

United States Department of the Interior
National Park Service



199

National Register of Historic Places Registration Form

This form is for use in nominating or requesting determinations for individual properties and districts. See instructions in National Register Bulletin, *How to Complete the National Register of Historic Places Registration Form*. If any item does not apply to the property being documented, enter "N/A" for "not applicable." For functions, architectural classification, materials, and areas of significance, enter only categories and subcategories from the instructions. Place additional certification comments, entries, and narrative items on continuation sheets if needed (NPS Form 10-900a).

1. Name of Property

historic name Arivaca Schoolhouse
other names/site number AZ DD:7:40 (ASM)

2. Location

street & number 17180 West Fourth Street not for publication
city or town Arivaca vicinity
state Arizona code AZ county Pima code 019 zip code 85601

3. State/Federal Agency Certification

As the designated authority under the National Historic Preservation Act, as amended,

I hereby certify that this nomination request for determination of eligibility meets the documentation standards for registering properties in the National Register of Historic Places and meets the procedural and professional requirements set forth in 36 CFR Part 60.

In my opinion, the property meets does not meet the National Register Criteria. I recommend that this property be considered significant at the following level(s) of significance:

national statewide local

James W. Gamlin AZSHPO 28 FEBRUARY 2012
Signature of certifying official/Title Date
AZ STATE PARKS / SHPO
State or Federal agency/bureau or Tribal Government

In my opinion, the property meets does not meet the National Register criteria.

Signature of commenting official _____ Date _____
Title _____ State or Federal agency/bureau or Tribal Government _____

4. National Park Service Certification

I hereby certify that this property is:

- entered in the National Register determined eligible for the National Register
- determined not eligible for the National Register removed from the National Register
- other (explain): _____

Jon Edson H. Beall 4-16-12
Signature of the Keeper Date of Action

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5. Classification

Ownership of Property
(Check as many boxes as apply.)

Category of Property
(Check only one box.)

Number of Resources within Property
(Do not include previously listed resources in the count.)

- private
- public - Local
- public - State
- public - Federal

- building(s)
- district
- site
- structure
- object

Contributing	Noncontributing	
1		buildings
		sites
		structures
		objects
1		Total

Name of related multiple property listing
(Enter "N/A" if property is not part of a multiple property listing)

Number of contributing resources previously listed in the National Register

N/A

N/A

6. Function or Use

Historic Functions
(Enter categories from instructions.)

EDUCATION: school

Current Functions
(Enter categories from instructions.)

SOCIAL: meeting hall
SOCIAL: civic (polling place)

7. Description

Architectural Classification
(Enter categories from instructions.)

OTHER: Transitional (Sonoran-Anglo-American)

Materials
(Enter categories from instructions.)

foundation: STONE
walls: ADOBE, STUCCO
roof: STEEL (sheeting), WOOD (frame)
other: _____

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Narrative Description

(Describe the historic and current physical appearance of the property. Explain contributing and noncontributing resources if necessary. Begin with a **summary paragraph** that briefly describes the general characteristics of the property, such as its location, setting, size, and significant features.)

Summary Paragraph

The Arivaca Schoolhouse is a small, adobe school building located in the unincorporated town of Arivaca in southern Pima County, Arizona (Figure 1). Originally built in 1879, the one-story schoolhouse is constructed of unfired adobe bricks with smooth-plastered interior and exterior walls and a wood-frame, gable-end roof covered with corrugated steel sheeting. The schoolhouse currently has two main rooms plus three small auxiliary rooms (bathroom, pantry, and mechanical room), but it originally consisted of a single room about half the size of the current building and probably without internal partitions. The original building, which was 22 feet wide and about 32 feet long, was expanded, probably in the early 1920s, by the addition of a second room of the same basic construction, resulting in the current footprint measuring 22 feet by 68 feet. In 1994, a rehabilitation of the schoolhouse was carried out, funded by a Community Development Block Grant, with a careful effort to retain the historic integrity of the building. Various changes to doors, windows, and interior details were made between the addition of the 1920s and the rehabilitation of 1994, but the years of these changes are known only approximately from photographs dating to different parts of the period. Despite the changes, the schoolhouse today retains a high degree of integrity of location, design, setting, materials, workmanship, feeling, and association. The building ceased to be used as a schoolhouse in 1953, but it has served as a community gathering place and a polling place ever since. The 3.3-acre schoolhouse grounds, which have held a few associated, smaller buildings over the years (none of which survives), have long been used as a park for baseball games and other community functions, such as the annual Arivaca Days.

Narrative Description

Methods

Preparation of this nomination was based on a field examination of the Arivaca Schoolhouse on December 1, 2010, by the senior author. Research on the historical background of Arivaca and the Arivaca Schoolhouse was carried out by both authors in November–December 2010 at the Arizona Historical Society (AHS) and the University of Arizona Library, Special Collections (UAL–SC), both in Tucson. The history of Arivaca and its schoolhouse has been researched intensively by Mary Noon Kasulaitis, a longtime resident of Arivaca whose family first settled in the Arivaca vicinity in the 1870s. Ms. Kasulaitis, a professional librarian, has published a brief but detailed and scholarly history of Arivaca (Kasulaitis 2002) as well as other well-researched items (e.g., Kasulaitis 2006) that the authors have relied on heavily for this nomination. She has also been closely involved in preservation efforts at the schoolhouse and is an invaluable source on the history of its rehabilitations and structural changes. Although she is not officially an author of the nomination, her contributions have been indispensable to its preparation.

The Arivaca Schoolhouse and the schoolhouse grounds were recently the subject of an archaeological survey in anticipation of minor ground-disturbing activities associated with recreational improvements by the Pima County Natural Resources, Parks and Recreation Department (O'Mack and Rawson 2009). Apart from the schoolhouse itself, the survey did not record any historic features. A surface scatter of fragmentary historic artifacts, including bottle glass, glazed ceramic sherds, wire nails, and can fragments, was recorded, which prompted the designation of the 3.3-acre schoolhouse grounds as an archaeological site, AZ DD:7:40 (ASM).

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Location and Setting

The environmental setting of the Arivaca vicinity is summarized by Kasulaitis (2002:101–102) and Whittlesey and Ciolek-Torrello (1992:1–9). The town of Arivaca is located just north of Arivaca Creek, on a gently rolling, semi-desert grassland punctuated by irregularly distributed scrub vegetation including mesquite, catclaw acacia, and several cactus species. Arivaca Creek, which passes southeast to northwest immediately south of the town, is an ephemeral stream with short stretches of perennial surface flow, supporting a denser vegetation typical of Sonoran Desert riparian areas and dominated by willow, cottonwood, Arizona ash, sycamore, hackberry, mesquite, and other tree species. A portion of the Arivaca Creek bottom just southeast of Arivaca has long been known as the Arivaca Ciénega, a spring-fed marsh that supports diverse animal and plant species and has attracted human settlement in both historic and prehistoric times.

The Arivaca Schoolhouse is located on a parcel of approximately 3.3 acres in the SW $\frac{1}{4}$ of the NE $\frac{1}{4}$ of the NW $\frac{1}{4}$ of Section 28, Township 21 South, Range 10 East, Gila and Salt River Baseline and Meridian, as depicted on the 1979 USGS 7.5-minute Arivaca topographic quadrangle (Figure 2). The parcel constitutes Block 15 of the Arivaca townsite, which was surveyed, and its plat filed with the Pima County Recorder, in 1914 (Dietrich 1914). Because the schoolhouse predated the townsite survey by 35 years, Block 15 was reserved as the "school block" and it has been considered the schoolhouse grounds ever since. Block 16, adjacent on the west, was reserved for the town cemetery, which was in use by the 1860s (Figure 3). Both Block 15 and Block 16 remain vested in the probate judge of the Pima County Superior Court as unsold portions of the townsite whereas all other lots in the townsite were sold to private parties once the townsite survey was approved. The property covered by this nomination is coterminous with Block 15 of the townsite.

Modern Arivaca is a small town of about 1,100 permanent residents, a dozen small businesses, and minimal public services. It is located in a rustic, rural setting about 55 miles southwest of Tucson in an area long known for cattle ranching and mining. Although the grid of streets shown on the 1914 plat of the Arivaca townsite is still evident in Arivaca today, most of the streets have never been paved or improved, and some streets were either never fully opened or were abandoned long ago (Figure 4). For example, Fourth Street, which the front entrance of the schoolhouse faces and which is shown on the townsite plat as passing east-west along the south edge of Blocks 15 and 16, today does not extend any farther west than Fourth Avenue, the north-south street that passes between the schoolhouse grounds and the cemetery. Like much of the area around the school and cemetery blocks, the intended westward extension of Fourth Avenue is instead an undeveloped area of mesquite trees, brush, and tall grasses. Houses and related smaller buildings in the area are built on regularly shaped lots (in most cases comprising multiple small lots from the original townsite survey), but for the most part the houses are sparsely distributed and without curbs, sidewalks, or obvious property lines, which gives the impression more of an informally settled rural area than a platted townsite. The 1914 plat shows the school and cemetery blocks at the center of the town, but the practical center has always been the short strip of retail establishments that developed along Arivaca Road, a block to the south. Today the schoolhouse seems tucked away from the town's main drag, buffered from the traffic on Arivaca Road (which is never heavy in any case), and this was probably true from the earliest days of the town.

The Arivaca Schoolhouse is located in the southwest quarter of Block 15, just 15 feet north of Fourth Street and about 135 feet east of Fourth Avenue (Figure 5). The parcel is essentially flat and level and is not noticeably higher than the adjacent, unpaved streets. The other features on the parcel, all of relatively recent date and unassociated with the historic schoolhouse, are: a water tank and water tower surrounded by a fence (property of the Arivaca Water Cooperative); a poured-concrete basketball court; two large boulders placed on the parcel for ornamental purposes; a propane tank that serves the schoolhouse; an electrical outlet stand; and several fence posts. The schoolhouse grounds have long served as a community park for the residents of Arivaca, though it has always remained under the ownership of Pima County. In 2009, the Pima County Natural Resources, Parks and Recreation Department made several improvements to make the property a better recreational facility, adding a few picnic tables and *ramadas*, a small restroom building, and a walking

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path. An archaeological survey of the property was conducted before the improvements were made (O'Mack and Rawson 2009). Although a review of early photographs of the schoolhouse property indicated that it once held a number of small buildings associated with the school, no trace of any of these features survives on the parcel today.

Building Description

The current condition of the Arivaca Schoolhouse is a result of the 1994 rehabilitation project, which was designed by CDG Architects of Tucson. The 1994 rehabilitation included: removal of the concrete-based exterior stucco and its replacement with a lime plaster; replacement of the corrugated steel roof with a basically identical roof; removal, repair, and reinstallation of all of the windows; repair or replacement of the entry doors; and a remodeling of the building interior, including changes in the number, size, and arrangement of rooms. All of these changes were made with an eye to preserving the historic integrity of the building. Most notably, the exterior of the building was restored to excellent condition, but it was essentially unchanged in appearance. The interior of the building, despite numerous changes, retains basically the same floor plan, with a large front hall (called a dining room in the 1994 rehabilitation plans) and a kitchen, pantry, mechanical room, and bathroom at the rear (Figure 6). The description here focuses on the current condition of the schoolhouse, which reflects all aspects of the 1994 rehabilitation. A discussion of the changes undergone by the schoolhouse before 1994 is provided in subsequent paragraphs.

Exterior

The footprint of the Arivaca Schoolhouse is a long, narrow rectangle measuring 22 feet by 68 feet, with its long axis oriented north-south (see Figure 6). The exterior walls are entirely covered in a continuous smooth plaster, painted white, with no obvious seams or other evidence of earlier stages of construction (Photos 1-7). The walls are all about 22 inches thick, and the deep inset of the windows and doors gives the building the massive appearance typical of adobe construction. The thickness of the walls is currently the only visible indication that the plaster conceals adobe construction, but photographs of the walls taken when the earlier, concrete-based exterior plaster was removed during the 1994 rehabilitation clearly show unfired, regularly sized, adobe bricks laid with a mud mortar. (All photographs of the 1994 rehabilitation were provided courtesy of Mary Kasulaitis.)

The schoolhouse walls are 10 feet high on the exterior except at the north and south ends of the building, where they rise as gables to 16 feet. The gable walls are apparently continuations of the same adobe construction of the lower walls. A large bell is mounted on the south wall just below the peak of the gable. The bell mounting consists of a metal upright and yoke that suspend the bell, fastened to a metal-reinforced wooden cross member, which is itself supported between two 2-by-4 boards that project from the wall. (The age and manufacturer of the bell are not known and it is not currently used). The roof is of wood-frame construction and has an 8:12 pitch, with exposed rafter tails that project about 1 foot from the east and west walls at 2 feet on center. Painted steel half-pipe rain gutters, installed in 1994, are mounted by metal brackets along the roof edge on the east and west sides of the building, with downspouts at each end. Photographs of the exposed interior of the roof taken during the 1994 rehabilitation (not reproduced here) show simple trusses with an open-plank roof decking. The roof structure is made of full-dimension 2-by-4 and 2-by-6 boards, and the lumber of the roof deck is 1-by-6 boards. It is not clear how the roof trusses articulate with the adobe walls, but they presumably rest on a lumber plate that lies directly on the adobe blocks. The roofing is modern, galvanized, corrugated steel, installed in the 1994 rehabilitation but identical in appearance to earlier roofs on the building.

The schoolhouse faces south onto Fourth Street and stands on a grade essentially level with the unpaved street, with no intervening sidewalk or curb. The foundation of the building is of unfinished or roughly finished stone (as seen in the photographs of the 1994 rehabilitation) laid in an undetermined mortar. It projects slightly

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from the base of the east, west, and south walls. The projecting portion of the foundation is completely covered in smooth plaster, continuous with the wall plaster, creating a kind of rounded plinth about 4 inches wide and 6 inches high at the base of the wall. On the front (south) side of the building, the foundation does not project beyond the wall. It is not clear why this is the case, but the east and west ends of the south wall also extend about 4 inches beyond the front corners of the building, forming slight extensions that run from the ground to the roof and have the full thickness of the wall (see Figure 6).

The schoolhouse has three entrances: the front entrance, at the center of the south wall; a rear entrance, at the center of the north wall; and a side entrance, along the east wall about 40 feet north of the south wall. The front entrance is 55 inches wide by 84 inches high and holds two out-swinging doors, each mounted by three hinges to wooden jambs. The rear entrance is 60 inches wide by 92 inches high and holds two out-swinging doors 80 inches high, each mounted by three hinges to wooden jambs. The upper 12 inches of the rear entrance opening holds a stationary window in which are mounted small intake and exhaust fans. The side entrance is 38 inches wide by 78 inches high and holds a single out-swinging door mounted by three hinges to wooden jambs. The doors of all three entrances are of vertical tongue-and-groove lumber with interior horizontal cross pieces of the same lumber. All of the doors are assembled with modern carriage bolts, washers, and hex nuts, and all have modern handles and locks. Mary Kasulaitis believes the doors of the rear entrance date to the 1970s whereas the front and rear doors were replaced in the 1994 rehabilitation with copies of their 1970s predecessors.

The schoolhouse has seven windows, of two different types. The four windows in the south half of the building (two in the east wall, two in the west) are identical wood-frame units with plain, double-hung, single-light wood sashes. The window frames, which measure 36 inches wide by 54 inches high, are mounted in the center of the wall, leaving a substantial interior and exterior sill, which is about 36 inches above grade. A wood-frame screen (with standard insect mesh and an exterior security screen of ½-inch hardware cloth) is mounted on the exterior of each window frame. These double-hung windows lack sash weights and pulleys, probably because including them would have taken up considerably more of the opening (and sash weights could not be mounted within the adjacent adobe walls). The upper sashes are fixed while the sliding lower sashes have spring-loaded pins mounted in the sash sides that can be used to lock the sash in the down position or keep it raised halfway. Neither the exterior or interior portions of the window openings have trim of any kind. The sills are simply smooth-plastered adobe. The interior sides of the openings are beveled at about 45 degrees, which allows a better distribution of the light coming into the building than simple right-angle openings would allow (see Figure 6).

The three windows in the north half of the building are all in the east wall—two just north of the side entrance and one just south of it. These three windows, each of which measures 36 inches wide by 50 inches high, are identical double (side-by-side) out-swinging steel casement windows with four stacked, equally sized lights in each swinging panel. A hand crank for each panel is mounted at the bottom of the frame interior, and each panel has a handle mounted halfway up the frame that locks the panel to the steel mullion. These windows are mounted flush with the interior wall of the building, and the openings lack the beveled edges seen in the south half of the building. Like the openings in the south half of the building, all three openings lack trim of any kind. A wood-frame screen (with standard insect mesh and an exterior security screen of ½-inch hardware cloth) is mounted on the exterior of each opening, inset about 3 inches from the exterior wall surface. With the thick adobe walls, this still leaves ample space between each window and its screen for the casement to swing outward. The sills of these three windows are about 32 inches above grade, four inches lower than the sills in the south half of the building but similarly consisting of smooth-plastered adobe.

The west exterior wall of the north half of the schoolhouse has no windows or doors. The only additional features on this wall are the electrical service mounted on the wall near its south end and the ductwork for an evaporative cooler that passes through the top of the wall near the rear (north end) of the building.

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Interior

The interior of the schoolhouse was a major focus of the 1994 rehabilitation. The ceiling was replaced, the floor was carpeted, the overall floor plan was modified, the heating and cooling system was replaced, and the kitchen and bathroom were modernized. These changes greatly improved the functionality of the building as a community center but did not radically change its design. The renovated interior, like its predecessor, has a large front room with smaller service rooms in the rear half of the building.

In 2009, the ceiling in the front (dining) room was again replaced, this time with modern wood beadboard, similar in appearance to beadboard discovered in place above a portion of the dropped ceiling removed in 1994. Also in 2009, the floor in the front room was replaced with 4-inch-wide tongue-and-groove planks of a knotty wood, probably fir, unstained and with a clear finish. The floor of the schoolhouse is only a few inches higher than grade, which means that the entrances to the building do not require steps. All three entrances have simple wooden thresholds that are concealed from the exterior by the lower edges of the doors. The kitchen, bathroom, and pantry have vinyl flooring, all installed in 1994. The ceiling of the kitchen and other service rooms is painted drywall, which was also installed in 1994. Moldings in the interior are limited to a simple painted baseboard in the front room and painted clamshell trim around the interior door openings.

All other features in the schoolhouse interior date to the 1994 rehabilitation and are fully modern in appearance, including the doors, the bathroom fixtures, and the kitchen fixtures, cabinets, and appliances.

Changes Through Time

A number of inferences can be made about the construction history of the Arivaca Schoolhouse based on a limited number of surviving early photographs of the building, photographs of the 1994 rehabilitation work, and observations of the building as it is today.

The most substantial change in the schoolhouse was an addition to the north end of the building that approximately doubled its size. Today the clearest evidence of this addition is the different size and placement of window openings in the south and north halves of the building. The differences in the windows themselves—wooden double-hung on the south half, steel casement on the north half—is hard to interpret, given that neither set of windows can be confidently described as original to the building (see below). But each half of the building has window openings of a distinct size and position: taller openings set slightly higher in the walls on the south half, shorter windows set slightly lower in the north half. This distinction corresponds to an obvious joint observed in the adobe bricks of the east and west walls of the building when the exterior stucco was removed during the 1994 rehabilitation (faint traces of this joint are also visible in the interior plaster of the east and west walls today). The joint was at the approximate point where a wall would have stood if it were one end of a building originally about half the size of the current schoolhouse (see Figure 6 for the probable location of this wall).

When the exterior stucco was removed in 1994, the joint on the west wall of the schoolhouse was marked by a roughly defined column of what seemed to be fired (distinctly orange) adobe bricks, of the same size as the bricks in the rest of the building (Figure 7). This vertical line of fired bricks was clearly a part of the south half of the building and adjacent to a large area of wall immediately to the south that had been roughly patched with stones and mud mortar. North of the column of fired bricks, the adobe wall was better preserved and entirely without patching. This strongly suggests that the south half of the current building corresponds to the original building, which at some point may have suffered fire damage to its northwest corner. An addition was later made to its north end, tying the adobe bricks of the original part of the building into the construction of the new extension of the wall. The north wall of the original building was apparently removed, given that no trace of it survived in the interior of the expanded building.

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The precise year the addition was made is uncertain, but it probably happened in the period 1916–1927. The earliest known photograph that shows the schoolhouse was taken in 1916 by a member of the Connecticut National Guard when his company was spending a month in Arivaca on border duty during the Mexican Revolution (Figure 8).¹ The photograph was taken at some distance to the southeast of town, which makes it difficult to be certain about the identity of individual buildings, but a white building at the left side of the photograph is probably the schoolhouse. If so, it was definitely smaller than it is today, suggesting that the addition had yet to occur. The next known photograph of the schoolhouse, taken in 1919 (Figure 9), shows the lower portion of the south wall of the school, which looks much like the south wall still in place today, and with obvious signs of considerable age. If the addition had already been made when the 1919 photograph was taken, it was evidently made to the north end of the building. The next known photograph of the schoolhouse is from 1927 (Figure 10). Taken with the camera facing northeast, it clearly shows the expanded schoolhouse with the same footprint and basic appearance that it has today. This means that the addition must have been made between 1916 and 1927, though we have no other direct evidence for this inference. Based on research with Pima County school records, census records, private letters, newspaper clippings, and personal interviews (Table 1), we do know that in 1925 two teachers were working at the school instead of the single teacher of previous years. This may indicate that a second classroom, created by the addition to the original schoolhouse, was in use by then.

The 1927 photograph is also of interest for other details. In terms of setting, the area to the north and east of the schoolhouse was completely lacking in buildings or other features, which emphasizes the location of the schoolhouse at the very edge of tiny Arivaca, despite the central place it was given in the 1914 townsite plat. In terms of the schoolhouse's construction history, the photograph confirms (as does the 1919 photograph) the early use of a corrugated metal roof and the presence of a double-door at the front entrance. It also shows that a school bell was not yet in place on the south gable. The lower roof edge along the west wall of the schoolhouse in this photograph also seems to confirm that the north half of the building was only recently built: the south half of the roof edge is slightly irregular and apparently weathered, which would not be surprising for a roof that had been in place for at least part of the schoolhouse's 48 years. By contrast, the roof edge on the north half of the building is perfectly straight, as if newly installed.

Also of note in the 1927 photograph are the two windows on the south half of the west wall of the schoolhouse: they clearly occupied the same openings as the two windows on the same wall today, but the 1927 windows were taller than the current windows, and the sills of the openings were closer to grade. This means that the current window openings on the south half of the west wall (and presumably their counterparts on the south half of the east wall) are shortened versions of the originals, their lower portions having been filled, probably with adobe bricks, to raise the sill and allow the use of smaller windows. Interestingly, the height of the sills in the 1927 photograph was probably about the same as the height of the sills in the north half of the east wall of the current building.

In the 1927 photograph, the windows in the west wall appear to be covered by wooden shutters, so it is impossible to say if the windows were of the same double-hung style as the current windows in the same (now smaller) openings. But two photographs from just a few years later indicate that they were in fact double-hung wooden windows. A photograph from 1929 (UAL–SC, Southwest Photographs, Arivaca, Arizona, folder 1; not reproduced here) shows teachers and a group of students standing in front of what must be the south half of the west wall of the building. A wooden double-hung window, probably with six-over-six lights, is partially visible to one side of the group. Another photograph from 1946, kept by Mary Kasulaitis (and also not reproduced here), shows a group of adults (one dressed as Santa Claus) and children standing in front of

¹ A photograph from 1912 in the possession of Mary Kasulaitis shows teacher Gipsy Clarke and her students standing in front of a wall that is probably part of the Arivaca Schoolhouse, but not enough of the building is visible to make any inferences about its construction.

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what must be the south half of the east wall of the building. A wooden double-hung window, clearly with a six-light upper sash, is partially visible to one side of the group.

Unfortunately, no early photograph with a view of windows in the north half of the schoolhouse is known. The steel casement windows currently in place are conceivably original to the addition made to the building sometime in the period 1916–1927 (which would be especially plausible if the addition came late in that period), but the plain, utilitarian style of the windows was used into the 1950s or even later, so they may be relatively recent replacements of wooden originals.

Other early photographs show other minor changes to the schoolhouse over the years, as well as certain continuities. A photograph from 1930 (Figure 11) shows a teacher and her students at the front of the school, with the double-door entrance and corrugated metal roof easily discerned and, for the first time, a bell mounted in the gable, probably the same bell and basically the same mounting bracket as today. A photograph from the 1940s (Figure 12) shows the front of the school and a small part of the west wall, along with a small wood-frame building in the schoolyard just to the east. According to oral-historical work by Mary Kasulaitis, the small wood-frame building (which looks a bit like a miniature schoolhouse of the same proportions as the schoolhouse proper) was a student building project and was used primarily for storage. It was later removed from the schoolyard and still stands today, though in poor condition, on a private parcel elsewhere in Arivaca. A local tradition says that this small building was originally a house for the teacher, but that was probably not the case. The 1940s photograph also shows a single-door front entrance on the schoolhouse rather than the double-door entrances of earlier photographs, and the bell is still mounted in the gable. The one window visible on the west wall of the schoolhouse still has the lower sill of earlier photographs.

Two photographs from the 1970s—one from 1970 (AHS, Places–Arivaca–Photographs–No. 56881; not reproduced here) and one from 1973 (Figure 13)—also show the south entrance of the schoolhouse. The 1973 photograph includes a small part of the west wall. The school was in a badly deteriorated condition by 1970, with large cracks and areas of exposed adobe, especially around the entrance, and the 1973 photograph shows that conditions had not improved. As in the 1940s photograph, the 1970 and 1973 photos show a single door on the schoolhouse entrance, but it is hinged on the left side rather than the right, and where the 1940s door was clearly mounted in a wooden frame that had been built in the unmodified original opening, the 1970–1973 door is mounted in an opening made smaller by the addition of adobe bricks, which were clearly exposed in an area where stucco had fallen away. In the 1973 photograph it is also clear that the sill of the window opening in the west wall had by then been raised to the height it currently has (the window is covered by a wooden shutter in the photograph). The schoolhouse in both the 1970 and 1973 photographs lacks the small extensions of the south wall at the southwest and southeast corners that the schoolhouse has today.

A photograph from 1977 in the possession of Mary Kasulaitis (photograph by M. Hooper; not reproduced here) shows the south and east exterior walls of the schoolhouse. The deteriorating stucco has been repaired and the south entrance is once again the full width seen in earlier photographs and today. According to Mary Kasulaitis, her father, Fred Noon, built the new double wooden doors installed on the front entrance. It is uncertain what other repairs or changes were made to the building exterior between the 1975 and 1977 photographs, but they probably included the addition of the small extensions of the south wall at the southwest and southeast corners of the building, which are visible for the first time in the 1977 photograph. Unfortunately, the same photograph does not provide a good view of the schoolhouse windows, so it is impossible to say if the same windows in place today were in place by 1977.

Changes to the interior of the schoolhouse over the years are poorly documented. The earliest configuration, before the addition made in the period 1916–1927, was a single room without partitions. Once the addition was made, the interior was probably divided into two rooms, corresponding to the original and new halves of

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the building, but the nature and fate of the wall between the rooms is unknown. Mary Kasulaitis, who attended preschool in the schoolhouse in 1953, the last year it was open, remembers that the building that year still consisted of two rooms and had no bathroom. Instead, an outhouse located just northwest of the schoolhouse was used. The demolition plan prepared for the 1994 rehabilitation shows a large front room taking up the south half of the interior, a small bathroom and kitchen (both with fixtures) occupying the next 10 feet or so to the north, and a large open area, somewhat smaller than the front room, occupying the rest of the building. The walls of the bathroom and kitchen, of simple wood-frame construction, were presumably added after the early 1950s. Other additions made sometime after the early 1950s and documented in the 1994 demolition plan were a dropped ceiling, ceiling light fixtures, carpet in the front room, and resilient tile in the bathroom and kitchen. All of these features were eliminated or replaced in the 1994 rehabilitation.

As originally built, the schoolhouse probably had a dirt floor, but a wooden floor was in place by 1906. Philip Clarke, the manager of a store in Arivaca in the early 1900s, reported in his reminiscences that he provided a new floor for the schoolhouse in 1906, shortly after he arrived in Arivaca (AHS, Ms. 990, Philip M. Clarke papers, 1941–1960). It was probably the 1906 floor that was removed and replaced in 2009, when it was determined that the existing floor could not be refinished. Photographs of the 2009 work show that the early floor was simple tongue-and-groove lumber, laid over full-dimension 2-by-4 joists running east-west. The ends of the joists rested on small, roughly poured concrete pads. The new floor retained the same construction, but the joists were first removed to pour two north-south concrete footers to support the joist ends.

Integrity

Despite the various modifications to the Arivaca Schoolhouse over the years, the exterior today looks much as it did in photographs of the building from the early twentieth century. With the exception of the addition made sometime in the period 1916–1927, the visual character of the building is not much different from when it was built in 1879. The schoolhouse grounds and the neighborhood around the grounds also retain a rustic, rural, minimally developed appearance that has characterized Arivaca for the last 130 years. Thanks to a thorough but historically sensitive rehabilitation in 1994, the schoolhouse is structurally sound today, with only minimal evidence of weathering. It still conveys the appearance of its period of significance (1879–1953) and it possesses good integrity of location, design, setting, materials, workmanship, feeling, and association.

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8. Statement of Significance

Applicable National Register Criteria

(Mark "x" in one or more boxes for the criteria qualifying the property for National Register listing.)

- A Property is associated with events that have made a significant contribution to the broad patterns of our history.
- B Property is associated with the lives of persons significant in our past.
- C Property embodies the distinctive characteristics of a type, period, or method of construction or represents the work of a master, or possesses high artistic values, or represents a significant and distinguishable entity whose components lack individual distinction.
- D Property has yielded, or is likely to yield, information important in prehistory or history.

Criteria Considerations

(Mark "x" in all the boxes that apply.)

Property is:

- A Owned by a religious institution or used for religious purposes.
- B removed from its original location.
- C a birthplace or grave.
- D a cemetery.
- E a reconstructed building, object, or structure.
- F a commemorative property.
- G less than 50 years old or achieving significance within the past 50 years.

Areas of Significance

(Enter categories from instructions.)

EDUCATION
ARCHITECTURE

Period of Significance

1879-1953

Significant Dates

1879: original construction of schoolhouse
1914: townsite platted, school block created
ca. 1916-1927: north half of building added
1953: dissolution of Arivaca School District

Significant Person

(Complete only if Criterion B is marked above.)

Cultural Affiliation

Architect/Builder

unknown

Period of Significance (justification)

The schoolhouse was built in 1879 and used continuously as a public school until 1953, when the Arivaca School District was dissolved.

Criteria Considerations (explanation, if necessary)

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Statement of Significance Summary Paragraph (Provide a summary paragraph that includes level of significance and applicable criteria.)

The Arivaca Schoolhouse is eligible for listing in the National Register of Historic Places at the state level of significance under Criterion A, for its association with the early period of education in Arizona; and Criterion C, as an example of a vernacular adobe school building constructed by local masons to fill an immediate need in a busy mining and ranching area during the Territorial period. Built in 1879 with funding from a local businessman, the Arivaca Schoolhouse is the oldest standing schoolhouse in Arizona. Its period of significance began with its construction in 1879 and ended with the dissolution of the Arivaca School District in 1953, when it ceased to be used as a school.

Narrative Statement of Significance (Provide at least one paragraph for each area of significance.)

Historic Context

The place of Arivaca in the historical period of southern Arizona has been surveyed by Kasulaitis (2002, 2006). Arivaca was first visited by Europeans in 1695, when the Jesuit missionary, Eusebio Francisco Kino, noted that it was the site of a small O'odham settlement he called San Martín de Aribác. By 1711, the settlement was a *visita* of the Spanish mission at Guevavi, which was located southeast of Arivaca on the Santa Cruz River, but the actual extent of the O'odham presence at Arivaca is uncertain. Throughout the eighteenth century, Arivaca saw a limited and intermittent Spanish presence, associated either with mining in the nearby hills or with cattle ranching on the surrounding grasslands. Late in the Spanish period, Arivaca became part of the Aribac land grant, a vast tract originally claimed by a Sonoran rancher, Agustín Ortiz. In 1833, the grant was finally confirmed for his heirs by the recently independent Mexican government. In 1856, two years after the Gadsden Purchase made the region part of the United States, the Ortiz family sold the grant to private American interests. Mining again attracted limited settlement to the area. By 1860, the town of Arivaca had a few dozen residents.

It was not until the late 1870s, when the threat of Apache raids throughout southern Arizona had subsided, that Arivaca became a more substantial community, based in large part on the growth of mining activities in the surrounding hills. As early as 1870, the freighter Pedro Aguirre, originally from Chihuahua, Mexico, built a stage stop and store at Arivaca, attracted by the reliable water supply in the Arivaca Ciénega. Although Aguirre was preceded in Arivaca by other settlers, his arrival marked the beginning of a boom period in the town. Around the time he started his store in Arivaca, Aguirre also began his Buenos Aires Ranch in the Altar Valley, which quickly became a large operation. Aguirre also had family connections to other early settlers in Arivaca. His older brother, Epifanio, was married to Mary (Mamie) Bernard of Westport, Missouri, whose younger brother, Noah W. Bernard, came to Arivaca to work in Pedro Aguirre's store. Bernard became the first postmaster at Arivaca in 1878 and began to develop a ranch and store of his own. In association with a newly arrived Californian, John Bogan, and two established Tucson-area ranchers, George Pusch and John Zellweger, Bernard and his partners eventually acquired a vast area of grazing land and operated one of the largest ranching operations in Pima County.

Several well-advertised mining operations attracted prospectors to the Arivaca area in the 1870s, which led to the establishment of the Arivaca Mining District in 1877. In 1878, incorporation of the Village of Arivaca was proposed and a one-square-mile site for the village was surveyed. By 1879, the town's population had grown to over 300, and by 1880 the town held a customs house, a hotel, a blanket factory, six saloons, two bakeries, two restaurants, a butcher shop, a blacksmith shop, a barber shop, and a brewery. There were also three ore mills within a few miles of town. The governor of Arizona, Anson P. K. Safford, invested in mines in the Arivaca Mining District and in 1877 was running his sheep herd on Aguirre's Buenos Aires Ranch.

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After many years of litigation, the federal Court of Private Land Claims eventually rejected the Arivaca land claim, a decision upheld by the Supreme Court in 1902. This opened the original extent of the grant, which centered on the Arivaca Ciénega, to homestead entries, and a transition from open range to small holdings took place as homesteads were patented across the area. But making a living on a 160-acre homestead was difficult, which led many settlers to sell their homesteads just a few years after receiving patent. Large numbers of homesteads were bought up and consolidated by the newly formed Arivaca Land and Cattle Company, a successor of the early partnership of Bernard, Bogan, Pusch, and Zellweger. The company quickly became the dominant economic force in Arivaca, which for many years was operated more or less as a company town.

In 1914, the townsite of Arivaca was surveyed at the behest of the Arivaca Land and Cattle Company, and its plat was filed with the Pima County Recorder (see Figure 4). The fate of the one-mile-square (640-acre) parcel surveyed for the Village of Arivaca in 1878 is unclear, but the new townsite occupied a much smaller area, just 122 acres. The filing of the townsite plat was followed by the sale of all lots in the townsite to private parties, with the exception of two parcels: the parcel where the schoolhouse still stands, also known as Block 15, and the parcel occupied by the town cemetery, also known as Block 16, immediately west of the schoolhouse grounds. Both blocks remain vested in the probate judge of the Pima County Superior Court as unsold portions of the townsite.

Arivaca never grew large, though it was occasionally a busy place. During the Mexican Revolution (1910–1920), the town became a temporary residence for many middle- and upper-class Mexican citizens seeking refuge from raids on their properties within Mexico. In the same period, several small U.S. Army garrisons were temporarily based in the town, as outposts of Fort Huachuca and Camp Stephen D. Little (at Nogales), assigned to patrol the border between Sasabe and Bear Valley (just west of Nogales). In 1916, a company of the Connecticut National Guard was stationed for a month at Arivaca, a stay that resulted in several valuable photographs of Arivaca and its buildings (Howard 1921), including one that probably includes the Arivaca Schoolhouse (see Figure 8). By the 1920s, the Arivaca Land and Cattle Company, based at the Arivaca Ranch east of town, was struggling financially. It was eventually acquired, in the early 1930s, by the Boice family of the Chiricahua Cattle Company. With Charlie Boice as manager, the Arivaca Ranch expanded into a vast grazing operation that lasted into the late 1940s before being broken up into several smaller operations. The Boices finally sold out altogether in the early 1970s. A development company from Chicago bought an 11,000-acre portion of the old ranch south and east of Arivaca and sold it off as 40-acre residential lots, creating what has since been known as "The Forties." This low-density residential area, inhabited by people who came to the area looking for a rural alternative to urban or suburban life, has played a large role in shaping the current character of Arivaca and the area around it.

Pedro Aguirre and the Arivaca Schoolhouse

It was in 1879, the year the Village of Arivaca was incorporated, that Pedro Aguirre built the Arivaca Schoolhouse at his own expense to provide a place for the education of his own children and those of his employees. The date of construction of the schoolhouse is confirmed in official Pima County records and in contemporary newspaper articles. A county document dated April 8, 1879, states:

The Probate Judge presented a petition of heads of families residing at Aravaca [sic] and vicinity asking for the establishment of a School District at Aravaca. On motion ordered that Aravaca School District No. 5 be formed and established out of all that part of Pima County bounded on the north by a line running east and west one mile north of Sopori Ranch on the east by the range of mountains next east line running north and south through the Baboquivari Peak (AHS, Ms. 183, Pima County Collection, Papers, 1864–1985 [hereafter AHS–PCC], Book 1, page 345).

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On June 7, 1879, the *Arizona Sentinel* (Yuma) cited a report in the Spanish-language *El Fronterizo* (Tucson) that "Mr. Pedro Aguirre is about establishing a public school at Arivaca at his own expense." By October 9, 1879, the *Arizona Weekly Star* (Tucson) reported that the Arivaca school building had been constructed, and "of the half dozen structures which at present constitute the town, the most prominent and neatly finished is the school house." According to the Arizona State Historic Preservation Office, a construction year of 1879 means the Arivaca Schoolhouse is the oldest standing school building in Arizona.

Pedro Aguirre was from a family of Spanish descent originally from Chihuahua, Mexico. His father had moved to Mesilla, New Mexico Territory, and become an American citizen in 1855, along with Pedro and his other sons. Together the father and sons operated a freighting business that extended along the Santa Fe Trail from Missouri to Altar, Sonora. For a time, Pedro kept a store in Altar, where he met his wife, Ana María Redondo, the daughter of a prominent Mexican family. He also operated a stage line between Tucson and Altar, passing through Arivaca. A prosperous and well-connected entrepreneur, Aguirre eventually built a home in Tucson and was elected to the Pima County Board of Supervisors.

Aguirre was closely connected to the community of people, both Mexicans and Anglo-Americans, who were interested in the establishment of public schools in Arizona Territory. In the early years in Mesilla, Aguirre was involved in a mercantile business with Esteban Ochoa, also from Chihuahua. After their business dissolved, Ochoa went into the freighting business in Tucson, learned English, and proceeded to become one of the most successful businessmen in the territory. He served as a territorial legislator and in 1875 became mayor of Tucson. In 1871, Ochoa partnered with Governor Anson P. K. Safford to promote and provide public schools in Arizona, including helping Safford with the introduction of the landmark 1871 education bill. (Ochoa also helped pay for the early Congress Street School in Tucson in 1875, and the modern Ochoa School in Tucson is named for him.) Pedro Aguirre's sister, Dolores, married Mariano G. Samaniego, also a freighter. Born in Sonora, Samaniego had been educated at St. Louis University in the United States. He too was a successful entrepreneur and was active in politics, having been elected to the territorial legislature (representing Tucson) as well as serving on the first Board of Regents.

Aguirre was also closely connected to the first person to teach in the Arivaca schoolhouse. Mary (Mamie) Bernard Aguirre, from a prominent family in Westport, Missouri, was educated in a private school in Baltimore, Maryland. Her father was a trader operating on the east end of the Santa Fe Trail at Westport. Mamie met her husband, Pedro Aguirre's brother Epifanio, in Westport on one of his trips east. Epifanio spoke no English, so Mamie learned Spanish. After they married, she traveled with him to New Mexico Territory, where they had three boys. When Epifanio was killed in an encounter with Native Americans near Sasabe, Mamie began working as a teacher to support herself and her children. In 1878, she was at Tres Alamos, near Benson, but the threat of Apache raids sent her to stay with her brother Noah at Arivaca. Official records are unavailable for 1879–80, but according to her biographer, Annette Gray, Mamie was the first teacher at the new Arivaca school (Gray 2001). Pima County records show that Mamie did teach at Arivaca in 1884, receiving \$80 for one month's work (see Table 1).

Education in Territorial Arizona

When Pedro Aguirre built the Arivaca Schoolhouse in 1879, he intended it as a public facility, for the education of all children in the community. A similar belief in the importance of public education was common among the social and economic elite of Arizona in the Territorial period. When the government of Arizona Territory was established in 1864, a common-school system and a university were provided for, though the sparse settlement of the territory and a lack of funding limited official efforts to a small gift (\$250) to the mission school at San Xavier del Bac, the only school in existence in the territory (it served O'odham children and a few Mexican children). In 1867, a law was passed stating that a settlement could establish a school district under the corresponding county's Board of Supervisors once the settlement had a resident population of 100. But many communities could not meet even this modest requirement. Further acts were passed in subsequent

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years that elaborated on the requirements for functioning schools, but no territorial oversight was established. In 1870, less than 10,000 people lived in Arizona Territory, which encompassed more than 113,000 square miles, and few people had any experience in local government. Thus, the few schools that did open were in well-established towns. By 1871, just two more schools were in existence, and both were private: a school for boys opened by S. C. Rogers in Prescott, and a school for girls opened by the Sisters of St. Joseph of Carondelet in Tucson.

A serious effort to provide public schools was not made until Anson P. K. Safford became Arizona's third governor (1869–1877). Safford considered the lack of public schools in Arizona one of its most pressing problems, and in 1871 he pushed successfully for passage of an act to establish free public schools in the territory. Esteban Ochoa of Tucson introduced the bill in the territorial legislature. Prior laws had not been compulsory and were not supported by territorial taxes. The 1871 act levied a tax of ten cents on each hundred dollars of property, paid into the territorial treasury in a special fund for school purposes. A county tax not to exceed fifty cents per hundred dollars was also ordered, providing for uniform treatment throughout the territory. In each school district, a board of three public school trustees was to be elected to manage the schools. This included constructing and furnishing schoolhouses and taking a school census each year. A uniform series of textbooks was also adopted.

As soon as the 1871 act was passed, and for the next six years, Safford traveled to almost every settlement in Arizona encouraging people to organize public schools. This unambiguously placed the responsibility for electing trustees and building schools at the local level. A new district could be established by petition of the local residents. The earliest schools were typically one-room buildings, which served until the population of a district was large enough to warrant a larger building. In rural areas, schools commonly had a shorter school year because of the difficulty of obtaining teachers or, in agricultural areas, because of seasonal demands for the labor of school-age family members. Most of the districts in the territory were in sparsely settled, rural areas with populations of 1,000 or less.

The first public school in Pima County opened in Tucson in March 1872 with John Spring as its first teacher. Classes were given in a one-room adobe building (which no longer exists) at the corner of McCormick and Meyer streets. The floor was dirt and the furniture was rudimentary. Only boys attended the school, but the enrollment was as high as 138 at one point. In 1873, Josephine Brawley Hughes opened the first public school for girls in Tucson. Two pioneer teachers, Maria Wakefield and Harriet Bolton, were persuaded to come from California to teach at the school, which soon admitted boys. As Tucson quickly grew, more schools were opened to meet the demand, with citizens raising the necessary funds on their own.

In 1877, the territorial capital was moved from Tucson to Prescott, the location of the first territorial capital, 1864–1867. Prescott was growing rapidly. A teacher was recruited to establish the town's first graded school, and soon a two-story brick building was erected to serve a growing student population. The building was paid for by bonds authorized by the citizens of Prescott. In Phoenix, the first school building was constructed of adobe in 1873, on Central Avenue between Monroe and Van Buren streets. The first year, 35 boys and girls were taught by a woman from Wisconsin. According to the *Arizona Weekly Miner*, "The new school house is an adobe, 20 by 30 in the clear and 16 feet high, with a good shingle roof. There are three windows on each side (double-hung), one large double door in one end, and a fireplace in the other. The floor is of dirt..." (cited by Wagoner 1970). This building, which was demolished ten years later in favor of a larger building, must have closely resembled the schoolhouse built at Arivaca in 1879.

During Safford's tenure as governor, he served as the de facto superintendent of schools in the territory. His successors were less interested in the role, and in 1879 the office of the Territorial Superintendent of Public Instruction was established. Moses H. Sherman was appointed the first Territorial Superintendent by Governor John C. Fremont. In the last census taken during Safford's tenure, 2,955 children in the territory were in school and at least 1,450 were able to read and write. Safford was duly proud of the educational advances made

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during his administration and was also involved in education on a personal level. He was a patron to a number of students, including Ignacio Bonillas, the son of a blacksmith in Tucson. Safford supported Bonillas with books and paper while the young man worked for him and helped him with translations. After his local schooling, Ignacio attended the Massachusetts Institute of Technology and later became the first U.S. ambassador to Mexico. Safford was also involved in mining ventures around the territory, including near Arivaca and, more famously, Tombstone. He left the territory in 1882 after gaining a large profit from the sale of his interest in the Tombstone Gold and Silver Milling and Mining Company.

The Arivaca School District and Its Teachers

Arivaca School District No. 5 was established on April 8, 1879, when a petition was presented to the Pima County Board of Supervisors by the heads of families residing at Arivaca (AHS-PCC, Book 1, page 345). On January 5, 1882, the several school districts of Pima County were renumbered as follows: Tucson District No. 1, Harshaw District No. 2, Washington Camp District No. 3, Tubac District No. 4, Oro Blanco District No. 5, and Arivaca District No. 6. The Pima County Superintendent of Public Schools, J. S. Woods, defined Arivaca's district boundaries as "commencing at a point three miles to the North West of the Town of Arivaca, thence East four miles, thence South four miles, thence west four miles, thence north to the place of beginning" (AHS-PCC, Book 2, page 104).

The Arivaca District was redesignated District No. 2 in 1899 when Santa Cruz County was created, removing District Nos. 2-5 from Pima County. In 1900, the Arivaca District included all of Township 21 South, Range 10 East, the east half of Township 21 South, Range 9 East, Sections 1-12 of Township 22 South, Range 10 East, and Sections 1-3 and 10-12 of Township 22 South, Range 9 East (AHS-PCC, Book 5, page 669). By 1933, the district had contracted. It still included all of Township 21 South, Range 10 East, and the east half of Township 21 South, Range 9 East, but it included only Sections 1 and 10-12 of Township 22 South, Range 9 East (AHS-PCC, Book 11, page 246). By the 1940s, the population of Arivaca, predominantly Mexican-American and never large, began to shrink as mining and ranching became less prominent in the local economy. By 1953, student enrollment was so low that the Arivaca School District was annexed to Sopori School District No. 49, adjacent on the east (*Arizona Daily Star*, 17 February 1953).

Throughout its existence, the Arivaca School District consisted of just one school, based in Pedro Aguirre's schoolhouse in Arivaca. The school usually had just one teacher and just one classroom until 1925, after which two teachers regularly shared duties, presumably in a newly expanded schoolhouse (see Section 7 of the nomination). Table 1 lists the known teachers and school board members by year for the life of the school, along with additional bits of information where available, such as the teacher's salary and the number of students (see Additional Information). The table was compiled using Pima County records, census records, letters, newspaper clippings, and personal interviews.

One of the most interesting sources of information on the early days of the Arivaca Schoolhouse are found in the unpublished diary of teacher Gipsy Harper Clarke, which was lent to Mary Kasulaitis by Chris Clarke, the late grandson of the teacher. Gipsy Clarke reported that in 1910, the year she became the school's teacher, the schoolhouse was in poor condition. She had 65 students, most of whom did not speak English. The Arivaca Land and Cattle Company, which ran Arivaca essentially as a company town, was responsible for the school. Philip Clarke, the manager of the company store, reluctantly provided repairs and supplies for the schoolhouse, then married Gipsy only a few months after she arrived. She continued to teach at the schoolhouse for several terms despite being married, which ordinarily would have excused her from teaching duty.

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A passage from Gipsy Clarke's diary conveys something of the condition of the school in 1910 and the nature of education in a small rural settlement in the period:

Near the cemetery was the school. That too was of adobe, which had one time been plastered or white-washed, but now only splotches of white remained around the windows and doors and in odd places on the walls. Many of the windowpanes were broken; the ones that were not were so grimy we could not see through them. The grounds had never been cleared of brush and rocks except the spot around the door where children's feet had worn it smooth.

"I have to see Mr. Clarke," I said, "and arrange about getting the school in order. He promised to open the building for me this afternoon..."

He unlocked the school door and pushed it open, revealing a filthy floor, upturned desks whittled and ink-stained, a rusty iron stove without a pipe, and the teacher's table and bell.

"Where is the equipment?" I asked lamely.

"What d'you mean, equipment?"

"Doesn't the territory furnish books, charts, paper and pencils?" I asked.

"Forget it!"

"Do the children buy their own supplies?"

"Of course they don't."

"Perhaps if you'd order them and put them in the store, some of the more ambitious parents would pay for them," I suggested.

"Look here! I've got the whole cattle company and every person for twenty miles tellin' me what to order for that store. I'm not going to have you tellin' me to start a book store..."

"Really, Mr. Clarke, I've got to wash these windows or this floor, if you're not going to hire it done."

"The kids will clean the school Monday. If they don't, I'll send the constable after them."

The Arivaca Schoolhouse was in regular use for 74 years, 1879–1953. When it closed its doors in 1953, it began to deteriorate. Around 1960, the Arivaca Homemakers Club, led by Zella Noon, took on the old schoolhouse as a community project and began to renovate it for use as a community center. In the early 1970s, more repair work was done, including replacement of the doors by Fred Noon. In 1994, Arivaca Family and Community Education, the new identity of the Arivaca Homemakers Club, applied for and received a Community Development Block Grant through Pima County for a major rehabilitation. The 1994 rehabilitation work, described fully in Section 7 of the nomination, was monitored by the Pima County Cultural Resources and Historic Preservation office, to ensure that the historical integrity of the building was not compromised. In 2004, the school block officially became the town park, by action of the Presiding Judge of the Superior Court, John S. Leonardo. Today the schoolhouse is in excellent condition and continues to be used regularly for community functions, including as a polling place.

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Architectural Context

The Arivaca Schoolhouse was built in a simple, vernacular style consistent with other unpretentious public and residential architecture in southern Arizona during the nineteenth century. The principal (or even sole) concern of its sponsor, Pedro Aguirre, and the anonymous masons who built it was undoubtedly the cost and local availability of materials and the function the building was intended to serve. Mary Kasulaitis has gathered photographs of other examples of adobe architecture in late-nineteenth-century Arivaca that illustrate how consistent the schoolhouse was with local standards and style. The best example is the Capilla del Sagrado Corazón de Jesús, which once stood just west of the schoolhouse at the south end of the cemetery and was probably built around the same time (Figure 14). This chapel had a small adobe bell tower and an arched front entrance, possibly of stone, but it was otherwise nearly identical with the original schoolhouse in size and design. The chapel was a ruin by the 1930s and has since essentially disappeared.

Although the Arivaca Schoolhouse is basically vernacular in design, it exemplifies to a degree the late-nineteenth-century Transitional style first described by Sobin (1975) at Florence, Arizona (also see Nequette and Jeffery 2002:273–275). The Transitional style took the earlier Sonoran tradition of adobe brick construction and fused it with Anglo-American elements introduced after 1854, when southern Arizona became a part of the United States. A notable Transitional trend, reflected in the Arivaca Schoolhouse, was the addition of a gable-end roof (along with details such as double-hung windows) to an otherwise Sonoran building. The schoolhouse may be simple in the extreme, but its construction nevertheless reflects the broader blending of Sonoran and Anglo-American cultural traditions taking place across southern Arizona in the 1870s. It is also typical of the simple adobe buildings used elsewhere in Arizona Territory during the earliest days of public education.

Developmental history/additional historic context information (if appropriate)

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Whittlesey, Stephanie M., and Richard S. Ciolek-Torrello
1992 *On the Frontier: A Trincheras-Hohokam Farmstead, Arivaca, Arizona*. Technical Series No. 30. Statistical Research, Tucson.

Archival Sources

- Arizona Historical Society Library, Tucson, Places-Arizona-Arivaca-Ephemera
- Arizona Historical Society Library, Tucson, Places-Arizona-Arivaca-Photographs
- Arizona Historical Society Library, Tucson, Ms. 183, Pima County Collection, Papers, 1864-1985
- Arizona Historical Society Library, Tucson, Ms. 990, Philip M. Clarke Papers, 1941-1960
- University of Arizona Library, Special Collections, Tucson, Southwest Photographs, Arivaca, Arizona

Previous documentation on file (NPS):

- preliminary determination of individual listing (36 CFR 67 has been requested)
- previously listed in the National Register
- previously determined eligible by the National Register
- designated a National Historic Landmark
- recorded by Historic American Buildings Survey # _____
- recorded by Historic American Engineering Record # _____
- recorded by Historic American Landscape Survey # _____

Primary location of additional data:

- State Historic Preservation Office
- Other State agency
- Federal agency
- Local government
- University
- Other
- Name of repository: _____

Historic Resources Survey Number (if assigned): _____

Arivaca Schoolhouse
Name of Property

Pima County, Arizona
County and State

10. Geographical Data

Acreage of Property 3.3 acres
(Do not include previously listed resource acreage.)

UTM References

(1 is northwest corner, 2 is southwest corner, 3 is northeast corner, 4 is southeast corner)

1	<u>12 R</u> Zone	<u>468623</u> Easting	<u>3493633</u> Northing	3	<u>12 R</u> Zone	<u>468751</u> Easting	<u>3493628</u> Northing
2	<u>12 R</u> Zone	<u>468616</u> Easting	<u>3493508</u> Northing	4	<u>12 R</u> Zone	<u>468746</u> Easting	<u>3493507</u> Northing

Verbal Boundary Description (Describe the boundaries of the property.)

The Arivaca Schoolhouse property covered by this nomination is the same as Block 15 of the Arivaca townsite, as defined in the original townsite survey of 1914. The property is a rectangle measuring 380 feet north-south by 384 feet east-west, bounded on the north by Third Street, on the east by Third Avenue, on the south by Fourth Street, and on the west by Fourth Avenue. The property is located in the SW ¼ of the NE ¼ of the NW ¼ of Section 28, Township 21 South, Range 10 East, Gila and Salt River Baseline and Meridian, as depicted on the 1979 USGS 7.5-minute Arivaca topographic quadrangle.

Boundary Justification (Explain why the boundaries were selected.)

Block 15 of the Arivaca townsite was set aside in the 1914 townsite survey as the School Block and remains vested in the probate judge of the Pima County Superior Court as an unsold portion of the original townsite. The block has been closely associated with the schoolhouse since 1914, first as the schoolyard and, after 1953, as a community gathering place used in conjunction with the schoolhouse.

11. Form Prepared By

name/title Scott O'Mack, historian; Alexa Smith, research assistant; contributions by Mary Noon Kasulaitis
organization William Self Associates, Inc. date February 1, 2012
street & number 2424 E. Broadway Blvd., Suite 100 telephone 520-624-0101
city or town Tucson state AZ zip code 85719
e-mail somack@williamself.com

Arivaca Schoolhouse
Name of Property

Pima County, Arizona
County and State

Additional Documentation

Submit the following items with the completed form: **SEE ATTACHED SHEETS**

- **Maps:** A **USGS map** (7.5 or 15 minute series) indicating the property's location.
A **Sketch map** for historic districts and properties having large acreage or numerous resources. Key all photographs to this map.
- **Continuation Sheets**
- **Additional items:** (Check with the SHPO or FPO for any additional items.)

Photographs:

Submit clear and descriptive photographs. The size of each image must be 1600x1200 pixels at 300 ppi (pixels per inch) or larger. Key all photographs to the sketch map. **SEE ATTACHED SHEETS**

Name of Property:

City or Vicinity:

County:

State:

Photographer:

Date Photographed:

Description of Photograph(s) and number:

1 of ____.

Property Owner: (Complete this item at the request of the SHPO or FPO.)

name Pima County Superior Court
street & number 110 West Congress Street telephone (520) 740-4200
city or town Tucson state AZ zip code 85701-1348

Paperwork Reduction Act Statement: This information is being collected for applications to the National Register of Historic Places to nominate properties for listing or determine eligibility for listing, to list properties, and to amend existing listings. Response to this request is required to obtain a benefit in accordance with the National Historic Preservation Act, as amended (16 U.S.C.460 et seq.).

Estimated Burden Statement: Public reporting burden for this form is estimated to average 18 hours per response including time for reviewing instructions, gathering and maintaining data, and completing and reviewing the form. Direct comments regarding this burden estimate or any aspect of this form to the Office of Planning and Performance Management, U.S. Dept. of the Interior, 1849 C. Street, NW, Washington, DC.

Arivaca Schoolhouse
Name of Property

Pima County, Arizona
County and State

ADDITIONAL DOCUMENTATION

List of Photographs

(See Figure 5, the site plan, for locations of the photos.)

For all photographs:

Name of Property:	Arivaca Schoolhouse
City or Vicinity:	Arivaca
County:	Pima County
State:	Arizona
Name of Photographer:	Scott O'Mack
Location of Original Digital File:	William Self Associates, Inc., Tucson, AZ

Individual photographs:

Photo 1 of 7 (AZ_Pima County_Arivaca Schoolhouse_0001)
South exterior wall, camera facing north.
December 1, 2010

Photo 2 of 7 (AZ_Pima County_Arivaca Schoolhouse_0002)
South and west exterior walls, view to the northeast.
December 1, 2010

Photo 3 of 7 (AZ_Pima County_Arivaca Schoolhouse_0003)
North and west exterior walls, view to the southeast.
December 1, 2010

Photo 4 of 7 (AZ_Pima County_Arivaca Schoolhouse_0004)
North exterior wall, view to the south.
December 1, 2010

Photo 5 of 7 (AZ_Pima County_Arivaca Schoolhouse_0005)
East exterior wall, view to the west.
December 1, 2010

Photo 6 of 7 (AZ_Pima County_Arivaca Schoolhouse_0006)
North exterior wall, view to the south-southeast.
January 27, 2012

Photo 7 of 7 (AZ_Pima County_Arivaca Schoolhouse_0007)
West exterior wall, view to the east-northeast.
January 27, 2012

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Figure 3. The 1914 survey plat of the Arivaca townsite (Dietrich 1914).

Arivaca Schoolhouse
Name of Property

Pima County, Arizona
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Figure 4. Aerial photograph of Arivaca, 2010, showing the location of the Arivaca Schoolhouse (courtesy Pima County MapGuide, <http://dot.pima.gov/gis/maps/mapguide>).

Figure 5. Plan map of the Arivaca Schoolhouse parcel (after O'Mack and Rawson 2009:Figure 3).

Figure 6. Current floor plan of the Arivaca Schoolhouse, based on the 1994 rehabilitation plans prepared by CDG Architects, Tucson.

Figure 7. View of the joint exposed along the exterior west wall of the schoolhouse during the 1994 rehabilitation work (courtesy Mary Kasulaitis, Arivaca).

Figure 8. Photograph of Arivaca taken in 1916 by a member of the Connecticut National Guard, view to the northwest from a point southeast of town (from Howard 1921).

Figure 9. Photograph of the Arivaca Schoolhouse in 1919, with teacher and students at the front (south) entrance (Arizona Historical Society, Places–Arivaca–Photographs, No. 44040).

Figure 10. Photograph of the Arivaca Schoolhouse in 1927, view to the north-northeast (University of Arizona Library, Special Collections, Southwest Photographs, Arivaca, Arizona, folder 1).

Figure 11. Photograph of the Arivaca Schoolhouse in 1930, with teacher and students at the front (south) entrance (University of Arizona Library, Special Collections, Southwest Photographs, Arivaca, Arizona, folder 1).

Figure 12. Photograph of the Arivaca Schoolhouse in the 1940s, view to the north-northeast (courtesy Mary Kasulaitis, Arivaca).

Figure 13. Photograph of the Arivaca Schoolhouse in 1973, view to the northeast (courtesy Mary Kasulaitis, Arivaca).

Figure 14. Photograph of La Capilla del Sagrado Corazón de Jesús, Arivaca, 1914 (courtesy Mary Kasulaitis, Arivaca).

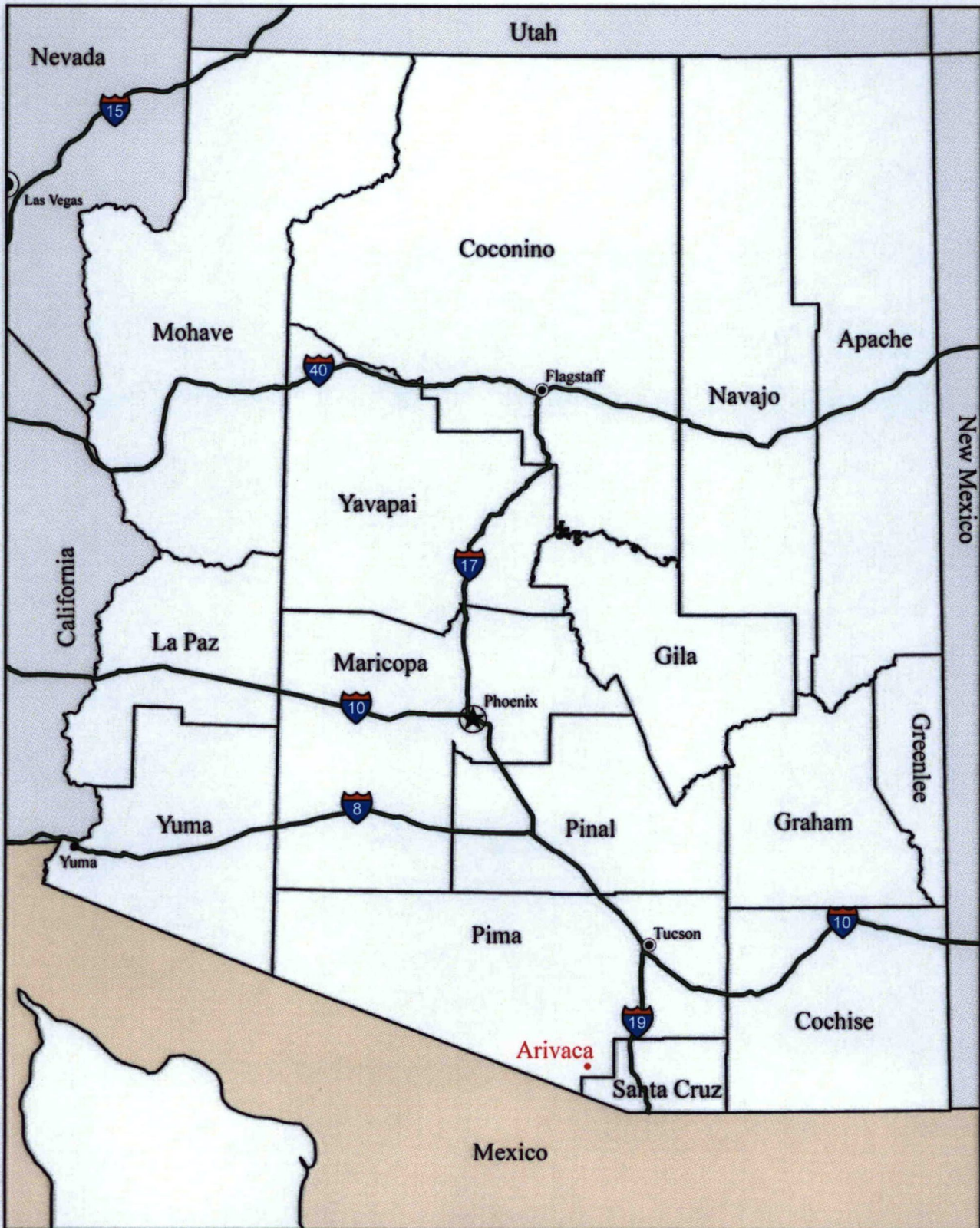
List of Tables

Table 1. Teachers and Board Members, Arivaca School, 1879–1953.

Arivaca Schoolhouse
Name of Property

Pima County, Arizona
County and State

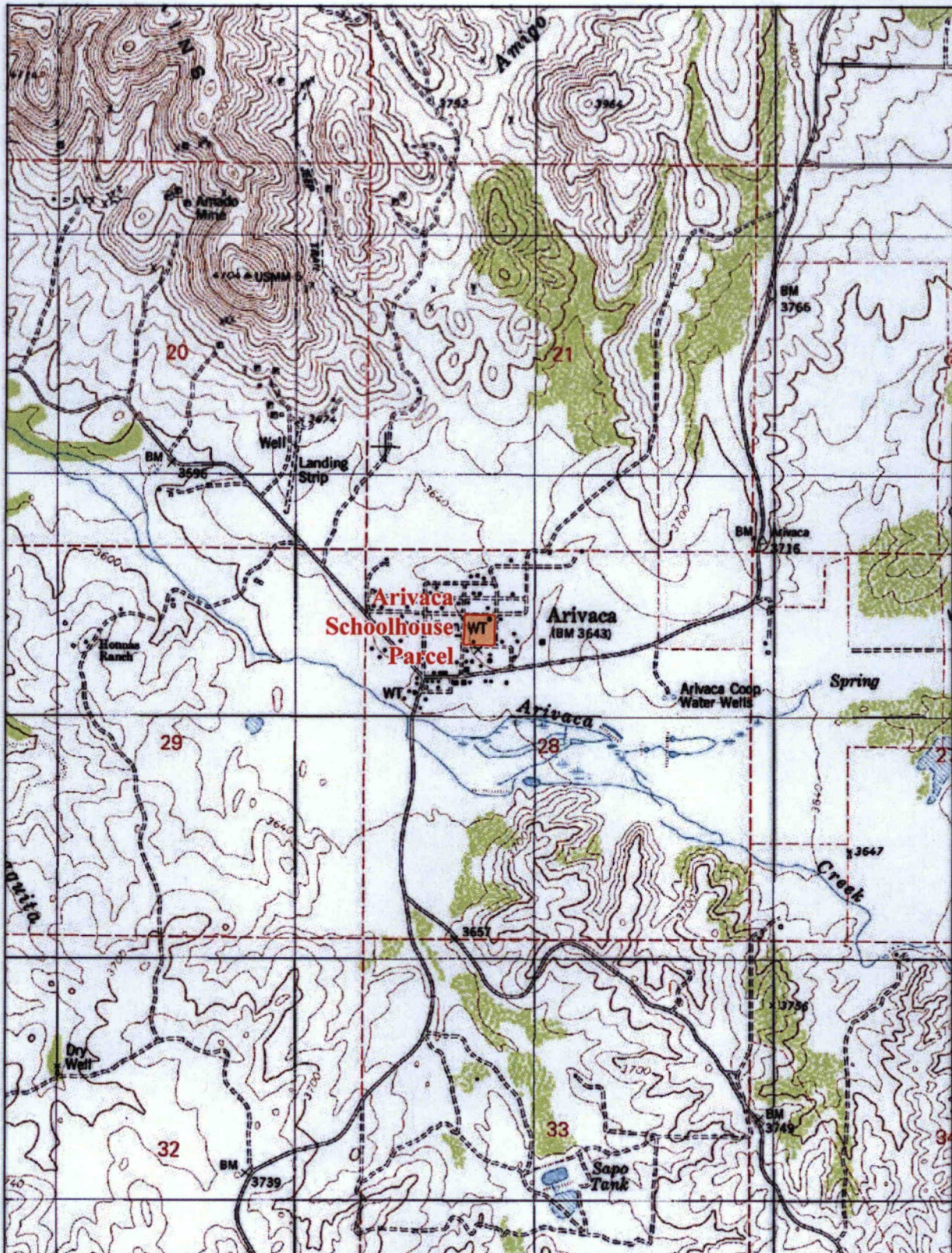
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Arivaca Schoolhouse
Name of Property

Pima County, Arizona
County and State

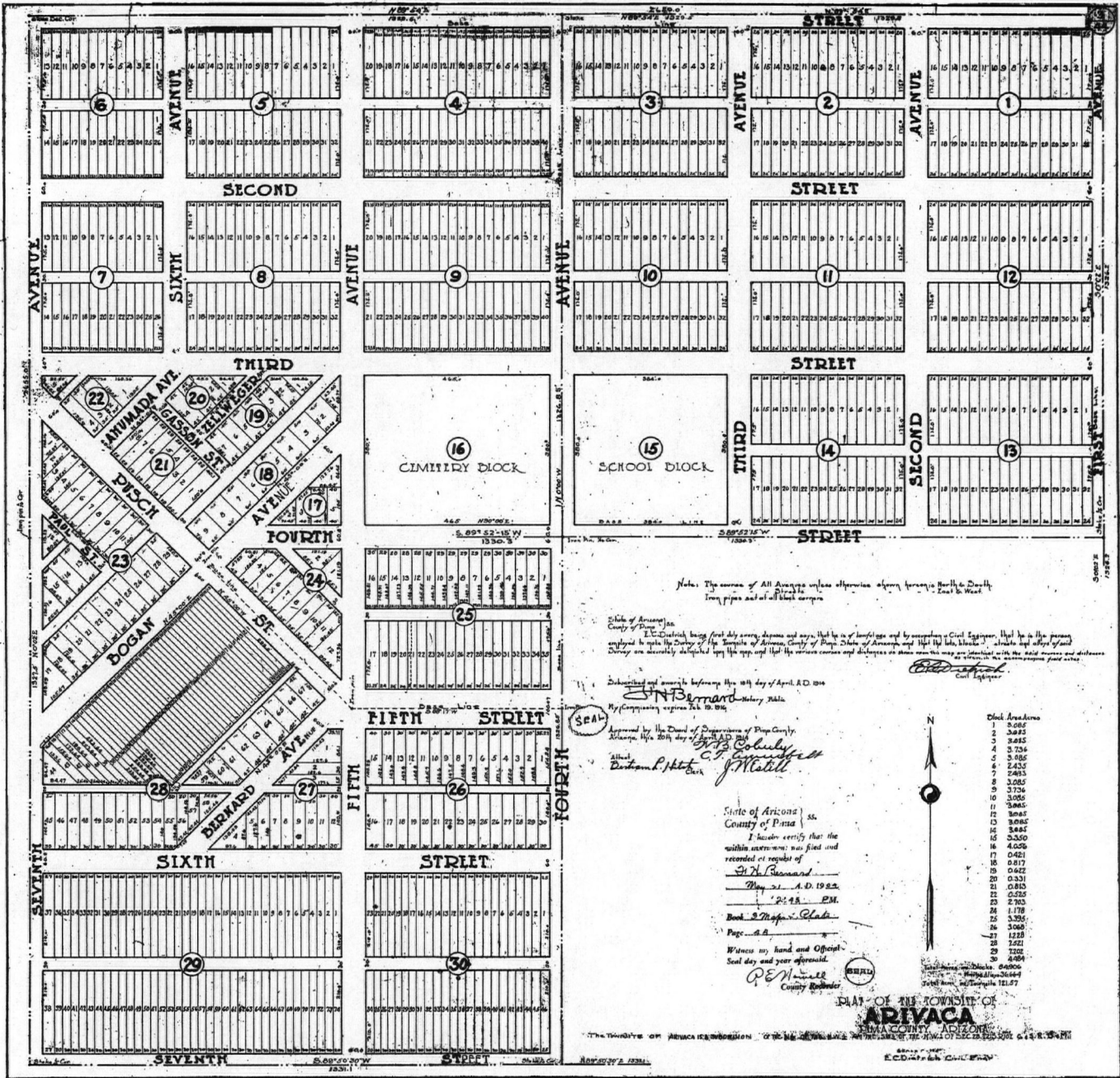
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Arivaca Schoolhouse
 Name of Property

Pima County, Arizona
 County and State

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Arivaca Schoolhouse
Name of Property

Pima County, Arizona
County and State

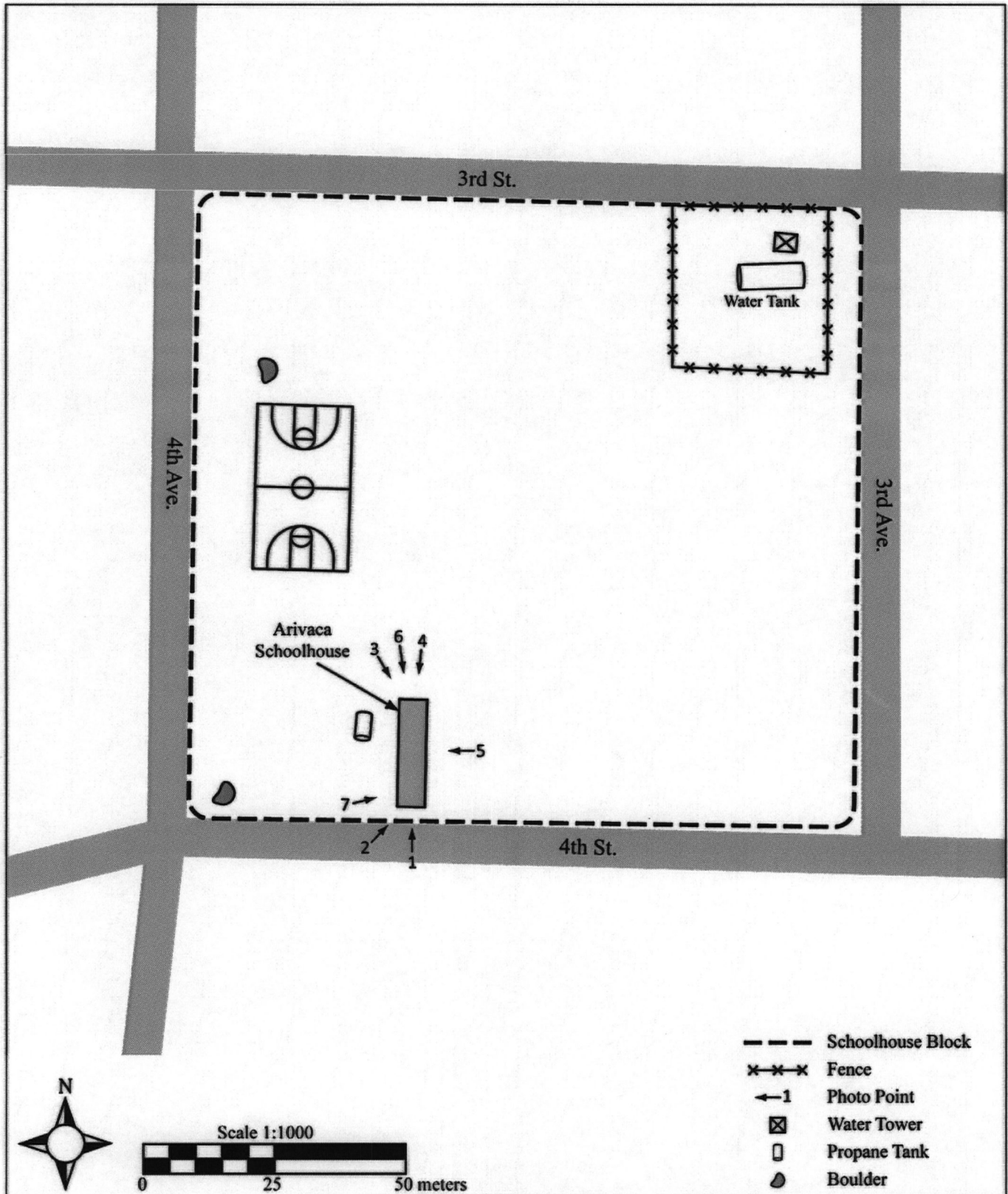
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Arivaca Schoolhouse
Name of Property

Pima County, Arizona
County and State

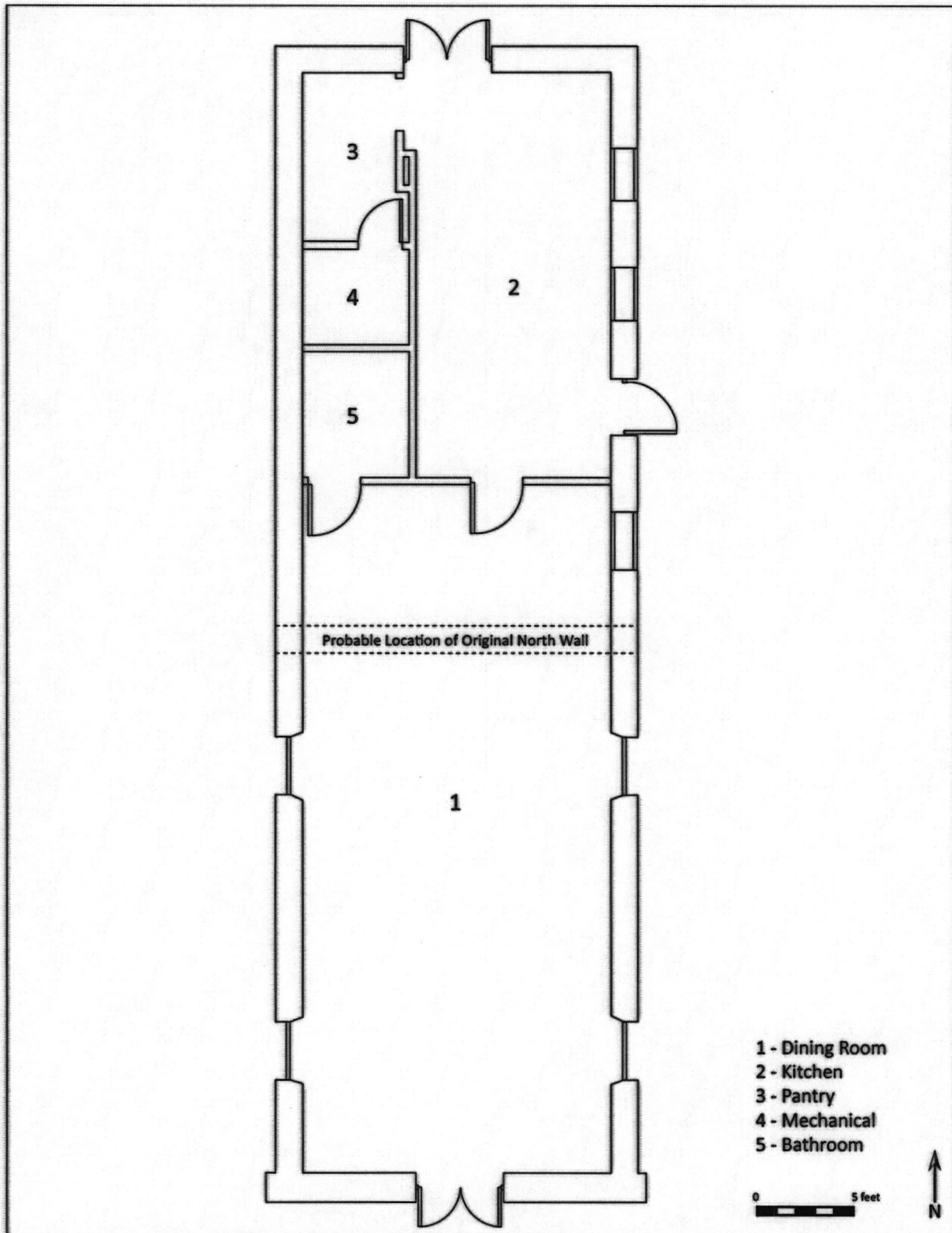
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Arivaca Schoolhouse
Name of Property

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Arivaca Schoolhouse
Name of Property

Pima County, Arizona
County and State

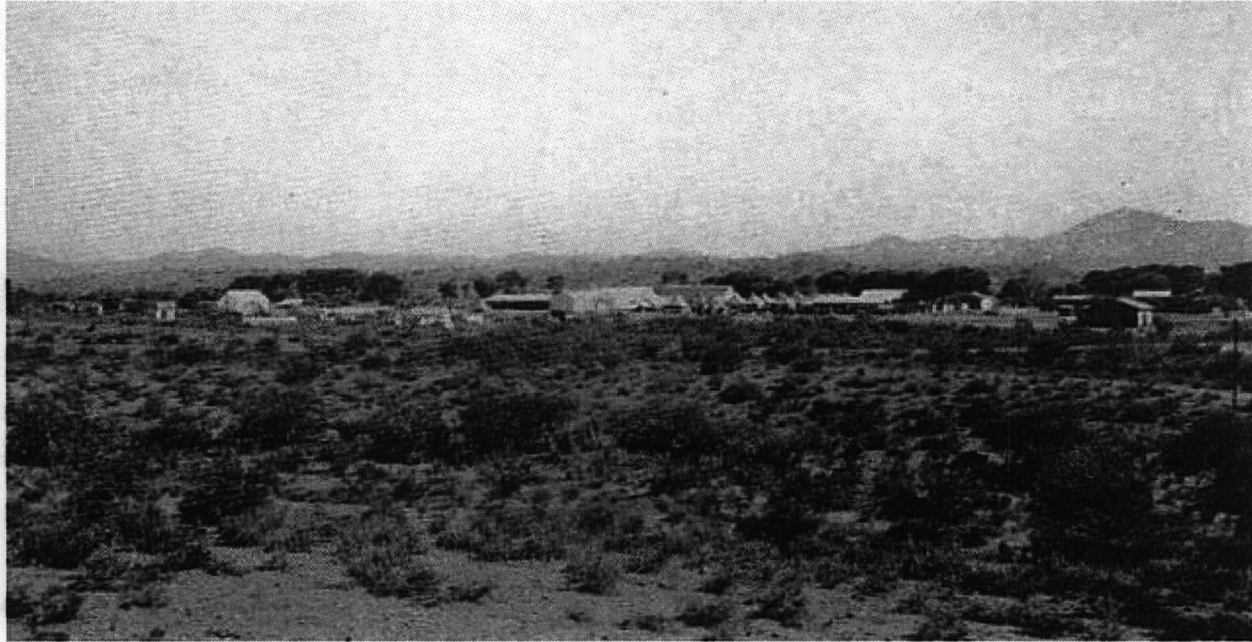
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Arivaca Schoolhouse
Name of Property

Pima County, Arizona
County and State

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Arivaca Schoolhouse
Name of Property

Pima County, Arizona
County and State

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Arivaca Schoolhouse
Name of Property

Pima County, Arizona
County and State

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Arivaca Schoolhouse
Name of Property

Pima County, Arizona
County and State

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Arivaca Schoolhouse
Name of Property

Pima County, Arizona
County and State

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Arivaca Schoolhouse
Name of Property

Pima County, Arizona
County and State

Figure 13. Photograph of the Arivaca Schoolhouse in 1973, view to the northeast
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Arivaca Schoolhouse
Name of Property

Pima County, Arizona
County and State

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Arivaca Schoolhouse
 Name of Property

Pima County, Arizona
 County and State

Table 1. Teachers and Board Members, Arivaca School, 1879–1953.

(Compiled by Mary Kasulaitis, based on research with Pima County school records, census records, private letters, newspaper clippings, and personal interviews. A blank space means no available information.)

Years	Teachers	Board Members	Other
1879	M. Aguirre (?)	Pedro Aguirre	
1881	Bell Donnelly		pay \$75
	E. K. Anderson		pay \$75
1883 (spring)	J. T. Black		
1883 (fall)	Mrs. J. T. Black		
1884 (spring)	Mrs. J. T. Black		65 students
1884 (fall)	Mrs. M. A. Aguirre		pay \$80
1888	M. A. Mulford		22 students
1901	Phebe Bogan	Willard S. Wright	
1901–1902	Winifred Taylor	A. C. Bernard, J. W. Bogan	pay \$70
1902–1903	Rosemary McCarthy		taught for one month
	Ethel Stidston		
1903–1904	Katherine Gross	J. W. Bogan, N. W. Bernard	
1904–1905	Genette L. Wildes	G. F. Gray, N. W. Bernard	
1905–1906	Grace Norcross		
1906–1907	Edith Mason	J. W. Bogan, N. W. Bernard	
1907–1908	Mabel L. Green		
1908–1909	Theresa Reeve		pay \$75
1909–1910	Maude C. Reddew		
	Sallie Brown		from January on
1910–1911	Gipsie Harper		pay \$85 (became Mrs. Phil Clarke by January 1911)
1911–1912	Bessie Fowler		taught for one month
	Evan Skinner		November–December
	Mary Melton		from January on
1912–1913	Gipsie Clarke		through December
	Camilla Bockhoff		from January on
1913–1914	Pearl Phillips		
1914–1915	Pearl Phillips		except for one month, when Sarah M. Lovejoy taught
1915–1916	Phebe Bogan		
1916–1917	Phebe Bogan		
1917–1918	Phebe Bogan		
1918–1919	George Young		
1920	Myrtle Pearson		
1925–1926	J. P. McDole, upper; Bertha McDole, lower		pay \$140

Arivaca Schoolhouse
 Name of Property

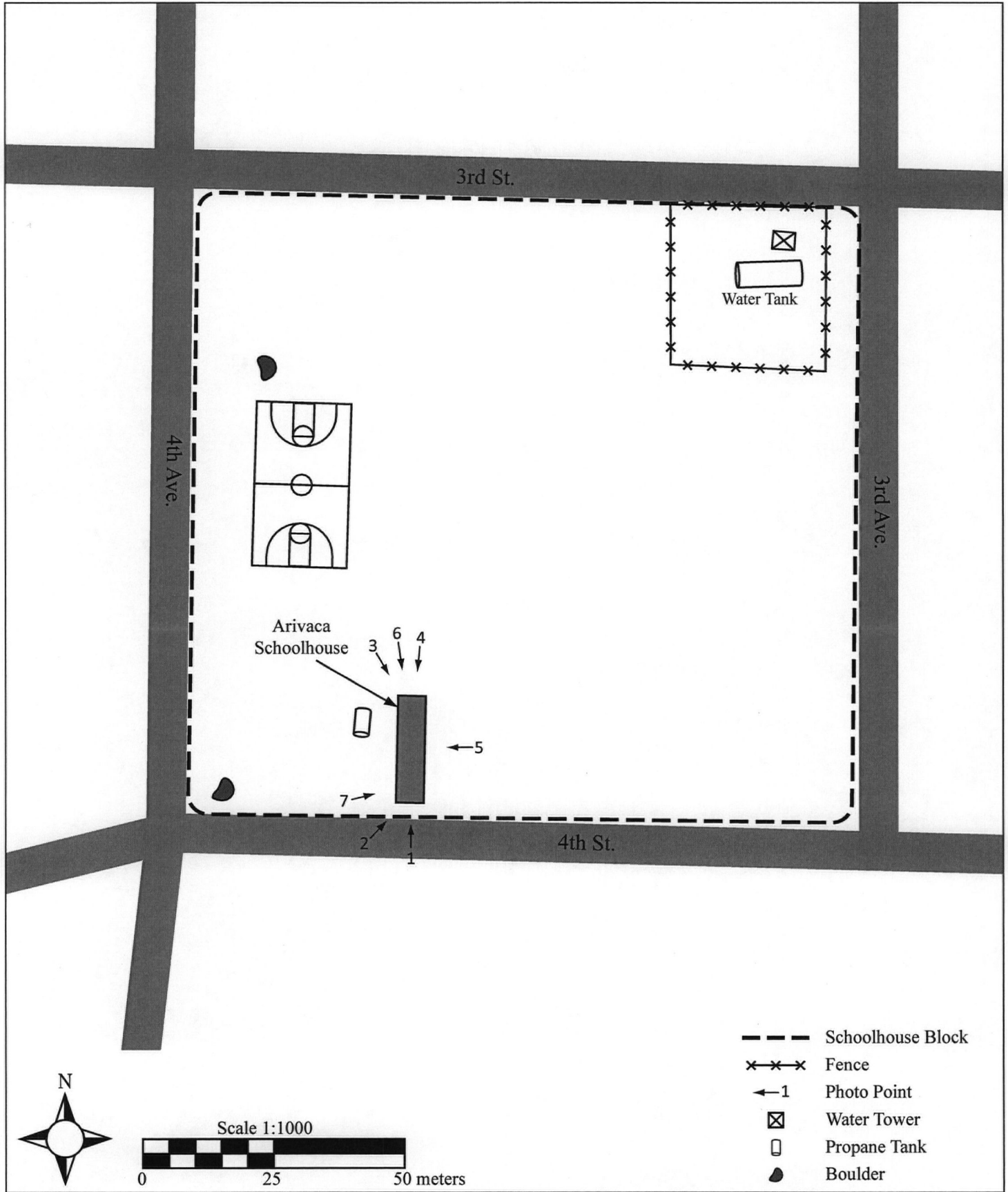
Pima County, Arizona
 County and State

Years	Teachers	Board Members	Other
1926-1927	J.P. McDole, upper; Bertha McDole, lower	J. P. Merriman	
1927-1928	J. P. McDole, upper; Bertha McDole, lower	W. L. Carpenter, N. E. Montano, A. R. Wilbur	
1928-1929	W. G. Barnett, grades 4-8; Alice L. Barnett, grades 1-3		
1929-1930	no information		
1930-1931	W. G. and Alice Barnett	N. E. Montano	
1931-1932	W. G. Barnett, grades 7-8; Mrs. Delaney Myer, grades 4-6; Mrs. Helen Farrell, grades 1-3	N. E. Montano, M. C. Hubbell, Charles Boice	
1932-1933	Helen Noon, Principal, grades 4-8; Nina Fay Adams, grades 1-3	N. E. Montano, M. C. Hubbell, Charles Boice	
1933-1934	Helen Noon, Principal, grades 4-8; Louise Reed, grades 1-3	N. E. Montano, M. C. Hubbell, Charles Boice	
1934-1935	Louise R. Dunlap, grades 4-8; Helen Noon, grades 1-3	N. E. Montano, M. C. Hubbell, Charles Boice	
1935-1936	Louise R. Dunlap, grades 4-8; Helen Noon, grades 1-3	N. E. Montano, M. C. Hubbell, Charles Boice	
1936-1937	Louise R. Dunlap, grades 4-8; Helen Noon, grades 1-3	N. E. Montano, M. C. Hubbell, Charles Boice	
1937-1938	Louise R. Dunlap, grades 4-8; Helen Noon, grades 1-3	N. E. Montano, M. C. Hubbell, Charles Boice	
1938-1939	Louise R. Dunlap, grades 4-8 Helen Noon, grades 1-3	N. E. Montano, M. C. Hubbell, Charles Boice	
1939-1940	Louise R. Dunlap, grades 4-8; Helen Noon, grades 1-3	N. E. Montano, M. C. Hubbell, Charles Boice	
1940-1941	Louise R. Dunlap, grades 4-8; Helen Noon, grades 1-3	M. C. Hubbell, Charles Boice, Ernesto Salazar	
1941-1942	Ethel Futrell, grades 5-8; Helen Noon, grades 1-4	M. C. Hubbell, Charles Boice, Ernesto Salazar	
1942-1943	Ethel Futrell, Principal, grades 5-8; Eleanor Johnston, grades 1-4	M. C. Hubbell, Charles Boice, Ernesto Salazar	
1943-1944	Grace Wittwer	M. C. Hubbell, Charles Boice, Ernesto Salazar	
1944-1945	Grace Wittwer	M. C. Hubbell, Charles Boice, Ernesto Salazar	
1945-1946	Emma Mae Townsend	M. C. Hubbell, Charles Boice, Ernesto Salazar, Hack Townsend, Etta Ruggles	
1946-1947	Emma Mae Townsend	Hack Townsend, Etta Ruggles	
1947-1948	Emma Mae Townsend	Hack Townsend, Etta Ruggles	
1948-1949	Emma Mae Townsend	Hack Townsend, Sam Pisano, Mrs. E. H. Kreitemeyer	
1949-1950	Emma Mae Townsend	Hack Townsend, Sam Pisano, Mrs. E. H. Kreitemeyer	
1950-1951	Emma Mae Townsend	Hack Townsend, Charles Keppler	

Arivaca Schoolhouse
Name of Property

Pima County, Arizona
County and State

Years	Teachers	Board Members	Other
1951-1952	Emma Mae Townsend	Hack Townsend, Charles Keppler, Alice T. Walk	
1952-1953	Emma Mae Townsend	Mike Clarke, Fred Boice, Lester Fernstrom	



3rd St.

4th Ave.

3rd Ave.

Water Tank

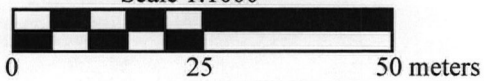
Arivaca
Schoolhouse

4th St.

- Schoolhouse Block
- x-x-x Fence
- ←-1 Photo Point
- ☒ Water Tower
- ▭ Propane Tank
- Boulder



Scale 1:1000



UNITED STATES DEPARTMENT OF THE INTERIOR
NATIONAL PARK SERVICE

NATIONAL REGISTER OF HISTORIC PLACES
EVALUATION/RETURN SHEET

REQUESTED ACTION: NOMINATION

PROPERTY Arivaca Schoolhouse
NAME:

MULTIPLE
NAME:

STATE & COUNTY: ARIZONA, Pima

DATE RECEIVED: 3/02/12 DATE OF PENDING LIST: 3/27/12
DATE OF 16TH DAY: 4/11/12 DATE OF 45TH DAY: 4/18/12
DATE OF WEEKLY LIST:

REFERENCE NUMBER: 12000199

REASONS FOR REVIEW:

APPEAL: N DATA PROBLEM: N LANDSCAPE: N LESS THAN 50 YEARS: N
OTHER: N PDIL: N PERIOD: N PROGRAM UNAPPROVED: N
REQUEST: N SAMPLE: N SLR DRAFT: N NATIONAL: N

COMMENT WAIVER: N

ACCEPT RETURN REJECT 4.16.12 DATE

ABSTRACT/SUMMARY COMMENTS:

Entered in
The National Register
of
Historic Places

RECOM./CRITERIA _____

REVIEWER _____ DISCIPLINE _____

TELEPHONE _____ DATE _____

DOCUMENTATION see attached comments Y/N see attached SLR Y/N

If a nomination is returned to the nominating authority, the nomination is no longer under consideration by the NPS.



ARIVACA SCHOOL
100 FUNDING SCHOOL 1879
BUILT BY
1879
PESQUERA RESERVATION

AZ- Pima County- Arivaca Schoolhouse -0001

GSDC21, Scott O'Mack

0-25301 N-005_2010-64-028-5 U-1



AZ- Pima County- Arivaca Schoolhouse-0002

GSD021, Scott O'Mack

0-25301 N-004_2010-64-027-4 U-1



AZ - Pima County - Arivaca Schoolhouse - 0003

GSDDC21, Scott O'Mack

0-25301 N-003-2010-64-025-3 U-1



AZ-Pima County- Arivaca Schoolhouse- 0004

GSCC21, Scott O'Mack

0-25301 N-002..2010-64-021-2 U-1



AZ-Pima County-Arivaca Schoolhouse-0005

GS0021, Scott O'Neck

0-25301 N-001-2010-64-015-1 U-1



AZ-Pima County - Arivaca Schoolhouse - 0006

GSDC21, Scott O'Jack

0-25301 N-006..2010-64-067-6 U-1

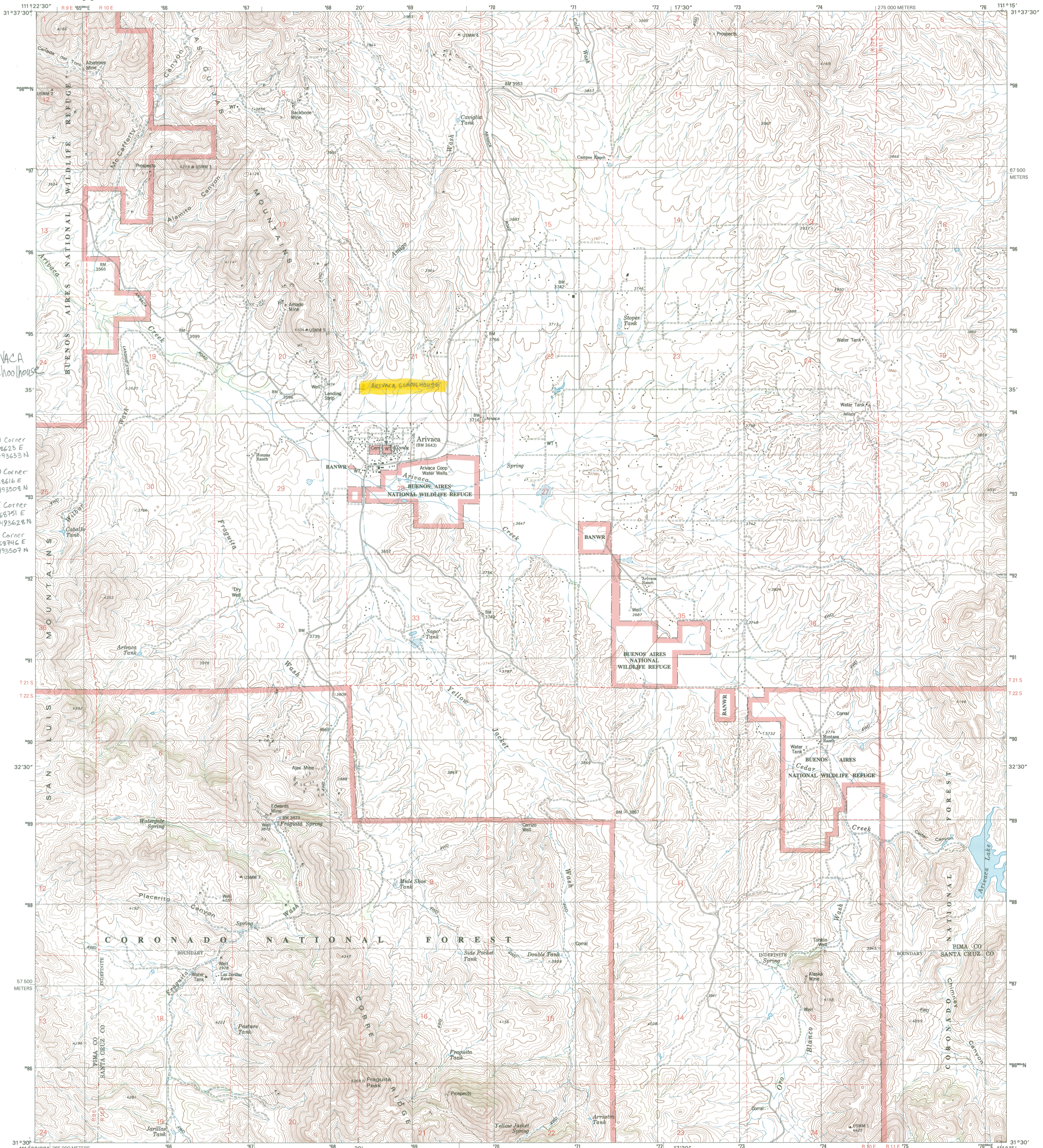


Arivaca
Schoolhouse
Park

AZ-Pima County- Arivaca Schoolhouse - 0007

GSDC21, Scott O'Mack

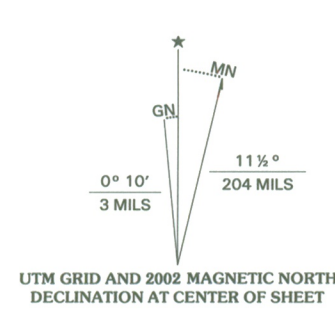
0-25301 N-007_2010-64-069-7 U-1



ARIVACA
Schoolhouses

1. NW Corner
468623 E
349363 N
2. SW Corner
468616 E
349350 N
3. NE Corner
468751 E
349362 N
4. SE Corner
468746 E
349350 N

Produced by the United States Geological Survey
Topography compiled 1974. Planimetry derived from imagery
taken 1976 and other sources. Public Land Survey System and
survey control current as of 1975. Boundaries current as of 2001
North American Datum of 1983 (NAD 83). Projection and
1 000-meter grid: Universal Transverse Mercator, zone 12
2 500-meter ticks: Arizona Coordinate System of 1983
(central zone)
North American Datum of 1927 (NAD 27) is shown by dashed
corner ticks. The values of the shift between NAD 83 and NAD 27
for 7.5-minute intersections are obtainable from National Geodetic
Survey NADCON software
There may be private inholdings within the boundaries of
the National of State reservations shown on this map
Certain land lines are omitted because of insufficient data
Houses of worship, schools, and other labeled buildings verified 1975



SCALE 1:24 000
CONTOUR INTERVAL 20 FEET
NATIONAL GEODETIC VERTICAL DATUM OF 1929
(TO CONVERT ELEVATIONS TO THE NORTH AMERICAN VERTICAL DATUM OF 1988, ADD 3 FEET)
TO CONVERT FROM FEET TO METERS, MULTIPLY BY 0.3048



QUADRANGLE LOCATION

1	2	3
4	5	6
7	8	

- ROAD CLASSIFICATION**
- Primary highway hard surface
 - Secondary highway hard surface
 - Light-duty road, hard or improved surface
 - Unimproved road
 - Interstate Route
 - U.S. Route
 - State Route

ARIVACA, AZ
1996
NIMA 3747 III SE-SERIES V898

THIS MAP COMPLIES WITH NATIONAL MAP ACCURACY STANDARDS
FOR SALE BY U.S. GEOLOGICAL SURVEY, P.O. BOX 25286, DENVER, COLORADO 80225
A FOLDER DESCRIBING TOPOGRAPHIC MAPS AND SYMBOLS IS AVAILABLE ON REQUEST



Janice K. Brewer
Governor

Bill Feldmeier
Interim Executive Director



Board Members

Walter D. Armer, Jr., Vail, *Chair*
Maria Baier, State Land Commissioner, *Vice Chair*
Alan Everett, Sedona
Larry Landry, Phoenix
William C. Scalzo, Phoenix
Tracey Westerhausen, Phoenix
Reese Woodling, Tucson

February 28, 2012

Carol Shull
Keeper of the National Register
National Park Service
1201 Eye Street, NW 8th Floor (MS2280)
Washington, D.C. 2005-5905

RE: ARIVACA SCHOOLHOUSE – ARIVACA, PIMA, AZ

Dear Ms. Shull:

I am pleased to submit the National Register of Historic Places Registration Form for the property referenced above.

Accompanying documentation is enclosed, as required. Should you have any questions or concerns please contact me at vstrang@azstateparks.gov or at 602.542.4662.

Sincerely,

Vivia Strang, CPM
National Register Coordinator
State Historic Preservation Office

Enclosures

VS:vs