

United States Department of the Interior
National Park Service

**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 How to Complete the National Register of Historic Places Registration Form (National Register Bulletin 16A). Complete each item by marking "x" in the appropriate box or by entering the information requested. 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 entries and narrative items on continuation sheets (NPS Form 10-900a). Use a typewriter, word processor, or computer to complete all items.

1. Name of Property

historic name: **Strawberry School**

other names/site number: **(none)**

2. Location

street & number: **9318 Fossil Creek Rd., app. 1.5 mi. west of State Route 87/260** not for publication: N/A
city or town: **Strawberry** vicinity: N/A
state: **Arizona** code: **AZ** county: **Gila** code: **007** zip code: **85544**

3. State/Federal Agency Certification

As the designated authority under the National Historic Preservation Act of 1986, 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 nationally statewide locally. (See continuation sheet for additional comments.)

James W. Sawin A-Z-S-I-P-O
Signature of certifying official

25 MARCH 2005
Date

ARIZONA STATE PARKS
State or Federal agency and bureau

In my opinion, the property meets does not meet the National Register criteria. (See continuation sheet for additional comments.)

Signature of commenting or other official

Date

State or Federal agency and bureau

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4. National Park Service Certification

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I hereby certify that this property is:
 entered in the National Register

Edson H. Beall

5/10/05

See continuation sheet.
 determined eligible for the National Register
 See continuation sheet.

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

Signature of Keeper

Date of Action

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5. Classification

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Ownership of Property (Check as many boxes as apply)

- private
- public-local
- public-State
- public-Federal

Category of Property (Check only one box)

- building
- district
- site
- structure
- object

Number of Resources within Property

Contributing	Noncontributing
<u> 1 </u>	_____ buildings
_____	_____ sites
_____	_____ structures
_____	_____ objects
<u> 1 </u>	_____ Total

Number of contributing resources previously listed in the National Register 0

Name of related multiple property listing: *N/A*

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6. Function or Use

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Historic Functions (Enter categories from instructions)

Category: EDUCATION

Subcategory: School

Current Functions (Enter categories from instructions)

Category: RECREATION & CULTURE

Subcategory: Museum

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7. Description

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Architectural Classification (Enter categories from instructions)

Category: OTHER

Subcategory: Vernacular (log cabin)

Materials (Enter categories from instructions)

Foundation: STONE (Sandstone)

Walls: WOOD (Log)

Roof: WOOD (Shake)

Other: N/A

Narrative Description (*SEE CONTINUATION SHEETS 1-4*)

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8. Statement of Significance

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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.)

A owned by a religious institution or used for religious purposes.

B removed from its original location

C a birthplace or a grave.

D a cemetery.

E a reconstructed building, object, or structure.

F a commemorative property.

G less than 50 years of age or achieved significance within the past 50 years.

Areas of Significance (Enter categories from instructions)

EDUCATION
ARCHITECTURE

Period of Significance

1885-1916

Significant Dates

1885 (construction of schoolhouse)

Significant Person

N/A

Cultural Affiliation

N/A

Architect/Builder

Strawberry pioneers, including L.P. Nash, C. C. Callaway, John Lowthian, Isaac Lowthian, and Alfred Peach

Narrative Statement of Significance (*SEE CONTINUATION SHEETS 5-9*)

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9. Major Bibliographical References

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Bibliography (*SEE CONTINUATION SHEET 10*)

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 # _____

Primary Location of Additional Data

- State Historic Preservation Office
- Other State agency
- Federal agency
- Local government
- University
- Other

Name of Repository: Pine-Strawberry Archeological & Historical Society, P. O. Box 564, Pine, Arizona 85544

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10. Geographical Data

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Acreage of Property __0.5__

UTM References (See accompanying USGS map for point reference)
Zone 12 452320E 3807140N

Verbal Boundary Description

The property lies within Township 12 North, Range 8 East, Section 21, the SW ¼ of the SW ¼ (Gila & Salt River Meridian). The boundary of the nominated property is that of Tax Parcel #301-07-058b, Gila County, Arizona. The parcel contains approximately 0.5 acres.

Boundary Justification

The boundary of the nominated property is the legally recorded boundary line for Tax Parcel #301-07-058b, in Gila County, Arizona.

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11. Form Prepared By

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name/title: **Pat H. Stein**
organization: **Arizona Preservation Consultants** date: **October 2004; revised March 2005**
street/number: **6786 Mariah Drive** telephone: **(928) 714-0585**
city or town: **Flagstaff** state: **AZ** zip code: **86004**

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Additional Documentation

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Continuation Sheets (pages 1-12)

Maps

A USGS map (7.5 or 15 minute series) indicating the property's location (Strawberry, Ariz. 1967)

Photographs

Representative black and white photographs showing current condition of the property (Photos 1 and 2)

Other

Copies of photographic prints showing the property in historic times and prior to restoration (Page 12)

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Property Owner

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name: **Arizona Historical Society**
street & number: **949 East Second Street** telephone: **(520) 628-5774**
city or town: **Tucson** state: **Arizona** zip code: **85719**

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 Gila County, Arizona

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DESCRIPTION

SUMMARY

The nominated property served from 1885 to 1916 as the public school for the children of Strawberry Valley in central Arizona. The one-room log schoolhouse features a rectangular plan, gabled roof, shake roofing, double-hung windows, a single door, and a bell at the gable end above the entry. The square-hewn Ponderosa pine logs of the walls are joined with half-dovetailing. In the 1960s a developer donated the long-vacant building to the Payson-Pine Chamber of Commerce; the property was later deeded to the Arizona Historical Society. Now meticulously restored, the school again conveys its circa 1885 to 1916 appearance, possessing good integrity of location, design, setting, materials, workmanship, feeling, and association. The building currently functions as a schoolhouse museum.

Location and Setting

The property is located in the unincorporated village of Strawberry in northern Gila County, Arizona. Situated at the foot of the Mogollon Rim, the village lies in Ponderosa pine forest at an elevation of approximately 5800 ft. The locality normally receives between 12 and 16 inches of rainfall annually. The climate is characterized by cold winters and mild summers, with daytime temperatures rarely exceeding 90° F. The school, village, and surrounding valley were named for the wild berries that grew in profusion when Euroamerican settlers arrived in the 1870s (Northern Gila County Historical Society/NGCHS 1984; Van Vorst 1998).

The grade of the property declines gently toward Strawberry Creek, located 1/8 mi to the south. Strawberry Creek traverses Strawberry Valley in an east-to-west direction before joining Hardscrabble Creek some two miles west. Hardscrabble eventually joins Fossil Creek, a tributary of the Verde River.

The Strawberry School is sited on the north side of Fossil Creek Road approximately 1.5 miles west of State Route 87/260. The main elevation of the building faces south, toward the road. A visitors' parking area (graveled) adjoins the building on the west. An inconspicuous, handicapped-accessible ramp leads from the parking area to the southwest corner of the building. A split-rail fence defines the front of the half-acre parcel. Houses constructed within the past fifty years can be seen dotting the forest around the school. Despite the presence of such homes, the setting is still decidedly rural.

Original Appearance

The Strawberry School was constructed in 1885 for educating the children of Strawberry Valley. The 30- by 20-ft school had a sandstone foundation, log walls, medium-pitched gable roof, and shake roofing. The square-hewn logs of the walls interlocked with half-dovetail joinery. Chinking between the logs consisted of slender wooden laths set in a mortar of clayey soil and grass. The east and west elevations each had two wooden-sash, double-hung windows. The sole entry was

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centered along the south elevation. The door was made of four sawed and planed boards placed side by side and braced on the interior and exterior with diagonal boards and cross pieces; before the building closed in 1916, the original door was replaced with a four-panel door of the same dimensions. Two wooden steps led to a small, porch-like landing at the entry. Above the door, on the gable end, was an iron bell for calling students to class. The bell rested in a frame cradle that was fastened directly to the roof; there was no bell tower. All materials visible on the exterior—with the exception of the glass windows and metal bell—were locally produced (NGCHS 1984; Van Vorst 1998).

The interior space was unpartitioned. Flooring consisted of 1-inch by 12-inch boards. Wainscotting extended to a height of four feet above the flooring. Above the wainscotting, cloth was tacked in vertical strips and then wallpaper was applied to the strips. The 10-ft ceiling at first consisted of cloth. The cloth was replaced with a wooden ceiling early in the building's history (NGCHS 1984; Van Vorst 1998).

Interior furnishings were relatively elegant for a small school in rural Arizona. The usual hand-made, wooden benches were bypassed in favor of factory-made desks seating two children each. A woodburning stove occupied the center of the room, and two kerosene lamps hung from the ceiling. A slate blackboard extended the full width of the north wall. Other furnishings included a teacher's desk and chair, a world globe on a stand, a clock, dictionary, textbooks, and a pump-organ (NGCHS 1984; Schoerner 2000; Van Vorst 1998).

Later Modifications

The Strawberry School closed in 1916 when its enrollment fell below the required minimum of eight students. After the school closed, the building was occasionally used by newcomers while they constructed homes of their own and by transients passing through the village. Furnishings and materials were "borrowed" until the building became uninhabitable. By 1959, its windows, door, and roof had been removed. All that remained were the walls. A sign posted on the property announced that it was "For Sale."

Fred Eldean, an official of the Page Land and Cattle Company, purchased the property and deeded it to the Payson-Pine Chamber of Commerce for preservation. Local residents then began stabilizing the building. By 1967 they had succeeded in making it secure and weather-tight by replacing the windows, door, and roof. The logs forming the walls were carefully inspected, treated with a wood preservative, and re-chinked. The walls were not dismantled during the process, nor was the building moved (despite occasional rumors to that effect). Old desks were procured and placed inside, so that visitors could look through the windows and gain some sense of the building's history. While the first phase of restoration was ongoing, the property was transferred to the Arizona Historical Society.

The Pine-Strawberry Archeological & Historical Society formed in 1978. As one of its first projects, the society decided to complete the restoration of the schoolhouse. The work was conducted in 1979 and 1980. Old-timers who had taught in or attended the school provided assistance, sharing photographs, memorabilia, and memories to guide the effort. The interior was restored by replacing flooring and recreating a portion of the original wall treatment (see the following paragraph). Whenever possible, the original furnishings were reacquired and placed in their proper, historic position in the school. In

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cases where original furnishings were not available, the historical society obtained period furnishings that closely matched the originals. The meticulously restored building opened to the public in 1981.

Differences between the original school and the restored one were the following. Original 12"-wide floorboards were replaced with 3"-wide ones. No attempt was made to fully recreate the interior wainscoting and wallpapering. Instead, only the southeast corner of the interior was wainscotted and papered, to provide the visitor with some sense of the original wall coverings. Log chinking—originally consisting of wooden laths in a mortar of clayey soil and grass—was placed with concrete mortar (this would later be replaced; see below). For security, metal grates were placed over the wooden-sash, 1-over-1 windows. The grates were cleverly custom-made to mimic the 9-over-9 windows that were likely on the building originally. Thin and square in cross-section, the bars of the grates resembled window muntins. The final difference between the original and restored building was that the latter housed display cases to document the preservation work and interpret the building to the public.

In 1994 or 1995, a project was undertaken to make the building more handicapped-accessible. A short, concrete ramp was added from the parking lot to the southwest corner of the building. A small landing at the front entry was replaced with a larger porch, measuring 8 ft deep by 24 ft wide, to connect the ramp with the front entry. The porch received a milled lumber railing and balustrade as part of the same project.

With funding from Gila County, the Pine-Strawberry Archeological & Historical Society conducted additional preservation work in 2004. Concrete mortar was replaced with an elasticized caulk capable of expanding and contracting with changes in temperature and humidity. The building was treated with "Ark Oil," a substance to seal and rejuvenate the wood and make it more fire-resistant. The milled porch railing and balustrade were removed and replaced with a more appropriate, rustic railing of Ponderosa pine poles. Photos 1 and 2 show the current appearance of the school. Additional documentation (page 12) shows the school after its abandonment in 1916 and before restoration in the 1960s.

Integrity

The Strawberry School today closely resembles its circa 1885 to 1916 appearance. Alterations to the exterior have consisted of the enlargement of the entry landing, the installation of a handicapped-accessible ramp and railing, the insertion of security grates over windows, and the replacement of original earthen mortar with a modern synthetic mortar. The most substantial change to the exterior has been the installation of the handicapped-accessible ramp and railing, features that are relatively unobtrusive and easily reversible. The school possesses sufficient integrity of location, design, setting, materials, workmanship, feeling, and association to be listed on the National Register of Historic Places.

A belief that the school had been moved precluded an attempt in the 1970s to list the building on the National Register. Therefore, the issue of location was carefully investigated during the preparation of this nomination. The research was unable to pinpoint the source of the belief. However, interviews conducted by Pine-Strawberry historical society members with area old-timers and with individuals who helped restore the school indicated that the building had not been moved and reassembled. Similarly, archival research discovered a 1907 General Land Office (GLO) map showing the school in the

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same location as today. Detailed GLO surveyor's notes and contemporary newspaper articles further confirmed that the building had not been relocated. Comparison of the GLO map with a modern topographic map revealed that the alignment of Fossil Creek Road shifted slightly in the vicinity of the school sometime prior to 1967. The change in location of the *road* may have led to a mistaken belief that the *school* had been moved.

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SIGNIFICANCE

SUMMARY

The nominated property is significant under Criterion A for its association with public education. The one-room schoolhouse represents the efforts of parents and civic leaders to provide an education to children in even the most rural areas of Arizona during the territorial and early statehood periods. The property is also significant under Criterion C as a rare surviving example of an Arizona log schoolhouse. Its rarity qualifies the property for the National Register at a state level of significance. The period of significance begins with the school's construction in 1885 and ends with its closing in 1916.

Historical Background

When the first Territorial legislature convened in Prescott in 1864, Governor John Goodwin asked that a system of public education be established in Arizona. A firm believer in learning, the Governor advocated the notion that universal education and self-government were inseparable. He informed the territorial assembly that Sections 16 and 36 of each township had been set aside, by the Organic Act that organized the Territory, to generate income to support public education. He also urged legislators to allot a small portion of funds raised through taxation to create public schools. Legislators interpreted the Governor's request for a "small" portion quite literally, and allotted a total of only \$1500 to establish institutions at San Xavier del Bac, Prescott, La Paz, Mojave, and Tucson. Because of strings attached to the allotments, only two schools—San Xavier and Prescott—actually benefitted from the arrangement (Nilsen, Ferry, and Evans 1985; Wagoner 1970).

Public education developed at an unsteady pace under Goodwin's successor. In 1865 Governor Richard McCormick temporarily postponed the initiation of a school system, stating that he found existing provisions for schools in the Territory to be adequate. Despite McCormick's opinion, the 1867 territorial assembly enacted a law giving towns the option of collecting taxes for schools. The only community that took advantage of the provision was Tucson. In 1867 it organized Public School District #1 and established a school in which Augustus Brichta, an educated New Yorker and former 'forty-niner, instructed about 60 boys. The school operated for only six months before closing for lack of funds (Nilsen, Ferry, and Evans 1985; Wagoner 1970).

It was not until President Ulysses S. Grant appointed Anson P. K. Safford as Governor in 1869 that the picture began to change. Safford was mortified by the results of the 1870 census, which showed that Arizona had 1,923 children between the ages of six and 21, but not a single public school. Safford's mission to change the situation earned him the reputation of "the father of Arizona schools" (Hopkins and Thomas 1985; Wagoner 1970).

Safford crafted a public school bill that provided for a Territorial school tax of ten cents on each hundred dollars of property. Only a school district could start or conduct a school, a provision that placed localities in direct charge of their schools. A school district could be created by submitting a petition to the county probate judge (acting as county school superintendent), who would facilitate the district's application to the county board of supervisors.

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The public school bill authorized counties to collect school taxes not to exceed fifty cents per hundred dollars of property. Three public-school trustees were to be elected in each district. The responsibilities of the trustees were to provide and furnish schoolhouses, to take the school census each year, and to levy special taxes if the district was unable to keep the school open for at least three months each year. A Territorial Board of Education was empowered to standardize textbooks, establish teacher qualifications, and oversee various other issues (Hopkins and Thomas 1985; Wagoner 1970).

The Sixth Legislative Assembly passed Safford's public school bill in 1871 but deleted nearly all provisions relating to revenue. The Governor reacted by launching a one-man education crusade. He stocked a buckboard with supplies, hitched up two mules, and set out on primitive roads to visit the widely scattered settlements of Arizona Territory. During the 1870s—at the height of the Indian Wars—Safford succeeding in visiting nearly every settlement in Arizona's 113,000 square miles, performing his other gubernatorial duties between trips. The grass-roots campaign of the "Lone Ranger of Education" convinced settlers that public education was not a luxury but a necessity (Hopkins and Thomas 1985).

By the time the Seventh Legislature convened in 1873, its members had "heard from home." They revived and enhanced Safford's 1871 bill. The legislators restored the county school tax, increased the territorial tax from 10 cents to 25, and developed an equitable system for apportioning school funds. When Safford retired from the governorship in 1877, Arizona had 28 public schools with 3,089 pupils and 37 teachers. Public education in the territory had at last achieved a firm foundation. Today's public school system can be traced directly back to Safford's public school act of 1871 as amended in 1873 (Hopkins and Thomas 1985).

The first permanent Euroamerican settlers arrived in Strawberry Valley toward the end of Safford's administration. The families of Isaac and John Lowthian were soon followed by those of Charles C. Callaway, LaFayette Philander Nash, J. N. Huffer, and Alfred Peach. The small community of farmers, ranchers, and freighters realized the need to educate its young. Thus, in 1884, Strawberry Valley generated a petition to organize a district and establish a school. Strawberry lay near the dividing line between Gila and Yavapai counties; it was thought, but not clearly known, that the valley was in Yavapai County. The petition was therefore taken to Prescott, the seat of Yavapai County, and submitted to county school superintendent William "Buckey" O'Neill (Van Vorst 1998).

O'Neill was a friend of LaFayette Nash, and it is believed that the close relationship between the two men facilitated the rapid granting of a school district for Strawberry Valley. Yavapai County School District #33 was created for Strawberry Valley shortly after submission of the petition. Local legend states that O'Neill told the town fathers to return home and build their school: he would provide its furnishings (Van Vorst 1998).

Families were eager to start construction, but could not agree on a site for the school. Homes were scattered throughout the 3 ½-mile length of the valley, and parents were concerned about the distances their children would have to walk. According to local legend, to resolve the issue equitably, two cowboys used a rope to measure the distance from the home of school-age children at the far western end of the valley to the home of school-age children at the far eastern end. They tallied the number of rope-lengths and placed the construction site at the mid-point. The schoolhouse was erected near the southwestern corner of Section 21 in Township 12 North, Range 8 East, where it still stands (Schoerner 2000; Van Vorst 1998).

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Construction began in early 1885. The settlers culled trees of similar diameter from the surrounding Ponderosa pine forest. Logs were hauled to the construction site, and then squared and notched with broad axe and adze. The work crew is said to have raised the walls of the school in one day (NGCHS 1984; Van Vorst 1998).

Superintendent O'Neill fulfilled his promise to the settlers. He sent furnishings that included glass windows that could be raised and lowered, factory-made desks, the latest edition of Webster's dictionary, a current world globe, a slate blackboard large enough to fill the width of the front wall, two overhead gaslights, a wood-burning stove, a clock, textbooks, and even a pump organ. Wall finishes of wainscoting and wallpaper added an air of refinement not usually present in rural Arizona schools (NGCHS 1984; Van Vorst 1998).

The school opened in the fall of 1885. It was the pride of the valley—the only public building, and the sole structure that was not a crowded cabin, root cellar, barn, or chicken coop. The building would serve not only as a school but also as an occasional dance hall, church, and meeting house for Strawberry Valley residents (Van Vorst 1998).

Mollie Burgett was the first teacher. Others who followed included Carrie Nash, Harry Nash, J. M. Huffer, P. C. Miller, a Miss McFarland, Fred Stephens, Nelly Allen, Vergie Weatherford, a Mr. Patterson, Rebecca Boswell, Nina Burns, a Miss Eddy, Judy Martin, May Herron, Edith Peach, and Kenneth Johnston, according to school records. The teacher received a salary averaging about \$30 a month, plus room and board. Meals and lodging were normally provided by families with children enrolled in the school (NGCHS 1984; Van Vorst 1998).

Despite frequent teacher turn-over, the Strawberry School delivered a good rudimentary education. However, the school was not “all work and no play,” as the following story indicates. Early one morning, two older boys picked up a bull snake and stashed it in the teacher's desk. When the instructor arrived, she knew from the expressions on her students' faces that mischief was afoot, but nevertheless began the class. Inevitably she opened the desk drawer. Out slithered the big bull snake. With a shriek, the teacher reared back in her chair and landed head-over-heels, her high black boots pointing straight in the air. With a mixture of shock, embarrassment, and glee, the pupils discovered that their teacher's bloomers read “Gold Medal Flour” (alumnus Wid Fuller, as told to Van Vorst 1998:4).

The teacher provided instruction to grades 1 through 8. Subjects included not only the “Three Rs” (reading, 'riting, and 'rithmetic) but also history, geography, and hygiene. Classes were normally held for six months of each year, allowing the children long summer recesses to help their parents with agricultural chores. Any child between the ages of 5 and 20 could attend, but eight children *had* to be enrolled to meet the minimum requirement set by the county and territory (NGCHS 1984; Van Vorst 1998; Wagoner 1970).

The school remained under Yavapai County jurisdiction until a change occurred in the county boundary in 1889. Strawberry Valley was transferred to the jurisdiction of Gila County and became Gila County School District #11 (Dreyfuss 1978; Schoerner 2000).

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The school was forced to close during the 1908-1909 school year because of inadequate enrollment. It resumed classes in the fall of 1909 and continued to provide instruction until June of 1916, when declining enrollment again forced its closure. Since 1916, Strawberry's students have attended public school in the neighboring community of Pine, within the Pine-Strawberry consolidated school district. For the next half-century, the Strawberry School found occasional use as a temporary residence for newcomers as they built homes or for transients passing through the area, but was never again used for instructional purposes (Van Vorst 1998).

Closure of the Strawberry School reflected a nationwide trend. Consolidated or "unified" school districts were becoming the wave of the future. The advantages of consolidation were numerous: greater economy of effort; better conditions and salaries for teachers; better equipment and facilities for students; and greater uniformity in textbooks, teacher quality, teaching methods, and curricula. Nonetheless, many parents mourned the passage of the one-room schoolhouse and the advantages it had afforded: a favorable teacher-student ratio, closer parent-teacher-student contact, fewer administrative layers, cross-age and peer tutoring, and flexible scheduling (Anderson 2000).

Nationally, the number of one-room schools declined from roughly 212,000 in 1913, to 143,000 in 1932, to 96,000 in 1944, to 43,000 in 1954 (Anderson 2000). In Arizona, the number decreased from 282 in 1920 to 128 in 1940 (Nilsen, Ferry and Evans 1985). By the turn of the 21st century, only a few hundred "one-roomers" in the nation still functioned as schools. Most of the abandoned one-room schools that survive today were moved, sometimes several times, to protect them from the sprawl of development. Some found safe haven as museums. Others stood abandoned, passing quietly into ruins (Anderson 2000).

Significance under Criteria A and C

The significance of the Strawberry School should be measured not by the number of students it educated—enrollment rarely exceeded a dozen pupils in any given year—but rather by what it symbolizes within the context of public education. The schoolhouse represents the efforts of parents and civic leaders to provide instruction to children in even the most remote areas of Arizona during the territorial and early statehood periods. The pioneers of Strawberry continued the crusade for public education that had been waged by John Goodwin and Anson Safford; the settlers shared the ex-Governors' belief that education held the key to a hopeful future. The importance of the school is enhanced by the fact that it has not been moved and, therefore, has not lost an association with the area it served. Research by the Pine-Strawberry Archeological & Historical Society (which operates the Strawberry School museum) and by the Arizona Historical Society (which owns the property) suggests that the Strawberry School is the oldest Arizona schoolhouse still standing in its original location. These associative qualities give the schoolhouse significance under Criterion A.

The property also qualifies for the National Register under Criterion C for its architecture. The Strawberry School is a rare surviving example of an Arizona log schoolhouse. Much of central and northern Arizona lies within the largest stand of Ponderosa pine in the world, and pioneers often chose that material when constructing their first homes, schools, and outbuildings. Many log homes and outbuildings still survive in the region, but log *schoolhouses* have become rare. Most of

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the few log schools found in Arizona today are replicas, or were moved and reassembled. An example of the former is the Sharlot Hall Museum schoolhouse, a replica of a building that once stood in Prescott. An example of the latter is the Gordon Canyon School, moved from a canyon east of Payson to a museum north of Phoenix.

The Historic Property Inventory of the State Historic Preservation Office indicates that 145 schools have been recorded in Arizona. In addition to the Strawberry School, only one of those buildings is a log school in its original location. That building lies in Eager, Apache County.

The immense logs of the Strawberry School eloquently convey a sense of the virgin forest that surrounded Strawberry Valley when the first settlers arrived. The Strawberry School embodies the distinctive characteristics of a type, period, and method of construction of pioneer Arizona. The building qualifies for the National Register at a state level of significance mainly because of its rarity in Arizona as an early log schoolhouse. The period of significance begins with the school's construction in 1885 and ends with its closure in 1916.

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MAJOR BIBLIOGRAPHICAL REFERENCES

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2000 Foreword. In *Under One Roof: A Traveler's Guide to America's One-Room Schoolhouse Museums*, Grace S. Schoerner, editor. Pine-Strawberry Archeological & Historical Society, Pine, AZ: pp. xi-xvi.

Dreyfuss, John J. (editor)

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**United States Department of the Interior
National Park Service**

**NATIONAL REGISTER OF HISTORIC PLACES
CONTINUATION SHEET**

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Photographic Information

1. Strawberry School
2. Gila County, AZ
3. Pat H. Stein
4. 2004
5. State Historic Preservation Office, Arizona State Parks, 1300 W. Washington St., Phoenix, AZ 85007
6. View northeast, showing south and west elevations of the Strawberry School.
7. PHOTO 1

1. Strawberry School
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6. View northwest, showing the south and east elevations.
7. PHOTO 2