

The Development of Secondary Education
in Arizona

by

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INTRODUCTION

The establishment and development of public education forms an integral part of the history of any progressive community. Colorful as the history of Arizona as a Territory and as a State has been, it has been no more absorbing nor interesting than that of the struggle to establish public education. The history of both undertakings abounds with tales of courage, fortitude, sacrifice, and undaunted determination. To accept this statement one has only to recall that less than sixty years ago the savage and marauding Apache was still roaming the desert, plundering and killing, and then fading to his secret retreats in the surrounding mountains and canyons. The country itself offered many obstacles to settlement. Its terrain was a mixture of desert waste and rugged mountain. As water was a prime essential, its scarcity limited the choice of habitation. Travel and communication were difficult, and the size of the territory, 113,956 square miles, was immense. Two transcontinental railroads, the Santa Fe in the northern and the Southern Pacific in the southern part, crossed the territory from east to west. The Southern Pacific entered Arizona in 1880 and the Santa Fe in 1883. Even today the influence of this topography is to be seen in that communities tend to follow these two railroad lines while vast stretches of the

country remains uninhabited. If one look at a map of the state, on which pins have been placed to mark the communities which support schools, these markers will be seen to run almost entirely in accordance with the railroad lines. All these difficulties, together with the sparse population (9,581 in 1870), made the educational road in Arizona a steep and hazardous one.

Although this study is concerned primarily with tracing the establishment and development of secondary education in Arizona, it will be necessary to review the beginnings of common school education in the Territory in order to supply the background necessary for the complete understanding of the problem under consideration. Meagre as the records of the struggles of pioneer educators in Arizona are, they are sufficient to afford one an accurate account of the educational history. The main sources of information are the biennial reports of the Superintendents of Public Instruction, the Session Laws of Arizona, and three histories of education in Arizona, one by S. P. McCrea, one by Stephen B. Weeks, and a typewritten manuscript dealing with the high school, which was written by Dean J. W. Clarson Jr. At this point it will be well to point out certain limitations to this investigation. Because of lack of opportunity to explore the possibilities of material in other sections of the state--particularly with reference to Prescott--, due to the lack of time and money necessarily entailed in such

a process, the writer has been able to examine only those records which are available in the city of Tucson. The writer is aware of certain gaps and uncertainties which will appear in the earlier development of the schools, the high schools in particular, and he regrets exceedingly his inability to attempt to remedy these defects by the examination of possible sources of information in other localities. It is this writer's hope that this account may serve as an instigation for others, who may have more ample opportunity to examine all possible sources of information, to supplement and to complete the history.

Chapter I.

FIRST PROVISIONS FOR PUBLIC SCHOOL EDUCATION 1864-1868.

Recognition of the need of a public school system in the Territory of Arizona was promptly forthcoming although the establishment of the system was less rapid. Arizona was organized as a separate Territory on February 24, 1863; Territorial Governor John N. Goodwin, of Maine, entered the Territory, on company with other appointive officers, and formally inaugurated the government at Navaho Springs, which is forty miles east of the present town of Holbrook, on December 29, 1863; and the first session of the Territorial legislature convened at Prescott, temporary capitol, on September 26, 1864.¹ The initial message of the Territorial Governor to this session of the legislature brought forth the first formal pronouncement concerning public education in Arizona. On this occasion Governor Goodwin said:

"One of the most interesting and important subjects that will engage your attention is the establishment of a system of common schools.

"Self-government and universal education are inseparable. The one can be exercised only as the other is enjoyed. The common school, the high school, and the university should all be established and are worthy of your fostering care. The first duty of the legislators of a free state is to make, as far as lies in

1. Weeks, Stephen B., History of Public School Education in Arizona, p. 9.

in their power, education as free to all its citizens as the air they breathe. A system of common schools is the grand foundation upon which the whole super-structure should rest. If that be broad and firm, a symmetrical and elegant temple of learning will be erected. I earnestly recommend that a portion of the funds raised by taxation be appropriated for these purposes and that a beginning though small be made."²

Thus it is seen that from the beginning of its Territorial history the importance, value, and necessity for education was recognized. The legislature proceeded to authorize the preparation of a code of laws for the governing of the Territory. The Honorable William F. Howell drew up this code of laws which was passed by both houses of the legislature and signed by the Governor. One section of the code treated "Of Education" and provided for a Territorial University, a common school system, a Territorial library, and an historical department. This would indeed seem to be a most auspicious start, but analysis of further events shows that actually very little was accomplished. After passing the code the legislature deemed it inadvisable to establish a system of common schools at that time.

"The joint committee on education report that after a mature consideration they have decided that it would be premature to establish or to attempt to establish any regular system of common or district schools. At present the Territory is too sparsely settled, and the necessary officers for such an establishment would be more costly than the education of the children would warrant."³

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2. Journal, First Legislative Assembly, 1864, p. 39, quoted in Weeks, p. 9.
 3. Journal, First Legislative Assembly, 1864, pp. 176-177; quoted in Weeks, p. 12.

The committee, however, did provide for an appropriation of \$1500.00 for the public schools of communities or towns which should also furnish a sum of money equal to the amount furnished by the Territorial Government. Apparently this opportunity was neglected, for in his message to the legislature of 1867 Governor R. C. McCormick said:

"If I am correctly informed none of the towns have complied with this requirement, and the funds of the Territory have not been used."⁴

The legislature of 1867 provided for the establishing of school districts by the county board of supervisors, and this school law was elaborated by an Act of the next legislature. Despite these attempts to establish the groundwork for a common school system it seems that no action was taken by the towns. In its report for 1870 the United States Bureau of Education stated that it had been unable to ascertain "whether any schools have gone into operation under this law (1867)."⁵ The explanation of this inaction may perhaps be found in the following quotation:

"In justice to the officers of the government and other leaders, it must be remembered also that in 1870 there were reported but 9,581 persons living in a territory that covered more than 113,000 square miles, or if they had been evenly distributed only about one person to every twelve square miles in the territory; that in addition much of this was barren desert infested by the infernal Apaches perhaps the most cruel and devilish of all American Indians."⁶

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4. Journal, Fourth Legislative Assembly, 1867, p. 42, quoted in Weeks, p. 13.
 5. Report of U. S. Commissioner of Education 1870, p. 318.
 6. Weeks, Stephen B., opus cit., p. 15.

Add to these difficulties the lack of educational leadership, and the inaction becomes understandable.

Chapter II.

ACTUAL BEGINNING UNDER GOVERNOR SAFFORD 1869-1880.

The leadership which had been lacking was found in the person of Governor A. P. K. Safford, who has been called the "Father of the Arizona Public School".⁷ He became Territorial Governor in 1869 and remained in office until 1877 when he resigned because of poor health. Through his efforts mainly the public school system was actually established and given its momentum. In his report to the Commissioner of Education, in 1876, Governor Safford said:

"Upon assuming the duties of the office of Governor in the year 1869 I found that several previous legislatures had enacted school laws, but in none had any positive provisions been made to sustain public schools, it having been left optional with school-board trustees and county boards of supervisors to levy a school tax or not. The first legislature convened in 1871. I prepared a school bill and presented it to the members as soon as they assembled."⁸

In that year a school law was passed which has served as the basic law for subsequent educational legislation. It provided not only for a Territorial tax for the support of the schools, but, what is more important, it provided that such tax be collected "at the same time and in the same man-

7. John Spring, founder of the second public school in Tucson, 1871.

8. Report of U. S. Commissioner of Education, 1876, pp. 431-33.

ner as other Territorial revenues". By this latter provision education was given recognition on an equal footing with other departments of the Territorial government. A detailed account of this law is not permissible within the limits of this paper; it will suffice to note that the law created a Territorial board of education, of which the governor was ex-officio Territorial superintendent, and it provided for a county school tax not to exceed fifty cents per hundred to be levied by the county board of supervisors. This law was revised and strengthened by a similar one in 1875. In April, 1877, Governor Safford resigned and consequently ceased to be superintendent of schools. He was succeeded in turn by John P. Hoyt and John C. Fremont, neither of whom held the interests of the schools to his heart as their predecessor had. In consequence the schools suffered.

"Apparently the oldest schools in the Territory, both in the matter of actual age and in that of practical continuity, are those of Tucson."⁹ The first public school in Tucson was opened in 1869 by Augustus Brichta and enrolled fifty-five Mexican boys. School was held in a one-room adobe building; the room, which had a dirt floor and a dirt roof, was about 25 feet by 40 feet. Of Mr. Brichta, McCrea reported that he "was a man of character and ability and of prominence as a clerk in the legislative assembly, both

9. Weeks, Stephen B., opus cit., p. 32.

before and after his experience as a schoolmaster in the Old Pueblo."¹⁰ It has also been reported that Mr. Brichta received no pay for two of the six months during which the school was in session. In March, 1871, the second public school in Tucson was opened by John Spring. The term extended for fifteen months, and 138 boys, mostly Mexican, were enrolled. In the summer of 1872 a girls school was established by Mrs. L. C. Hughes. In 1874 Professor W. B. Horton became principal of the Tucson Public Schools--by this time there were two schools, one for boys and one for girls, employing three teachers, a principal and two assistants¹¹--and remained in that capacity until 1881 at which time he was succeeded by Professor George C. Hall. This, in brief, is the history of public school education in Tucson from 1869-1880.

The first public school in Phoenix was opened in 1872; Governor Safford mentioned a school in Prescott as early as 1870, taught by S. C. Rogers, but nothing is known of its subsequent history;¹² McCrea reported that in 1873 Governor Safford induced Professor Moses H. Sherman to come to Prescott to be principal of the public school. And so it was

10. Quoted in Weeks, p. 32.

11. High School Life, Vol. 1, No. 2, December, 1906, p. 40.

12. Weeks, S. B., op. cit., p. 35.

that schools appeared here and there throughout the Territory between the years 1869 and 1880. In 1879 a record of all the schools in the Territory, compiled by Colonel Hodge, showed that there were schools in Yuma, Ehrenberg, Mineral Park, Cerbat, Prescott, Williamson Valley, Verde, Walnut Grove, Chino Valley, Kirkland Valley, Peoples Valley, Wickenburg, Phoenix, Florence, Tucson, Tres Alamos, Safford, and a few other points.

Chapter III.

EMERGENCE OF THE HIGH SCHOOL--1880-1895.

The first evidence that high-school work was being done in the Territory appeared in the school year 1880-1881. In the Report of the Principal of the Public Schools of the City of Tucson, published in 1881, Professor George C. Hall stated that the Tucson schools were organized into three divisions: the primary, with four grades; the grammar, with four grades; and the high school, with literary and scientific courses covering three years. In his report Professor Hall made this statement also:

"The pupils of the advanced class of the school are now well prepared to enter the junior class of the High School. As we are so far from any school wherein they may continue their studies, I have thought best to provide for their further instruction at home."¹³

Thus it seems that what really had been inaugurated was, not a separate high school, but a high-school department. The following course of study was prepared by Professor Hall for his advanced students.¹⁴

13. Annual Report of the Principal of the Public Schools of the City of Tucson, 1881, p. 14.

14. Ibid.

Course of Study
High School Division

Scientific Course

Literary Course

First Year

Composition
Rhetoric
Chemistry
Physics
Spanish
Book-keeping
Algebra
Geometry
Zoology (lectures)

English Literature
Spanish, or German
Latin
Rhetoric
Algebra
Geometry
Zoology (lectures)

Second Year

General History
Minerology
Chemistry
Geometry
Civil Government
Spanish
Commercial Science
Botany (lectures)

English Literature
Botany
Astronomy
Geometry
General History
Latin
Spanish, or German
Civil Government

Third Year

Political Economy
Spanish
Geometry
Geology
Mental Philosophy
General History

Mental Philosophy
Latin
Geometry
Political Economy
Spanish, or German
General History

"Students may choose either of the above courses of study.

"Certificates of Promotion given, at the end of each term, to pupils who are found qualified to enter a higher grade. Diplomas of Graduation will be given on completion of the course to those who obtain 80 per cent in examination."

The following analysis of the school situation in Tombstone was made by the principal in 1882:¹⁵

"There are six grades in the school, the primary or fifth; the second reader, or fourth; the third reader or third; the fourth reader, or second; the fifth reader, or first; and the advanced grade.... The advanced grade is prepared for High School work, which it is now doing in part. And here while upon this subject, if I may be permitted to suggest, I believe it would be conducive to the best interests of the cause of Education in this Territory to establish a system of High Schools. As yet Arizona has done nothing in the cause of advanced education.... Doubtless in the schools of Prescott, Phoenix, and Tucson, as well as in Tombstone, high-school work is being done, but some special encouragement should be given."

This seems to embody the first suggestion of the actual need for the establishment of a system of secondary education in Arizona to supplement its elementary school system. Upon the evidence in these two reports is based the conclusion that high-school work in Arizona began in the school year 1880-1881. Prior to this time there had been only indirect references to high-school work. The Session Laws of Arizona, of 1879, contain this passage under the title "An Act: To establish Public Schools in the Territory of Arizona:"

"Section 7. The diploma issued by the Territorial Board of Education shall be of two grades. The first grade shall be evidence of the fitness of the holder thereof to teach in the High Schools of the Territory; and the second grade shall be evidence of the fitness of the holder to teach in any of the schools of the Territory of a lower grade than the High School."¹⁶

15. Report of the Superintendent of Public Instruction, 1881-1882, p. 41.

16. Session Laws of Arizona, 1879, ch. 61, p. 117.

At this point it will be necessary to examine other evidence which would seem to advance the date of the beginning of high-school work at least a year or two. In the Report of the United States Commissioner of Education, 1879, the section dealing with the Territory of Arizona contains the following (p. 266):

"Public High Schools

The number of schools of this grade in the Territory is not known, but the high school at Prescott, which was for six years under the charge of Honorable H. M. Sherman, now Superintendent of public instruction, is evidently prosperous, as it is now in a new brick building which cost over \$23,000. - (Letter)."

The Commissioner's Report for 1880 contained the following:

"There is no information for 1879-1880 respecting the public high schools in Arizona, though at least one is believed to have existed then."

The report for 1881 (pp. 279-280) said:

"Public High Schools

There are two schools of this grade known to exist, one at Prescott and one opened or prepared to open in 1881 at Tucson. A third is indicated by the United States census of 1880, probably at Phoenix, as Superintendent Sherman speaks of high school work being done there."

And finally the report for 1884-85 stated (p. 289):

"With the exception of the high school at Tucson no provision for the higher education of the youth of the Territory is yet reported to this Bureau."

If not contradictory, these reports are, to say the least, confusing. To the writer the first report, that of the Commissioner of Education for 1879, seemed to be quoted from a letter written to him by someone in Arizona. If the evidence could be accepted literally, one would have to place the

date of the beginning of the high school at 1873, six years prior to the date of the report. In view of what McCrea said about the schools in Prescott this does not seem to be justifiable.

"Having set the schools of Tucson in motion, the Governor (Safford) turned his attention to northern Arizona. In 1873 Prescott, which was the center of a considerable American population, became much interested in education. Capable teachers were hard to secure. In that year Governor Safford induced Professor Moses H. Sherman to come to Prescott to be principal of the public school. It is claimed that the Governor even borrowed and sent Professor Sherman the money necessary to meet the expense of the long and costly trip from Vermont to Prescott.... The school grew so rapidly that a new and better building was demanded. The work of raising money by popular subscription--the only method available--began in 1874, and the building, which was a fine two-story brick, was completed in 1876, costing when fully furnished, more than \$17,000., and was capable of seating 200 pupils."17

In 1882 Professor Hall, principal of the Tucson schools reported that "The outlook for the educational interests of Tucson is indeed bright. A new school building is being contemplated and after it shall have been completed, a high

Note. - In an effort to learn more about this report of 1879, the writer appealed to William John Cooper, present United States Commissioner of Education. Mr. Cooper wrote in reply that it was also his belief that the high school report was quoted from a letter from someone in Arizona, but that the letter evidently had not been preserved. In the absence of further evidence of high-school work in Prescott and in the light of McCrea's account of the principalship of Sherman at Prescott, this writer has reached the conclusion that the reference to high-school work in the Commissioner's Report is erroneous, and that 1880 should be the date of the beginning of the high school in Arizona, as previously related.

17. McCrea, S. P., Establishment of the Arizona School System, p. 91 in Superintendent's Report, 1907-08.

school will be organized."¹⁸ The legislature of 1883 authorized the board of trustees of School District No. 1, in Pima county--which district includes the city of Tucson and some outlying territory--to build, furnish, and equip a school building at a cost not to exceed \$40,000.¹⁹ Although the law did not specify that this building was to be for a high school it is evident from Professor Hall's remarks that at least in part it was to be a high school. The building was completed in 1884 at a cost of \$56,000. and was named the Safford School in honor of Governor Safford.²⁰ Up to this point all recognition of the need of high-school work has come from either a principal or a county superintendent of schools. The first recognition of this need to come from the Territorial Superintendent was in 1886 when Robert H. Long said:

"The course of study although defective in many respects has not been materially changed. The Board added to the course such branches as are usually taught in high schools and authorized those districts having superior facilities to organize a high-school class, subject however to legal restrictions."²¹

Between the years 1885 and 1893 there is not much record of the status of the high schools of the Territory. During that period, however, general progress was felt in the strengthening of the Territorial system as a whole. Super-

18. Biennial Report of the Superintendent of Public Instruction, 1881-82, p. 44.

19. Session Laws of Arizona, 1883, ch. 34, p. 59.

20. High School Life, Vol. 1, No. 2, December, 1906, p. 40.

21. Biennial Report of the Superintendent of Public Instruction, 1885-86, p. 23.

intendent Long undertook the reorganization of the Territorial Board of Education, and the legislature of 1885 created a Territorial Board of Examiners which set forth stringent rules and regulations for conducting teachers' examinations. These examinations, one of which was published in one of Superintendent Long's reports, were very comprehensive and searching. At the same time old diplomas were revoked and new ones, of three classes, were issued: (1) to those holding diplomas issued in States with educational requirements equal to those in Arizona; (2) to graduates of normal schools; (3) to those passing the Territorial examination. The following course of study is the one used by the high school department at Tucson in 1888-1889.²²

Courses of Study, 1888-1889.

Literary Course

First Year

1st. Term

Grammar
Arithmetic
Physical Geography
Elocution
General History
Word Analysis (b)
Drawing (b)

2nd. Term

Rhetoric
Book-keeping (a)
Physiology
Natural Philosophy
Civil Government (a)
Commercial Law
Botany (a)

Second Year

Algebra

Algebra

22. Clarson, J. W., The Development of the High School Movement in Arizona, p. 9.

Latin
English History
Astronomy
Geology

Latin
Spanish
Geometry

Third Year

Geometry
Latin
Spanish

English Literature
Latin
Chemistry
Political Economy

Scientific Course

First Year

(Same as the Literary Course)

Second Year

Algebra
Geology (a)
Astronomy (a)
English History

Geometry
English
Political Economy
Chemistry

- a. These are half-term subjects.
- b. Word analysis was given for the first eight weeks of the term, drawing for twelve weeks.

In 1893 and 1894 F. J. Netherton was Superintendent of Public Instruction, and in his report he made the first definite proposal for the legal establishment of high schools. He reported that there were 188 high-school students in 1893 and 258 in 1894, and he recommended that the establishment of high-school districts be provided for:

"Pass a law allowing any number of common school districts to consolidate for the purpose of maintaining a high school, with the consent of a majority of the tax payers of the districts proposing to unite."²³

23. Biennial Report of the Superintendent of Public Instruction, 1893-94, p. 25.

This proposal brings to a close the first period of the development of secondary education in Arizona. In these fifteen years we have seen the gradual emergence of the high school from the high-school department of the Tucson schools, begun in 1880, to the point where several of the larger towns of the Territory were doing this same type of work and where a total of 258 high-school students were pursuing these studies. We have seen that this development was indirectly aided by legislative measures and that, finally, in 1894, the legalization of the high school was recommended by the Territorial Superintendent. The situation in Tucson may once more be reviewed to illustrate the precarious position of the high school during this period. Of this situation Mr. McCrea said:²⁴

"While there was no provision in the law for secondary schools, various towns, among them Prescott, Phoenix, Tombstone, and Tucson, had tried to inaugurate high schools. While the school at Tucson was probably larger and more successful than the others, its uncertain foundation is shown by the fact that although such work was begun as early as 1880, but one class was ever graduated, and that not until 1893, when the Tucson Public Schools were under the charge of Professor H. C. Tully, and when the recently opened University, in her preparatory course, was ready to supply the demand for such training."

24. McCrea, S. P., opus. cit., p. 108-109.

Chapter IV.

THE LEGAL HIGH SCHOOL 1895-1912.

Superintendent Netherton's recommendation was quickly acted upon, for the next legislature, 1895, enacted a law which provided for the legal establishment of high schools.

"An Act

To Provide for the Establishment and Maintenance of High Schools in the Territory of Arizona.

Section 1. Any school district of two thousand or more inhabitants may, by a majority vote of the qualified electors thereof, establish and maintain a High School; or two or more adjoining districts having a joint population of two thousand or more inhabitants, may unite and form a Union High School District for the purpose of establishing and maintaining a High School therein, at the expense of such district or Union High School District.

Section 7. The course of study of such High Schools shall be prescribed by the High School Board, subject to approval by the Territorial Board of Education, and shall be such as, when completed, shall prepare its students for admission into the Territorial University."²⁵

The schools and school districts were slow in reacting to this law, however, for only one high school was established according to the provisions of the law during the first six years that it was on the statute books. This school was the Phoenix Union High School, established in 1895. In his report for 1895-1896 Superintendent T. E. Dalton stated that

25. Session Laws of Arizona, 1895, ch. 32, p. 43.

there were eight high schools, but he was evidently referring to high-school departments as they existed previous to the law of 1895.²⁶ His successor, A. P. Shewman, under the title "High School" (Note the singular) reported as follows:

"High School

We have had cause to regret the lack of interest in, and we might say, the opposition to, the establishment of high schools in the territory. Our law at present is liberal in its encouragement of the organization of high schools, and there are many localities where one would prove of inestimable value to the cause of education.... There are in this territory some high schools existing under the old law, but there is but one that is recognized as having legal existence under the latest act of the legislative assembly, that at Phoenix. This school is in a most prosperous condition."²⁷

In 1900, the next superintendent, R. L. Long, reported that Phoenix alone had established a high school under the law of 1895. Of this school he said, "The school was established in 1895, and is comfortably housed in a commodious building, supplied with modern conveniences. The physical and chemical laboratories are well equipped, and the library is of creditable size and character, additions to which are made annually. Three courses of study are provided: a Latin, an English, and a Business course. The first two covers a period of four years, and the business course covers a period of three years."²⁸

Between 1900 and 1905 four more legal high schools

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26. Biennial Report of the Superintendent of Public Instruction, 1895-96, p. 9.
27. Biennial Report of the Superintendent of Public Instruction, 1897-98, p. 20.
28. Biennial Report of the Superintendent of Public Instruction, 1899-1900, p. 8.

were established--Mesa Union High School in 1901, Prescott High School in 1903, and Clifton and Morenci Union High Schools in 1904. In the year 1904-05 the high schools of the territory enrolled 302 pupils, and 342 pupils in 1905-06. The Superintendent's Report for the latter years contains accounts of the establishment of these schools written by their respective principals. George Blount, Principal of Phoenix Union High School, wrote that the school had opened in September, 1895, with an enrollment of about one hundred and a faculty of four teachers, that a class of two had been graduated the following spring, and that in 1898 the school had been moved from the Center Street building to its present (1906) quarters. The account of the Mesa Union High School was written by its principal, John D. Loper, who is now Superintendent of Schools in Phoenix. The school opened in September, 1901, with 20 pupils present; in 1906 there were more than 50 pupils in attendance. D. B. Billinghamurst, Principal of Prescott High School, stated that until 1903 Prescott offered only two years course of study corresponding to the ninth and tenth years' work. In 1903, Prescott High School, the third legal high school in the territory, was established, and its first class, consisting of four members, was graduated in 1905. In January, 1906, the high-school examiner of the University of California officially inspected the school and admitted it to the accredited list of his University. With the exception of the accredited relations between

the high schools of the territory and the Territorial University this is the first instance the writer has found of an Arizona high school's having accredited relation with a recognized University. In June of the same year the school was granted accredited relations for three years with Vassar College. Clifton Union High School was established and began work in the fall of 1904. The difficulties experienced in getting this school under way may not be typical of those encountered in other communities, but they are illustrative of the indomitable spirit displayed in those days by both teachers and pupils. Olaf Halvarson, principal, related these experiences as follows:

"We were greatly handicapped during the first year by floods which destroyed our building; but we practically completed the first year's work. Last year we had very unassuming quarters, mostly noted for ventilation. The work was carried on very satisfactorily, however, and the students made the best of their opportunities under such unfavorable conditions."

Although Tucson had been a pioneer city in the high-school movement, it was not until 1906 that a legal high school was established there. It has been observed that high-school work began in Tucson in 1880 and that only one class had been graduated--in 1893. In 1891 the University of Arizona had opened its doors and had begun to receive students in its preparatory department as well as in the University proper. Because of this, high-school work in Tucson High School languished until 1897 when it was suspended.²⁹

29. Report of the Principal of the Schools of Tucson, 1897, p. 5.

Until 1906, therefore, high-school work in Tucson was carried on at the University; in that year the University began to discontinue its preparatory department, and once more the need of a high school was felt in the public schools of the city. The following quotation gives us an account of this reestablishment of the high school.

"The Little Adobe High School

The third period of its history began with its re-birth in 1906. In the fall of that year forty-five students assembled for study in a little two-room house 'entirely off the car line and outside the city limits.' 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 45 pupils, taught by two teachers, Mrs. Anne E. 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 these 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."³⁰

On March 30, 1907, at a special election Tucson voted a bond issue of \$50,000. for a new "handsome up-to-date building of 24 rooms, which was to be ready for occupancy at the beginning of the next school year."³¹

30. Clarson, J. W., The Development of the High-School Movement in Arizona, p. 13.

31. High School Life, Vol. 1, No. 3, May, 1907, p. 3.

In his report for 1907-08 Superintendent Long was somewhat ambiguous. Although his statistical table showed only eight high schools, other sections of the report contain statements of the organization of six high schools, which made a total, together with the five schools already established, of eleven high schools in the territory. Tempe Union High School was organized in the spring of 1908, and a \$50,000. bond issue was voted for the erection of a high-school building which would be ready for occupancy in September, 1909. In 1907 Bisbee voted a bond issue of \$92,000. for a high-school building; and in 1908 high schools were organized in Douglas, Tombstone, and Globe. (Tucson High School in 1906.) Thus six new high schools are accounted for, but the discrepancy is probably due to a distinction on Mr. Long's part between high schools in operation and those organized but not yet opened for work.

During the few remaining years of the Territorial period only two more high schools were established so that for the school year 1910-1911 there were thirteen high schools in the territory with an average daily attendance of 1,087. At this point the writer has seen fit to terminate the second period of the high-school movement in Arizona. During these years, 1895-1911, the establishment of the legal high school occurred; for a period of five years but one such high school existed, and then in rapid succession twelve more were added in the various larger communities. The development since

the beginning of the twentieth century was rapid and was destined to be even more so during the period of statehood.

Chapter V.

STATEHOOD 1912-1932.

On February 14, 1912, Arizona was admitted to the Union. The history of secondary education since that time, while not less eventful, seems to be so because of the nature of the records concerning it. The reports of the State Superintendent of Public Instruction, for example, contain a considerable amount of statistical data concerning high schools, but very little more. In some way these later reports seem to lack the personal note which seemed to pervade those of the Territorial Superintendents. Of these reports Weeks said:

"It seems unreasonable that the educational report of a great and growing State should be less full and far less valuable, now that it has attained statehood, than it was in the earlier days of Territorial dependence, but such is the case. Since the report for 1907-1908 the State has not maintained the standard of excellence set by the Territory in the matter of reporting on the work actually accomplished."³²

Perhaps the explanation is to be found in the last few words of the quotation from Mr. Weeks. What seems to be lacking in the later reports is an account of what was actually accomplished. For example, a comparison of two reports might indicate by figures that four new high schools had been established in the years intervening between the two reports, and no more--no comments, no details. Because of

32. Weeks, S. B., opus cit., p. 80.

difficulties such as this, the writer has decided to abandon his attempt to present the history of secondary education chronologically and to complete his account by a series of summaries of the various phases of the history of this period. These phases will be the increase in the number of high schools and in attendance, the legislative measures which have affected the development of the high school, the raising of the standards of high-school work due to the influence of the various accrediting agencies of the state--probably the most important development of the period, and in conclusion some comparisons between the high schools of Arizona and those of the United States as a whole.

LEGISLATION. The first State Legislative Assembly enacted a law which broadened the basis upon which high schools might be established and thus facilitated the forming of new districts.

"Any school district having an average daily attendance of two hundred (200) or more pupils may, by majority vote of the qualified school electors thereof, establish and maintain a High School or two or more adjoining school districts may unite and form a Union High School district for the purpose of establishing and maintaining a High School therein at the expense of said district or Union High School District."³³

The legislature of 1917 amended this law by adding to the provision "having an average daily attendance of two-hundred or more pupils" the phrase "or having an assessed valuation of One Million Five Hundred Thousand (\$1,500,000.) Dollars."³⁴

33. Session Laws of Arizona, 1912, ch. 12, Sec. 74, p. 396.

34. Session Laws of Arizona, 1917, ch. 5, p. 5.

These two legislative acts were of great importance to the growth of high schools in the state since, by their provisions, small districts with a large average daily attendance or with great wealth could organize high schools within their bounds. It may be significant that in 1916 there were 24 high schools in the state, whereas in 1917 there were 50. One other act of importance to high schools was passed by the first State Legislature. This was, "An Act, To Provide for and Encourage the Teaching of Agriculture, Mining, Manual Training, Domestic Science, and Other Vocational Pursuits in the High Schools of the State of Arizona, and Making Appropriation Therefor."³⁵ This law also provided that state aid be granted to those high schools which should comply with the provisions of the law; such aid was not to exceed \$2500.00, nor was the amount to be in excess of one-half the total sum actually expended upon such instruction. In 1919 this law was changed to the effect that high schools were to be reimbursed for three-fourths of the expenditures for the salaries of teachers of vocational subjects,³⁶ and again in a special session, in 1922, so that high schools were reimbursed for only one-half of the salaries of these teachers.³⁷

In 1917 there was passed an act "To Provide for the Organization, Control and Equipment of State Normal and High

35. Session Laws of Arizona, 1912, ch. 45, pp. 197-199.

36. Session Laws of Arizona, 1919, ch. 134, p. 212.

37. Session Laws of Arizona, 1922, Special Session, p. 209.

School Cadet Companies, and for the Promotion of Rifle Practice Therein, and Making an Appropriation Therefor."³⁸ In the same session of the legislature it was voted "To Accept the Benefits of an Act Passed by the Senate and House of Representatives of the United States of America in Congress Assembled to Provide for the Promotion of Vocational Education."³⁹ This was the Smith-Hughes Act.

In 1921 the Fifth Legislature enacted a law which was of considerable importance in furthering the establishment and maintenance of high schools.

"State Levy for Common and High Schools. There shall be levied and collected annually, in the manner in which other State taxes are levied and collected, by a levy made by the officials provided by law, a sufficient tax to raise a sum which shall not be less than Twenty-five Dollars (\$25.00) per capita on all children in average daily attendance in the common and high schools of the State, as shown by the records of the State Superintendent of Public Instruction for the preceding year..."⁴⁰

Previous to this time the appropriation of the state legislature for the public schools had been a lump sum, "illogically and unfairly distributed according to the school census population."⁴¹ The new law, which distributed the state appropriation on the basis of \$25.00 per capita in average daily attendance assured "an automatic increase to match increased need,"⁴² and it "resulted in the formation of many

38. Session Laws of Arizona, 1917, ch. 59, p. 82.

39. Ibid., ch. 44, p. 58.

40. Session Laws of Arizona, 1921, ch. 158, p. 393.

41. Biennial Report of the State Superintendent of Public Instruction, 1920-22, p. 6.

42. Ibid.

new High Schools on account of the financial aid being extended to High as well as common schools on the same basis; that is, figured on the average daily attendance."⁴³ Doubtless this law did have a strong influence for it is to be noted that while there were only 30 high schools listed in 1920, the year before this law was enacted, there were 39 in 1922; 45 in 1924; and 54 in 1926, just five years later. The latest legislature, 1933, reduced this state levy for common and high schools to \$20.00 per capita.

Two more acts of the legislature remain to be noted. These dealt with the Junior High School and the Junior College both of which originated without legal sanction. The first mention of Junior High Schools that the writer has found occurred in the State Superintendent's Report for the years 1924-1926.⁴⁴ Here it was reported that the organization of such schools as a separate unit in the school system of Arizona was yet in the experimental stage, although many of the larger systems of the state had maintained Junior High Schools for several years. The formation of such schools was sanctioned in 1925 by the law which outlined the following as one of the powers of the Boards of Trustees:

"To organize, by and with the consent of the County School Superintendent, intermediate schools composed of the seventh, eighth, and ninth grades of the schools under their jurisdiction, or, in union high school

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43. Biennial Report of the State Superintendent of Public Instruction, 1922-24, p. 6.
44. Biennial Report of the State Superintendent of Public Instruction, 1924-26, p. 58.

districts, to organize the seventh and eighth grades of such intermediate schools; and, in the event of the organization of any such intermediate schools, to secure and receive all funds for the maintenance thereof, in the manner provided by law."⁴⁵

Two years later the existence of the only Junior College in Arizona, that at Phoenix, was legalized.⁴⁶ By the provisions of this act high-school districts having an average daily attendance of 100 or more pupils and an assessed valuation of at least \$5,000,000. were permitted to organize Junior Colleges. Curiously enough such colleges were to be under the jurisdiction of the Board of Education of the high-school district, and said Board was authorized to prescribe the course of study of the Junior College within its bounds. These are, in the main, the legislative acts which have influenced the development of secondary education since 1912; acts dealing with the establishment and the maintenance of high schools, with the state support of high schools, and acts encouraging the teaching of vocational education through federal and state aid.

INCREASE IN THE NUMBER AND ATTENDANCE OF HIGH SCHOOLS.

Probably the most effective method of illustrating the growth of the number of high schools will be simply to record in tabular form the number of schools for each biennium and the corresponding average daily attendance. It may be seen from the figures in Table I that the growth in the number of

45. Session Laws of Arizona, 1925, p. 204.

46. Session Laws of Arizona, 1927, ch. 84.

high schools was fairly steady from 1912 to 1916, more rapid from 1916 to 1920, and very precipitate from 1920 to 1928 at which time the saturation point seems to have been reached since there are at present only 58 high schools in the state. These division points which the writer has made arbitrarily might also be accounted for by the various high-school laws enacted at about those same years.

Table I.
Number and A. D. A. of High
Schools 1912-1932.

Year	Number of High Schools	A. D. A.
1912	16	1,201
1914	18	1,772
1916	24	2,444
1918	28	3,292
1920	30	4,437
1922	39	5,352
1924	45	7,492
1926	54	8,723
1928	56	10,172
1930	56	12,126
1932	58	15,253

TYPES OF HIGH SCHOOLS AND ACCREDITING AGENCIES. There are four types of high schools in Arizona: 1. District High Schools, 2. Union High Schools, 3. County High Schools, and 4. County Union High Schools. In 1932 these schools were distributed as follows: 32 in class one, 20 in class two, 4 in class three, and 1 in class four.⁴⁶ High schools in Arizona are also classified according to the agency by

47. High School Bulletin, State of Arizona, Dept. of Education, June 30, 1931, pp. 8-9.

which they are accredited. There are three accrediting agencies in this state: The North Central Association of Colleges and Secondary Schools, the University of Arizona, and the State Board of Education. The minimum requirements of the State Board of Education, which were adopted in 1927 and which are still in effect are as follows:⁴⁸

"Fifteen units which must include--
3 years of English.
2 years of Social Science--1 year of which must be American History and 1/2 year of Civics.
1 year of Laboratory Science.

Each high school offers, in addition to the minimum requirements determined upon by the State Board of Education, a list of electives to suit the needs of the pupils in that school, in order that all may be served."

The entrance requirements of the University of Arizona, which correspond to their requirements for accrediting, are as follows:⁴⁹

"English Composition and Literature-	- - -	3 units
Language (one subject)-	- - - - -	2 units
Algebra -	- - - - -	1 unit
Plane Geometry -	- - - - -	1 unit
*Science, with laboratory work -	- - - - -	1 unit
United States History and Civics-	- - - - -	1 unit
Electives -	- - - - -	6 units
Total -	- - - - -	<u>15 units</u>

* Must be other than introductory or general science."

Below are listed some of the more important standards of the North Central Association of Colleges and Secondary Schools.⁵⁰

48. Biennial Report of the Superintendent of Public Instruction, 1924-26, p. 54.
49. High School Bulletin, opus cit., p. 6.
50. Ibid., pp. 19-24.

"Standards

Standards are rules for the government of high schools which may be violated only upon penalty of warning.

Standard 1. The School Plant, Sanitation, Janitorial Service.

- a. The school plant shall be adequate for the number of pupils enrolled and the program of studies offered.
- b. The lighting, heating and ventilation of the building, lavatories and toilets, wardrobes and lockers, water supply, school furniture, location of the class rooms, shops and laboratories, and janitorial service shall be such as to insure hygienic conditions for pupils and teachers.

Standard 3. Records.

Accurate and complete records of attendance and scholarship must be kept in such form as to be conveniently used and safely preserved.

Standard 4. Requirements for Graduation.

- a. Three year senior high schools must require a minimum of eleven units for graduation. Four year high schools must require a minimum of fifteen units for graduation; these units to be earned in grades 9, 10, 11, 12.
- b. The school year shall consist of a minimum of thirty-six weeks.
- c. The minimum length of a recitation period shall be forty minutes, exclusive of all time used in changing of classes or teachers.
- d. A unit course of study in a secondary school is defined as a course covering an academic year that shall include in the aggregate not less than the equivalent of one hundred twenty sixty-minute hours of classroom work, two class periods of unprepared work being equivalent to one class period of prepared work.

Standard 5. Instruction and Spirit.

The efficiency of instruction, the acquired habits of thought and study, the general intellectual and moral tone of a school and the cooperative attitude of the community are paramount factors, and therefore only schools that rank well in these particulars, as evidenced by rigid, thorough-going, sympathetic inspection, shall be eligible for the list.

Standard 7. Preparation of Teachers.

All schools accredited by the Association shall maintain the following standards respecting teachers:

- a. The minimum attainments of a teacher of any academic subject, of the supervisors of teachers of such subjects, of the superintendent, and of the principal, shall be college work equivalent to graduation from a college belonging to the North Central Association of colleges and Secondary Schools.
- b. The minimum professional training of a teacher of any academic subject, of the supervisors of teachers of such subjects, of the superintendent and of the principal shall be fifteen semester hours in education.
- c. All teachers of academic subjects in new schools and all new teachers of academic subjects in accredited schools must teach only in those fields in which they have made adequate preparation.

The following criteria are set forth as indication of desirable minima by which a State Committee shall be guided:

English--15 semester hours.

Foreign Languages--15 semester hours in the Language taught.

Science--15 semester hours, of which 5 shall be in the science taught.

Mathematics--15 semester hours.

Social Studies--15 semester hours which must include preparation in specific subjects taught.

Requirements a. and b. shall not be construed as retro-active within the Association.

Standard 8. The Teaching Load.

An average enrollment in the school in excess of thirty pupils per teacher shall be considered as a violation of this standard....

Standard 9. The Pupil Load.

Four unit courses, or the equivalent in fractional unit courses as defined in Standard 4, shall be considered the normal amount of work carried for credit toward graduation by the average or medium student....

Standard 10. Athletics.

No accredited school shall participate in any national or interstate athletic meet or tournament or in any invitational athletic tournament or meet not approved by the state athletic association. Accredited schools not eligible to membership in the state athletic association are excepted."

Beginning in 1930 Arizona high schools were classified into three groups:

1. North Central Association High Schools.
2. Class "A" Schools.
Graduates of these schools are given full freshman standing by the institutions of higher learning in the State of Arizona.
3. Class "B" Schools.
These are schools which, because of size, buildings, personnel, or other reasons do not fully meet the standards set up for Class "A" schools, but which are nevertheless providing satisfactory instruction to a small group of students. Graduates of these high schools are accepted into full freshman standing at the institutions of higher learning in the state upon the personal recommendation of their principal.

The figures in Table II represent the number of schools accredited by these various accrediting agencies since 1916 in which year the first Arizona high schools were accepted into membership by the North Central Association. It is clear, from the requirements of both agencies, that those schools which are accredited by the North Central Association are also accredited by the University of Arizona. Thus, in 1932, a total of 48 high schools were fully accredited by the University of Arizona.

	Type	1.	2.	3.
(c) Bowie	4		✓	
(b) San Simon	4		✓	
(b) St. David (Marcus)	4		✓	
(b) Pearce	4			✓
(c) Douglas Coconino	4	1919		
(c) Flagstaff	4	1925		
(c) Williams	4	1922		
Gila				
(c) Globe	6	1916		
(c) Miami (Live Oak)	6	1919		
(c) Hayden	4		✓	
(c) Pine	4			✓
(c) Payson*	4			
Graham				
(c) Safford	4	1920		
(b) Fort Thomas Union High	4		✓	
Greenlee				
(b) Duncan	4	1923		
(c) Clifton	4	1921		
(c) Morenci Metcalf	4		✓	
(Pupils trans- ported to Clifton)				
Maricopa				
(b) Phoenix Union High	4	1917		
(b) Mesa Union High	4	1918		
(b) Tempe Union High	4	1919		
(b) Glendale Union High	4	1920		
(c) Chandler	6	1923		
(c) Gilbert	6	1921		
(c) Peoria	4	1923		
(c) Scottsdale	4	1925		
(b) Buckeye	4	1932		
(c) Wickenburg	4		✓	
(c) Gila Bend	4			✓
(c) Litchfield	4			✓
(b) Tolleson	4		✓	

	Type-	1.	2.	3.
Mohave	:	:	:	:
(d) Kingman	4	1924	:	:
(Mohave	:	:	:	:
County Union)	:	:	:	:
Navaho	:	:	:	:
(c) Winslow	6	1917	:	:
(c) Holbrook	6	1927	:	:
(b) Snowflake	4	1925	:	:
Union High	:	:	:	:
Pima	:	:	:	:
(c) Tucson	3	1917	:	:
(b) Marana	6	1925	:	:
(Rillito)	:	:	:	:
(c) Ajo	4	1927	:	:
Pinal	:	:	:	:
(b) Florence	4	1923	:	:
(b) Casa Grande	4	1924	:	:
(c) Ray	4	1925	:	:
(c) Superior	4	1930	:	:
Santa Cruz	:	:	:	:
(c) Nogales	4	1920	:	:
(b) Patagonia	4	:	✓	:
Yavapai	:	:	:	:
(c) Prescott	4	1917	:	:
(c) Jerome	6	1922	:	:
(c) Clarkdale	4	1921	:	:
(c) Camp Verde	4	:	:	✓
(c) Ash Fork	4	:	:	✓
(c) Seligman	4	:	:	✓
Yuma	:	:	:	:
(b) Yuma	4	1922	:	:
Union High	:	:	:	:
(b) Northern Yuma	4	:	:	✓
Co. Union High:	:	:	:	:

- (a) County High School (county of fourth class)
- (b) Union High School
- (c) District High School
- (d) County Union High School

1-----37

A-----11

B----- 9

57

Note--Information in column
"Type of High Schools," taken
from North Central Association
Quarterly of June, 1932.

* For various reasons the school at Payson is not given a classification at this time. From notes of Dr. J. F. Walker, High School Visitor.

SOME COMPARISONS AND MISCELLANEOUS FACTS. The writer has chosen to conclude the history of the development of secondary education in Arizona with a few comparisons between the high schools of the state and those of the United States as a whole, and with a few additional facts about the state high schools. Due to a difficulty in securing pertinent facts and figures for recent years, especially in nationwide surveys, it has not been possible always to secure figures for the same year for purposes of comparisons. The writer believes, however, that the comparisons attempted are of some value inasmuch as radical or extreme changes rarely occur from year to year.

1. Number and size of high schools .

There were 23,930 high schools in the United States in 1930 according to the files of the Office of Education. Of these high schools 22,237, or 92.9 per cent, sent in reports to the Office of Education, and it is on the latter tabulation that most of the following statistics are based. Fifty-seven Arizona high schools reported. There were 4,603 high schools in the United States that reported an enrollment between 100 and 199 pupils, or 20.7 per cent of all high schools. In Arizona the percentage was 26.3, the number of high schools 15. In both cases this size of high school was the most frequent. In the United States there were 2,516 or 11.3 per cent of the high schools with an enrollment of 500 or more; in Arizona there were 6 or 10.5 per cent of the high

schools with a similar enrollment.

The following table shows the distribution of high schools according to size in 1929-1930.

Table III.
Distribution of High Schools According to Enrollment
1929-1930.⁵²

	Number of schools with 10-24 pupils, etc.									
	:10- :24	:25- :49	:50- :74	:75- :99	:100- :199	:200- :299	:300- :499	:500- :999	:1000- :2499	:2500 : up
United States	:2077	:3866	:3521	:2543	:4603	:1633	:1478	:1421	: 934	: 161
Arizona	: 2	: 9	: 3	: 6	: 15	: 10	: 6	: 4	: 1	: 1

2. Percent of high-school graduates continuing their education.

In 1929, 44.34 per cent of the graduates of all the high schools in the United States continued their education.⁵³

In 1931, 40.3 per cent of the graduates of Arizona high schools continued their education.⁵⁴ In 1920 these percentages were respectively 42 per cent for the United States and 45.9 per cent for Arizona.⁵⁵ From these figures it is evident that the percentage of high school graduates continuing their education has increased slightly for the United States and decreased, to a somewhat greater extent, for Arizona during the ten year period, 1920 to 1930.

52. Figures used in this table obtained from U. S. Office of Education Bulletin, 1931, No. 20, Vol. 2, ch. 6, p. 15.

53. Ibid., p. 9.

54. Biennial Report of Superintendent of Public Instruction 1930-32, p. 49.

55. Clarson, J. W., opus. cit., p. 16.

3. Holding power.

The relative holding power of the high schools of Arizona and of the United States as a whole is illustrated in Table IV. From these figures it is evident that the high schools of Arizona are slightly superior to those of the country as a whole with respect to holding power, but these differences may not be significant due to the comparatively small number of high schools in the state.

Table IV.
Comparative Holding Power of High Schools.⁵⁶

Year	Grade	United States		Arizona	
		Number of Pupils	Per cent Continuing	Number of Pupils	Per cent Continuing
1927	9	1,450,564		4,671	
1928	10	1,045,588	72.08	3,660	76.87
1929	11	823,616	56.77	2,965	63.47
1930	12	700,889	48.31	2,746	58.78

4. Regular and reorganized high schools.

Of Arizona's fifty-eight high schools, forty-eight are regular or four-year high schools, two are three-year high schools, and eight are six-year high schools. In terms of percentages 31.1 per cent of Arizona's high schools are of the reorganized type, while only 26 per cent of the high schools of the country as a whole are reorganized. Once again the cau-

⁵⁶. United States Office of Education, Bulletin, 1930, No. 20, Vol. 2, ch. 2, p. 42. Biennial Report of the Superintendent of Public Instruction, 1926-28, 1928-30, 1930-32.

tion must be observed that these figures may not be significant due to the relatively small number of high schools in Arizona.

5. Enrollment in certain subjects.

It may also be of interest to note the curriculum offerings and the per cent of pupils enrolled in each subject for Arizona and for the United States. This is shown in Table V. In most subjects the difference is not worthy of note. In Spanish, however, the per cent of pupils enrolled is, as one should expect, much higher for Arizona than for the United States. In Latin and French the percentages for Arizona are very low. In fact there are only three Arizona high schools which offer French, those at Phoenix, Tucson, and Yuma. While the percentage of pupils in Arizona enrolled in courses in World History and American History is very slightly larger than that of the United States, the percentage enrolled in Ancient History and Mediaeval and Modern History is considerably smaller. The most recent figures available, those for the school year 1927-28, are presented below.

Table V.
Percentage of Secondary Students Enrolled in Certain Subjects in 14,725 Public High Schools, 1927-28.⁵⁷

	:English:	Latin:	French:	Spanish:	Algebra:	Geometry
United States:	93.1	: 22	: 14	: 9.4	: 35.2	: 19.8
Arizona	: 92.4	:10.9	: 1.2	: 37.4	: 32.1	: 20.4

57. United States Office of Education Bulletin, 1929, No. 35, p. 102.

	Physics	Chemistry	General Science	Biology	Agriculture	Home Economics
United States	6.8	7.1	17.5	13.6	3.7	16.5
Arizona	4.4	8.0	12.5	13.4	2.9	20.1

	World History	Ancient History	Mediaeval and Modern History	American History	Civics
United States	6.1	10.4	11.3	17.9	20
Arizona	7.4	2.0	2.7	18.3	17.7

6. Libraries.

In 1930 the average number of volumes in high-school libraries of the United States was 2000; in the same year thirty-nine Arizona high schools reported a total of 78,744 volumes, or, an average of 2000 volumes per school, which is exactly the mean for the high schools of the country.⁵⁸

7. Secondary teachers.

In 1930 in the United States 34.9 per cent of all high-school teachers were men and 65.1 per cent were women.⁵⁹

In Arizona in 1931 men teachers totaled 44.7 per cent of all high-school teachers and women 55.3 per cent (this is calculated from statistics which report 336 men teachers out of a total of 751).⁶⁰ In 1917, 51 per cent of Arizona's

58. United States Office of Education Bulletin, 1931, No. 20, Vol. 2, ch. 6, pp. 11 and 92.

59. Ibid., p. 10.

60. Biennial Report of the Superintendent of Public Instruction, 1930-32, p. 51.

high-school teachers were college graduates,^{61a} in 1925, 81 per cent,^{61b} and in 1932, 91 per cent.^{61c}

8. Average salaries of high-school teachers.

Due to lack of comparable statistics it is not possible to make a direct comparison between the salaries paid to all high-school teachers in Arizona and in the United States. There are, however, some figures available from which one may obtain a general idea of the standing of Arizona in this respect. For the year 1931-32 the average salaries paid to high-school teachers in North Central Association schools in Arizona--which schools represent 63.8 per cent of all Arizona high schools--were \$2,057.23 for men and \$1806.46 for women.⁶² The Research Division of the National Education Association has recently published a bulletin on "Salaries in City School Systems 1932-33." In this survey the National Education Association places high schools in five categories as follows:

Group I	-----	Cities with population over 100,000
Group II	-----	" " "30,000 to 100,000
Group III	-----	" " "10,000 to 30,000
Group IV	-----	" " " 5,000 to 10,000
Group V	-----	" " " 2,500 to 5,000

Tables show the median salaries paid to teachers by states in cities over 30,000 in population and in cities under 30,000 in population. The difficulty in making comparisons between Arizona and the United States as a whole lies

61a. United States Bureau of Education Bulletin, 1917, No. 44, p. 103.

61b. Tupper, C. R., Survey of the Arizona Public School System, p. 48.

61c. Biennial Report of the Superintendent of Public Instruction, 1930-32, p. 169.

62. Ibid., p. 47.

in the fact that these tabulations do not include cities under 2,500 in population in which category a number of Arizona cities, and consequently high schools, fall. However, Table IV presents these figures for the five groups included in the survey.

Table IV.
Median Salaries Paid High-School Teachers in 1932-33.⁶³

State	Group I	Group II	Group III	Group IV	Group V
United States	\$2,479	\$1,994	\$1,747	\$1,575	\$1,429
Arizona	-----	\$2,110	-----	\$1,811	\$1,758
Rank of Arizona	-	6	-	6	6

There are no cities and consequently no high schools in Arizona which fall into Group I; for Group III no figures were given for Arizona. In Groups II, IV, and V Arizona is well above the median for the United States and ranks sixth in each instance. These facts together with the salaries paid teachers in North Central Association Schools (\$2,057 for men and \$1,806 for women) lead one to the assumption that, if the figures for Group III and for an additional group of cities with a population of less than 2500 were known, Arizona would also rank high. One may conclude, therefore, that in the matter of salaries paid to high-school teachers Arizona ranks high and probably well with-

⁶³. Figures obtained from tables of Research Bulletin of the National Education Association, Vol. 11, No. 2, pp. 51-52.

in the highest 20 per cent.

With these comparisons the writer terminates the history of the development of secondary education in Arizona. He has endeavored to set down this development, step by step, from its precarious beginning in Tucson in 1880 down to the present. Progress has been rapid as far as the number of schools, pupils, graduates, teachers, et caetera are concerned, and the state has constantly been assiduous in raising the standards of these schools both as regards pupil requirements and teacher requirements. As the state grows the school system will continue to grow. At the present time Arizona, along with the rest of the country, is facing a severe crisis; all schools are facing reorganizations in their financial budgets which will probably result in many changes in their teaching forces and in their curricular offerings. The writer sincerely hopes that these difficulties will be overcome with no loss to the high schools of Arizona with respect to their present status of efficiency.

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