

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

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**National Register of Historic Places
Registration Form**

**NATIONAL
REGISTER**

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 an 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 Eagar School

other names/site number Eagar Town Hall

2. Location

street & number 174 South Main Street not for publication N/A

city or town Eagar vicinity N/A

state Arizona code AZ county Apache code 01 zip code 85925

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 nationally statewide locally. (See continuation sheet for additional comments.)

James W. Starnes AZSHPO 6/3/93
Signature of certifying official/Title Date

Arizona State Parks
State of 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 certifying official/Title Date

State or Federal agency and bureau

4. National Park Service Certification

I hereby certify that the property is:

- entered in the National Register. 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 the Keeper

Date of Action

Patrick Andrews

7/22/93

Eagar School
Name of Property

Apache County, Arizona
County and State

5. Classification

Ownership of Property
(Check as many boxes as apply)

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

Category of Property
(Check only one box)

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

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

Contributing	Noncontributing	
1	1	buildings
1	0	sites
		structures
		objects
2	1	Total

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

N/A

**Number of contributing resources previously listed
in the National Register**

0

6. Function or Use

Historic Functions
(Enter categories from instructions)

School

Current Functions
(Enter categories from instructions)

Governmental

7. Description

Architectural Classification
(Enter categories from instructions)

Materials
(Enter categories from instructions)

foundation Stucco

walls Stucco

roof Asbestos Shingle

other N/A

Narrative Description

(Describe the historic and current condition of the property on one or more continuation sheets.)

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 of age or achieved significance within the past 50 years.

Areas of Significance

(Enter categories from instructions)

Education

Period of Significance

1930-1942

Significant Dates

N/A

Significant Person

(Complete if Criterion B is marked above)

N/A

Cultural Affiliation

N/A

Architect/Builder

N/A

Narrative Statement of Significance

(Explain the significance of the property on one or more continuation sheets.)

9. Major Bibliographical References

Bibliography

(Cite the books, articles, and other sources used in preparing this form on one or more continuation sheets.)

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:

Eagar School
Name of Property

Apache County, Arizona
County and State

10. Geographical Data

Acreege of Property 4.5

UTM References

(Place additional UTM references on a continuation sheet.)

1

1	2	6	5	7	5	7	5	3	7	7	5	2	7	5
Zone		Easting					Northing							

3

Zone		Easting					Northing							

2

Zone		Easting					Northing							

4

Zone		Easting					Northing							

See continuation sheet

Verbal Boundary Description

(Describe the boundaries of the property on a continuation sheet.)

Boundary Justification

(Explain why the boundaries were selected on a continuation sheet.)

11. Form Prepared By

name/title Robert G. Graham/Architect , Richard Lynch

organization Ryden Architects date April 1992

street & number 645 North Fourth Avenue #A telephone 602/253-5381

city or town Phoenix state Arizona zip code 85003

Additional Documentation

Submit the following items with the completed form:

Continuation 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.

Photographs

Representative **black and white photographs** of the property.

Additional items

(Check with the SHPO or FPO for any additional items)

Property Owner

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

name _____

street & number _____ telephone _____

city or town _____ state _____ zip code _____

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. 470 *et seq.*)

Estimated Burden Statement: Public reporting burden for this form is estimated to average 18.1 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 Chief, Administrative Services Division, National Park Service, P.O. Box 37127, Washington, DC 20013-7127; and the Office of Management and Budget, Paperwork Reductions Projects (1024-0018), Washington, DC 20503.

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National Park Service**

**National Register of Historic Places
Continuation Sheet**

Section Number 7 Page 1

Eagar School
Eagar, Apache County, AZ

NARRATIVE DESCRIPTION

SUMMARY

The Eagar School is a six-room, one story school building reflecting stylistic influences of the Prairie School as well as the neoclassical style. The school stands at the center of Eagar, a small, rural town in eastern Arizona. Constructed in 1930, the school was altered in 1951 with a large but sensitive addition to the rear of the building. At the same time, the brick building was plastered; at a later date the wood windows were replaced with single-hung aluminum units. Educational uses ceased in the late 1980s, and the building is now used as the Town Hall. The property includes adjacent playgrounds and a playing field which are associated with the school. Notwithstanding the alterations, the school is still a highly visible landmark whose location, appearance, and association with elementary education in Eagar makes it important to the community.

DESCRIPTION

The Town of Eagar and its sister town, Springerville, are nestled side-by-side within Round Valley in eastern Arizona, not far from the New Mexico border. The picturesque setting of the town includes pastoral meadows providing a foreground for the evergreen-covered hilltops and volcanic hills which surround the valley. The Eagar School lies on the west side of Main Street, the town's major north-south thoroughfare, between First and Second Streets South. Its location is south of the commercial center, but equally convenient to most homes in the town.

The property covers three-fourths of one of the town's approximately 500-foot square blocks. The Eagar School building lies at the southeast corner of the block, facing Main Street and set back from it by some 60 feet. The new school, which replaces the Eagar School, was built on part of this block and the adjacent block to the west, the two blocks having been combined in the process. The playgrounds and playing field associated with the Eagar School are still in use by the new school.

The original Eagar School building is roughly C-shaped in plan. The facade is symmetrically composed, aside from minor variations in fenestration, with two short wings, one on each end, projecting out toward Main Street. Foundation and wall surfaces were originally brick, but have now been stuccoed. The windows are vertically proportioned but are grouped into strips of two to four with a common projected sill. The original double-hung, three-over-three wood windows can be seen in an enclosed area between the rear addition and the main building. Modern windows are one-over-one single hung aluminum units, which have been placed within the frames of the original sash. Entry doors were originally wooden, single-light doors with multi-light transoms overhead. Most doors, however, have been replaced with flush models. Recessed, windowless panels are featured on the ends of each wing facing Main Street. Broad stairs flanked by cheek blocks lead to the main entries; smaller, although similar stairs are found at minor

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Eagar School
Eagar, Apache County, AZ

entries. Pedimented parapets supported on pilasters frame the entries. The single story is capped with a low-pitched hip roof with wide overhangs. The rafter tails are left exposed at the eaves, but this detail is partially obscured by rain gutters in most locations. The roof is sheathed in diamond-pattern asbestos shingles with mission tile at the ridges. There is one massive chimney at the south wing, which does not rise above the roof ridge, but rather squats lowly, minimizing its presence.

The interior of the building is largely intact. Some modern partitions have been added to convert the school into the town hall, but no major original partitions were disturbed. Interior doors and wainscotting remains in many areas. Some chalkboards have been retained in place.

Early in the building's period of use a cafeteria was added to the south side. The design and integration of the cafeteria was sensitive to the building's original street-side expression. In 1951, a large classroom was added. This addition takes the form of a wing to the west, with an interior corridor as well as classroom entrances along the exterior under covered porches. At the same time, the main building's exterior was remodelled to unify the entire building with the additions. The main alteration was the application of stucco to the exterior wall surfaces. Despite the non-historic sheathing, the essential physical features of shapes, details (other than brickwork) and massing are retained.

One outbuilding is found to the south of the School. This 30-foot square storage building is not a contributing element. Exterior materials include stucco and concrete block; the roof is a low-pitched hip with asphalt shingles. At least two additions to a core building are evident.

Aside from some shrubs around the foundation of the main school building, the areas surrounding the school are open yards with grass. Along Second Street South are mature deciduous trees, and at the corner of Second Street and Main Street is a grouping of mature evergreens. West of the school is the parking area for the modern school building. To the north are playgrounds which include basketball courts and playground equipment on a sand lot. To the extreme north end of the site, at the corner of First Street South and Main Street, is a playing field. Although many of the specific features of the surrounding site are modern, such as the playground equipment, the character and use pattern is unchanged from the historic condition.

It is not known if archaeological resources are present on the site. Previous structures existed, but any remains would be foundations or basements.

CONTRIBUTING ELEMENTS

Eagar School Building

NONCONTRIBUTING ELEMENTS

Storage Building

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Continuation Sheet**

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Eagar School
Eagar, Apache County, AZ

NARRATIVE STATEMENT OF SIGNIFICANCE

SUMMARY

The Eagar Elementary School served the Arizona community of Eagar and its agricultural hinterland for fifty-three years by providing a substantial forum for the elementary education of its children. From the destruction of the original, frame schoolhouse by fire in 1930 to the decommissioning of this red-brick replacement in 1984 when it became the town hall, the Eagar Elementary School has stood as the physical manifestation of the importance of education to the community and as an example of the Mormon educational paradigm in Arizona. The period of significance relates to the time between the school's initial construction and the arbitrary 50-year cut-off for National Register Eligibility. This schoolhouse, therefore, is significant under Criterion A in the area of Education, because it provides a physical symbol of the relationship between Mormon communities in Arizona and the process of education in the twentieth century American West. In addition its history also provides an instructive example for the development of the historic context of Mormon colonization in Arizona.

HISTORICAL OVERVIEW AND SIGNIFICANCE

The community of Eagar provides an excellent example of the Mormon influence in the Little Colorado River valley in the 1870s and 1880s. Begun officially as a ward of the Mormon Church on July 4, 1886, the community became known as Eagar in honor of the three Eagar brothers who had resettled on the bench above the river after troubles with claim jumping by non-Mormons on their original land near Springerville forced them to find new homes. They shared their new land with other refugees from the claim jumping difficulties and saw the new community take their name.

Irrigation was essential to survival on this high plateau in the arid Southwest, and the Mormon settlers soon began the construction of reservoirs in the mountains and canals along the river to water their fields. In patterns developed and refined by the Mormon pioneers in Utah, the irrigation system for Eagar and Round Valley was developed in the late 1880s and 1890s and supplied all the fields, gardens, orchards, and the many trees planted in the valley and in the growing community.

After struggling to attain their minimal needs for housing and food their first secular act was the establishment of a school for the children. According to Charles Peterson, in his book, Take Up Your Mission: Mormon Colonization Along the Little Colorado River, the Mormon pioneers were "devoted to education....as a matter of character molding that broadened and strengthened the individual...." Eagar proved the rule in their quest for education in the midst of "obdurate" elements, and often obdurate neighbors, and in the early 1890s built a large frame schoolhouse next door to the first ward chapel. There was little separation of church and state in early Mormon communities, as one hand helped the other in a highly supportive and successful undertaking.

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Eagar School
Eagar, Apache County, AZ

The early decades of the twentieth century found Eagar growing and prospering in line with national and regional economic trends. Subsistence agriculture produced bumper crops which could be sold to pay off accumulated debt and to generate needed cash. Livestock production advanced and commanded rising prices which reached their zenith in the boom period of the First World War. The development of a local construction industry, with its attendant local sawmills, shingle mills, brick kilns, and adobe manufacturing businesses to serve the needs of prospering local farmers and ranchers, also added to the local economy.

In 1911, the town's school trustees went before the county board of supervisors to ask for the calling of a bond election to add rooms to the schoolhouse. Eagar's population had reached 397 in the 1910 census and more pupils had begun to crowd its classrooms. In reporting the successful outcome of the election, The St. Johns Herald reiterated the familiar refrain about the community: "When it comes to public schools and interest in public school matters, the Eagar district doesn't have to take a back seat to anyone."

By 1920 Eagar's population had grown by sixty percent to 635, but the local economy suffered from the agricultural depression that followed the price plunge for commodities after the First World War. The Mormon Church soon announced its plans to close its secondary school academies in the west and advised its members who wanted to give their children a secondary education to send them to public high school. Eagar quickly took steps to organize a high school district for the town and to prepare its seventh graders for high school work in the fall of 1921 with special night classes. The community needed both its seventh and eighth grade students to attend high school that first fall in order to meet the minimum enrollment requirements.

Without a high school building the Eagar High School met in the local LDS chapel next to the grade school, in the church's relief society building east of the chapel, and in local homes. Facing economic tough times the local high school board sought ways to spread the costs of a modern high school facility across the shoulders of a greater number of taxpayers and soon found them in nearby Springerville, Greer, Alpine, and Nutrioso. The Round Valley High School District No. 3 held a bond election for the new red brick school to be constructed on the boundary between Springerville and Eagar and to be ready for the fall term in 1925.

At the same time that the high school utilized the LDS ward chapel for its classes, the elders of the Eagar ward decided to build a new brick chapel for their growing numbers. This building was dedicated in 1927, and the old frame chapel was donated and added to the neighboring district elementary school to support its growing needs. Even in that modern age styled the "Roaring Twenties," Eagar adhered to the old Mormon colonial tradition of cooperation and support between church and school.

On Friday, January 10, 1930, sparks from one of the wood-burning stoves, stoked high to ward off the chill in the Eagar Elementary School, escaped the chimney and blew down upon the dry shingles of the roof.

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Eagar School
Eagar, Apache County, AZ

The strong southwest wind nurtured and soon spread the flames, and the roof burned completely and fell in before the walls caught fire. The children and their teachers escaped safely, and fire extinguishers, some brought from the A. C. M. I. (Arizona Co-operative Mercantile Institution) down the street and others from neighboring Springerville, were brought to bear on the flames, but they were no match for a fire fanned by a strong wind on an old frame structure. The school was totally consumed in thirty minutes.

Three tables, a few desks, some books, the piano, the new Victor phonograph, and three dozen chairs were all that was saved of the school's furnishings. It is always difficult for a community to experience fire and loss of great magnitude, but in the early days of the Great Depression it was especially difficult for the small farming community where barter was still a part of daily living and cash was hard to acquire and accumulate.

Even with new taxes to pay for a high school and the added costs of a new ward chapel to absorb, education continued to play an important role in Eagar's existence, commanding scarce community assets, and fire was not about to curtail the process. School opened Monday morning in the LDS ward chapel, much to the disappointment of the young scholars who had anticipated a holiday, and the school's principal, Clint Rollo, along with Apache County School Superintendent Amelia Hunt Garcia, soon arrived with a fresh supply of text books from St. Johns. That evening members of the local Parent Teachers Association (PTA) and the school's trustees met to discuss plans for a new school building and the holding of a bond election to finance construction.

By late February a petition began to circulate asking the Apache County Board of Supervisors to hold a bond election, and amounts of between forty and fifty thousand dollars were mentioned for the bonds in The St. Johns Herald. A consolidation with the nearby Amity School District No. 8 was ironically effected soon after for the following fall, broadening the tax base, cutting expenses, and providing a significant advantage for the Amity students. Instead of a one-room school with one teacher, the Amity students would be placed in grade-appropriate classrooms staffed by one of eight teachers. In Eagar they would also find a friendly face well known to them, as Edith Peach Martin, on the Eagar faculty, had taught in Amity for almost a decade. It is ironic, because in 1888 Amity had petitioned the Apache County Board of Supervisors to split Eagar off from their school district. Despite Eagar's protests to the contrary, the petition was granted. Now some forty-two years later the two school districts had come full circle with Eagar welcoming its previously disaffected neighbor back into the fold.

Even with the added tax base, however, the board of supervisors calculated that only \$21,000 in bonds would be the maximum issuable in order not to exceed the statutory limit of 6% of assessed valuation in the district. The first bond election was scheduled for April 5, at which time the bonds were overwhelmingly approved, thirty-seven to one. Unfortunately, and for reasons never explained in the minutes of the board of supervisors, another bond election was called and rescheduled several times until

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Eagar School
Eagar, Apache County, AZ

mid-August when the bonds finally received approval.

The school year was finished in the Mormon church in the best manner possible without a library, desks, and blackboards. By mid-June a call for construction bids had been answered with eleven proposals by contractors from the Salt River Valley, Prescott, Winslow, El Paso, and the local area. Albert Copeland of Mesa made the winning bid with a figure of \$21,125, "everything complete."

Apparently well-assured that the bonds would eventually be approved and sold, Copeland went to work digging the basement, pouring the foundation, and laying the brick walls with bricks burned locally and supplied by Francis Day from his kilns beside the Little Colorado River. An item in The St. Johns Herald stated that Copeland expected the new red brick schoolhouse to be ready by November.

The dedication of the new Eagar Elementary School took place December 6, 1930, with an hour program at the school followed by a community dance featuring the Round Valley-St. Johns orchestra and sponsored by the Eagar PTA at the Round Valley High School auditorium. The new school can be seen as the physical manifestation of the importance of education to the community. Its substantial presence in a struggling farming town, beset with anemic commodity prices for more than a decade and now facing an unknown catastrophe precipitated by the collapse of the Great Bull Market of the 1920s, gives solid evidence to Eagar's commitment to its children and their future.

The 1931-32 school year was staffed by a principal and seven other teachers. Not only was there continuity between the closed school at Amity and Eagar, but there also existed a strong connection between the community and the school, with several teachers having grown up in Eagar, Greer, and Round Valley, married Eagar and Round Valley men, and had children enrolled in the Eagar School. Additionally two of the teachers, Fern Nichols and Josephine Hamblin, had husbands who taught in the Round Valley High School, with Ray D. Nichols, a graduate of Brigham Young University, serving as principal and Roland S. Hamblin, with a degree from the University of Arizona, teaching general science and history. This pattern repeated itself throughout the period of significance. Elementary education in Eagar was truly a community enterprise and a community experience.

Another example of a school activity which elicited the support of the community was lunch period in the new school. For many years children walked home for lunch or brought a lunch pail or sack lunch to school. With the advent of the PTA, the addition of the Amity children who could not walk home, and more "modern" thinking, the women of the community began preparing hot soup or stew in the kitchen of Mrs. Harry Udall across Second Street from the school grounds and bringing it to school for a more convenient, and often more nourishing, meal for the children. Eagar had its own depression era "soup lines," with a price tag of just five cents a cup. By 1940 the community recognized the growing need for a cafeteria and kitchen for the school, and Bryant Whiting received the contract to build the addition to the south side of the school building. Effie Mae Wiltbank, another member of a pioneer family who had a long association with the school, became the cook in the new kitchen.

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Section Number 8 Page 7

Eagar School
Eagar, Apache County, AZ

Over the next forty years there were five more additions to the Eagar Elementary School. These additions are not a part of and do not contribute to the school's significance.

After the Second World War Eagar experienced a slow but steady growth, which greatly accelerated during the 1970s with the construction of two major electric power generating stations near St. Johns and Springerville. While the power stations did not increase the school district's tax base, many of the workers and their families chose to live in Eagar, and by 1990 it had become the largest community in Apache County.

In 1959 the Greer School closed its doors and added its pupils to the Eagar Elementary School, and in 1969 the communities of Alpine, Nutrioso, and Springerville consolidated their elementary schools with that of Eagar. School children in kindergarten through third grade were bussed to Springerville, while students in fourth through eighth grades attended the Eagar Elementary School.

By the mid-1980s the Eagar Elementary School had outlived its usefulness. It was decommissioned in January of 1984 and that same month became the Eagar Town Hall. The new elementary school of the consolidated school district today sits just west of its senior predecessor on grounds that have served the community for one hundred years.

RELATIONSHIP TO NATIONAL REGISTER CRITERIA

The Eagar School is eligible to the National Register under Criterion A as an example of the importance of education to the Mormon communities of Arizona, and of Eagar in particular. Additionally, the School is a product of typical educational systems of the early-twentieth century American West.

Although the building's integrity is partly compromised by replacement of windows and sheathing in stucco, the essential elements of the buildings form and character as well as significant interior features such as blackboards, trim, and spatial layout are intact. The site is well-defined and retain its historic relationship to adjacent residential areas of Eagar.

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Eagar School
Eagar, Apache County, AZ

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- The St. Johns Herald, 1930.
- The St. Johns Observer, 1930-1933, 1940.
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Section Number 10 Page 9

Eagar School
Eagar, Apache County, AZ

VERBAL BOUNDARY DESCRIPTION

Beginning at the southwest corner of Main Street and First Street, proceed south along the curb line of Main Street to its intersection with Second Street; thence proceed west along the curb line of Second Street a distance of 570 feet; thence proceed due north a distance of 300 feet; thence proceed due east a distance of 300 feet; thence proceed due north to the curblines of First Street; thence proceed east along the curblines of First Street to the point of beginning.

BOUNDARY JUSTIFICATION

The boundary includes the parcel historically associated with the function of the school.

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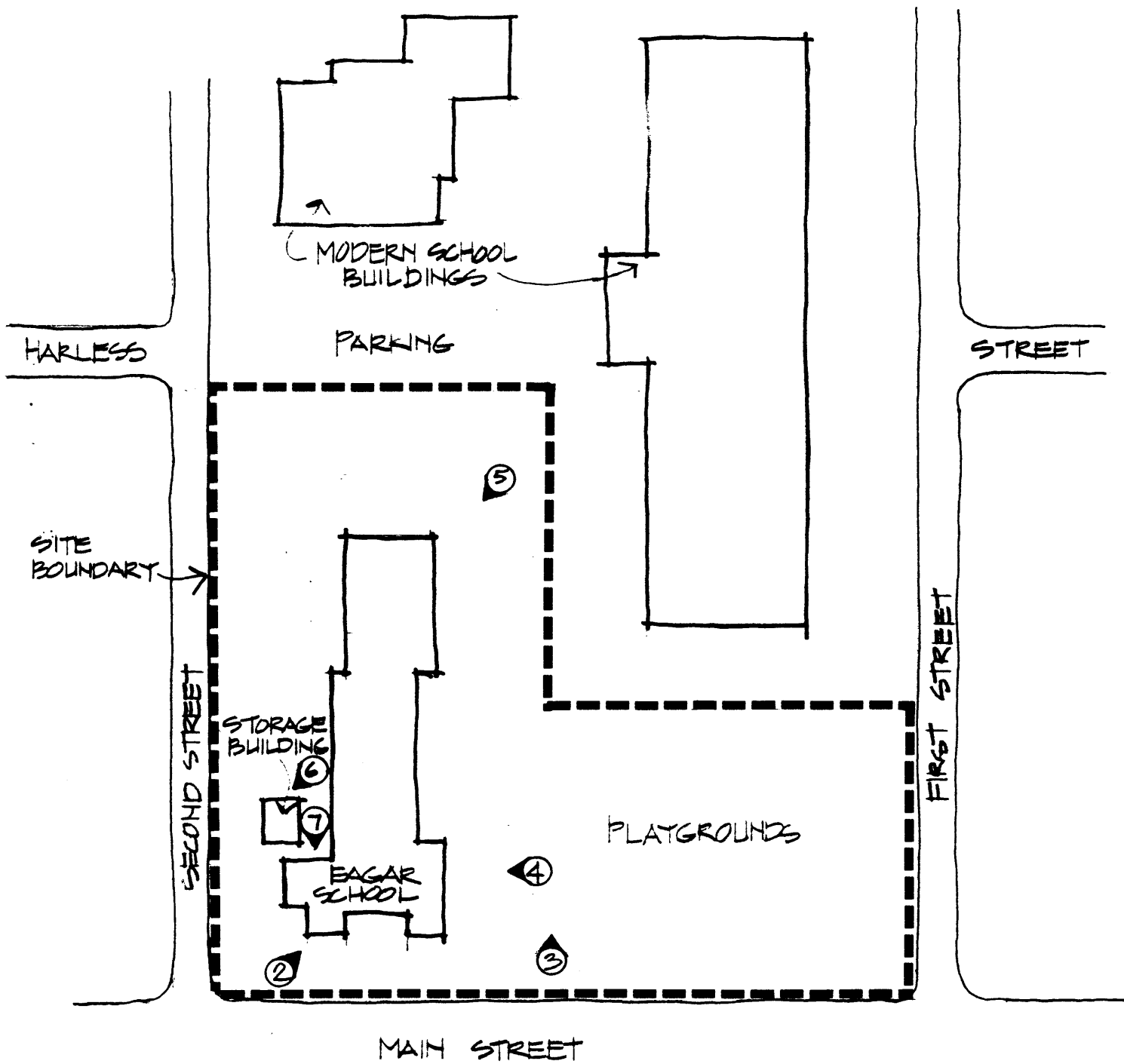
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Section Number _PHOTOS_ Page 10

Eagar Elementary School
Eagar, Apache County, AZ

Photographer: R. Graham
Date: March 1992
Location of Original Negatives: Ryden Architects
645 N. Fourth Avenue, Suite A
Phoenix, Arizona 85003

Photo #	View to
1	W
2	NW
3	W
4	S
5	E
6	E
7	E

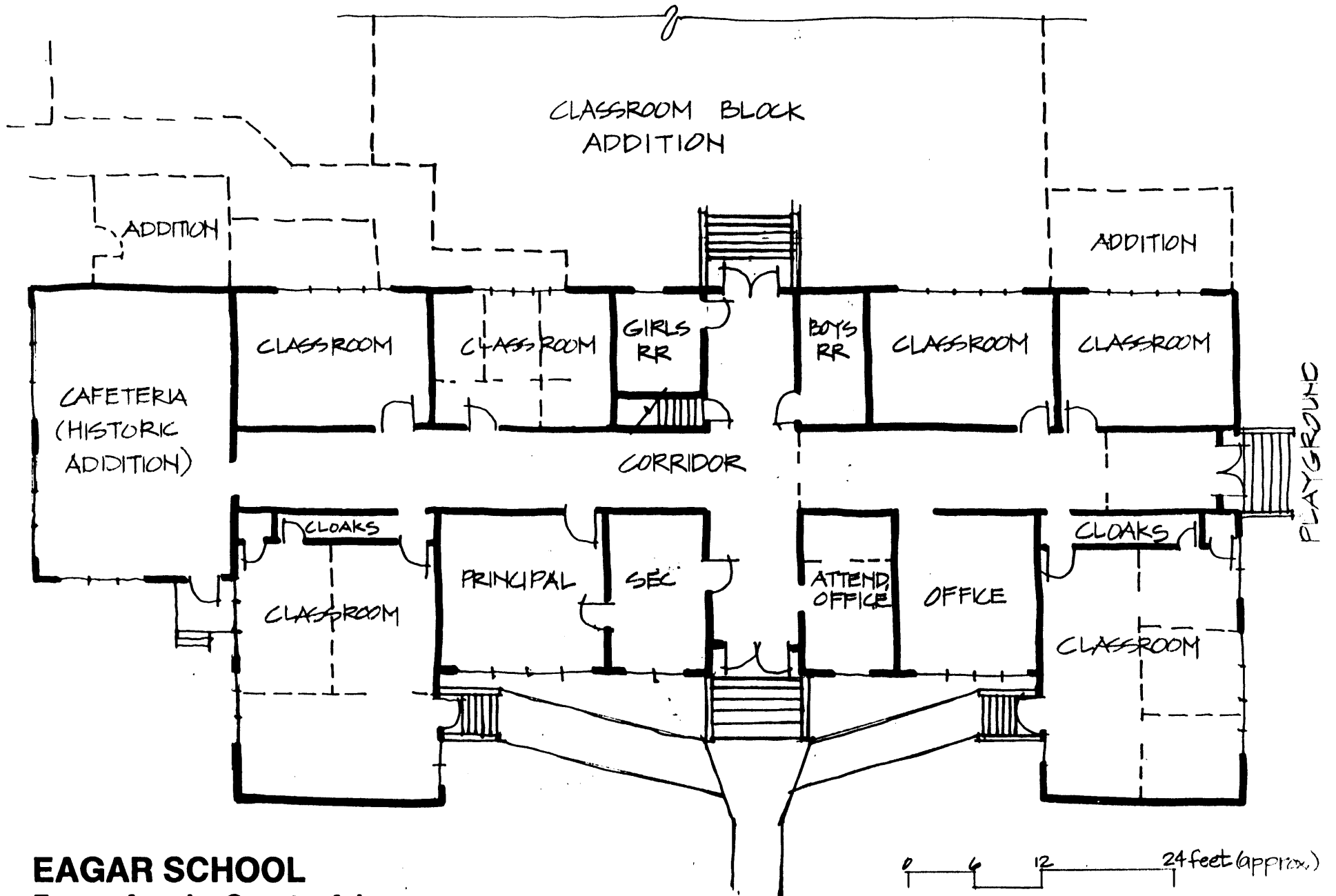


EAGAR SCHOOL

Eagar, Apache County, Arizona

SITE MAP/PHOTO KEY





EAGAR SCHOOL

Eagar, Apache County, Arizona

CONJECTURAL RECONSTRUCTED FLOOR PLAN

LEGEND

- Original or Early Features
- - - Late Additions