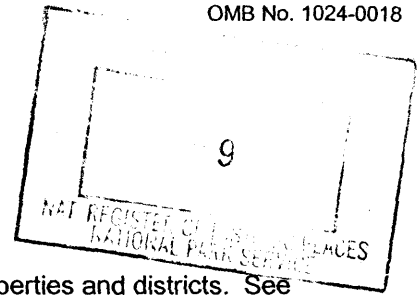


United States Department of the Interior
National Park Service



**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 Mayer Red Brick Schoolhouse

other names/site number _____

2. Location

street & number Main Street not for publication _____
city or town Mayer vicinity _____
state Arizona code AZ county Yavapai code 025 zip code 86333

3. State/Federal Agency Certification

As the designated authority under the National Historic Preservation Act of 1986, as amended, I hereby certify that this X 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 X meets _____ does not meet the National Register Criteria. I recommend that this property be considered significant _____ nationally
statewide X locally. (_____ See continuation sheet for additional comments.)

James W. Gorman AZSHPD 7 JUNE 2004
Signature of certifying official 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

4. National Park Service Certification

I, hereby certify that this property is:

Edson H. Beall

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):

for

Signature of Keeper

7/21/04
Date of Action

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

Contributing	Noncontributing
<u> 1 </u>	<input type="checkbox"/> buildings
<input type="checkbox"/>	<input type="checkbox"/> sites
<input type="checkbox"/>	<input type="checkbox"/> structures
<input type="checkbox"/>	<input type="checkbox"/> objects
<u> 1 </u>	<input type="checkbox"/> Total

Number of contributing resources previously listed in the National Register

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

 N/A

6. Function or Use

Historic Functions (Enter categories from instructions)

Cat: Education

Sub: School

Current Functions (Enter categories from instructions)

Cat: Work in Progress
Education

Sub: _____
Education-related (administration)

=====

7. Description

=====

Architectural Classification (Enter categories from instructions)

Vernacular

Materials (Enter categories from instructions)

foundation Concrete
roof Composition shingle
walls Brick

other _____

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.)

- 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

Period of Significance 1914-1954

Significant Dates 1914

1932-33

Significant Person (Complete only if Criterion B is marked above)

Cultural Affiliation

Architect/Builder W. S. Elliott, architect

Joe Petit, builder

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: Sharlot Hall Museum, Prescott

10. Geographical Data

Acreage of Property Less than one

UTM References (Place additional UTM references on a continuation sheet)

	Zone	Easting	Northing	Zone	Easting	Northing
1	<u>12</u>	<u>386020</u>	<u>3807010</u>	3	_____	_____
2	_____	_____	_____	4	_____	_____

_____ 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 Reba Wells Grandrud, Ph.D.

organization Swan Architects, Inc. date August 8, 2003

street & number 4331 North Twelfth Street telephone 602 264 3083

city or town Phoenix state AZ zip code 85014

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 the SHPO or FPO.)

name Mayer Unified School District

street & number 17300 East Mule Deer Drive telephone 928-632-7834

city or town Mayer state AZ zip code 86333

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**NATIONAL REGISTER OF HISTORIC PLACES
CONTINUATION SHEET**

Section 7 Page 1

Mayer Red Brick Schoolhouse
name of property
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Section 7. NARRATIVE DESCRIPTION

Summary

Since its construction in 1914, the Mayer Red Brick School has been a focal point of the small town of Mayer in central Arizona. Built on a hillside, the two-story red brick building overlooked Mayer's original main street and the tracks of the Prescott & Eastern Railway. Except for a brief period in the 1980s, it has been an educational facility. Today, it is structurally sound, and because of mass and prominent location, it is still the most visible and identifiable building in the town. Both exterior and interior integrity of the building has been maintained, and the few, perhaps now inappropriate, changes that have been made over time are readily reversible.

Historic and Current Condition of the Property

A typical early 20th Century school building, it has a hipped roof, a concrete foundation, and a daylight basement. Designed to let in maximum light, the building features windows set in sets of threes and fives on two sides. A belltower crowns the roof, but the most distinguishing feature of the building is the front (north) entrance, which contains a pair of doors with sidelights and a large transom recessed into an arched opening. The semicircular arch springs from plastered pilasters at each end and has a wide molding formed by brick voussoirs (wedge-shaped pieces) that project from the face of the building. Exterior modifications include a concrete masonry addition on the south side of the building that encloses concrete stairs leading to the basement, a ramp leading to a non-original door opening, a steel fire escape, and on the north side, two concrete stairways leading to the basement.

The foundation walls, in good condition, are of cast-in-place concrete and vary in thickness from 13 1/2 inches to 20 inches. The above-grade exterior surfaces of the foundation (basement) walls are finished with plaster and painted. Interior surfaces are rough and uneven, some finished with plaster and some painted. All the floors are level and consist of 2 3/8-inch-wide by random-length, maple-strip flooring over structurally sound wooden subfloors and floor joists. The original wood base exists throughout most of the building, but has been covered in many places by rubber and vinyl base and/or many coats of paint. The original oak staircase is in fair condition but its appearance is marred by multiple coats of glue and paint. The staircase is an important character-defining element of the building.

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Mayer Red Brick Schoolhouse
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The 3-wythe-thick exterior walls are of red brick laid in a common bond with seventh-course headers. Some damage has been done by settling of the building, the mounting of lighting fixtures and electrical and mechanical equipment, and exposure to weather. But the wall cracks are stable and do not pose a structural concern.

Two of the original five-panel wood doors remain and several original locks and hinges, along with most of the wood transoms, frames, and casings. These are important character-defining elements, as are the single, one-over-one, double-hung wood windows, which are largely intact on the north and east facades. Many of these are still operable and retain the original window hardware. On the south and west facades, the original wood windows have been replaced with one-over-one, double-hung, aluminum sash windows with security screens. Plaster-covered brick sills are found below each window opening.

The hipped roof is covered with asphalt (composition) shingles. Clay barrel tiles accent the hips and ridges. The roof framing is in good condition with no broken or distressed members observed. All the nail connections remain intact. Non-original metal gutters occur at the roof eaves. The roof dormer on the north slope of the roof has three arched openings, protected with non-original steel mesh, that ventilate the attic. The original school bell remains in the dormer. The two original brick chimneys are no longer functional and have been altered. The western one has been removed and capped directly below the roof and the eastern one extends above the roof, but is missing several brick courses.

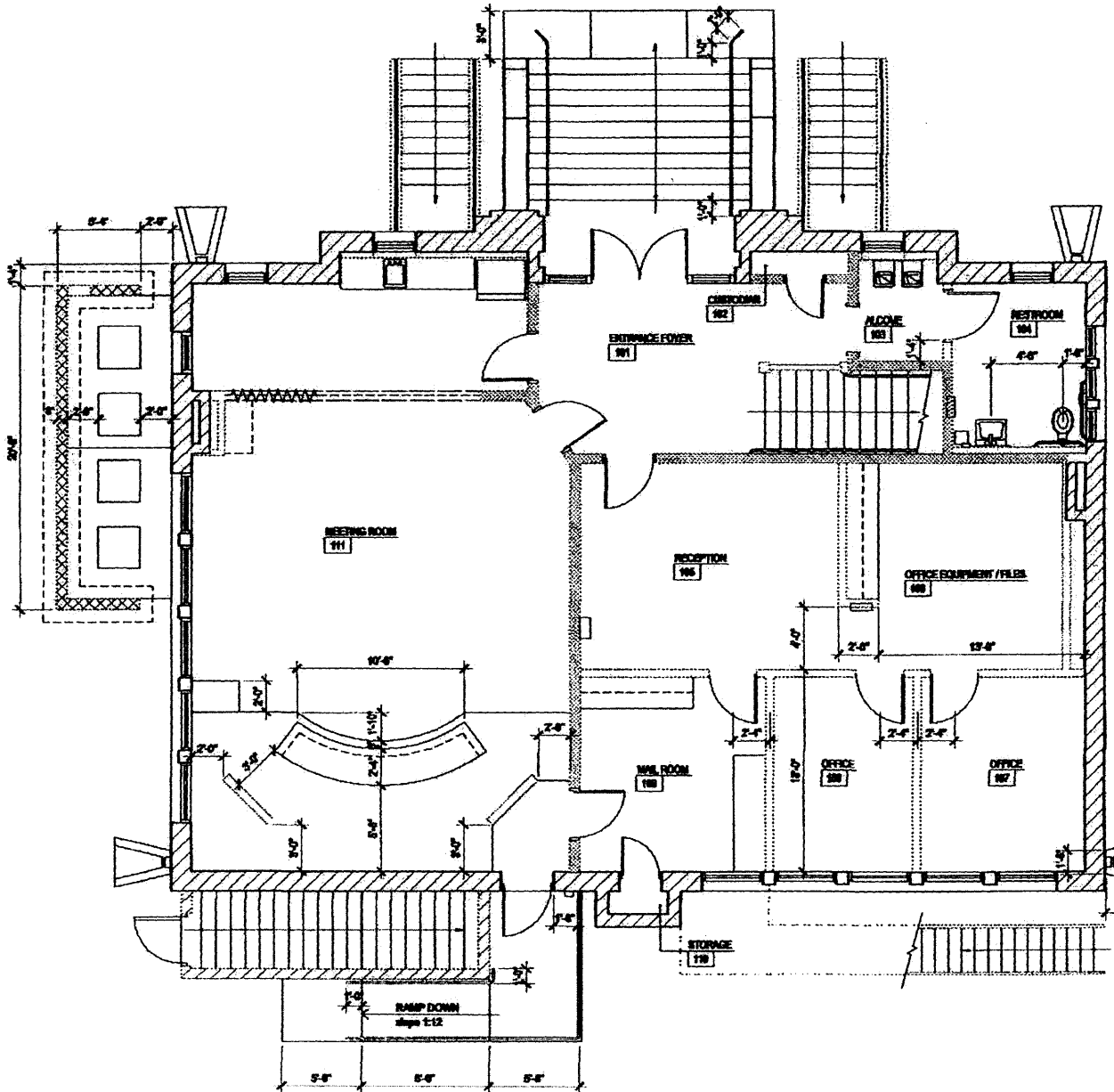
The schoolhouse was renovated in 1988, bringing it up to applicable building codes. The basement which was originally used for a cafeteria, and later for locker rooms, is vacant. The interior is largely unchanged except for the addition of several offices, restrooms, and modifications to mechanical and electrical systems. The original architecture and construction of this building were of high quality and may be rehabilitated for a long life of adaptive use.

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FIRST FLOOR REFERENCE / DIMENSION PLAN
SCALE 1/4" = 1'-0"



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Mayer Red Brick Schoolhouse
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SECTION 8. STATEMENT OF SIGNIFICANCE

Summary

The Mayer Red Brick Schoolhouse is historically significant for its long association with community life in the small Arizona town of Mayer in Yavapai County. Since its pre-World War I construction, it is one of the most visible edifices in Mayer because of its site on a hill overlooking the town and the railroad. The largest building in the town, it was deemed of great importance to the community from its beginning, serving not only as a school but as a center of community activities, especially during the Great Depression of the 1930s. Its current restoration attests to the importance the citizens of Mayer have placed on their Red Brick Schoolhouse.

History of the Mayer School

The unincorporated town of Mayer is located in the foothills of the Bradshaw Mountains, some 70 miles north of Phoenix, the capital of Arizona, and about 25 miles southeast of Prescott. It is five miles west of Interstate 17, the main north-south freeway that connects Phoenix with Flagstaff and the northern part of the state. State Highway 69, which was modernized in 1953, and Big Bug Creek are nearby and the 1.2 million-acre Prescott National Forest is just to the west. At an elevation of 4,370 feet, Mayer has a mild year-round climate and as a rural community that has maintained its "western feeling with a flavor of the past," it is attractive and growing.

(www.arizonan.com/Mayer)

Big Bug Station, the first stage stop south of Prescott on the road to Phoenix, had been established on Big Bug Creek about 1877. (Yavapai Magazine, March 1918) In 1881, for \$3500 in gold, Joseph Mayer purchased the stage stop from its owner, William A. Muncy. The location was good but the station itself amounted to no more than a small shack, a corral, and a grove of giant cottonwood trees. (Nancy Burgess, Mayer Apartments National Register Nomination, June 1989; Yavapai Magazine, 1918) The new proprietor of Big Bug Station had been born in New York as Joseph Hoffmayer, but after leaving home at a young age, had changed his surname to Mayer, and made his way west, eventually arriving in Silver City, New Mexico, where he met Sarah Belle (Sadie) Wilbur. They were married in 1877 in Globe, Arizona, and for about a year, lived at McMillan Camp where Joe had half interest in a boarding house, before moving to Tip Top, a silver mining town in the Bradshaw Mountains of central Arizona. At Tip Top, Joe and Sadie, now with two small daughters, had run a restaurant for three years, but when he continued to hear

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rumors that Tip Top's silver veins were running out, he knew it was time to find a better place to raise his family. In later years, Mayer told his family that when he bought the stage station at Big Bug, "he knew he had come home." (*Journal of Arizona History*, Vol. 19 # 2, Summer 1978)

Joe Mayer proved himself to be "a man of many enterprises." (*JAH* 1978) He built a new home and stage station on the banks of the creek, opened a store and a restaurant, and his wonderful food and hospitality became known to travelers throughout the area. When the station was made a permanent one for the Black Canyon Stage Company, the name "Big Bug" was dropped and it became known as Mayer's. (National Register, June 1989) Joe Mayer's operation flourished as ranching and mining became increasingly important activities in Yavapai County. He accumulated horses and a herd of cattle, planted an orchard and a garden, brought his wife's mother and uncle from Silver City; soon, they were doing well, also. Ranching families continued to come into the area, but beginning in the 1880s, by far, the prime occupation was mining, on "every gulch and mountain stream." (*JAH*, 1978) Lode claims, stamp mills, development companies--Joe Mayer was involved in many of the mining enterprises and he prospered. His way station became the center of activities. Both he and Mrs. Mayer proved themselves to be real leaders. Education was of prime importance to them.

Sadie Mayer served the community as "town doctor," since there was no professional medical help nearer than Prescott, or later, Humboldt. Joe had the mail contract between Mayer and the nearby community of Stoddard and delivered the mail by horseback. On January 11, 1884, the U. S. post office of Mayer, Arizona, was established and Sadie became the first postmistress. Mayer School District No. 43 was organized October 1, 1888. Joe Mayer built the first schoolhouse for the community, then added a second one two miles out so it would be within walking distance for miners' children. He paid the first month's salary for the teachers and they roomed and boarded at his house. The Mayers, also, often provided transportation, a light wagon and driver, and sometimes, free room and board so that out of town children could attend school. In February 1890, during a period of heavy rain, a dam on Big Bug Creek above Mayer broke. In the ensuing flood, Mayer Station "folded up like a cardboard box and was gone." (*JAH* 1978) But with help from friends and neighbors, Joe Mayer rebuilt, bigger and better. He added a livery stable, hay and grain barns, and began to hire help.

According to extant school district records, Joe or Sadie served on the school board (Sadie was Clerk for six years) for Mayer School District No. 43 from, at least, 1892 until 1904. For the 1894-95 school year, the district boundaries are noted as: "Commencing at the Belle Mine running

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thence in a southerly direction down Big Bug to what is known as the Redan Watter. The outer boundaries of said district to be two miles on either side of said creek." In 1896, Big Bug School District No. 33 was organized nearby, running "From a point in the center of Big Bug Creek east of Miller's Ranch extending two miles on each side of creek in a *northwesterly* direction to the headwaters of said Big Bug Creek a distance of six miles more or less." The description of Mayer School District No. 43 now read: "From a point in the center of Big Bug Creek east of Miller's Ranch extending two miles on each side of said Big Bug Creek in a *South Easterly* direction to a point known as the Redan Water."

There were two teachers for Mayer School in 1894-95. Mary Butler kept the school open from September 4 to December 19, 1894, and B. J. McGinnis from March 11 to May 3, 1895, less than six months total. Each teacher received \$70.00 per month for a total cost to the district of \$430.00. There were twenty-seven children enrolled and the average daily attendance was 8.43. For most of the next decade, the school term fluctuated between five and seven months, the sole teacher received \$75.00 as a monthly salary, pupil enrollment was well under thirty, and the average daily attendance no higher than 13.5.

In 1897, Joe Mayer built the Mayer Hotel across the street from his stage station. In 1898, the Santa Fe Railroad built a branch line from Prescott to Mayer and Joe Mayer provided the right-of-way. With the advent of the railroad, the little community, now just called Mayer, became a commercial center for the area with cattle, sheep, and ore from the mines being shipped out from there by rail. Around 1900, Joe Mayer, along with George and Ed Treadwell, father and son, formed a water company, piping water, 400,000 gallons a day, eight miles from mountain springs into the town. (JAH 1978) In 1904, Joe Mayer and the Treadwells formed the Mayer Realty Investment Company and with George B. Scammel, laid out a townsite and began to sell lots. New homes were built and new businesses were started, an onyx quarry, brick factory, garage, laundry, hardware store, meat market, assay office, tuberculosis sanitarium, and a newspaper office. As years went by, Mayer continued to be involved with helping develop his town. In addition to the station and hotel, he owned a business block of four adjoining buildings--saloon, restaurant, store, and barbershop. A smelter was built in 1902-03. New jobs meant more families. Joe Mayer began to feel that it was time for a new and larger schoolhouse. Influencing Big Ledge Development Company to contribute money for a building, he made up the difference, and gave the site, a large area on high ground overlooking the north end of town and the railroad tracks, and Mayer's second educational building was constructed.

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By 1908, Joe Mayer had been in control at Mayer for almost thirty years and "his town" had a population of about 600 people. A reporter for the *Prescott Courier* in October 1908, noted that "Mayer appears to be well named, for it is [Joe] Mayer on all hands." The reporter mentioned the warehouse south of the depot, the hotel, new buildings (two of them brick) and the brickyard which was turning out 10,000 bricks daily, and "concluded Joe Mayer was 'it' in Mayer." (Burgess, NR 1989)

But just a year later, Joe Mayer was dead. On a rainy night in December 1909, he thought he heard a prowler. (JAH 1978) With his sixshooter in hand, he went into the back yard, and, apparently, slipped, accidentally shooting himself. He died hours later. (JAH, 1978) Mayer's demise was "deeply deplored by hundreds not only in Yavapai county but throughout the entire length and breadth of the State." (*Yavapai Magazine*, March 1918) He left to his only son, W. J. Mayer, "the destinies of the town and the many interests in which he was involved." No one would deny that over the years, Joe Mayer had "encouraged every good movement that meant the good of the community," but some said that he also somewhat retarded the growth of the town because he controlled all the real estate and if he was not able to improve or develop more acres, he simply held on to them. (*Yavapai Magazine*, 1918) The younger Mayer continued his father's enterprises but ushered in a new era: ". . . by diligent application he was able to bring to a successful issue many projects . . . and eventually had the town of Mayer growing." (*Yavapai Magazine*, March 1918)

In the years just prior to statehood for Arizona, the school population in Mayer was rising--sixty-two (thirty-four boys and twenty-eight girls) with average daily attendance of 34 in 1909-10, buildings and lots valued at \$1700. The next year in 1910-11, enrollment went to seventy-three and a second teacher was added. In the official report for 1911-12, E. A. M. Swiggin, County Superintendent of Schools, affixed this remark: "Visited the school Sept 19, 1911. 1 1/2 hrs. Work is good. Bldg. overcrowded. Visited this school March 13, 1912. Teachers doing good work. Should have a larger school building." In 1912, too, the Yavapai County Board of Supervisors had found that "Boundaries [were] . . . very indefinite and incorrectly described; same were changed . . . on June 4, 1912. . . . Thus making the School District ten (10) miles square; with the Mayer School house near the center of said School District."

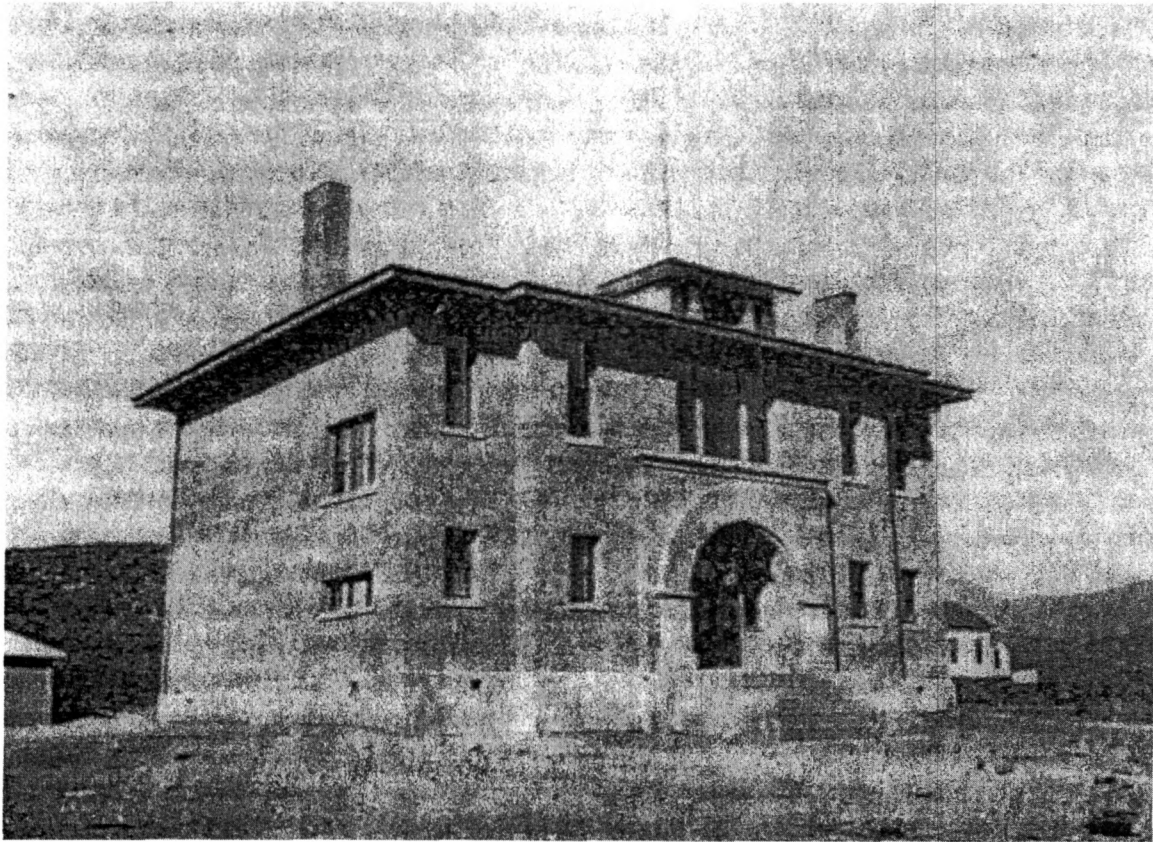
At the beginning of the second semester of the 1912-13 year, for the first time, there were three teachers: J. E. Carr who held a California Life teaching certificate, Elizabeth Trumpasso whose Life certificate was from Vermont, and Mrs. Ward H. Wheeler who had a license from the

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Mayer Red Brick School , July 1915 (*Yavapai Magazine*)

California State Normal School. The two women were paid \$80 per month and Mr. Carr received \$110.00. The June 1914 report showed 112 pupils with 80 attending school and back to two teachers with salaries of \$90 and \$110 per month. But the citizens of Mayer were moving toward relief of the overcrowded conditions in their school.

A bond issue was passed, and a Phoenix architect, W. S. Elliott, was hired to do the design for Mayer's third educational edifice. A well-known Prescott builder, Joe Petit, was awarded the contract. (*Yavapai Magazine*, June 1914) The site chosen for the new building was the same

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hilltop one that Joe Mayer had given several years earlier and which had served the town well. The now too-small school building that had been in use a number of years was moved to the back of the lot and in 1914, construction began on an impressive two-story structure made of local brick. Apparently, the building was ready for use for the 1915-16 school year with four teachers and property now valued at \$12,500.

Reflecting the pride that the citizenry had in their community, the townspeople early on pitched in to help equip the school by holding a basket social. A local periodical reported that "one lunch basket brought \$11," and a total of \$85.55 was raised. (*Yavapai Magazine*, Dec. 1914). As Mrs. Ward H. Wheeler, Mayer principal, detailed in her letter to the editor of *Yavapai Magazine* in early 1915, the teachers at the new school were especially appreciative, ". . . proud, [it] may be briefly stated, as follows:

1. That we have a Board of Trustees who have the best interests of the Mayer School at heart.
2. That we have a new, modern, well-equipped school building.
3. That the attendance of pupils has doubled.
4. That two additional teachers have been employed.
5. That the first and second years of high school work have been added to the course of study.
6. That every student in the eighth grade last year passed the state and county examinations for promotion to high school.
7. That very creditable showings have been made by pupils in exhibits at the Northern Arizona fairs held in Prescott.
8. That we have an active school literary society.
9. That teachers and pupils are thoroughly interested in their school work."

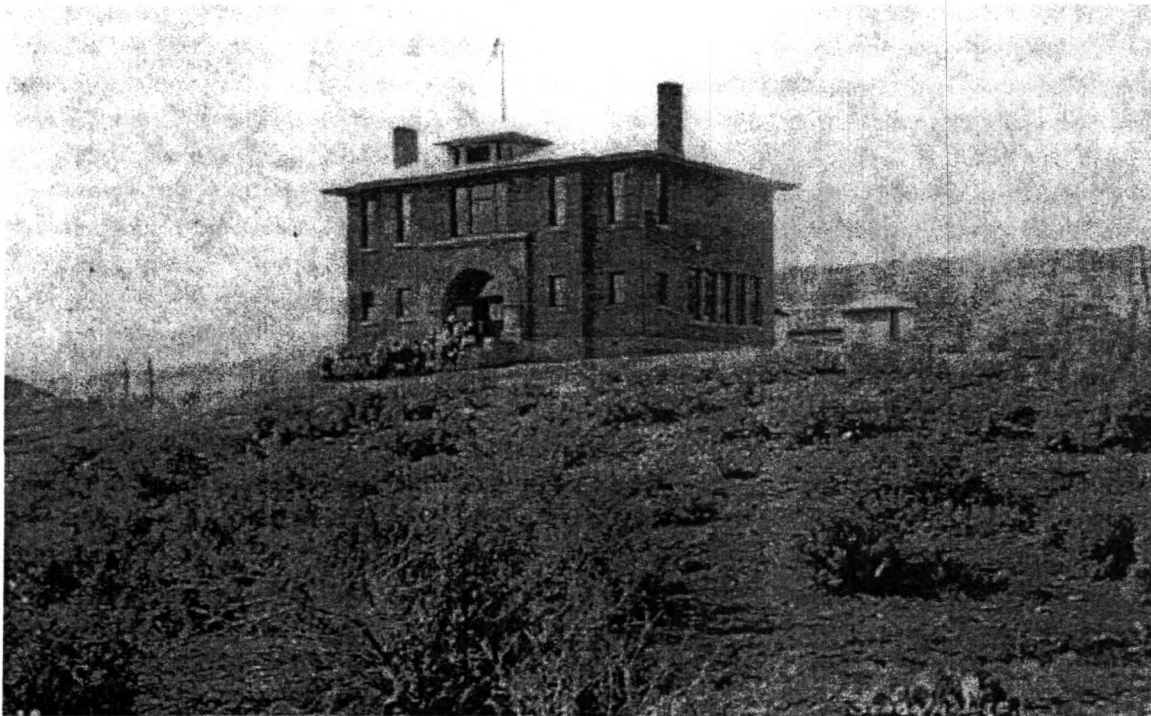
At a cost of about \$10,000, the new brick building had a good heating and ventilating system, sanitary drinking fountains, electric lights, and opened with an enrollment of eighty students. It featured four large classrooms, two upstairs and two downstairs. Mayer School was considered a grammar school, but had ten grades (see No. 5 above). Grades one and two were in one room with one teacher; grades three, four, and five were in another room with one teacher; grades six, seven and eight occupied a third room with one teacher; and the high school classes had the fourth classroom. The classrooms for the upper grades and high school classes had an accordion wall between them.

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Mayer Red Brick School, no date

In 1932 in the midst of the Depression, Joel Benedict was hired as the principal of Mayer School. In addition to administrative duties, he was expected to teach all of the subjects for the ninth and tenth grades, four subjects in each grade. For this work, he was paid \$175 per month, quite a good salary for the time. That year, the total school budget was \$6,840, coal for heating the classrooms cost \$400 per month, and the janitor earned only \$200 per annum.

At that time, no student from Mayer had ever completed high school elsewhere or had gone to college, though there were two local students who had completed the eleventh grade in Prescott or Flagstaff, and there two more Mayer pupils who had just completed the tenth grade and also wanted to continue their studies. None of the parents could afford to support the students away from home. Benedict and his educational mentor, Leslie P. Williams who was then principal of the

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schools in Payson, Arizona, put together "a leap-frog curriculum." This meant Benedict would teach eight high school subjects per year, but one year, he would teach ninth and eleventh grades; the next year, he would teach the tenth and twelfth. This plan did not require more teachers nor increase school costs and the school board approved it. Benedict started the system with seventeen students, all in one room.

But seeing the need for a permanent high school with all twelve grades, Benedict developed a strategy to take his ideas to the taxpayers of the Mayer School District. He compiled what he called an Annual Report that gave basic facts (school boundaries, teachers, schedules and subjects) and a chart that compared school costs and ability to pay, showing how Mayer compared with other schools in Yavapai County. Then he added his arrangement of using the leap-frog curriculum, showing how it could be done without increasing school costs for two years. The argument was convincing, but the question remained--how was he going to get the word out to the community?

The school didn't own a typewriter or a duplicator, but Benedict had his own small portable typewriter that he had used in college. He went to Phoenix and purchased a portable hand-cranked mimeograph for \$60.00 to be paid in four installments. With the help of one of the senior students who had taken typing at Flagstaff when she was a junior, Benedict was able to produce his Annual Report. He mailed one to each taxpayer in Mayer, then he personally called on each family with a petition to establish a high school. Only one person refused to sign the petition and a twelve-year high school for Mayer became a reality. Joel Benedict always considered his success at establishing a high school in Mayer as his "greatest professional achievement." (Benedict, DB 330, F. 180, Sharlot Hall Museum Archives)

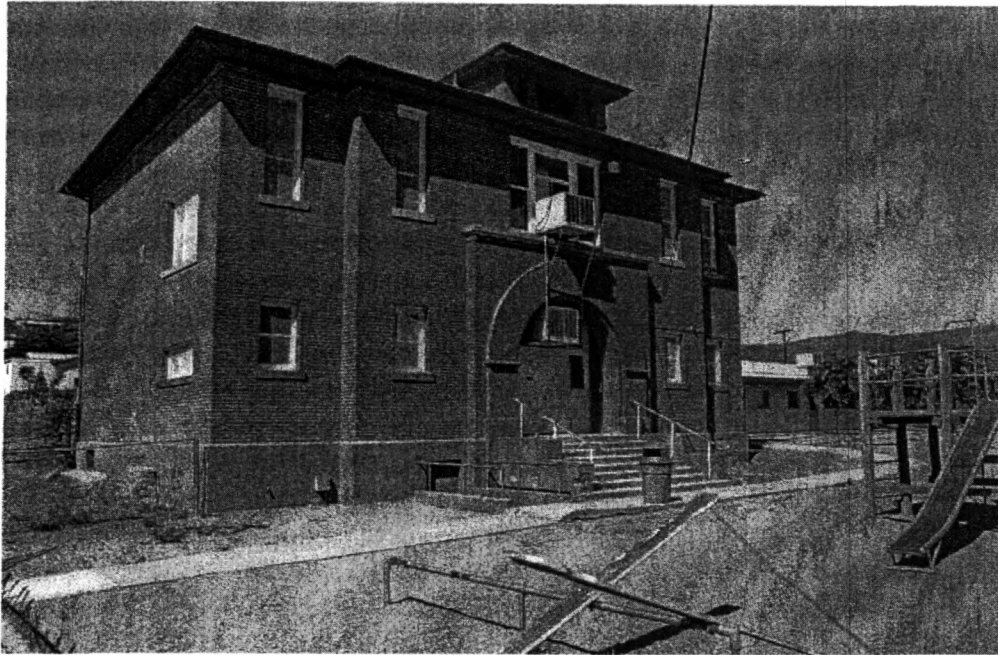
Also during the Depression, under Benedict's guidance the Mayer Red Brick Schoolhouse became even more the center of activities for the community of Mayer. Peterson, Broke, Steiner, and Wist, a school supply firm in Phoenix, had devised an installment plan whereby schools could buy a 16mm silent projector and pay for it, and the rental films, by showing movies to the public. Benedict got school board approval, and Mayer citizens were treated to weekly movies. The two second floor classrooms could be easily converted to one large room by folding up the partition between them. In this way, the projector was soon paid for, and entertainment and education were expanded. Shows for the CCC camps that had been set up during the Depression were started and with such good public response, Benedict was able to start buying educational films for the school students.

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Mayer Red Brick School, 1996

The Yavapai County Highway Department had leveled a part of the school yard for a basketball court. In 1932-33, a boys' basketball team was organized but they had no uniforms or equipment. Again, the community came to the rescue. They supported a successful school carnival by supplying items and services, as well as purchasing tickets at ten cents each. Food, contests, a raffle, music, dancing, and card games enticed visitors from Prescott, Humboldt, Cleator, Bumble Bee, and ranches in the area. A whopping \$110 was raised and the team was soon outfitted in gold and maroon uniforms and owned their own basketball. The girls basketball team was organized a bit later and the same school year, the students presented a popular play, "Aaron Slick from Pumpkin Creek," and with the proceeds a school library was started. Mayer School's first high school graduation was held on May 19, 1933, a memorable occasion. Once again, the upper floor of the brick building became a large auditorium. John R. Murdoch, the first dean of Arizona State College, came at his own expense and delivered the commencement address. The crowd was so large, it overflowed into the hall. There were two graduates, one of whom, Ellen Surret, became

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the first Mayer graduate to attend college. She later went to Washington, D. C. as a member of the Congressional staff of Dean Murdoch when he was elected to the House of Representatives from Arizona.

Mayer's growth slowed after World War I though mining, farming, and ranching continued through the 1940s. In the early 1950s, improved Arizona Highway 69 from Phoenix to Prescott bypassed Mayer, and over the following decades, the community gradually became one of retirees and summer residents. The Red Brick Schoolhouse continued to be used for teaching until 1982, then for a period of five years, it served as storage for the school district. After renovation in 1988, the building was in service again for classrooms until the fall of 2002 when it was condemned by the fire marshal. About that time, the school district applied for preservation grants to rehabilitate the imposing brick building and that rehab work continues at the present time. When completed, the building will provide administrative offices for school officials. Artifacts from the school's past will be displayed, providing once again, evidence of Mayer's pride in its Red Brick Schoolhouse.

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SECTION 10. GEOGRAPHIC DATA

Verbal Boundary Description

Yavapai County Assessor's Parcel 500-15-127D in SE ¼ of Section 22, Township 12 North,
Range 1 East, Yavapai County

Boundary Justification

This boundary includes only the original property immediately surrounding the building.