District's School Board discovered that there would be a \$14,457.88 cash balance in the school account on July 1. So, on June 30, the Ft. Lowell Board asked District 1 to allow the Ft. Lowell people to spend the balance. According to the Board minutes. "Motion was made to file the letter and notify the Board that it was too late to do anything about spending the budget balance."

One school building was owned by the Ft. Lowell District.

The history of Ft. Lowell School dates back to 1883, when Lt. William H. Carter, quarter master at Ft. Lowell, made a requisition for a separate building to house a chapel and school. No immediate action was taken but in 1886 a library and school were located in a building on the Ft. Lowell grounds at Swan Road and Craycroft.

The need for a new school became acute, so in 1908, a building was constructed off the military grounds on East Fort Lowell Road. It was located adjacent to the old Fort Lowell Union Church, which was located at 5515 E. Ft. Lowell before it was closed. A Mr. Jordan is recorded as furnishing the land for the school and J. Knox Corbett paid for the building, being repaid in following years by rent, paid by the school board. Mrs. Hazel Putney taught the first classes in the school in 1908. Later, increased enrollment made it necessary to use the little church nearby as an annex.

A movement was started in the district for the construction of a new building and a dispute arose over the location. Some residents of the district wanted the new school situated on a site farther to the east in the area of the Pantano Wash. Others wanted it located in the south side of the district. The latter group won the dispute in a hotly contested vote and 10 acres of land were purchased from Albert Steinfeld at 5151 E. Pima Avenue, where the present building now stands. Construction was completed in 1929.

At the time the school was annexed, it consisted of seven rooms. In 1950-51, four classrooms, a community room, nurse's room and administrative facilities were added at a cost of \$115,245.58. Eight more rooms were built with federal funds in 1954 at a cost of \$116,708. An old section of the school was torn down in 1956 and six classrooms were added by the A. C. LaRue Construction Co. at a cost of \$113,900.

Another construction during the 1940-50 decade was the rebuilding of Drachman School which was 80 percent destroyed by fire on October 25, 1948. A burglar, lighting his way with kitchen matches, was responsible for the blaze. In order to pay for reconstruction, the Board was forced to obtain permission from the Pima County Board of Supervisors to exceed the budget. On March 12, 1949, the M. M. Sundt Construction Co. submitted the low bid of \$200,053. The reconstruction was finished in 1950.

Also started in 1949, was the building of Peter E. Howell School, at 417 N. Irving. It was completed in 1950 by the H. L. McCoy Construction Co. on a bid submitted April 4, 1949, at \$317,720. Achitect was Emerson C. Scholer.

Originally, Howell School was built with 22 classrooms, a community room, administrative offices and a nurse's room. It was the first air conditioned (evaporative coolers) school to be built in School District 1. One portable classroom was placed at the school in 1963.

During the first semester of its existence, Howell School was called "Longfellow" after Longfellow Avenue in the area. On September 20, 1950, it was renamed and rededicated as the Peter Howell School in honor of Peter E Howell, School Board member for 14 years and pioneer Tucsonian.

Howell was born in Ontario, Canada, April 24, 1874. He came to Tucson in 1900 and his first business venture was the operation of the "Modern Barber Shop," which became a local landmark and gathering spot for Tucson personages of the period.

He served as Pima County Recorder under the Territorial government and was the first County Recorder after Arizona became a state. He was married and had two children, a son and daughter.

Howell took a leading part in numerous activities to help Tucson youth, such as the "Big Brother" programs and the sponsoring of scholarships through such organizations as the Masons and Elks. He died January 17, 1952. Principal at Howell is Leslie H. McQuary.

Another building which came into the possession of School District 1 during the 1940-50 decade deserves mentioning.

This was a house willed to the School District by a Mrs. Cunningham. It was located at 76 S. Main Avenue and was used by the District for some years as a dental clinic and a central kitchen. It was sold in 1963.

The School District during the 1940-50 decade attempted to provide all children with an education including those who were unable to attend the public schools. Included in this effort was the assignment of teachers to Comstock Children's Hospital, Tucson Medical Center and the Pima County Preventorium.

The Preventorium was operated by the Pima County Health and Welfare Department for underprivileged children with tubercular contacts. Children from three to 18 years of age were in residence attendance.

The Preventorium occupied two camps. The summer camp was maintained in Oracle because of the milder climate. The winter camp was located in an abandoned CCC Camp 15 miles from Tucson in the Tucson Mountains, where the present Pima County Palo Verde Camping and Picnic Grounds are located.

On June 2, 1941, Tucson School District 1 Board passed a resolution "to notify the county superintendent that this district is willing to take in the Preventorium." The District furnished eight teachers for the school, including Miss May N. Don, now principal of Gump School and first Chinese teacher employed by the District. Another employee, the head resident, was Robert Morton who is now head printer in the printing shop at Education Center.

Added duties as principal of the Preventorium were given Jonathan Booth, Assistant Superintendent of Schools. Because of the difficulties of running the camp during the war, it was closed permanently in 1944.

The war years of World War II produced a number of problems for School District 1.

The first official mention of the war by the School Board was on April 11, 1940--before the United States became involved. At that time the Board resolved to ask the State Board of Education "Not to make any changes in the histories or the geographies used in the school as long as the present unsettled conditions continue in Europe and other parts of the world." In June of that year, teachers who were Reserve Officers and any other teacher called into the service were given leaves of absence and their positions were held for them upon their

return. Re-employment was not guaranteed, however, to teachers who left the district to accept employment in war industries. New teachers were placed on probationary status so that they could be released if the number of returning teachers required their release.

The war came up again on October 9, 1940, when the Board decided to charge \$65 per year tuition to any English refugee children who might be taken in by Tucson families and who would attend District schools.

On March 10, 1941, the Board decided to teach National Defense Education classes in machinists' welding and sheet metal airplane construction.

War hysteria was avoided as much as possible by the School Board. After Pearl Harbor, the fear spread that the Western States would be bombed by Japanese aircraft operating in the Pacific and suggestions were made as to the safety of Tucson school children to the Board. The School Board minutes of March 17, 1942, indicate a note of calm:

"The matter brought up for attention was the need for identification tags for school children in case of air raids. As the need for action in this matter seems more or less remote, the recommendation of the committee in charge of Air Raid Defense was tabled for future action."

At a later meeting that year, the "matter of war insurance" on the buildings was discussed but the Board decided not to take any action.

War pressure on the teaching faculty continued to increase. On September 1, 1942, Supt. Morrow reported to the Board that the District was receiving four to seven resignations a week from both men and women teachers entering the services.

The War Years 1940 - 1950 - Part 2

During the war years, the government financed a number of nurseries, which were staffed by the School District. Half the old apartment house, formerly used as an administration building, was devoted to a nursery and the government constructed others. These were portable, temporary structures. They were discontinued in the fall of 1945 when federal funds were withdrawn.

After Consolidated Aircraft located at Tucson Municipal Airport, the need for defense labor rose to

the point that teachers were permitted to work at the plant during Saturdays and Sundays and not more than two hours per day during the week.

In the summer of 1943, a number of servicemen were beginning to be discharged because of wounds or for other physical reasons. Some of these had not finished their high school work and desired to re-enter Tucson High School. They had matured; some were married. That fall it was decided that the married high school undergraduates could complete their high school work, but they would not be permitted to take part in extra-curricular activities. The married girls who had not finished their high school studies were not permitted to return. On October 22, 1946, Superintendent Morrow issued the following bulletin:

"Veteran students in high school must observe the high school rules about smoking in the school building or on the schoolgrounds. Also, carrying liquor to high schools' games when seated with high school students will not be tolerated."

Following the ending of the war, the High school District received federal funds for educating veterans under the Servicemen's Readjustment Act, Title II.

Morrow was a believer in raising teachers' salaries to a professional level in order to secure the best qualified teachers and retain them after they were hired. In 1940-41, elementary school teachers' salaries ranged between \$1,488 to \$2,208 per year and high school teachers received from \$1,536 per year to \$2,688.

Principals, assistant superintendents and the superintendent were paid higher salaries proportionate to their duties.

Morrow recommended cost-of-living increases during the decade as a method of raising pay, as well as increment raises for longevity with the District and added pay for degrees above the Bachelor level as well as extra pay for hours of graduate work completed. During the decade, in 1943, a new teachers retirement system was enacted by the State Legislature, providing an increase in benefits.

In the school year 1949-50 teachers on all levels were being paid from \$2,784 per year to a maximum of \$4,704.

Because of the stress of the war years, the first part of the decade saw few modernizations in the educational activities of the system. With the end of the war, educational advances were made. A few in the 1940-50 decade were:

--An automobile driving course was started at Tucson High School in the 1941-42 school year.

--The positions of Assistant Superintendent for Secondary Education and Assistant Superintendent of Junior High and Elementary grades were created.

--Married women were employed as teachers when needed during the war years, but only as "permanent substitutes."

--Principals in the larger schools were beginning to be relieved of teaching assignments.

--Beginning and ending dates for the elementary schools and the high schools were made to coincide in 1944. Elementary school children previously started a week later than high school students in the fall.

--Distributive Education was inaugurated in 1946. Through this program students learn retailing methods in the classroom and work part-time in retail outlets.

--A new science course was established for grades one through eight.

--Summer recreation programs after the war were again in progress under a cooperative agreement between the School District and the City of Tucson. Main centers of the programs were Mansfeld, University Heights, Sam Hughes and Carrillo Schools.

Summer school courses were offered on a tuition basis in grades four through eight and in the high school. Present policy is to operate summer sessions in high schools only, on a tuition basis.

--On May 22, 1947, the School Board approved releasing one teacher in each junior high school for half-time counseling services and in the high school six teachers were released for half-time counseling. The District also employed a full-time director, or coordinator, of guidance activities and counseling services. This service developed into the present Department of Pupil Personnel. It includes a Casework Division, Elementary Pupil Personnel Services Department, Health Consultant Services, a Psychological Division and a Measurement and Evaluation (testing) Division.

--Francis A. Vesey, on June 11, 1947, was appointed Superintendent of Buildings and Grounds of the school system. This was the beginning of the present Engineering Department, which supervises school construction and produces architectural specifications for the construction. Vesey had under his jurisdiction the Maintenance Department until 1966, when maintenance was made an individual department. Vesey retired at the close of the 1966-67 school year.

--In September 1948, Morrow suggested to the School Board that it back proposed legislation which would create a five-member School Board, giving broader representation to the Board. This was enacted into law in 1953 and in 1954, the first five-member Board was elected.

--Also in September 1948, the Board hired Mrs. Laura Ganoung as supervisor of a program to educate handicapped children. This was the beginning of the Special Education Department which conducts programs in Covert, Gump and Howenstine Schools and also a number of Special Education classes in other schools. Mrs. Ganoung is still head of the department.

In April 1949, Morrow reported that the new guidance department "is doing commendable work

and the counseling system has brought the number of pupils who drop out of school down to the lowest in the history of the school system." Again, on November 22, 1949, Morrow reported to the Board: "Owing to the testing and guidance programs under Mrs. Ganoung, drop-outs in senior and junior high schools have been reduced 40 or 50 percent and tardiness and truancy have been reduced 65 percent."

--On January 19, 1949, Morrow took his first official stand on the desegregation of the public schools. Morrow told the Board that a delegation of Negro parents from the south side of Tucson had called on him asking that a second colored school be constructed in the area, as the Dunbar (Spring) School at 300 W. Second Street was too far distant for children on the south side to attend.

In reporting on the request (the second school for Negro children was never built) Morrow told the Board of his desire that the law requiring segregation of Negro children be repealed.

The State Legislature did repeal the segregation law on March 30, 1951 and in the fall of 1951, Tucson School District 1 desegregated--the first school district in Arizona to do so.

Time Magazine, in its August 3, 1953 issue praised Dr. Morrow and the District's action.

Integration in the Tucson Schools in the fall of 1951 under the leadership of Superintendent Robert D. Morrow was carried out so successfully and has continued to develop as the "real step forward" he predicted it would be that many educators, officials and citizens of other communities and states have written to ask how it was accomplished.

Although segregation of black children had been compulsory in Arizona schools since Arizona became a state, preparations for desegregation were made by Tucson educators with the full cooperation of the newspapers in Tucson, which treated the subject as something natural and right. Senior high schools were not segregated so the change in law affected only elementary and junior highs.

Nearly all children, parents and teachers have shown a spirit of fair play in the matter during the past 16 years. The first year, boundary changes were made which placed a majority of black children, formerly in one elementary and one junior high, in a few schools and a minority in some others, but the growth and movement of population in Tucson resulted in enrollment of black children in well over half of the elementary and junior and senior high schools in the district. All students attended schools serving the boundary area in which they lived.

The number of black teachers also increased steadily. Asian and Native American teachers were also employed in Tucson School District 1.

Some of the teachers were in schools where the majority of pupils are white children. Credited with helping integration were the orientation programs for children entering first grade, for sixth graders entering junior high school, and for eighth graders entering high school.

In a letter sent to all school staff members before integration in 1951, the superintendent stated that "we shall at all times consider all teachers as fellow citizens and fellow Americans and all boys and girls as American boys and girls rather than as American Indians, Anglo-Americans, Negro-Americans, Spanish-Americans or Chinese-Americans."

In the 1950s, the children in Tucson Schools studied the contributions to our culture of the various ethnic groups and generally seemed to accept their classmates as friends regardless of race or creed.

Black and Chinese-American students were often elected to student office and won recognition in both scholarship and athletics.

Both the Parent Teacher Association and the Arizona Education Association stated that Tucson had been one of the best convention cities because the hotels and motels accept all delegates. Integration of the schools here has probably had a beneficial effect in this regard.

The 1939-40 School Board was composed of S. C. Davis, Peter E. Howell and F. W. Fickett. Fickett, opposed by J. Homer Boyd (who later served as a Pima County Supervisor), was re-elected for a three-year term on October 24, 1940, 1,827 votes to Boyd's 1,358. Fickett was made President the following January, and Davis was elected Clerk.

Howell was re-elected on October 27, 1941, unopposed. He received 158 votes. In January, he was elected President and Fickett was named Clerk.

Davis was re-elected in the October 31, 1942, election with 124 votes. Four electors wrote in the name of Anne P. Rogers, a former teacher who retired in 1934 and after whom Rogers Elementary School was later named. Davis was elected President while Fickett stayed on as Clerk of the Board. Davis died on March 14, 1943, and County Supt. Mrs. P. H. Ross appointed O. H. Barnhill in his place. Howell was then elected President to succeed Davis and Fickett remained as Clerk.

Fickett was re-elected on October 30, 1943, receiving all votes cast (98) and in January 1944, Howell was elected President with Barnhill to serve as Clerk.

On October 24, 1944, Howell was again re-elected, receiving 101 votes. He had no opposition. In January, Howell was re-elected President and Barnhill was renamed Clerk.

Barnhill was re-elected to the Board on October 27, 1945. He received 726 votes, defeating S. G. Roberts who received 278 votes. Howell was re-elected President and Barnhill remained as Clerk. On October 26, 1946, Fickett was re-elected unopposed and received 86 votes. Write-in votes were given to Mrs. Thelma McQuade, 3; H. H. d'Autremont, 2, and Ludwig Lundberg, 1. Again, Howell was elected President and Barnhill kept his Clerk's position.

Howell again was re-elected on October 25, 1947, getting all 175 votes cast and he was re-elected

President of the Board. Fickett was elected Clerk.

O. H. Barnhill did not run for re-election in 1948 and on October 30, Oliver Drachman was elected out of a field of four candidates.

Drachman, a member of the well-known Drachman family, three of whom had previously served on the Board, received 1,890 votes. August Wieden received 457 votes, Scott Henderson 392, and Curtis Rice 57. Fickett became President of the Board, and Drachman was elected Clerk.

Fickett was re-elected unopposed on October 29, 1949, receiving 450 votes. Write-ins were John Ross 2, J. H. Terry 3, M. J. O'Brian 1, Andrew Martin 1, C. B. Cedillo 1, Harry Webber 2, and W. N. J. Shaw Jr. 1.

The decade ended with a school population of 18,100. There were 518 teachers, not counting guidance personnel, attendance officers, principals and the superintendent.

Yearly budgets for the decade were:

Year High School Elementary Schools Total

1940-41	\$ 236,523	\$ 711,176	\$ 947,699
1941-42	331,753	737,253.32	1,069,006.32
1942-43	368,609	833,954	1,202,563
1943-44		387,220	995,682 1,382,902
1944-45	359,346	(1) 1,005,041	1,364,387
1945-46	512,609	1,105,636	1,618,245
1946-47	624,393	1,248,801	1,873,194
1947-48	(2) 931,633	2,008,105	2,939,738
1948-49	1,067,002	2,549,492	3,616,494
1949-50	1,224,882	2,881,501	4,106,383

(1) High School budget decreased because of drop in attendance due to World War II.

(2) Permission was obtained from the Pima County Board of Supervisors to exceed the 1947-48 budget by a total of \$34,000 due to the unexpected influx of veteran students.

The Boom Years 1950 - 1960 - Part 1

During the decade 1950-60, Tucson experienced its greatest population growth and School District 1 and its taxpayers became painfully aware that school construction had to keep up.

During this decade, three high schools, four junior high schools, the Tucson High School Vocational building and 23 elementary schools were constructed. The District took within its jurisdiction another grade school--Smith, built by the federal government on Davis-Monthan Air Force Base. Still another elementary school was taken over with the annexation of the Wrightstown School District. Construction was also completed in the form of additions to 37 schools.

The 1948 bond issue of \$3,276,000--mentioned in the previous chapter--constructed Rose Elementary School in 1949 and Cragin, Howell, Lynn, Pueblo Gardens, Robison and the new Holladay Elementary Schools in 1950 and 1951. It also provided for additions to 14 existing schools, plus the remodeling of Spring Elementary School into Spring Junior High School.

The original construction of Cragin School, in 1950 included 6 classrooms, administrative offices and a nurse's room. It was constructed by Joynt Construction Co. for \$106,514.07. Clarence Torsell, of the architecture firm of Torsell and Sliger, was the designer. Torsell became the District's first full-time architect in 1951 and he retired at the end of the 1966-67 fiscal year.

Since that time 16 classrooms and a multi-purpose room have been added at a total cost \$376,717.

The school, located at 2945 N. Tucson Blvd., was named in honor of Gertrude S. Cragin, the first full-time nurse in the Tucson Public Schools system. Mrs. Cragin trained at Chicago's Baptist Hospital and was a private nurse in that city before going to work in the public schools of Idaho. There, she became acquainted with C. E. Rose, who came to Tucson to become superintendent. Rose hired her to become the school nurse in District 1 on May 7, 1920, at a salary of \$2,000 per year.

During early years of frequent smallpox and diphtheria epidemics, she began a militant program of student inoculation, often against the protests of parents.

Then began pre-school examinations and inoculations to insure that children entered school in a healthy condition. Her work encompassed programs for crippled children, school lunches, anti-tuberculosis care, dental examinations and special care for needy children. From this grew the present District Health Department. Mrs. Cragin retired in 1946. She died in 1948.

First principal of Cragin School was Miss Frederica Wilder. She is now Assistant Superintendent of Elementary Education for the school district.

The history of Howell School is contained in the preceding chapter.

In 1950, Lynn Elementary School, 1573 Ajo Way, was originally a six-classroom structure built by Leonard Daily Construction Co. at a cost of \$101,359.15. Architect was Gordon M. Luepke. Since 1950, 12 classrooms and a multi-purpose room have been added at a cost of \$304,863.

An interesting hassle developed over a four-room addition as school was about to open for the fall semester in September 1954. The contractor, Daily, refused to release keys to the new rooms to teachers so they could prepare the rooms for opening day. Daily refused to give up the keys because the Pima County Board of Supervisors was withholding final payment until a minor part of the job costing \$50 was finished. Daily said the work was held up because arrival of materials had been delayed.

As school opened September 7, 1954, classes at Lynn went on double sessions because of the locked rooms. Through the cooperation of Supervisors Chairman Lambert Kautenburger and Superintendent Morrow, the hassle was ironed out. Kautenburger agreed that the Board of Supervisors would guarantee the final \$50 payment (the Board of Supervisors handles school bond money), drove to Daily's home, obtained the keys and gave them to Morrow. The school went off double sessions on September 20--marking the first time during Morrow's 14-year career that schools below the high school level were all on single sessions.

Lynn School was named in honor of Mrs. Mary Lynn. After graduating from high school in Buena Vista, Colorado, Mrs. Lynn taught school at St. Elmo, Colorado. She married James J. Lynn on September 12, 1901, and in 1907 the family moved to Tucson because of the poor health of a daughter.

Lynn went to work for the Tucson Indian Training School and Mrs. Lynn became interested in

the school children and their activities. She also taught a Sunday school at the school.

In 1914, the Lynns purchased land on Ajo Way which became known as "Lynnwood," a producing farm. Mrs. Lynn continued her work with the Mexican and Indian families in the area and through her efforts a day school was organized at San Xavier.

When the site for Lynn School was purchased from part of Lynnwood, the School Board voted to name the new school after Mrs. Lynn, although she had never taught in School District 1.

Pueblo Gardens Elementary School, 2210 E. 33rd St., was constructed in 1950 of six classrooms, administrative offices and a nurse's room. Contractor was M. L. Abplanalp who was awarded the bid at \$106,264. Architect was Clarence Torsell.

Twelve classrooms were added in 1954 through the use of federal funds. Pacheco & Lynn were the contractors for the job costing \$287,060.

The school is named after the subdivision in which it is located.

The Robison School, at 2745 E. 18th St., was built with 15 classrooms, a community room, administration offices, a nurse's room, and a kitchen. Contractor was H. L. McCoy who submitted the low bid of \$289,370. Architect was James Macmillan. Since completion in 1950, 10 classrooms have been added at a cost of \$149,259.

The school was named for Roy H. Robison, a former principal of Safford School and also assistant superintendent of District 1.

Robison served for 27 years in the District and died unexpectedly April 23, 1948, while attending an education conference in Phoenix. He was 53 years of age.

Born in Arkansas, he graduated from East Central State Teachers College and held degrees from the University of Arizona and the University of Oklahoma. Before coming to Tucson, he was superintendent of schools at Wetumka, Oklahoma for two years.

He joined District 1 in 1921 and shortly afterward became principal of Safford Junior High School. He was appointed assistant superintendent in 1942.

Robison, according to Superintendent Morrow, "had an ever-increasing capacity for outstanding accomplishments in the field of education." At the time of his death he had been working on a revision of the arithmetic courses for the schools as well as a revision of curricula for junior high and elementary schools. "He was particularly effective in working with children as well as with teachers, with whom he had done a great deal of personnel work."

Robison was active in Boy Scout work and served as president of the Catalina Council of Boy Scouts in Tucson. He aided the Kiwanis club's youth program and was one of the originators of the Community Chest organization.

The Holladay School, named for Lon Holladay whose history appears in an earlier chapter, was constructed in the 1951-52 school year at 1130 E. 33rd Street. Leonard Daily Construction Co. was awarded the contract. Six classrooms, administrative offices and a nurse's room were constructed originally at a cost of \$114,957. Jaastad & Knipe were the architects.

Since then eight classrooms and a general-purpose room have been added at a cost of [\$264,120. Present principal is Gerald D. Sagert. Smith Elementary School, at 5741 "I" Street, Davis-Monthan Air Force Base, was built with federal funds under the direction of the Air Force in 1952-53 at a cost of \$294,807. In 1954, five classrooms were added, again with federal funds, costing \$86,690. Total area includes 17 classrooms and administrative offices. It was designed by Scholer, Sakellar & Fuller and built by Murray Shiff Construction Co.

The air base school was formerly known as Davis-Monthan School, having opened in 1948 in government buildings on the base and taught by teachers paid by School District 1. The base also provided janitors while supplies were furnished by the school district. The school was for the accommodation of children of military personnel living on the base or in other government housing units. At this writing, the school district is in the process of applying for title to the land and the building.

This school was named in honor of Col. Lowell H. Smith, a pioneer airman who dropped the first bomb from an airplane. He was the second commander of Davis-Monthan, a colorful figure of the old Air Corps with a military career beginning in 1917 and ending with his death in Tucson in 1945 from injuries suffered when he fell from a horse in the Catalina Foothills.

In 1936, Smith, a captain, was appointed to the War Department board for standardizing airplane design and procurement procedures. Under his guidance from February 1942, to March, 1943, Davis-Monthan became the top training base for B-17 and B-24 crews during World War II. Smith died on November 4, 1945. He was buried in the National Cemetery at Arlington, Va.

The district continued to grow and acquired a school building in 1953, when on May 19, a petition for the annexation of Wrightstown district was presented to the School Board. Annexation of the large district on the eastern edge of District 1 added \$1,500,864 in assessed valuations and an area of 48 square miles. Promoters of the annexation argued that the district would receive more money from the new area in taxes than it would spend on school operation there. After petitions signed by 326 Wrightstown taxpayers out of a possible 400 were received, the district was accepted into School District 1 by the Board on May 26, 1953. Also acquired with the new district were 141 pupils being taught by six teachers.

The Wrightstown area has mushroomed during the 14 years since its annexation and now contains eight elementary schools (with a ninth under construction), three junior highs and one high school (with a second under construction and a third high school on the drawing boards) .

The old Wrightstown School was built after the district was organized in 1914 at a cost of \$43,208. In 1953, the building had six rooms. Seven classrooms and a multi-purpose room have been added at an expenditure of \$300,764.

The school gets its name from Harold Bell Wright, a novelist and a former resident of the area.

[Correction: While the original print version of this document identifies Harold Bell Wright as the namesake for the Wrightstown school and school district, the Wrightstown District, annexed by District 1 in 1953, and Wrightstown Elementary School are named for Fredrick and Dolores Wright, homesteaders who founded the school and donated the land on which the school is located.]

The decade 1950-60 also saw another annexation of area to the district but this time without

inheriting a building. This is a corner of the present district in the southwest part, annexed in 1951.

The District's schools became so overcrowded in the early part of the 1950-60 decade, that on January 22, 1953, the School Board decided to call a bond election to raise \$6,200,000. This would provide \$3,960,000 for two high schools in the high school district and \$2,240,000 for buildings in the elementary school district. The bonds were approved with no organized opposition on March 12, 1953, with the high school bonds passing 2,359 to 540. The elementary school district bonds were approved by a vote of 2,373 to 528.

Built with this money were new Brown, Duffy and Corbett Elementary Schools, additions to nine existing elementary schools and Pueblo and Catalina High Schools. Also, during this period, federal impact funds were received for the building of Bonillas, Keen, Richey and Wright Elementary Schools and Vail Junior High School. Federal funds also helped with the construction of Pueblo and Catalina High Schools.

Brown Elementary School, 1705 N. Sahuara Ave., was completed in 1954. Costing \$306,436, it consisted of 16 classrooms and a multipurpose room. Contractor was Murray J. Shiff and the architect was William Carr.

The school was named for teacher Lizzie Brown. She was born in Indiana and taught school 42 years, 36 of them in Tucson. She died March 15, 1933, at the age of 82 and was teaching until shortly before her death.

Mrs. Brown was the wife of Rollin Carr Brown, former owner-editor of the Tucson Daily Citizen. She taught school three years at Bentonville, Arkansas, and in California from 1878 to 1881. She was out of the classroom 14 years, during which period she married and became the mother of two children.

In 1895, Mrs. Brown began teaching again in the Rillito District (now Flowing Wells) where the family had homesteaded land. From 1900 to 1933 she taught in School District 1 at the old Mansfeld Elementary School and at Miles School.

Mrs. Brown pioneered special classes for non-English speaking students and remedial work for retarded children in the district.

Guy Bateman was first principal of Brown School.

Duffy Elementary School, 5145 E. 5th St., was completed in 1954. It had 18 classrooms, administrative offices and an all-purpose room. Contractor was Murray J. Shiff who built the school at a cost of \$350,852. Terry Atkinson was the architect.

Duffy School was named for five sisters, all of whom taught for District 1. They were Mrs. Mary Duffy Collins, Mrs. Harriett Duffy Murphy, Mrs. Alice Duffy Murphy (who was the first principal of Duffy School), Miss Ida Myrtle Duffy and Mrs. Catherine Duffy Foy.

The five sisters were all born and educated in Tucson, the daughters of pioneers Mr. and Mrs. Martin James Duffy. In 1881, Duffy arrived in Tucson with a construction crew working on the Southern Pacific Railroad line being extended into Tucson. After a few years in Tucson, Duffy sent to Ireland for his bride-to-be, and they were married in 1888 in historic San Augustine Cathedral, now the site of the Greyhound bus depot.

The five Duffy sisters (two brothers died in infancy) attended St. Joseph's Academy in Tucson during elementary grades. This was followed by attendance at Tucson High School, University of Arizona and the State Colleges at Tempe and Flagstaff.

Mrs. Mary Duffy Collins taught 20 years in Tucson Public Schools before retiring. She was at Davis, Drachman and Safford Junior High School. She died April 5, 1959.

Mrs. Harriett Duffy Murphy taught at Julia Keen School and was a principal in Flagstaff city schools at one time. She also was a member of the faculty of Arizona State College at Flagstaff (now Northern Arizona University).

Miss Ida Myrtle Duffy was a teacher at Safford Elementary School. Mrs. Alice Duffy Murphy was principal of Pueblo Gardens Elementary School before becoming principal of Duffy School. Before that she was principal at Elizabeth Borton Elementary School for 21 years and taught at Drachman, University Heights and Safford Elementary Schools.

Mrs. Catherine Duffy Foy was a teacher at Safford Elementary and Twin Buttes Schools for many years.

Present principal at Duffy School is Robert B. Stanley. He replaced Walter B. Rykken, principal

since 1956 who retired at the end of the 1966-67 school year.

Corbett Elementary School, 5949 E. 29th St., was built in 1955 by Murray J. Shiff Construction Co. at a cost of \$309,429. The original plans, by Jaastad & Knipe, included 16 classrooms, a multi-purpose room and administrative offices. Since that time, 15 classrooms have been added at a cost of \$268,323. Eight portable classrooms were installed on nearby land in 1962-63. They have since been removed.

Phillip J. Bramley was the first principal of Corbett School.

The school was named for Johnston Knox Corbett, former mayor of Tucson and District 1 School Board member. He and his brother, W. J. Corbett, were the founders of the present Corbett family in Tucson.

J. Knox Corbett arrived in Tucson in 1880. His first job was that of a newsboy for the Arizona Daily Star, then owned by L. C. Hughes, the uncle of Knox Corbett's future wife. Corbett purchased a freight delivery line operating between Tucson and Silver Bell. He then went to work at the Tucson post office and was soon promoted to assistant postmaster. In 1890 he was appointed Postmaster, a position he held under four U.S. Presidents--Harrison, McKinley, Roosevelt and Taft. He also engaged in ranching activities near Benson and south of the Rincon Mountains.

Corbett married Lizzie Hughes, daughter of Sam Hughes. Two children were born of the marriage, the late H. S. Corbett, long-time State Senator from Pima County, and Gulie Corbett Bell. Grandchildren and great-grandchildren still reside in Tucson.

Corbett opened the second lumber company in the city and in 1919, he consolidated it with the hardware company of his deceased brother, W. J. Corbett. It became one of the city's largest building supply headquarters.

Corbett died in Tucson on April 22, 1934, at the age of 74.

Pueblo High School, completed in 1956, gave Tucson its second active high school. Pueblo was built by Ashton Construction Co. on 40 acres of land at 3500 S. 12th Avenue. Place and Place were the architects and cost of original building was \$1,828,510.

Pueblo was built as a small school but soon additions were needed. Through the years a 2,000-seat stadium, classrooms, shops, industrial education facilities and a library have been added at a total cost of \$882,081.

Its swimming pool was built in 1961.

In 1966, a portable classroom was placed on the school grounds and is presently being used as a day-care center for pre-school children under a federal project. In the 1966-67 school year approximately 2,500 students attended Pueblo on double sessions. Elbert D. Brooks, present assistant superintendent of administration and school services in the district, was the first principal of Pueblo.

Pueblo High School came by its name through a request to Brooks from the Board that he take a poll among students at Tucson High School who would attend the new southside high school on its opening. Students submitted a number of names, designating "Pueblo" first. The Board complied with their request.

It is interesting to note that when Pueblo and Catalina High Schools were on the planning boards in 1953, School Board member Delbert L. Secrist wanted to name them "Abraham Lincoln" and "George Washington." His fellow board members didn't go along with the idea.

Catalina and Rincon High Schools followed Pueblo and were named under a new Board policy of calling the schools after local mountain ranges. Before the name "Santa Rita" could be applied to the fifth new high school, however, the policy was changed to name high schools after desert plants species--thus we have "Sahuaro" high school now under construction, "Cholla" high school in the planning stages, and Palo Verde High School, which was the fifth active high school constructed in the District.

Catalina High School, completed in 1957, was designed by Scholer, Sakeller & Fuller, r Architects, and was built by J. J. Craviolini and ; L. C. Anderson at a cost of \$2,496,619.

Additional classrooms, shower and locker facilities and a science wing were added later , with 10-cent levy funds and federal aid under Public Law 815. The school now has 65 regular classrooms plus the 8-classroom science wing. R. T. Gridley was the first and present principal of Catalina.

Of the schools built with federal funds, in the mid-1950's--Bonillas, Keen, Richey, Wright and Vail Junior High--Keen was the first.

The original construction at 3538 E. Ellington Place in 1953 provided 12 classrooms and a multi-purpose room for \$293,192. Arthur T. Brown was architect, and Murray J. Shiff Construction Co. was the contractor.

In 1956, five classrooms were added at a cost of \$94,661, and four portable classrooms were placed on the grounds in 1963.

The elementary school is named for Julia Keen, a teacher with Tucson Public Schools from September 1908, until she retired in 1951. Miss Keen was one of eight children, four boys and four girls, born to the Andrew J. Keen family in Tucson. Julia was born on December 0, 1885. She attended St. Joseph's Academy and decided to become a teacher. Since District I in those days would not hire an inexperienced teacher, she first taught at Metcalf, Arizona, for three years, coming back to Tucson in September 1908, to teach for Tucson Public Schools. She taught at Safford and Davis Elementary Schools for a period of 10 years and then was made principal of Drachman Elementary School where she served until her retirement.

Of Miss Keen, Oliver Drachman said at the Keen School dedication ceremony:

"Miss Keen's love for children has made her an outstanding person in the eyes of her pupils, her teachers, the administrative staff and the parents of her pupils. . . Miss Keen's devotion to her school and pupils was not limited. If they needed food, she would see that they were fed until someone else could take over. If they needed clothing, she would manage in some way to get clothing for them. If the family had a problem, she always had a willing ear to listen and to see what could be done to help them." Miss Keen died July 31, 1958.

Mrs. Virginia W. McBride, present principal, was the first principal of the school.

A month after Keen School opened on December 7, 1953, Bonillas Elementary School was opened at 4711 E. 16th St., the second school to be built during the decade with federal money.

Leonard Daily was the contractor, building the 16-classroom and multi-purpose room school for \$386,777. M. H. Starkweather was the architect. Eight classrooms were added in 1955 at a

cost of \$95,048. Opening day found the school on double sessions and the following year all third and fourth graders were transported to Duffy School while an eight-room addition was being built.

The Boom Years 1950 - 1960 - Part 2

First principal of the school was Miss Mary McDiarmid, who is now retired.

Some account of the early life of Ignacio Bonillas is carried earlier in this volume.

Bonillas was born in Mexico in 1858. After attending school in Tucson (as related earlier) he became a teacher and six years later left Arizona to attend the Massachusetts Institute of Technology. Following graduation, Bonillas traveled west again to Tombstone to become an assayer. He later married Mary A. Borton, of Tucson. Bonillas then opened an office in Hermosillo, Sonora, and obtained engineering contracts with U.S. mining companies operating in Mexico. He was governor of the Magdalena district, mayor of Nogales, Sonora, and in 1917, President Carranza appointed him ambassador to the United States. In 1920, Bonillas was a presidential candidate in Mexico, but was defeated by General Alvaro Obregon.

Bonillas spent his last years living on the American side of the border at Nogales. He died January 31, 1944, a day before his 86th birthday.

The new Richey School at 2209 N. 15th Avenue, built in 1954 with federal funds, replaced the former Pasqua School which served the Yaqui Indian village. History of the school and Miss Tamar Richey, after whom it was named, is contained earlier in this history.

Wright Elementary School was opened early in 1954 at 4311 Linden Street. It contained 16 classrooms, a multi-purpose room and offices built by Shiff Construction for \$375,901 in federal funds. Four classrooms were built in 1959 at a cost of \$88,934. Architect was Blanton & Cole.

First principal of Wright School was Mrs. Alice Hale, who retired in 1956.

The school was named for John B. Wright, who served on the District 1 School Board from

1906 until 1916.

Wright was the son of Charles Weston Wright who moved to Tucson in early 1888 and practiced law until his death in December, 1900. John B. Wright was educated at Georgetown, Fordham, Notre Dame and the University of Michigan from which he received his law degree in 1894. He came to Tucson, practiced law for a short time and then moved to Yuma, returning after the death of his father to practice law in Tucson from 1900 until his death in July 1934.

He was appointed to the School Board on October 16, 1906, to complete the term of Z. T. Vail and served as Board Clerk from 1908 until 1916. That year, Wright was defeated for reelection by Harry A. Drachman. Wright was well known throughout the community for his wit and frequently appeared as toastmaster for numerous civic organizations.

Vail Junior High School, completed in 1954, was built with 32 classrooms and a multipurpose room by H. L. McCoy Construction Co. for \$788,393 in federal funds. Gordon M. Luepke was the architect. Later, a library and a science classroom were added using 10-cent levy funds. It was the first junior high school built in a 13-year period. The school is located at 5350 E. 16th St.

First principal of Vail was Dr. A. M. Gustafson, now District Director of Pupil Personnel Services.

Vail Junior High School was named for Alice L. Vail, a pioneer teacher in School District 1, who died April 19, 1967, at the age of 79. She retired in 1945 after 40 years as an educator, 30 of which were spent in Tucson Public Schools.

As head of the English Department at Tucson High School, she piloted the school's newspaper, The Cactus Chronicle, through its first 26 years during which the publication won nearly 50 state and national journalism awards.

Miss Vail was born in La Porte, Indiana, on November 19, 1887. She received her bachelor's degree from the University of Michigan in 1911 and her master's degree from Michigan in 1923.

After teaching a number of years in Michigan and Indiana, she came to Tucson to enter the

school system here. In addition to teaching English and advising the Chronicle, Miss Vail coached oratory for 15 years and advised the Girl Reserves of the YWCA, which she helped organize. She helped form the Tucson Education Association and served as its president in 1937-38. She was also the first president of the Arizona State Department of Classroom Teachers and of the local chapter of Delta Kappa Gamma.

She also was one of the few high school newspaper advisers in the nation to receive the Columbia University School of Journalism Adviser's Gold Keys.

The City of Tucson and its environs continued to explode with incoming population and in 1955, the School Board decided that another bond issue must be called to meet the demands for new schools.

On July 26, 1955, the public approved an elementary district bond issue of \$4,721,000 and a high school district issue of \$3,864,000. The vote for the elementary issue was 1,770 for and 671 against and the vote on the high school issue was 1,684 for and 661 against.

There was little or no organized opposition on the bond issues, but the honeymoon with the newspapers and the public was not to extend rough 1957.

The 1955 bond issue built Cavett, Kellond, Lineweaver, Rogers, Tully, Van Buskirk, and Howenstine Elementary Schools; Townsend Junior High; Rincon High School and high school stadiums. Additions were constructed at five elementary schools, three junior high schools and two high schools.

Howenstine School (for special education passes), at 2131 E. Winsett Blvd., was originally a federal housing project donated to Tucson School District 1 by the U.S. government along with the site. In 1956, the project was renovated with bond issue funds. The modification was designed by architect Carl LeMar John and constructed by Jo Co Construction Co. at a cost of \$40,000. Two portable classrooms were added to the area in 1963, and in 1965, the vocational shop addition was built at cost of \$8,928.

At a dedication of the special school, the Arizona Daily Star, March 16, 1958, had this to say about its establishment:

"... A few years ago in Tucson, service clubs launched the idea of financing the homebound

student program, and the state now provides additional funds for the education of the handicapped children largely through the efforts of Laura Ganoung, Director of Special Education for Tucson Public Schools, Robert D. Morrow, Superintendent of Schools, and the mothers and fathers of the children."

The school was named for E. Jay Howenstine, one of the founders of the National Society for Crippled Children and Adults. He was born at Bellefontaine, Ohio, in 1889. He attended Miami University at Oxford, Ohio, and after graduation he was employed in Elyria, Ohio, as secretary of the Chamber of Commerce. He later became associated with Edgar Allen who had built a hospital for crippled children there. In 1919, the program became the Ohio Society for Crippled Children, and in 1921, the National Society for Crippled Children and Adults was incorporated.

Howenstine left the Elyria Chamber of Commerce in 1923 and went into the brokerage business. Ten years later he became the first executive director of the National Society for Crippled Children. He was appointed coordinator of the health council of Tucson Public Schools in 1950. In 1958, Howenstine School was dedicated in honor of the man who became a symbol of help to handicapped children.

Howenstine died on January 7, 1959, at the age of 69.

At the school's dedication ceremonies, Mrs. Frank Barreca, President of the Southern Arizona Chapter of the International Council for Exceptional Children, presented a gift to the school. She later became principal of Howenstine.

First principal at the special education school was Mrs. Ganoung.

Cavett Elementary School, 2120 E. Naco Vista in the Western Hills subdivision, was designed by Blanton & Cole and built by J. A. Binns at a construction cost of \$292,496. The facilities included 12 classrooms, a multi-purpose room and administrative offices. The school was completed in December 1956.

Cavett was named after Lillian Cavett, Tucson High School dramatics instructor from 1924 to 1946, when she retired.

Miss Cavett was born in Holly Grove, Arkansas, and decided at the age of 10 years to become

a teacher. When she was 11 years of age, she had established a neighborhood group of pre-school children who met with her in afternoons to learn to read and write. When the group entered school, it was found that Lillian Cavett's teaching had been so thorough that the young pupils skipped the first grade.

A graduate of Memphis Conference Institute, Miss Cavett also attended Emerson College in Boston, USC, UCLA, Baylor University and the Chicago Musical College. In Tucson, she was active in Trinity Presbyterian Church and taught Sunday School for many years.

Under her guidance, the public speaking and drama department at THS grew from one class in public speaking to five dramatics classes, which were always filled to capacity. Miss Cavett died June 12, 1953 at the age of 61.

At the time of her retirement in 1946, Supt. Morrow said of her: "She devoted her heart, soul and life to working with young people and her influence on them will be felt wherever they go.

First principal of Cavett School was Miss Alice Hackett, now Booth School principal.

Kellond Elementary School, 6606 E. Lehigh Drive, was completed in time to accept students for the 1956-57 school year in September, 1956. Arthur Brown was the architect and Leonard Daily was the contractor. The school cost \$402,719.

Originally, the school had 17 classrooms and a multi-purpose room. Since 1956, 13 classrooms have been added at a cost of \$237,527. In 1963, five portable classrooms were placed on the grounds. They have since been removed to other more crowded schools.

The school was named for Annie W. Kellond, who was employed by the district from 1912 until her retirement at the close of the school year in 1953.

She was born January 2, 1873, in Warrington, Lancashire, England, and came to the United States at the age of six with her widowed mother, two brothers and a sister. The family lived in Louisville, Kentucky. She and her husband, Oswald Alfred Kellond, of Winnipeg, Manitoba, Canada, were married in 1897. They moved to Tucson in 1904 for his health. He was affiliated with the Indian Training School until his death in 1912.

That year, School District 1 Superintendent S. C. Newsom hired Mrs. Kellond as secretary. She later served as secretary of the School Board as well as secretary to the superintendent. From 1943 until her retirement in 1953, she served exclusively as secretary to the School Board.

Since Mrs. Kellond's retirement, Mrs. Myrtle Arnevik has been secretary to the School Board. She taught the Women's Bible Class at Trinity Presbyterian Church and was active in the WCTU. Mrs. Kellond died at the age of 86 on January 14, 1959.

Ralph W. Roda was the first principal of Kellond School and serves in that capacity at present. Lineweaver Elementary School, 461 S. Bryant Avenue, was completed in time for fall classes in 1956. It was designed by Frederic Knipe and built by W. F. Conelly Construction Co. at a cost of \$355,506. Original construction provided 14 classrooms, a multi-purpose room and school offices. Since 1956, four rooms have been added at a cost of \$65,146.

The school was named for Mrs. Adah Bedford Lineweaver Cochrane, a pioneer Tucson educator. Born in DeWitt, Iowa, and educated at Grinnell College, Mrs. Cochrane first came to Tucson in 1908 and accepted a teaching position at the old Plaza (Safford) School. In 1922, she was appointed first principal of Miles School and held that position until her retirement in 1940.

She was single during her teaching career and married at the age of 84. She died at the age of 91 on May 29, 1961.

First principal of Lineweaver School was Miss Margaret M. Leddy.

Rogers Elementary School, 6000 E. 15th Street, opened in September 1957. Architect was William Carr and contractor was J. A. Binns, who built the school for \$341,730. Originally, it had 16 classrooms and a multi-purpose room. Three portable classrooms were placed on the school grounds in 1963.

The school was named in honor of Mrs. Anne Paget Rogers, who was born on a farm near Chattanooga, Tennessee, on July 30, 1871. Her father was Dr. Ben W. Paget, who served in the Medical Corps, U.S. Army, during the Civil War. Her grandfather was an abolitionist, freeing his slaves in the 1850's.

She attended private Tennessee schools, married James Albion Rogers and came to Tucson in October 1899, for his health. Mrs. Rogers received a Bachelor of Arts degree from the University of Arizona in 1917 and a master's degree in Education from the UA in 1924. She began teaching at the Congress Street School in 1900. She also taught one year in the Amphitheater District and two years in the Fort Lowell District. She taught a total of 32 years in Tucson District 1.

She became principal of grades 1 through 8 in the Roskrue building. When the University of Arizona dispensed with its high school (preparatory) department and District 1 had to re-establish a high school, Mrs. Rogers became one of two teachers of eighth grade graduates in the Old Adobe School located on the site of the present Education Center, 1010 E. 10th Street.

At this school she started the first high school newspaper, "High School Life." She helped establish a library for the school through the staging of "A Midsummer Night's Dream" at the Tucson Opera House. The play netted \$154. When the new Tucson High School was built, she taught classes there, retiring in 1934.

Mrs. Rogers was active in community life. She was a member of the Committee of 14 Freeholders which wrote the City of Tucson Charter. She was an active member of the Republican party and in 1954, announced herself as a candidate for the District 1 School Board. She later withdrew from the race.

Mrs. Rogers was a member of the Order of Eastern Star, the Business and Professional Women's Club, the Tucson Women's Club and the Saturday Morning Musical Club. She received a Daughters of the American Revolution merit award in February, 1957. As president of the Arizona Education Association, she inaugurated the initial movement for securing the present Teacher Retirement System.

Mrs. Rogers died April 25, 1965, at the age of 93.

Tully Elementary School, 1701 W. El Rio Drive, was opened in September 1956, with an original construction of 12 classrooms and a multi-purpose room. Architect was Arthur Brown. Pacheco & Lynch were contractors, building the school at a cost of \$301,175.

In 1961 nine additional classrooms were constructed at a cost of \$202,826.

The school was named for Pinckney Randolph Tully, an early Tucson resident, and his adopted son, Charles H. Tully, an early superintendent of District 1.

Pinckney Randolph Tully was born in Clairbourne County, Mississippi, March 25, 1824. The family started across the plains for Oregon by wagon train in 1845, but the Tully trip was abandoned when the father died in Western Missouri. Pinckney Tully went on to Santa Fe in 1846. In 1849, he went to California, returning by way of Arizona, where he was attacked by Indians and received a scalp wound.

Tully, for a time, was a post trader at Fort Thorn on the Rio Grande and from there, he traveled to Las Cruces, New Mexico, where he became associated in business with Esteban Ochoa in the firm Tully & Ochoa. The business was a wagon freight line and in 1858 Tully came to Tucson with a trainload of goods. Eight years later, he established a store at Tubac, and in 1866 he opened a store in Tucson.

At various times he was treasurer of the Territory of Arizona, member of the Tucson Board of Health, Tucson City Treasurer, a Tucson City Councilman and twice Mayor of Tucson.

According to a resolution passed by the Pioneers' Historical Society at the time of Tully's death, November 10, 1903, he "took a lively interest in all educational movements and always was a great friend of the poor." He aided in the establishment of a parochial school. There seems to be nothing on record as to Tully's working directly with the Tucson District 1 school system; however, it is known that he was a public-spirited man and probably supported the growing school district.

Charles Hopkins Tully was an adopted son of Pinckney Tully, who had seven natural children. The boy was born, Charles Hopkins at Las Cruces, New Mexico and died in March 1923 at the age of 70.

According to the Tucson Citizen, March 27, 1923, "Tully was given an excellent education and spent his lifetime in passing on that knowledge to young generations in Tucson. He taught school here for many years."

As recorded in this volume earlier, Charles I. Tully was principal (superintendent) of School District 1 from 1891 until 1894. Prior to that he had taught in parochial schools.

While with District 1, Tully published the first school magazine in 1893, the year the first high school class was graduated. He headed the first teachers' organization in the state and did much for the advancement of uniform courses of education and uniformity of school textbooks.

Following retirement, Tully published "La Alianza," a Spanish language weekly.

First principal of Tully School was J. V. Stroud.

Townsend Junior High School, 2120 N. Beverly Blvd., opened in September 1957. First construction provided 20 classrooms, a multipurpose room, auditorium, shops and a cafeteria. Gordon Luepke was the architect and Leonard Daily was the contractor. The original building cost \$647,769. Ten classrooms and a library were added later at a cost of \$237,333.

The school's name honors Miss Salome Townsend, who retired as principal of Roskruge Junior High School in 1947 after 35 years as a teacher in Tucson District 1.

Miss Townsend received her teaching certificate after studies at Alabama State Teachers College in Troy, Alabama. She came to Tucson to teach in December 1912 and was assigned to Safford School. In 1928, she received a master's degree from the University of Arizona, and she also took postgraduate courses at the University of Tennessee. While principal of Roskruge in 1930, Miss Townsend was credited with forming the school safety patrol program--said to be the first such operation in the state.

She was interested in civic affairs and was a president of the University Club Women, president of the Altrusa Club, honorary vice president of the Pima County Council of PTA and a life member of the National Education Association. She was also active in the Women's Democratic Club.

Miss Townsend died in June 1955, from burns received when an electric heater set fire to her clothing. She was 78 years of age.

First principal of Townsend Junior High School was Noble Hiser. Present principal is Clarence I. Logan.

Van Buskirk Elementary School, 725 E. Fair Street, opened in September 1957. It was built by W. F. Conelly Construction Co. at a cost of \$345,641 and had 12 rooms and a multi-purpose room. Architect was Bernard J. Friedman. Since 1957, 16 classrooms have been added at a cost of \$294,413.

Katherine Van Buskirk, for whom the school was named, entered the school system in 1920. She was born in Manistee, Michigan, where she received her high school and normal training school education. In 1931, she received her bachelor's degree from the University of Arizona.

Miss Van Buskirk was a veteran of 50 consecutive years as an active educator, and upon her arrival here had 21 years of teaching experience. Her first teaching assignment was at the Rincon School (not in District 1), a one-room schoolhouse in the desert east of Tucson. She then taught at another small school not in the district and in 1922 taught at Vail community school east of Tucson. There her school room and living quarters were in an Old Southern Pacific Railroad box car. She taught at Sunnyside School for five years and then joined District 1 to teach at Davis School. After 12 years there, she was made principal of Davis. She is credited with starting the first nature study classes in the school system.

From 1945 until she retired in 1949, she was principal of Jefferson Park School. The year following her retirement she ran for County Superintendent of Schools as a write-in candidate on the Republican ticket but was defeated.

She was a past president of the Pima County Teachers Association and the Tucson Teachers Association. She died March 3, 1958, a few days short of her 79th birthday.

An account in the Arizona Daily Star, of March 19, 1958, by Jesus Rico had this, in part, to say about Miss Van Buskirk:

"Miss Van Buskirk was a firm believer of the old disciplinary school. As a key-dangling principal who could wield a 15-inch paddle just as easily as she could talk about the mating habits of the king snake, she won the hearts of the roughest and toughest youngsters that went to Davis Elementary School."

First principal of Van Buskirk was Mrs. Elizabeth J. Treadwell.

Rincon High School, 422 N. Arcadia Blvd., was completed in May, 1958. Lew Place was the architect and Shipman-Codd and M. M. Sundt Construction Co. were the contractors. The original 68 classrooms, shops, cafeteria, library, boys' gymnasium and administration building cost \$3,051,879. Additions have included a service building, a girls' gymnasium, six rooms and an auditorium at a total cost of \$808,410.

Utterback Junior High School, 3233 S. Pinal Vista, built with federal funds, was completed in January 1959. Architect was Arthur T. Brown and W. F. Conelly Construction Co. was the builder. The school cost \$689,976. A library and science classroom were added in 1966 at a cost of \$64,133.

The school was named in honor of Miss Madge W. Utterback, director of vocal music at Tucson High School for 33 years.

She was born in Carthage, Missouri, on March 11, 1892. She received her music training at Oberlin, Ohio, Conservatory of Music, Kansas State Normal and Kansas State Teacher's College. Before coming to Tucson, she taught in Kansas Schools for three years.

Upon Miss Utterback's death on October 1, 1954, Supt. Morrow said: "No one loved students more or did more for them. Many of her students have gone ahead successfully in professional music. Her whole life was devoted to the boys and girls of Tucson High School and to the boys and girls in her school glee clubs and choral groups."

Andy Tolson, principal of Tucson High School at the time of her death and now retired, said, "She was affectionately called the 'Sweetheart of Kiwanis' and rightfully so for the annual programs given before the club over a long period of years."

Miss Utterback was 62 years of age at her death.

Principal at Utterback is Maurice F. Guptill.

All of this construction could not keep up with the ever-increasing school population and at the moment of opening, a number of the new elementary schools went on double sessions.

The School Board in 1957, composed of Mrs. Nan E. Lyons, Clarence A. Betts, Jacob C. Fruchthendler, Russell C. Ewing and D. L. Secrist, decided to call a bond issue vote for June

11. Total value of the bonds to be issued was \$7,325,000, with the Elementary District to receive \$5,115,000 and the High School District to receive \$2,210,000.

The Chamber of Commerce's Community Development and Tax Study Committee soon condemned the issue. It said that it could not give its approval to the proposal "as it stands." The committee charged that a "substantial portion of its (the bond proposal's) funds is for remodeling and improvements, and for site development and field facilities at high schools, which are open to question at this particular time, desirable as they may be."

The Star took much the same attitude, attacking editorially such things as a community room and kitchen for the Roskrige School and rehabilitation of University Heights School. It also opposed similar improvements for Wrightstown School.

It criticized the health activities of the District and the fencing of school grounds. It summed up its stand, saying: "A favorable vote (on the bond issue) will be a vote of confidence and approval in the School Board and the school administration. Are they entitled to a vote of confidence? The Star says they are not and should be administered a stern rebuke."

The Citizen merely asked for careful consideration of the issue saying that it did not "afford an easy 'Yes' or 'No' conclusion."

These attitudes were enough to make the voting public uneasy.

The Elementary District issue fell by a vote of 6,740 "No" votes to 3,002 "Yes" votes. The High School District bonds were defeated by 6,815 "No" votes to 2,917 "Yes" votes.

Board President Secrist then made a public statement that the school district tax rate would have to be increased to provide \$1 million for the furnishing of Townsend Junior High School and Rincon High School and to provide matching funds for federal aid of \$720,000 to build Utterback Junior High School (mentioned above).

The Chamber of Commerce's tax study committee, feeling its power, advised the School Board to call another bond issue for October 1, 1957, and recommended it be at the reduced sum of \$5,300,000. The Tucson Daily Citizen and the Arizona Daily Star both supported the reduced issue.

But the public, frightened because of the earlier accusations of extravagance refused to support the bonds a second time within four months. The Elementary issue of \$4,172,000 failed with 4,080 "No" votes to 3,695 "Yes" votes, while the High School District issue of \$1,128,000 was defeated by 4,023 "No" votes to 3,613 "Yes" votes.

Secrist analyzed the vote saying that the June issue had "raised doubts and created mistrusts that could not be overcome."

And the Star, despite its support of the issue, editorialized on October 6, 1957: "Tuesday's election was a second rebuke to the Tucson School Board and the school administration. It was a vote of lack of confidence." The Star went on to say, without identifying them, that two of the Board members "have made themselves a symbol of persisting waste and extravagance."

The Boom Years 1950 - 1960 - Part 3

"Of particular interest was the role television played (for the first time) in the bond vote. The Board minutes report criticism of one local station in particular which opposed the issue and especially the station's news reporter--Chris Cole, who usually centered his somewhat limited interest on crime news.

While in this election the people were against bonding their property for building purposes, they were eager to accept federal money apparently feeling they were getting something for nothing. Along with the bond proposals was one to accept or reject \$720,000 in federal funds. This question passed with 4,368 "Yes" votes to 2,990 "No" votes.

In 1958, more schools went on double sessions as a result of the defeat of the bond issue. Even new Pueblo High School was forced to rent rooms at the Tucson Indian Training School in order to conduct classes. The School Board, realizing that it must call another bond issue, prepared its course carefully. Both the Star and the Citizen were consulted as well as the Chamber of Commerce and other civic groups. As a result, backing was secured for a \$7,358,000 bond issue set for October 21, 1958. The total was represented by four ballots-- elementary school sites at \$250,000; addition to Pueblo High School at \$626,000; girls' gymnasiums for Rincon and Pueblo High Schools at \$471,000, and elementary school construction at \$6,011,000.

All four issues passed handily. The vote was:

Elementary sites--9,167 "Yes" to 3,291 "No."

Pueblo High addition--9,085 "Yes" to 3,771 "No."

Gymnasium--6,831 "Yes" to 5,040 "No."

Elementary Schools--9,346 "Yes" to 3,291 "No."

Helping with passage of the bond issue was the Catholic Church of Tucson which, despite the parochial school system, urged its members to support the bonds.

The 1958 bond issue built the Pueblo and Rincon High Schools additions, additions to nine elementary schools and two junior high schools and eight new elementary schools and one new junior high school. The new elementary schools were to be Wheeler, Sewell, Hudlow, Whitmore, Myers, White, Brichta, and Roberts. The new junior high was Fickett.

Wheeler, Sewell and Hudlow Elementary Schools were completed in 1959, while the others were completed in 1960.

Wheeler Elementary School, 1818 E. Avenida del Sol, was opened in September 1959. Scholer & Fuller were the architects and J. A. Binns was the contractor. The school was built with 30 classrooms and a general-purpose room at a cost of \$666,215.30. From time to time, portable classrooms have been used.

The school was named for Winnie Wheeler, a teacher and principal in District 1 for 31 years prior to her retirement in 1953. She was born in a small midwest town, Beaver City, Nebraska, and taught in several small schools in Colorado after studying at Colorado Teachers College at Greeley. She then became a "critic teacher" at the University of Wyoming, teaching new instructors classroom methods.

In 1922 Miss Wheeler was invited to Tucson to become principal of the original Holladay School. When it was torn down, she became principal of Roosevelt School. At the time of her retirement, she was also serving as principal of Richey School.

Upon retiring, she spent a number of years in Hawaii and then returned to Arizona to reside in Flagstaff. She was able to attend dedication ceremonies at Wheeler School on November 10, 1960. At that time a former student, James N. Corbett Jr. (at present, a Tucson City Councilman running for mayor), said of her: "She was the most understanding teacher I ever knew. Her main endeavor was to make good citizens." Among other former students of Miss Wheeler's was Henry Egbert, who later became principal of Sahuaro High School.

Miss Wheeler died at Inspiration Hospital in Miami, Arizona, April 4, 1962, at the age of 73.

Sewell Elementary School, 425 N. Sahuaro Avenue, was opened in September 1959. It was designed by Terry Atkinson and built by Murray J. Shiff Construction Co. at a cost of \$342,000.⁵² It had 12 classrooms and a general-purpose room. Later, four classrooms and a library were built at a cost of \$94,877.

The school was named for W. Arthur Sewell, who started the Tucson High School band in 1919 and continued to lead it until 1950. He remained as Supervisor of Instrumental Music for District 1 until his retirement in 1956.

Sewell was a native of Kansas and graduated from Bethany College of Music at Lindsborg, Kansas, later receiving his master's degree from DePauw University of Music, Indiana, in 1932. During World War I, Sewell directed the 46th Infantry Band. While with District 1, Sewell wrote a number of march pieces including the THS school song.

At his retirement, when he directed a concert by the THS band, Sewell said, "You've got to have equipment for school music, and Tucson has always been generous in supplying those needs."

First principal of Sewell School was Miss Gertrude M. Wagner.

Hudlow School, 6900 E. 5th Street, opened November 9, 1959. It was built with 12 classrooms and a multi-purpose room by W. F. Conelly Construction Co. at a cost of \$299,366. Burr DuBois was the architect.

Four classrooms were added in 1962 at a cost of \$148,970.

The school was named for Ulah Hudlow, who taught in Tucson District 1 from 1921 to the year of her retirement, 1955.

She was born in Russellville, Arkansas, and moved with her family to Bisbee, Arizona, where she attended grade school. She also attended schools at Globe, Safford, and at the Santa Rita mine in Sonoita.

She completed her high school and normal schoolwork at Tempe Normal School in 1909. Later, she attended summer school at Tempe and received her BA degree in 1936 from Arizona State Teachers College at Tempe.

Her first teaching assignment was at Thompson Valley near Prescott where in 1909-10 she taught grades one through nine. In 1911, she taught the fourth, fifth and sixth grades at Buckeye grammar school and in 1912 she taught at Rohrig School near Tempe. From 1913 to 1920, she was at Washington School in Winslow and Winslow High School.

Arriving in Tucson in 1921, she was assigned to Drachman School and remained there until 1925 when she was transferred to Roskruge Elementary School to teach the first grade.

The following year she taught first grade at University Heights. She became principal of University Heights in 1948.

Hudlow School's first principal was Mrs. Bernice Harkrader.

With the mushrooming expansion of the District 1 physical plant in the 1950-60 decade, came the necessity for providing housing for the many non-educational functions. It was during these years that the maintenance shops and warehousing facilities were built at 480 S. Campbell Avenue. The shops, etc., were constructed in 1954 at a cost of \$181,700. They now house the garages for school busses and other vehicles, repair shops, paint shop, supplies warehouse, clothing bank, laundry and various affiliated facilities.

Also during this period, the athletic grounds on South Campbell were developed. The grounds were used chiefly by Tucson High School.

Confronted with the massive new physical complex, the School Board and Supt. Morrow realized that the administrative organization needed expansion, modernization and

refinement to keep pace and through the 1950's and 1960's constant change was made in the structure of the administration, located at Education Center, 1010 E. 10th Street. The history of the physical expansion at 1010 E. 10th Street is recorded earlier in this volume. With a two-story addition completed using 10-cent levy funds, the center still was not adequate.

Space was being rented by the District in a building at 75 N. Park Avenue, across the street from Education Center, for the Special Education Department. Other space was rented at 821 E. Broadway for the Education Materials annex.

When Supt. Morrow assumed his duties in 1941, the administrative arm of the District was small; its responsibilities were at a minimum. Later, of necessity, the administration was vast but kept relatively simple in its structure. In 1951, a report on the "Administrative Organization and Relations for the Tucson Public Schools" was turned over to the School Board was turned over to the School Board by a special study committee. Its findings revamped the administrative structure, placing the School Board at the top of the organizational chart with the Superintendent directly below the Board in the line of responsibility. Below the Superintendent were four divisions--Assist-Superintendent, Administrative Assistant, Assistant Superintendent for Buildings and Grounds, and Comptroller-Purchasing Agent.

Many refinements and expansions were made in the organizational chart of the administrative arm of the School District.

Offices and officers were: Board of Trustees, Mrs. Bruce Dusenberry, President; Mrs. Walter Hafley, Clerk; Mr. Soleng Tom, Member; Dr. Harmon Harrison, Member; Dr. William Pistor, Member.

Superintendent, Dr. Robert D. Morrow; Assistant County Attorney, Lawrence Ollason; Public Information, John H. Fahr, Director; Deputy Superintendent for Curriculum and Instruction, Dr. Thomas L. Lee; Assistant Superintendent for Administration and School Services, Dr. Elbert D. Brooks.

Business Manager, H. V. Summers; Assist-Business Manager, Norman R. Willis; Administrative Assistant to Business Manager, E. Talbott; Financial Director, James S. Culbreth; Purchasing Agent, James L. Bee; Director of Data Processing, E. A. Kester.

Asst. Supt. for Secondary Education, Allan Hawthorne; Asst. Supt. for Elementary Education, Frederica Wilder; Supervisor Intermediate Grades, Dorothy G. Talbert; Supervisor Primary Grades, Mrs. Jewell C. Taylor; Supervisor Special Education, Mrs. Laura D. Ganoung; Pre-School Coordinator, Ulysses G. Upshaw; Principal Adult Evening School and Adult Basic Education, Delbert D. Shadley; Coordinator Cooperative Education, Chester L. Sheaffer.

Director Educational Materials Center, Wendell Eckholm; Director of Music, Dr. Max T. Ervin; Director of Art, Dr. Nathan I. Krevitsky; Director of Engineering, W. Paul Norris; Director of Maintenance & Operation, William A. Burke Jr.

Bookstore Director, Peter C. Charowhas; Director of School Lunch, Mrs. Lucille S. Davison; Coordinator of Auxiliary Agencies, Herbert H. Cooper; Director of Health Services, Dr. Frederick M. Kenan; Director of Personnel Department., John Timbers; Director of Pupil Personnel Services, Dr. A. M. Gustafson; Director of Research, Dr. Charles F. Grubbs; Coordinator of Radio-Television, Glenwood E. Broyles.

A more full and complete explanation of the above responsibilities and duties would require a volume separate from this school history and it would be out-of-date upon publication because of the ever-increasing advancements made in the field of education.

Two areas, however, merit expansion in this history because of finances involved. These areas are the business manager's office, under the directorship of Hubert V. Summers, and the responsibilities of Herbert H. Cooper's office in school site acquisitions.

Joseph Magee (for whom a school was later named) was installed as comptroller and purchaser in 1951 and later was officially made the business manager. Upon his death in 1960, Summers was appointed business manager. Under Magee's direction and with the aid of a citizens' committee in 1956, modern business procedures were installed and continued by Summers. Today the computerized department rigidly controls school expenditures. Departmental budgets are lined out and are so scrupulously adhered to that in 1967, one department in Education Center was denied the use of the printing department's Xerox machine because the department had expended its budget in that minute respect.

The Boom Years 1950 - 1960 - Part 4

In July 1953, Herbert Cooper, who had been a teacher and Dean of Boys at Tucson High School, was made coordinator of Auxiliary Agencies for the school district. One of his duties was to purchase school sites. Cooper immediately reversed a practice. Throughout the years District 1, when faced with the need for a new building, set about to find a site. In reversing the procedure, Cooper enlisted the aid of the City and County Planning Departments. Together, they projected school populations based on areas and Cooper set about buying school sites according to the projections, setting up a standard that elementary sites would be located in the center of square-mile elementary sub-districts when possible. The elementary school graduates would feed into centrally located junior high schools and the junior high graduates would feed into centrally located senior high schools.

If populations did not locate in the areas of Cooper's and the planning departments' site projections, the School District would be in trouble. As it turned out, the projections were at least 99 percent perfect.

Cooper shrewdly bargained and hammered for school sites in a big-bear real estate market in the following years.

Cooper, to date, has purchased 51 elementary school sites for a total of 508 acres for \$677,618; 14 Junior High School sites totaling 287 acres for \$355,340; and eight High School sites for a total of 320 acres for \$319,400. The 73 sites comprise a total of 1,115 acres costing \$1,352,358. Average acre cost was \$1,212.88. In addition, the federal government has withheld from future sale or use 18, 10-acre sites which may be acquired by the District when need is shown. These sites were located in the west side of the District.

According to Supt. Morrow and present School Board members, Cooper's real estate acumen and hard-nosed bargaining have saved the District \$2 million on school site purchasing below the going market price.

So appreciative was the School Board that a camp site in the Tucson Mountain Foothills on West Trails End Road was named "Camp Cooper." The area has concrete tent stands, cooking facilities and rest-rooms--built at a cost of \$20,000 in federal funds. Camp Cooper, on land leased from the state, is used for desert field studies for elementary school children. It was also used as a site for the Camp Echo project, a summer camp for handicapped children. The camp was also available to other school districts.

Superintendent Morrow, who believed in and worked for more school funds on the state level--thus lessening the load on district taxpayers and distributing school costs over a broader base--as early as 1950 supported a movement in the State Legislature to enact a school tax equalization program. It was to be a number of years, however, before the Legislature made any progress in this area other than to continue to give small increases in average daily attendance payments. In

1959, the Legislature enacted a one percent school excise tax--actually a sales tax--and set up a county equalization program that was totally inadequate.

In 1964, the people of the state approved an initiative petition which established the principle of state equalization to broaden the state's aid to schools.

Giving heavy backing to the proposition were the Arizona Congress of Parents and Teachers, the Arizona Education Association and, locally, school PTA's and the Tucson Education Association. Mrs. Helen Hafley, now a Tucson School Board member, spearheaded the campaign.

The passage of the proposal, a constitutional amendment, mandated the State Legislature to enact legislation implementing the amendment. This the Legislature did in 1965, but educators throughout the state have criticized the statute as not producing enough revenue.

Morrow also supported a bill in 1950 which would place non-certified (non-teaching) personnel in school districts under the Arizona Teacher's Retirement System. The non-certified employees are now under the state retirement system.

Other developments in the district in the 1950's included:

--A clinical psychologist was appointed to supplement the counseling service.

--The school safety patrol which was being financed by Lions Club International at the urging of teacher Charles Dietz, was returned to the district when the club found that it could no longer financially support the program. Under the present program the City of Tucson and Pima County make annual appropriations to the district for equipment, such as helmets and cross belts. District 1 furnishes its own crossing signs and warehouses equipment for all local school districts. District 1, during the 1966-67 school year, employed 34 crossing guards.

--In the fall of 1950, the Pima County Medical Society was concerned about dust control on school grounds and on streets abutting the schools, saying that the dust constituted a health hazard. So began a program of district participation in paving projects and later in the decade of planting grass on school grounds.

--During the decade, a movement began for a 12-month school program, and the idea has been heard again and again through the years. Continuous operation of the schools, with children to attend in staggered nine-month sessions, was supposed to relieve the pressing school housing problem, the theory being that one-fourth of proposed construction would not be needed. Parents, however, became incensed. Winter visitors with children, they said, would necessarily have preference to send their children to school in the winter months; the summers were too hot, especially the noonday sun; it would be impossible to coordinate the school schedules for families having children of different ages in the public school system; summer months were used for school repairs; and some families would lose vacation trips because their children would be in school. The idea of year-round school was dropped after a study of the Citizens Report by the University of

Oregon Research Bureau indicated that the Tucson plan would not be feasible financially.

--The District was plagued by increasing water costs, particularly with the playground grassing program. Wells were dug at a number of schools and at new schools to lower the cost.

--The district began hiring married women teachers and set up a program of maternity leaves.

--The Korean War in the early part of the decade had little effect on the school district, other than losing a number of high school students who were either called into service or enlisted.

--The southwest corner of the present District was annexed on June 19, 1951, giving the district its present size. The area was unorganized and did not have a school.

--The Special Education program was enlarged to teach physically handicapped children at Comstock Hospital, the Tucson Medical Center and the Cerebral Palsy Foundation. Classes for "mentally slow" children were continued with three at Roskrige Junior High, three at Carrillo Elementary and one each at Davis and Drachman. Today, there are three Special Education Schools--Howenstine, Gump and Covert--and numerous Special Education classes at other schools. The homebound teaching program was also started.

--In 1952, a radio broadcasting bureau was established in the basement of the Vocational building at Tucson High School to train students in all areas of radio broadcasting business. The bureau today makes tapes of school news for rebroadcast over local stations. Glenwood Broyles, present Coordinator for Radio and Television, was the first instructor at the radio bureau.

--In the 1954-55 school year the high schools which had been three-year schools, were increased to four-year schools, taking the ninth grade from the junior schools.

Grades one through eight by state law are designated as "common," or elementary schools. Grades nine through twelve are designated as high school grades. Budget difficulties are created if this system is not adhered to. For example, a junior high of grades seven, eight and nine could present budgetary problems because seventh and eighth grade textbooks were furnished free to students by the District but under the law, ninth grade textbooks were not.

--During the decade a number of petitions from parents were presented asking for the establishment of kindergartens, suspended in District 1 in 1932. State law permitted kindergartens if they did not interfere with the work of other grades, but no state funds were available for them. District 1 decided that it could not afford the expense of hiring additional teachers and building rooms. Efforts have been increasing in the 1960's to persuade the Legislature to finance kindergartens at half the present average daily attendance payments.

--In 1956, the School Board established the practice of holding one education meeting a month in addition to the regular once-a-month business meeting. The education meeting is designed to explain particular school programs to the public.

--In 1956, the School Board established closed campuses--students either must remain on campus during free periods and the noon hour or obtain permission from parents to leave the school grounds to go to their homes. The Board minutes reflect that the policy was adopted "to curb juvenile delinquency."

--In 1959, school terms were standardized on all levels at 180 days per year.

--In January 1959, the first issue of the "Tucson Public Schools News" was published and publication of this newspaper of school activities has continued during the school months since then. It was produced by District Director of Publications John H. Fahr, who was hired by the school district in this position on November 12, 1957. The department produced a number of other publications and advised on productions of other departments such as departmental booklets and teacher guides and was in charge of public information.

Since creation of the Publications Department, \$41,775,000 in school bond issues were approved by District voters.

As pointed out in the section on revamping of the business office, the District began to make use of citizen committees. Others helpful to the District during the 1950-60 decade included:

In 1955, a 75-member citizens committee, divided into sub-committees, studied all aspects of school building needs prior to the 1955 bond election. Recommendations were made to the School Board as to the ideal size of schools and facilities to be incorporated into new schools as well as other physical aspects of construction.

Also in 1955, a citizens committee headed by banker Holden Olsen and Mrs. Helen Hafley (present Board member) studied the school lunch program and gave the School Board a written report with recommendations that the program be continued and cafeteria and kitchen facilities be planned for future schools.

In 1958, a citizens committee composed of business leaders, PTA representatives, and Chamber of Commerce committees, headed by Fred Stoffl, backed the 1958 bond issue, collected a fund for publicity and published a brochure to explain building needs. This committee had a large responsibility for the success of the bond issue.

By the 1959-60 school year, teachers' salary schedules under Morrow's influence had been raised significantly. Here was the salary schedule at that time:

Bachelor's Degree--\$4,400 minimum, \$7,300 maximum.

Bachelor's and 30 approved hours--\$4,500 minimum, \$7,500 maximum.

Master's or 45 approved hours--\$4,600 minimum, \$7,700 maximum.

Master's and 15 approved hours--\$4,700 minimum and \$7,800 maximum.

Master's and 30 approved hours--\$4,800 minimum and \$7,900 maximum.

Master's and 45 approved hours--\$4,900 minimum and \$8,000 maximum.

The annual increment increase was \$250 per year until the maximum salary was reached. After 25 years' service, an extra \$100 was to be added to the salary. Ten days of sick leave per year were permitted with pay and the teacher was allowed to accumulate 90 days.

In the 1949-50 school year, the peak enrollment in the Elementary District was 12,981 and the peak enrollment in the High School District was 3,893 for a total of 16,874. In the 1959-60 school year, 10 years' later, the peak Elementary District enrollment was 29,429 and the peak High School District enrollment was 8,807 for a total of 38,236.

As the decade opened in 1950, the School Board was composed of Judge Fred W. Fickett, Oliver Drachman and P. E. Howell. Fickett was president of the Board and Drachman was Clerk.

On May 15, 1950, Howell resigned due to ill health. Mrs. P. H. Ross, County School Superintendent, appointed Dr. Delbert L. Secrist, who was to remain on the Board until he decided not to run for re-election in the fall of 1966.

In the October 28, 1950, election, Secrist received 963 votes compared to 78 received by Mrs. Dorothy Burkhart. Drachman was elected President in January 1951, and Fickett was elected Clerk.

Drachman was re-elected on October 27, 1951 and received 2,383 votes. Lois Anderson had 800 votes and Oscar Angel, 15. Drachman was retained as President by the Board and Secrist was elected Clerk.

Fickett, seeking re-election, on October 14, 1952, was defeated by Robert Salvatierra Jr. 4,934 votes to 3,883. Drachman was re-elected President and Secrist was re-elected Clerk.

On October 13, 1953, Secrist was re-elected, receiving 9,255 votes. His opponent, William C. Frey, received 3,601 votes. One write-in ballot was cast for a "Lindsay," with no other identification shown. In January 1954, the Board reelected Drachman and Secrist as President and Clerk.

In the legislative session of 1954, the State Legislature yielded to continuing pressure for larger school boards and passed permissive legislation allowing school districts to establish five-man boards if the district voters indicated they desired the larger board in an election.

The election in District 1 was called for August 3, 1954. The five-man board was approved by a vote of 1,355 to 23. School Board terms were to be five years.

In the October 5, 1954, election, three new members were to be elected to the Board with the one receiving the highest number of votes to serve five years, the second high to serve four years and the third high to serve three years. From then on, a new member would be elected each year to serve a five-year term.

Mrs. Nan E. Lyons won the five-year term with 6,274 votes; Clarence A. Betts was elected to the four-year term with 3,892; and Jacob Fruchthendler won the three-year term with 3,709 votes. Other candidates and votes received were Russell C. Ewing 3,703, William Wright 3072, Clarence Houston 2,433, Rose Silver 2,101, Robert D. Calvert 1,747, Gordon Greenwald 1,335 and Herbert Weld 1,335. Robert Addison received one write-in vote. Oliver Drachman, the retiring Board member, did not seek re-election.

Secrist was elected President of the Board in January and Salvatierra was named Clerk.

Salvatierra did not run for re-election in the October 4, 1955, election. Elected to take his place was Russell C. Ewing, unopposed, who received 393 votes. One write-in vote each was cast for Holden Olsen, W. E. McMillan and William R. Mathews.

Ewing, a University of Arizona professor, resigned May 24, 1956, to take a teaching position in Bogota, Colombia, South America. Dr. William Pistor, also a University of Arizona professor and a former Tucson City Councilman, was appointed to take Ewing's place.

On October 2, Secrist was elected unopposed to a five-year term, receiving 515 votes. One write-in each was given to Ed Crehan and Tom Cranther.

In January 1957, Secrist was elected President of the Board and Betts was elected Clerk.

Jacob C. Fruchthendler ran for re-election unopposed on October 1, 1957 and received 6,277 votes. A total of 227 write-in votes was cast for a number of persons.

In January, Secrist again was elected President and Mrs. Lyons was elected Clerk.

Clarence A. Betts did not seek re-election on October 7, 1958, and Norval W. Jasper, a Tucson attorney and former State Legislator, was elected in a field of three. Jasper received 1,903 votes. Opposing him were Lawrence R. Walsh, who received 832 votes, and Jerome Parrish (a write-in candidate), who received 111 votes.

Again in January 1959, Secrist was reelected President and Mrs. Lyons was re-elected Clerk.

Mrs. Lyons was re-elected to a five-year term on October 6, 1959, receiving 843 votes. She was unopposed.

In January, Secrist and Mrs. Lyons were reelected President and Clerk of the Board.

Budgets for the decade were:

Year High School Elementary
Schools Total

1950-51	\$1,387,073	\$3,259,861	\$4,646,934
1951-52	1,454,882	3,687,390	5,142,272
1952-53	1,618,619	4,228,929	5,847,548 (1)
1953-54	1,705,944	4,854,702	6,560,646
1954-55	2,180,969	5,261,955	7,442,924
1955-56	2,975,285	6,405,819	9,381,104
1956-57	4,124,885	8,130,046	12,254,931
1957-58	4,049,925	9,156,791	13,206,716
1958-59	5,198,452	9,690,798	14,889,250
1959-60	5,120,189	11,499,745	16,619,934

(1) On May 19, 1953, the Board was forced to exceed the budget by \$85,000 for teachers' salaries. The year's enrollment increased 14 percent over the previous year instead of an anticipated 9 or 10 percent increase.

Morrow, End of An Era - Part 1

In addition to the schools listed in the previous chapter as having been built by the 1958 bond issue, Fickett Junior High and Myers, White, Whitmore, Brichta and Roberts Elementary Schools were also constructed with these funds. The six schools were completed for the opening of school September 1, 1960.

Fickett Junior High School, 7240 E. Calle Arturo, originally had 32 classrooms and a general-purpose room. William H. Carr was the architect, and W. F. Conelly Construction Co. was the contractor. Cost was \$1,004,405.38.

Portable classrooms were placed on the grounds in 1963.

The school was named for Fred W. Fickett, who served on the Tucson District 1 School Board from 1935 until 1953, including three, one-year terms as President of the Board. He was a member of the three-man Board in 1951 which voted to desegregate the Elementary Schools

under a new state law. The High School was never segregated.

A former Pima County Superior Court Judge, Fickett was awarded a bachelor's degree from the University of Arizona in 1917 and his juris doctoral degree from the University in 1922. He was cited for bravery and skill of command as a captain of a machine gun company in France during World War I.

At the school's dedication February 2, 1961, Charles A. Carson, Associate Superintendent of the District, said that Fickett "was one who devoted much effort to improvement of Tucson Schools... and it is my hope that those who attend and teach here may receive inspiration from the example he set."

Thomas R. Hull was first principal of Fickett.

Brichta Elementary School, 1501 N. Silverbell, was built as a small school of six classrooms and administrative offices by J. A. Binns at a cost of \$162,778.90. It was designed by Place and Place, Architects.

In 1963, four classrooms, a multi-purpose room and a library were added at a cost of \$211,889.

The school was named for Augustus Brichta, the District's first schoolteacher whose history is recorded in an earlier chapter. Mrs. Marion Copeland was the first principal.

Myers Elementary School, 5000 E. Andrew, was first constructed with 16 classrooms and a general-purpose room. Shipman, Codd & Mann were the contractors and Scholer & Fuller were the architects. The building cost \$560,414.58.

A six classroom addition was built in 1966 at a cost of \$171,580 and a library was built the same year at a cost of \$78,068.

A number of portable classrooms have been used at the school.

The school was named for Joseph Creston Myers (popularly known as J. Cress Myers) who served five years on the Tucson District 1 School Board from 1923 to 1928.

Myers was born in Delphos, Ohio, November 11, 1873. He was educated in rural schools, attended a normal college for one year and then entered retail business in Lima, Ohio. In 1906 he married Ella Conrad and moved to Tucson.

In Tucson, he formed a partnership with David Bloom, opening what was then called a "Racket" (variety) store. In 1911, Myers and Bloom purchased the Armstrong Store at Congress and Stone and started a department store for men. They sold the store to the Levy Brothers, of Douglas, Arizona, in 1930.

Myers was interested in Tucson's school system, the development of the city and in baseball. He financed baseball teams and succeeded in arranging for baseball scouts to come to Tucson to see some of the players in action.

Myers was a member of the original committee that wrote the charter for the City of Tucson. He died July 14, 1939.

First principal at Myers was Marvin R. Paffenroth, the present principal.

Roberts Elementary School, 4355 E. Calle Aurora, was built by Murray J. Shiff Construction Co. and cost \$411,537. It was designed by Friedman & Jobusch as an 18-classroom and multi-purpose room school. Portable classrooms were placed on the grounds in 1963.

The school was named in honor of Mrs. Clara Fish Roberts, mentioned earlier as the first woman School Board member in District 1. She was elected in 1917 and served three years, two of them as President of the Board.

Mrs. Roberts was born September 3, 1876, in Tucson, the second child of Maria Wakefield and Edward Nye Fish. She attended public schools in Tucson except for one year in Oakland and San Francisco, California. She returned to Tucson in 1891 to register as the first student at the new University of Arizona.

In 1896, she was the only student to graduate, and because school officials did not want to hold ceremonies for one student, they asked her to wait for graduation until the following year. She formally graduated with two other students in 1897 with a Bachelor of Science degree.

Mrs. Roberts began teaching in the Tucson Public Schools in 1897, first as a substitute and then as principal of the Congress Street School. In 1901 she began teaching at Flagstaff Teachers College but because of the illness of her mother returned to Tucson. She married a civil engineer, Fred C. Roberts, June 12, 1905, in Tucson.

During her term on the School Board, Safford, University Heights and the Dunbar Schools were built. During her Presidency, Tucson newspapers were critical, accusing the Board of wasting the taxpayer's money because teachers' salaries were raised.

Mrs. Roberts died October 26, 1965, at the age of 89 in Sherman, Texas, where she had resided since 1959 with a daughter, Mrs. Elmer W. Flaccus.

Dillard R. Schroeder was first principal at Roberts School.

White Elementary School, 2315 W. Canada, cost \$190,060. It originally had six classrooms. Contractor was J. A. Binns and architect was Russell Hastings. Since the school opened, 11 classrooms and a multi-purpose room have been added at a cost of \$295,647.

The school was named for John E. White a member of the District 1 School Board from 1917 until 1925. He was also the 25th mayor of Tucson for two terms from 1924 through 1928.

Born in 1875 in Illinois, White arrived in Tucson in 1912 after having been employed by the Union Pacific Railroad in Cheyenne, Wyoming, for nine years. In Tucson, he served 13 years as an auditor and assistant treasurer of the Arizona Eastern and Southern Pacific Railroad.

While mayor of the City of Tucson, White was credited with the responsibility of pushing through an \$800,000 bond issue to develop Randolph Park, construct Hi Corbett Field, finance a water development program and several new city parks. While he was on School Board, District taxpayers approved bond issue that built the present Tucson High School.

White died in 1928.

Mrs. Dorothy H. Finley was first principal of White School.

Whitmore Elementary School, 5330 Glenn Street, was constructed of 12 classrooms and a multi-purpose room by J. A. Binns; cost of \$332,787. Starkweather & Cain the architects.

Since then, seven classrooms and a library have been added at a cost of \$128,192.

The school was named for Dr. William Vincent Whitmore who came to Tucson to practice medicine in the 1890's after receiving his degree from the University of Southern California was born in Maine.

He married in Tucson and raised a family. Dr. Whitmore served 12 years on the District 1 School Board beginning in 1908. He was a member of the State Board of Regents for six years and was an organizer of the original Arizona Medical Association.

He was active in many civic affairs in Tucson.

In 1963, mothers of five-year-old children who would enter Whitmore School the following year organized a private kindergarten on a site adjacent to the school. The kindergarten works closely with Whitmore School through the efforts of Mrs. Mary Meredith--first principal of Whitmore and present principal. The kindergarten, in a building financed by private funds, exists through tuition charged parents of its students.

According to a report in the Arizona Daily Star, November 27, 1964, "First grade teachers have reported to her (Mrs. Meredith) that groups coming from the kindergarten are a month to six weeks ahead of their classmates in reading readiness and adjustment to school."

With the peak District enrollment of 38,236 students in the 1959-60 school year, the School Board found in December, 1959, that Kellond, Corbett, Borton, Davidson, Myers, Richey, Rose and Wright Elementary Schools were on half-day sessions. Staggered sessions were being conducted in junior high schools and the high schools with a total of 3,097 junior high school students and 6,409 senior high school students on staggered shifts.

The Board saw the inevitable. The half-day and staggered sessions would multiply.

A study of school needs was conducted and published through the cooperation of the City-County Planning Department, and following the publication early in 1960, the School Board called for \$5,936,000 High School District and \$4,054,000 Elementary School District bond issues to be voted upon February 23, 1960.

Assistance was obtained from the two daily newspapers, radio and television stations, PTA

groups, civic organizations, and the Chamber of Commerce.

The issues were to be presented as four questions: (1) \$3,904,00 for elementary school construction and additions to existing buildings; (2) \$150,000 for elementary school sites; (3) \$5,148,000 for the proposed Palo Verde High School; (4) \$788,000 for auditoriums at Rincon and Palo Verde High Schools.

The Tucson Daily Citizen, noting the overcrowded situation in the schools, supported the four issues. It warned, however, that the issue would approach the District's bonding limit and that someday regular double sessions or a 12-month school term might be necessary.

The Arizona Daily Star supported the first three questions, but editorialized against the two high school auditoriums. Said the Star on January 16, 1960: "The children are here, and more are coming. They must be provided with schools. But the voters have a right to be selective and careful in marking their ballots for the necessary portions of the bond issue and rejecting seldom-used but costly auditoriums." On February 17, 1960, the Star advised its readers to vote "no" on the auditorium issue.

On February 22, 1960, the Citizen said, "The bonds should pass tomorrow unquestionably."

They did, easily, but the auditoriums passed with the smallest victory margin.

The vote was:

Proposition (1) for elementary school construction and additions

--4,839 "Yes," 1,891 "No."

Proposition (2) for elementary school sites

4,768 "Yes," 1,949 "No."

Proposition (3) for Palo Verde High School

-- 4,664 "Yes," 2,085 "No."

Proposition (4) for auditoriums at Rincon and Palo Verde

--3,803 "Yes," 2,924 "No."

The bond money constructed Booth, Steele and Dietz Elementary Schools in 1961 and Palo Verde High School and Naylor Junior High School in 1962.

Booth Elementary School, 7130 E. Calle Arturo, was designed by Blanton and Cole and constructed by Defco Construction Co. for \$335,152. Two classrooms were added to the original 12-classroom school in 1963 at a cost of \$39,716.

The school was named for Jonathan Lovall Booth, a prominent Tucson educator, who died at 71 years of age December 22, 1958. He was born in Peru, Kansas, and had resided in Tucson since 1932, serving first as an elementary school teacher and later as supervisor for the District's Elementary Schools.

Upon his death, Superintendent Morrow characterized Booth as "a true homespun philosopher. He was extremely loyal to Tucson's school children and to education in general."

Booth began teaching in a Kansas country school shortly after the turn of the century. He later moved to Colorado, then to New Mexico and from there went to Oklahoma. In 1913, he moved to Winkelman, Arizona, and worked in the Hayden copper mill. He moved to Mayer in 1919 to become principal of the public school there.

He later received his A.B. degree from Arizona State at Flagstaff, studied at the University of California at Berkeley and was awarded his master's degree at the University of Arizona in 1932.

He taught science and history at Mansfeld Junior High and became principal of Carrillo School. He was appointed supervisor of the District's elementary schools in 1938 and held that position until his retirement in 1953.

Miss Alice M. Hackett was the first principal at Booth.

Dietz Elementary School, 7575 E. Palma, was designed by Edwin H. Nelson and constructed by Craven-Hague Construction Co. at a cost of \$292,849. Originally, it had 12 classrooms and a multi-purpose room. Since it opened for classes in September 1961, 10 classrooms and a library have been added at a cost of \$210,814.

The school was named in honor of Charles E. Dietz, who was born in Tucson in 1887. He

attended the old Mansfeld School, Tucson High School and the University of Arizona. He began teaching woodworking classes in 1920 at Safford and also at the Arizona State School for the Deaf and Blind. Dietz had been stricken with polio when he was three months old and used crutches and a wheelchair the rest of his life.

He found it difficult to get around the shops as an instructor because of his physical handicap, but he was credited with being a successful shop teacher from his desk, the students bringing their work to him for assistance. Dietz retired in 1950 as a certified teacher in the District and was then hired as a classified employee in the District's maintenance shops.

"In 1953, Dietz was awarded the 'Man of the Year' title by the Tucson Ad Club; in 1955 he received a certificate of appreciation from the American Automobile Association; in 1956 he received an award of merit from the Lions Club; and in 1958 he was honored with the Sertoma Club's service to mankind award."

The foregoing quote was taken from the obituary of Dietz published in the Arizona Daily Star, June 19, 1959, the day following Dietz' death at age 72. The awards were based in part on the fact that Dietz was credited as being the founder of the school safety patrol in 1930 with 12 members. The patrol later grew to number more than 3,000 boys and girls.

It will be recalled that earlier in this volume it was reported that Miss Salome Townsend was credited with founding the safety patrol in 1930 when she was principal at Roskruge School. The dual "founding" of the patrol appears to be a historical phenomenon or at least a coincidence. Persons of that era who were interviewed were hazy on the subject but agreed that patrols were started at the two schools--Roskruge and Safford--that year. It is possible that Dietz and Miss Townsend cooperated in their efforts to start the patrols and it is true that Dietz was successful, as noted in the preceding chapter, in getting Lions International to underwrite the project until it became too financially cumbersome for the club to continue.

Roy T. Quinn was first principal of Dietz and retains that position today.

Steele Elementary School, 700 S. Sarnoff Drive, was built as a 20-classroom and multipurpose room structure. Friedman & Jobusch were the architects and J. A. Binns was awarded the contract at \$459,165. In 1963, three classrooms were attached to the existing structure at a cost of \$71,846.

Steele School was named after Harold Steele, Superintendent of District 1 from 1916 to 1918. Steele is credited with instituting in Tucson the practice of using specialized teachers in the high school, rather than to have a single teacher instruct in all subjects.

He organized the first Boy Scout troop in Arizona and was the state's first scout master. Steele graduated from Albion College, Albion, Michigan, in 1902 and received a master's degree later from the University of Wisconsin.

He died August 14, 1962, in South Haven, Michigan at the age of 82.

Steele, who was the guest of honor at Steele School's dedication six months before his death, willed the school \$35,754. Income from the invested funds is used by the school for extracurricular projects.

Russell F. Gearin was principal of Steele School.

Naylor Junior High School, 1701 S. Columbus Boulevard, was constructed at a cost of \$780,754 by Defco Construction Co. It had 22 classrooms, designed by Starkweather and Cain.

In 1963, 10 classrooms were added at a cost of \$138,729.

It was named for Miss Mary G. Naylor, who retired in 1950 after more than 20 years with District 1.

She attended a teacher's college in Minnesota and came to Arizona on the advice of the dean of women. She taught at Clarkdale, Arizona, for six years and then in Yuma for one year. Following that year, she came to Tucson to teach at Sam Hughes School.

A few years later, she was transferred to Mansfield Junior High School.

Along with membership in professional organizations, Miss Naylor also served as treasurer of the Southern Arizona Retired Teachers Association and the Arizona Retired Teachers Association.

In an interview with the Tucson Daily Citizen on May 12, 1961, Miss Naylor gave her philosophy of teaching. She said, "A good teacher must care a lot about people and must want to help others. One doesn't learn to be a good teacher through education courses alone. It must come from within."

First principal at Naylor was J. Russell Peters.

The final school built with 1960 bond issue funds was Palo Verde High School, 1302 S. Avenida Vega.

It was built in three stages. The first phase was completed April 20, 1962, and consisted of 68 classrooms, the administration offices and the library. J. A. Binns was the contractor on a contract for \$2,094,692. The second stage provided the gymnasium, industrial education facilities, shop wing and the heating plant at a cost of \$1,416,200. McKee Construction Co. was the contractor. The third phase built the auditorium, cafeteria, and music and fine arts classrooms. W. F. Conelly Construction Co. was the builder of the third phase at a cost of \$1,197,481. Total construction cost was \$4,708,373. Architect was Gordon M. Luepke.

Classroom modifications and administration and counseling offices were financed in 1966 with 10-cent levy funds at a total cost of \$28,365.

Allan S. Hawthorne, present Assistant Superintendent for the District's Secondary Education, was first principal at Palo Verde.

School enrollment continued to climb. Peak enrollment in the District in 1960-61 was 40,086. This increased to 42,838--an advance of 2,752 students--in 1961-62. In 1962-63, the increase was 2,899 students for a total of 45,737. On May 17, 1961, Morrow told the School Board that the district needed another bond issue--probably no later than October 1961. He noted that a year-around school schedule was under consideration but said the bond issue was necessary nevertheless. He said that more than \$8 million was needed. At the time of Morrow's statement, despite new schools and additions to be opened in the fall, more than 4,000 students were on double sessions. The Tucson Daily Citizen projected enrollments to 1965, saying that the District would have 12,000 more students enrolled by that time. The Citizen concluded that a 12-month school year might defer "some present building needs" and it warned that "the public may not be ready" for the bond issue.

The fall, 1961, bond issue did not come about. School bond issues were failing throughout the country, and it seemed wise not to bring the subject to a vote in Tucson.

On May 22, 1962, however, the issue was presented to District 1 taxpayers.

There were to be four questions on the ballot, two for the elementary district and two for the high school district. In the elementary district, issue 1 would provide Magee Junior High School, two new elementary schools and site acquisitions at a cost of \$3,782,000. Issue 2, at \$578,000 would build a central kitchen and improvements at Education Center.

In the high school district, issue 1 of \$5,910,000 would build Sahuaro High School, pay for site development and equip the school. Issue 2 would add to Catalina, Pueblo and Rincon High Schools at a cost of \$1,238,000 and would provide \$250,000 for site acquisition. The total of the bond issues would be \$11,758,000.

Of the proposals, the Tucson Daily Citizen on May 17, 1962, said: "The present \$11.7 million bond proposal by District No. 1 is soundly based upon the experience of the district and upon the forecasts (of school population) of the City-County Planning Department . . . The public recognizes school needs as a basic factor in community life and development. There is reason for pride in the way the people of this community have consistently provided good schools. Next Tuesday the same pride and purpose of the people should be reflected once again in an affirmative vote for the school bond issue."

The Arizona Daily Star also supported the issue but warned against "the present unduly extravagant operation of the schools." It cited recent salary increases given to beginning teachers and "planting and maintaining extensive lawns." But, said the newspaper, "The Star urges the support of this bond issue."

The Chamber of Commerce and civic groups also supported it.

But when the vote was counted, the public defeated three of the four proposals. The successful one was the \$3,782,000 for elementary district construction. Voted down were Sahuaro High School, the central kitchen and additions to the three high schools.

The elementary school construction issue won by only 87 votes with 5,480 "Yes" and 5,393 "No" votes.

The central kitchen was defeated by 6,154 "No" votes to 4,633 "Yes" votes.

The Sahuaro High School issue was disapproved by a vote of 5,636 "No" votes to 5,210 "Yes" votes.

The high school additions were turned down by a vote of "No" 5,712 to "Yes" 5,082.

Reasons for the defeat were hard to pin down. Board member Norval W. Jasper said, "The results indicate confusion and apathy of the voter. I feel the high school situation will be so critical that the Board should re-submit the proposal in the immediate future--as soon as legally possible."

Morrow said the failure was due to "bad timing." He said that charges expressed against the Board by one citizens' group which opposed the issue were not true. The organization said that the Board and administration had been "extravagant, wasteful and unmindful of the public."

The Tucson Daily Citizen said that "there were strong negative influences such as the already high property tax rate for school support and the high price tags on proposed school construction."

The elementary issue that passed built Magee Junior High School and Marshall and Schumaker Elementary Schools. Additions were built at 11 other schools and portables were constructed.

Magee Junior High, 8300 E. Speedway, was the first built, opening for classes in December 1963. Its original construction was of 22 classrooms, a multi-purpose room, library offices, and special rooms for science, shops, home economics and mechanical drawing. Contractor was W. F. Conelly Construction Co. at a cost of \$871,843. Russell Hastings was the architect.

The school was named for Joseph W. Magee, who at the time of his death on January 10, 1960, was assistant superintendent in charge of business affairs for the District. He died of a heart attack at the age of 54.

Born in Douglas, Magee came to Tucson in 1926 and graduated from the University of

Arizona in 1930. He went with District 1, teaching mathematics and commercial subjects at Safford Junior High School and Tucson High School until 1940 when he became manager of the high school bookstore and coordinator of student activities at THS. He remained in that position until 1949 when he was appointed purchasing agent and controller for the school administration in 1949.

He was appointed business manager in 1952 and assistant superintendent in 1955.

Of Magee, Morrow said on his death: "He was one of the most valuable and loyal men ever to serve the Tucson School system and the state has looked to him for leadership in school financial matters."

Magee was an Army veteran of World War II, a member of the Presbyterian Church, and Epes Randolph Lodge No. 32 of the Masonic Order. Magee started the Tucson Teachers Federal Credit Union.

First principal for Magee Junior High was Gordon Overstreet, the present principal.

Schumaker Elementary School, 510 N. Maguire Avenue, originally had 17 classrooms and a multi-purpose room. Blanton & Cole were the architects, and it was constructed by Craven-Hague Construction Co. at a cost of \$472,722. A two-room addition was built in 1966 at a cost of \$46,100.

The school was named for Miss Ivah Schumaker, a teacher at Davidson School for 25 years until her retirement in 1956. She grew up in Findlay, Ohio.

She taught in Columbus, Ohio, and New Mexico before coming to Arizona where she was employed to teach at Hayden.

In the fall of 1931, she came to District 1 to teach in the primary grades at Davidson. Science was a favorite subject with her. She helped students at the school start a small museum, encouraged them to plant vegetables in window boxes in the school room and taught them southwestern crafts and folklore.

Miss Schumaker is a life member of the University of Arizona Alumni Association and an inactive member of Pi Lambda Theta, an honorary educational sorority. She retired after 41

years of teaching.

First principal at Schumaker was W. Bruce Patrick.

Marshall Elementary School, 9066 E. 29th Street, was constructed of 12 classrooms and a multi-purpose room by Defco Construction Co. at a cost of \$391,815. D. Burr Dubois was the architect. In 1966, two rooms were added at a cost of \$28,486.

The school was named in honor of Miss Sara E. Marshall, who began teaching for District 1 in 1923 and retired in 1959. She was first assigned to teach non-English speaking children at Safford Elementary School and was a pioneer in this field. She later taught at Safford Junior High.

A graduate of the University of Arizona, Lucy Wells Hayes National Training School, Geneseo State College, New York, and Galeton, Pennsylvania, High School, Miss Marshall taught in Williamsville, New York, beginning in 1917. She also taught in Ellsworth, Pennsylvania and Roslyn Heights, Long Island, schools before coming to Tucson. Principal at Marshall was Ronald K. Paisola.

The School Board, in 1963, began discussing plans to build a center for trainable mentally retarded children on the Duffy Elementary School grounds, 5145 E. 5th Street. The 15-acre Duffy site was selected because it was five acres larger than the usual elementary site. Two camps of parents, doctors and other interested citizens were immediately formed--those who opposed placing the retarded children in close proximity to Duffy School children and those who favored the plan.

An historic public hearing was set for June 18, 1963 and was attended by an overflow crowd at the Board room at Education Center. Parents and other speakers were heard and after extensive haranguing the Board decided to go ahead with its plans.

Now known as Gump School, the training center was located in 11 portable classrooms. It was constructed by Paddock General Contractors on 10-cent levy funds at a total cost of \$122,819. Clarence Torsell, District 1 Architect, now retired, designed the portables. The 10-classrooms and one administration portable are shielded from sight of the Duffy School by plantings. The Gump School uses an address of 750 N. Rosemont Avenue.

Morrow, End of An Era - Part 2

Opened on January 2, 1964, it was named in honor of Elbert A. Gump, who began his teaching career in Seymour, Iowa, in 1914 and retired as principal of Sam Hughes School, District 1, in 1961.

He came to the District in 1938 as a pioneer of Special Education at a time when only a limited amount of knowledge existed in that field. He served as principal of Carrillo School from 1941 to 1947 and then moved to Sam Hughes School as its principal.

In 1964, Gump was given a special award of merit by the Tucson Education Association "for his devotion to children in Tucson Schools and his sustained interest in and service to the cause of public education in the community since his retirement."

The children's section of the Tucson Public Library in Himmel Park was dedicated in Gump's honor by the PTA. He is a past district governor of Rotary International and past president of the Arizona Department of Elementary School Principals.

In the spring of 1963, the School Board and Superintendent Morrow began talking about another bond election to make up for the issues that failed in 1962, but it was not until March 10, 1964, that the people voted again against expanding the needed physical plant of School District 1.

The failure of the 1964 bond issues would make a study in itself, but it is worthwhile to make a cursory examination of it.

When the high school issue was turned down in May, 1962, the high school peak enrollment was 10,773 and by the spring semester of 1964, the high school peak enrollment was 13,289. The crowded, double-session problem had not been relieved by a bond issue and matters worsened. Even though the 1962 elementary (and junior high) issue was approved, the elementary school peak enrollment rose from 32,065 in 1962 to 34,486 in the spring of 1964. More space was urgently needed.

The Board signified an intention on January 30, 1964, of calling three bond issues. They were intended to build four new elementary schools with additions and portables at existing

schools, two new junior high schools and additions at existing junior highs; three new high schools were proposed; and a central kitchen and additions to the Education Center were to be built.

In a state of shock, newspapers reported that the record proposal would amount to about \$19 million and on February 1, 1964, the Arizona Daily Star made it clear that it wasn't buying. Said the Star:

"There is no question that the schools are needed; but to use this pressing need to uphold the extravagant administration of the schools is another matter." The editorial went on to cite increasing tax rates and the "refusal" of the School Board to cut its budget. It said that the salaries of the District's teachers were "among the highest in the entire country...The voters have a right to demand prudent, thrifty housekeeping instead of the present loose, extravagant housekeeping. To get good housekeeping they will have to vote 'No' as a stern rebuke to the Board."

The Star's attacks continued steadily through the weeks until the March 10 election.

Seeing such strong opposition (the Citizen did not take a positive stand) the School Board came forward with an alternate plan costing \$11,390,000 as compared to the first proposal of \$18,989,000, and held public hearings to determine the wish of the people.

About the only organized opposition outside of the Star's came from a cranky and loud group known as POPA, the Property Owners Protective Association. But, as it turned out the opposition was effective.

Following the public meetings, the Board misinterpreted the feelings of the majority of the District's taxpayers and approved the \$18,989,000 issues for vote on March 10. The shooting began anew.

The Star accused Morrow of calling his teachers to "a secret night meeting so that he could thoroughly brainwash them on the pending election." Other (and historically old) charges were made, including one that school children were being used as agents to deliver "propaganda" to their parents.

So-called per-pupil costs in the District were compared to costs in other districts. Square

footage costs were made an issue. And, in a state of bewilderment, the Board found one of its members, Dan C. McKinney, campaigning against the issues.

As stated, the Tucson Daily Citizen did not take a positive stand. On February 10, 1964, it headlined on its editorial page, "We Cannot Honestly Fight or Support School Bonds." The editorial said that if the bonds were defeated, Tucson soon would suffer a serious shortage of classrooms. On the other hand, the Citizen said, if the bonds passed, "School taxes--which are already too high--will go higher."

The School Board members, realizing they would receive no newspaper support, set about organizing a complex campaign. Student support was volunteered by an organization called "SPOT"--Student Progress Organization of Tucson. Other committees were formed in the business community, including a Citizens for School Bonds Committee which set up a speaker's panel. PTA groups were fed information and school administration officials spoke at gatherings in the school and before civic clubs.

A public relations firm was hired as a consultant using school funds. This was the firm of "Judy Williams" and almost immediately the Star and Citizen protested the action on grounds it was an illegal use of school funds. Then two taxpayers, Mr. and Mrs. Bill Fannin, filed a taxpayers' suit, protesting the use of public funds for the purpose and, although the School Board was vindicated in court in December 1966, the damage was done.

On March 10, a record turnout of 25,897 voters defeated the issues by large margins. The votes were:

Proposition 1--\$5,255,000 for the elementary district--14,243 "No" votes to 10,526 "Yes" votes.

Proposition 2--\$535,000 for a central kitchen and a third floor to the Education Center building--17,349 "No" votes to 8,150 "Yes" votes.

Proposition 3--\$13,199,000 for three new high schools--15,934 "No" votes to 9,766 "Yes" votes.

Some of the reasons for the defeat are obvious--most of the newspaper publicity was adverse; the Board itself was split; and the Board did not sense the true feeling of the

majority of the District voters.

In 1963, an interesting article was written by Otis A. Crosby, of Detroit Public Schools. It was entitled "Four and Twenty Guides to Success in A School Bond or Millage Campaign."

Among the "guides" were these:

--"Know public attitudes of six months to a year prior to the projected election date." The School Board obviously did not know the attitudes and certainly either the attitude of the two daily newspapers was unknown or ignored if known.

--"Avoid March, April and May like the plague." The election was held March 10 (and the 1962 election, in which the high school issue was defeated, was held in May).

--"Timing of the campaign is extremely important. The campaign proper should be confined to the two or three weeks prior to election day." As was reported, the original bond proposal was made official on January 30, some five weeks before the election and rumors of the coming issue had appeared in newsprint as early as December 1963.

--"Center the responsibility for the campaign in the hands of one person." This was not done. The outside public relations firm was hired; the District's own publications office did its work; and interested groups seemed to scurry around in different directions on whim.

--"In general, a small voter turnout is indicative of a 'Yes' majority, provided campaign emphasis has been directed to the known friends of the schools." The School Board in the 1964 issue found itself helpless in directing the emphasis at known friends. It found itself defending itself, with the defensive position mandated by the first Star editorial.

--"In all contacts with the public play down the costs of education and play up services rendered." The School Board again found itself defending the costs of education, the construction costs, its budget. Had it ignored the charges and played up services rendered for money spent, the result might have been changed.

With the defeat of the March 10 issues, the School Board was not allowed to lick wounds in peace. Two days later, the Star published an editorial entitled, "The School Board Should Resign."

Editor William R. Mathews wrote that the defeat of the issues was "a vote of no confidence" in the Board. "If Dr. Delbert Secrist, president of the School Board, and his associates really feel sorry for the school children, if they really want more schools built, they could open the way by resigning." The editorial closed with, "The present School Board members, with the one exception of Dan McKinney, should resign. They do not have the confidence of the voters any longer."

The Board members chose not to resign--with the exception of McKinney who resigned from the Board on December 2, 1964, giving the need to earn a living as the reason.

The peak school enrollment in the spring of 1964, when the nearly \$19 million in bond issues were defeated, was 47,668. Overcrowding continued. The peak enrollment in the 1964-65 school year reached 48,337 and on December 21, 1964, the Citizen asked in an editorial, "Why doesn't the School Board start studying a bond issue?" The editorial went on to advise the Board to begin the study immediately and not "surprise the public again."

But the Board did not choose to act immediately, although it began making a study of the schools' minimum needs. On August 28, 1965, the Board announced that an \$11,450,000 bond issue would be voted upon October 5. Noting the disastrous defeat of the central kitchen and the addition to Education Center, the Board did not include them as proposals. The elementary district issue was set at \$2,030,000 to build Carson Junior High School and Irene Erickson Elementary School as well as classroom additions to existing schools. Libraries from bond funds, and from 10-cent levy funds, were to be built at Wakefield, Mansfeld, Spring, Townsend, Utterback and Vail Junior High Schools.

The high school issue was set at \$9,420,000 to build Sahuaro and Cholla High Schools and to provide classroom additions and portable classrooms at Pueblo and Rincon High Schools.

Both the Citizen and the Star supported the issues.

On September 15, 1965, the Star said: "The taxpaying voters will save themselves money by voting 'Yes' on all of the bond issues on the ballot." It noted that the construction price of Sahuaro High School had been cut by eliminating certain features.

On September 30, 1965, the Citizen under the editorial title of "District 1 Bonds are

Imperative," noted:

"The Tucson District 1 school bonds, therefore, represent a solid conservative program which is entirely justifiable and supportable."

Also supporting the issue was the Arizona Register, official Catholic newspaper in Tucson.

The bonds carried easily. The vote was:

Proposition 1--\$2,030,000 for the elementary district--9,332 "Yes" votes to 3,437 "No" votes.

Proposition 2--\$9,420,000 for the high school district--9,510 "Yes" votes to 3,410 "No" votes.

Carson Junior High School, 7777 E. Stella Road, opened for the 1967-68 school year.

Architects for the school were Cain, Nelson & Wares. Contract was awarded to Defco Construction Co. for \$1,061,897. The school will have 21 rooms and a multi-purpose room.

The new junior high was named for Charles A. Carson, who served as assistant principal and principal of Tucson High School and associate superintendent of District 1 for a total of 40 years.

Carson was born in Belmont, West Virginia, and attended elementary school in St. Mary's. He graduated from St. Mary's High School in 1917. After graduation his family moved to Morgantown where he entered the University of West Virginia.

The family moved to Tucson in 1920, where Carson attended the University of Arizona and received his bachelor's degree. He later received a master's degree at Stanford University.

He began teaching at Casa Grande High School in 1921 and in 1924 came to Tucson to be assistant principal and dean of boys at Tucson High School. He was made principal of THS in 1935 and moved up to associate superintendent of the District in 1950. Carson retired at the end of the school year, 1963.

He was active in civic and educational organizations throughout his career. He was called "Mr. Education in Arizona," for his services as president of the Arizona Education Association

and Arizona director of the National Education Association.

After seeing many of his students become successful businessmen, doctors, lawyers and engineers, Carson said, "I can't help but feel a sense of pride that I had something to do with their success, but I feel I must also take the credit for those who didn't meet with success."

Carson died September 17, 1965.

The principal for the new school is George McConnell, former principal at Doolen Junior High School.

The Irene Erickson Elementary School, designed by Russell Hastings to be built at 6750 E. Stella Road, was let for bids in late 1966. When the bids were opened in January, 1967, however, it was found that the lowest bidder, Defco Construction Co., was nearly 40 percent higher than the \$472,000 which had been allotted from bond funds for the school. Defco's bid was \$658,647.

The School Board then added \$85,000 to the \$472,000 and ordered that the plans be redrawn. They were, and final plans were approved by the Board in June 1967. Mrs. Mary Belle McCorkle was appointed principal of Erickson School.

Bids were called for Erickson School for the second time and on August 22, 1967, Defco Construction Co. was again the low bidder, this time coming well within the amount budgeted. Defco's bid was for \$505,050.

At this writing, final approval of the bid must come from the Pima County Board of Supervisors. Approval is usually automatic, and construction should begin sometime in the early fall of 1967. Completion is expected in the spring of 1968.

The school was named for Miss Irene Erickson, who was Assistant Superintendent in charge of Elementary Education, at the time of her retirement from the School District at the close of the school term in 1965.

Miss Erickson came to the District in 1929 and was instrumental in developing the helping teacher program which provides assistance to primary and intermediate grade teachers, particularly the new and inexperienced teachers who join the staff each year.

As a result of her urging, multi-purpose rooms were instituted in Tucson elementary schools as a place for school programs, PTA meetings and other related activities, as well as their use as lunch rooms and often as classrooms when schools become crowded.

A native of North Dakota, Miss Erickson received her education at the University of North Dakota, the University of Minnesota, the University of Arizona where she earned her B.A. Degree in education, Arizona State University, UCLA, and Columbia University, where she received her M.A. in Administration and Supervision.

She first taught in Tucson at University Heights School and later taught at Miles School. She was principal of Mission View School from 1943 to 1951, when she was appointed administrative assistant to the superintendent. She was appointed assistant superintendent in charge of elementary education in 1954.

Sahuaro High School, 444 N. Camino Seco, was expected to be ready for classes in September 1968.

Architects for the school were Friedman & Jobusch. The construction contract was awarded M. M. Sundt Construction Co. at a total of \$4,981,750. The school was planned to have a library large enough to serve as a neighborhood branch library, according to the architects. One large gymnasium with boys' and girls' locker rooms and a dividing curtain in the main gym, three two story classroom wings, cafeteria, auditorium, industrial education shops and administration offices were other features.

Principal of Sahuaro was Henry D. Egbert, former assistant principal at Catalina High School.

Cholla High School was planned to be located at 2001 W. 22nd Street and expected to be completed in 1969. Estimated construction cost was \$3,970,000. Architect was Nicholas Sakellar.

Peak school enrollment in the school year 1966-67 was 50,366 and early in 1967 Pima County Planning Department published a survey of future school population growth and resulting needs for classrooms.

The Department reported that the school population would increase at the rate of 1,140 per

year through 1969-70 and recommended new construction of 91 elementary classrooms, 36 junior high classrooms and 48 senior high classrooms.

When the Planning Department's story was released, the Tucson Daily Citizen estimated that the needs would cost in the neighborhood of \$12 million. The published figure jolted administration officials and School Board members, who could not be blamed for being gunshy. The Board members and administration officials huddled with the District's engineering experts and began to trim. Only classrooms desperately needed were approved and in a number of cases portables were planned as temporary solutions to the school population overflow.

With the figure of \$8,985,000 as a minimum, School Board members decided to try to forestall any repeat of newspaper massacre. They visited Mathews of the Star, and Paul McKalip, George McLeod and William Millburn--the editorial staff of the Citizen. They explained the honing that had been done on the estimated \$12 million and won unqualified support for the issue. On April 18, 1967, the Board officially called for the bond election as of June 1.

It will be remembered that the Detroit "guidelines" said to avoid the spring months as they would avoid the plague, but the Board was stymied. The Pima County Junior College Board had announced that it would call a bond election for a date in early October 1967, and the School Board did not wish to call an election that might come within a few weeks of that one. The Board had sensed a certain coolness to the junior college issue by the press and it did not want the District issue to become involved. It was decided, therefore, to chance the issue for June 1, 1967.

The two daily newspapers and a new third newspaper, the Tucson American supported the issue, as did the Catholic newspaper, the Arizona Register. Town weeklies also joined in the support.

The School Board used the "soft sell." Although it had support from SPOT, the Tucson League for Public Schools, the PTA groups and the Committee of 100 and other civic organizations, no organized, administration-sponsored effort was launched. The Board, probably not fully realizing it, adopted this attitude: "Here is what you need, taxpayers, take the ball and run with it or face up to more double sessions."

The philosophy worked. On June 1, the issue was approved two-to-one. The votes were:

Proposition 1--\$3,335,000 for the elementary district--5,159 "Yes" votes to 2,606 "No" votes.

Proposition 2--\$5,650,000 for the high school district--5,128 "Yes" votes to 2,661 "No" votes.

The elementary district money will build an eastside elementary school to be named Gale Elementary and a westside school in the Avra Valley, as yet unnamed. It will provide additions to several existing schools including approximately 10 portable classrooms, site development and acquisition funds and furniture and equipment. It will also build a junior high school on the westside (probably to be named Secrist Junior High since the Board voted to name the next junior high school after former-member Dr. Delbert Secrist).

Architect for Gale Elementary School was Arthur T. Brown. The westside elementary school was designed by Carl LeMar John, and William Wilde & Blanton & Cole produced plans for the westside junior high.

The high school issue planned to build a new high school and add a fine arts wing to Catalina High School. Rincon and Pueblo High Schools received new classrooms. Furniture and equipment, approximately 23 portables, site development and site purchases absorbed the remainder of the high school district bond issues.

Plans for Sahuaro High School, then under construction in northeast Tucson, reused for the first phases of the new southeast high school. This sped up construction. Architects Friedman & Jobusch designed the new high school based on the Sahuaro plans.

Gale Elementary School was named after Miss Laura O. Gale, Tucson High School teacher who retired in 1954.

Born June 5, 1899, in Beatrice, Nebraska, Miss Gale received her bachelor's degree from Nebraska University in 1912. She received her master's degree in 1937 from the University of Arizona.

When she joined Tucson High School's staff in 1920, she first taught English classes in a basement room in what is now Roskrue Junior High School. Occupying half of the room, divided by a thin partition, was the high school band, directed by W. Arthur Sewell. Some of

Miss Gale's former students say that despite the noise, she maintained her pleasant humor and was able to teach them English.

Miss Gale later taught geometry in the new Tucson High School and assisted in guidance and counseling beginning in 1951.

Secrist Junior High School on the westside will honor Dr. Delbert L. Secrist, who has been mentioned a number of times in this history.

Secrist retired from the School Board at the end of the calendar year 1966 after serving 16 years on the Board, 12 years as its President.

During his residency in Tucson, Dr. Secrist has been a popular community leader, youth leader and well-known physician and surgeon. He is a former All-American athlete. During his service on the Board, District 1 built 47 new schools, including four high schools and others on the planning tables.

A native of Pennsylvania, Dr. Secrist graduated from the University of Wisconsin Medical School and came to Arizona in 1936 after completing post graduate work at the University of Pennsylvania. In World War II, he served as a medical officer in the Air Force from 1942 to 1946, rising to the rank of major. He was president of the Arizona School Board Association from 1952 to 1954.

The esteem in which Dr. Secrist is held by District residents has been apparent in every board election in which he has been incumbent since his first three-year term in 1950. He was appointed then to fill out the term of Peter Howell.

In 1961, he was awarded two outstanding honors. The American Medical Association gave him its first Community Service Award, and a plaque for "outstanding contribution to the people of Arizona and the public schools of the state," was presented to him by the Arizona School Board Association and the School Administrators Association. In 1958 he was presented a life membership in the Arizona Congress of Parents and Teachers.

Two other additions were made to the physical plant of District 1 during the 1960-67 period. The two-floor addition to the Health Building at Education Center to house part of the financial complex has been reported earlier. The addition was completed in June 1967.

The second addition was Covert School, operated for emotionally disturbed children in rented quarters at 1939 E. Speedway in the 1966-67 school year. Beginning in the fall of 1967, Covert School will be operated in a new, six-room building at 2700 S. Eighth Avenue, near the Arizona Children's Home. The Children's Home built the building, which will be known as the Nellie P. Covert School. The School District will rent the building from the Children's Home, using federal funds. James D. Vogler is coordinator of the Covert project.

A brief history of the Special Education activities of District 1 has been recounted in preceding pages. Miss Nellie Penelope Covert, a Tucson resident before her death, had willed to the Arizona Children's Home Trust Fund \$100,000 to be used for kindergartens. In 1962-63, it was decided to use the interest from the money to operate Covert School for emotionally disturbed children. Classes were held at the Arizona Children's Home until the fall of 1966, when the rented quarters on Speedway were obtained.

Involved in the project, aided by federal funds, were local school districts, Diocese Schools, the Tucson Child Guidance Clinic and the Arizona Children's Home.

Past School Boards have provided a small reservoir of names for schools.

These include Dunham, Warren, Reynolds, Lyons, Collier, Fruchthendler, Van Horne and Ford Schools. These, by School Board action, are named in honor of former Board members Mrs. Nan E. Lyons and Jacob C. Fruchthendler, and for former teachers Alice F. Dunham, Frances J. Warren, Kate B. Reynolds, L. Marguerite Collier, James D. Van Horne and Inez C. Ford.

Among educational advances in Tucson District 1 during the 1960-67 period were the following:

--For the first time, professionally trained librarians were assigned to the elementary schools. Two traveling librarians were assigned to 10 elementary schools in the fall of 1960. There were 14 visiting librarians in 1966-67.

--Educational television for Tucson Public Schools classrooms was launched over KUAT-TV, Channel 6, at the University of Arizona during the 1960-61 school year. The "Know Your Schools" television program, designed to acquaint the public with District 1 activities, began in September 1958.

--When Palo Verde High School was built, it was equipped for closed-circuit television which is now in operation. Classes in television production are offered at the school and the circuit can be used for classroom instruction.

--A Citizens Committee, headed by Larry Sierk, recommended in March 1961, a five-term per year school plan which would provide year-round use of the school buildings. The project was not adopted. As mentioned earlier, parents opposed the idea. The Tucson Public Schools News took a poll in the spring of 1961 showing 2,768 parents opposed, 294 in favor and 48 undecided.

--On December 18, 1962, an experimental program designed to help prevent juvenile delinquency was put into effect by the District 1 School Board and the Tucson Police Department. This was the program now known as the School Resource Officer (SRO) program, which in the past five and one-half years has grown from one officer to seven in 1966-67. Officers operate out of Fickett, Mansfeld, Naylor, Safford, Utterback and Vail Junior High Schools. They also serve the elementary schools feeding into these junior high schools. The seventh SRO officer, during 1966-67, did not operate out of a junior high, but he did serve the elementary schools which feed into Spring Junior High.

Morrow, End of An Era - Part 3

SRO officers during the 1966-67 school year were Bobby W. Moreland, Brice Fuller, Jack Moore, Donald Bays, James Tellez, Charles Kalak and Fred Beckley.

The SRO plan, inspired by one in operation in Flint, Michigan, was staffed at first by Detective Kendall C. Bedient, who worked directly under James Adcock, Tucson Police Department's Community Relations Officer. He was assigned to work at Mansfeld Junior High and its feeder elementary schools--Miles, Keen, Hughes, Howell and Robison, working with children and patrolling the area.

--A Citizens' Committee, headed by Oliver Drachman with members Gordon Paris, Harold Warnock and Duane Anderson was formed in 1964 to make recommendations on school programs to the School Board. The Drachman Committee recommended teacher-pupil ratios, a reduction in the number of secretVerdana and clerical employees, an increase in the librarian-pupil ratio, reduction in the number of nurses and maintenance personnel and many other reductions. The Board adopted a number of these, tabled others for further consideration, and rejected still others.

The report was made a campaign issue by the Arizona Daily Star, when Morris Baughman, former examiner for the District, ran against Mrs. Helen Hafley for the Board in October, 1964. Baughman, the Star reported, supported the Drachman report and "his opponent (Mrs. Hafley) is the administration candidate who has repeatedly taken issue with the Drachman report. It's that clear." Mrs. Hafley won the election.

--It was announced in 1964 that District 1 topped all of the large school systems in the United States in "holding power"--that is, the lowest number of dropouts percentage-wise.

--In September, 1965, 640 youngsters four and five years of age began classes in the District's federal anti-poverty pre-school program. It was a continuation of the Operation "Head Start" program and is still being continued. Since the state does not offer aid for kindergartens, and since the federal program does not apply to all schools, not all pre-school children have the benefit of the kindergarten program. However, for more than 47 years, District 1 has offered special classes for children from non-English speaking families through pre-school education.

--Guidance services in the 1960-67 period were increased in the school system so that in 1965, 35 counselors were provided for 14,437 high school students and 30 counselors were available to 8,204 junior high school students. The school system provided school testing programs, caseworkers, psychologists and a consulting psychiatrist for its elementary pupils.

--A Committee of 100 was formed in 1965 of volunteers to make an impartial and thorough study of all phases of the District's school operations. The committee was headed by Dr. Carl Billings and by the spring of 1967 had submitted its recommendations. They were being studied by the School Board.

--January 10, 1966, was a day of celebration for Tucson and School District 1. Astronaut Frank Borman arrived with his wife Susan and two sons to visit. Both Frank and Susan graduated from Tucson High School, where Frank was the quarterback for the 1944 and 1945 Badger football team. After high school, he graduated from the United States Military Academy at West Point and was aircraft commander on Gemini 7 on its 14-day space flight in December 1965. Some 90,000 persons turned out for the Borman reception in Tucson.

Mrs. Borman's mother, Mrs. Ruth S. Bugbee, retired as senior dental technician for the school district in the spring of 1967.

Frank Borman Day included a visit to Tucson High School where former classmates visited with the Bormans.

--In October, 1966, Superintendent Robert D. Morrow, who in his service with the District since 1941 had taken abuse from the editorial pages of the local daily newspapers, was voted one of three public officials to receive the Tucson Press Club's award for "Most Cooperative News Source," at the club's annual "Orchids and Onions Ball."

--In November 1966, the Distributive Education program, headed by Chet Sheaffer, was described as "The heart of Distributive Education in America." Making the statement was Eugene Dorr, State Supervisor of Office and Distributive Education.

--In 1967, District 1 participated in the nationally sponsored "School-To-School" project for an exchange of ideas between United States school districts and American Schools abroad. Dr. and Mrs. Morrow visited Teheran, Iran, the District 1 sister school, and set up a teacher exchange program. First to visit Teheran from District 1 will be Mrs. Barbara Riley, head of Measurement and Evaluation at the Education Center.

--The no-grade plan, tested sporadically in the system in previous years, was adopted in 1966 by Sewell Elementary School under the direction of Principal Gertrude Wagner. No grades were issued for the first, second and third grades. In the fourth, fifth and sixth grades, report cards contained only two marks--"S" for satisfactory and "N" for needs improvement. Parents endorsed the plan.

--A policy was adopted in 1965 permitting 19-year-old students who had completed 20 units with good grades to graduate from high school after seven, rather than eight semesters. This was adopted by the Board in an effort to solve, at least partially, the dropout problem.

--Sabbatical leaves at half pay were adopted for teachers in 1965. After seven years of teaching, they could be granted two semesters' leave for "professional study or research" if they agreed to return to the district following the leave for at least one year.

--Salaries continued to climb. For the 1966-67 school year, teachers' salaries were:

Degree Minimum Maximum

Bachelor's \$5,200 \$ 8,476

Bachelor's & 15 approved hours 5,382 8,658

Bachelor's & 30 approved hours 5,564 8,840

Master's or 45 approved hours 5,746 10,114

Master's & 15 approved hours 5,928 10,296

Master's & 30 approved hours 6,110 10,478

Master's & 45 approved hours 6,292 10,660

Master's & 60 approved hours 6,474 10,842

The annual increment was set at \$364 per year until the maximum salary is reached. After 25 years' service, an extra \$100 was added.

Salaries for classified, or non-teaching personnel, were based on the demands of the position, with annual increments.

For the 1967-68 year, the School Board granted a \$200 increase in the base pay for teachers, meaning that beginning teachers with a bachelor's degree and no approved semester hours beyond that would earn a beginning salary of \$5,400 per year. For teachers with between one- and nine-years' service, the raise would mean an annual base salary of \$5,400 plus \$378 for each year

of experience.

As the 1960-67 period began, the School Board was composed of Dr. Delbert L. Secrist, President; Mrs. Nan E. (John D.) Lyons, Clerk; and members Norval Jasper, Jacob Fruchthendler and Dr. William Pistor.

On October 4, 1960, Pistor ran for re-election and won, receiving 2,562 votes. Opponents were Morris F. Baughman with 1,306 votes, and Alvaro Alvarez, 588 votes.

Secrist was re-elected President in January 1961, and Mrs. Lyons was elected Clerk.

On October 3, 1961, Secrist was re-elected unopposed and received 1,863 votes. There were 24 write-in votes for various persons. Secrist was re-elected President in January 1962. Fruchthendler was elected Clerk.

In his bid for re-election October 2, 1962, Fruchthendler was defeated by Dan C. McKinney by a vote of 8,061 to 6,449. Third candidate was Dr. B. J. Shell, who received 1,603 votes. Dr. Russell C. Ewing, of the University of Arizona, received one write-in vote. In January 1963, Secrist was re-elected President and Mrs. Lyons was elected Clerk.

Jasper did not run for re-election on October 1, 1963. Winning the election was Mrs. Katie (Bruce E.) Dusenberry with 6,533 votes. She defeated two male opponents, C. Van Haaften, who received 5,902 votes, and Stanley Krotenberg, who received 1,873 votes.

In January 1964, Secrist was re-elected President and Mrs. Lyons was re-elected Clerk.

In February 1964, Dr. Pistor resigned to teach in South America, and Mrs. Florence Reece, County Superintendent, appointed Dr. Russell C. Ewing to take his place.

Mrs. Lyons did not run for re-election on October 6, 1964. Mrs. Helen (Walter) Hafley was elected to the Board with 9,837 votes. Opposing her was Morris F. Baughman, who received 8,856 votes. In January 1965, Secrist was re-elected President and Mrs. Dusenberry was elected Clerk.

Prior to that, on December 2, 1964, McKinney resigned from the Board. Soleng Tom was appointed to fill the vacancy by Mrs. Reece. It was for a three-year term.

Dr. Ewing did not run for re-election on October 5, 1965. Elected was Dr. Jimmie Hillman with 11,341 votes. He was not opposed. In January 1966, Secrist and Mrs. Dusenberry were re-elected President and Clerk.

Hillman resigned his position on the Board on September 13, 1966, to take a one-year appointment as executive director of President Johnson's National Advisory Commission on Food and Fibers. Mrs. Reece appointed Dr. Pistor, who had returned from South America, to take his place.

Dr. Secrist did not run for re-election in the October 4, 1966, election. Opposed were Dr. Harmon Harrison and Dr. Carl E. Billings. Harrison was elected 3,483 to 2,825 votes.

Elected President of the Board in January 1967, was Mrs. Dusenberry. Mrs. Hafley was elected Clerk.

Budgets for the 1960-67 period were:

Year High Schools Elementary Schools Total

1960-61	\$ 6,027,487	\$12,862,161	\$18,889,648
1961-62	6,527,987	14,426,869	20,954,856
1962-63	7,538,622	15,600,867	23,139,489
1963-64	8,513,544	17,195,852	25,709,396
1964-65	8,666,357	17,523,817	26,190,174
1965-66	9,593,967	19,830,771	29,424,738
1966-67	10,786,611	20,791,236	31,577,847
1967-68	11,094,672	21,856,890	32,951,562

The first hundred years are the hardest.