

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 National Register Bulletin, *How to Complete the National Register of Historic Places Registration Form*. If any item does not apply to the property being documented, enter "N/A" for "not applicable." For functions, architectural classification, materials, and areas of significance, enter only categories and subcategories from the instructions.



1. Name of Property

Historic name: Bowie School District No. 14
Other names/site number: Bowie High School, Bowie Grammar School (Eva E. Hall Building), Mary Doyle Elementary School; Bruce E. Brown Gymnasium
Name of related multiple property listing: N/A
(Enter "N/A" if property is not part of a multiple property listing)

2. Location

Street & number: 315 W. 5th Street
City or town: Bowie State: AZ County: Cochise
Not For Publication: Vicinity:

3. State/Federal Agency Certification

As the designated authority under the National Historic Preservation Act, 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 at the following level(s) of significance:

 national statewide X local

Applicable National Register Criteria:

X A B X C D

<u>James W. Garrison</u>	<u>9 March 2015</u>
Signature of certifying official/Title:	Date
<u>Arizona State Parks/SHPO</u>	
State or Federal agency/bureau or Tribal Government	

Bowie School District No. 14
Name of Property

Cochise, AZ
County and State

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

Signature of commenting official: _____ **Date** _____

Title : _____ **State or Federal agency/bureau or Tribal Government** _____

4. National Park Service Certification

- I hereby certify that this property is:
- entered in the National Register
 - determined eligible for the National Register
 - determined not eligible for the National Register
 - removed from the National Register
 - other (explain:)

For Edwin H. Beall
Signature of the Keeper

4.28.15
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

(Do not include previously listed resources in the count)

Contributing	Noncontributing	
<u>4</u>	<u>4</u>	buildings
<u> </u>	<u> </u>	sites
<u>3</u>	<u>4</u>	structures
<u> </u>	<u>2</u>	objects
<u>7</u>	<u>10</u>	Total

Number of contributing resources previously listed in the National Register 0

6. Function or Use

Historic Functions

(Enter categories from instructions.)

EDUCATION/School

Current Functions

(Enter categories from instructions.)

EDUCATION/School

Bowie School District No. 14
Name of Property

Cochise, AZ
County and State

7. Description

Architectural Classification

(Enter categories from instructions.)

Late 19th and 20th Century Revivals / Mission/Spanish Colonial Revival

Materials: (enter categories from instructions.)

Principal exterior materials of the property: Brick

Narrative Description

(Describe the historic and current physical appearance and condition of the property. Describe contributing and noncontributing resources if applicable. Begin with a **summary paragraph** that briefly describes the general characteristics of the property, such as its location, type, style, method of construction, setting, size, and significant features. Indicate whether the property has historic integrity.)

Summary Paragraph

Bowie School District No. 14 is a campus containing multiple educational buildings and facilities located in the town of Bowie, Cochise County, Arizona (See Figure 1). The campus constitutes a historic district with four contributing buildings: the old grammar school (1912/14), a high school (1922), a gymnasium (1940), and an elementary school (1961) dating to the historic period. A swimming pool constructed in 1936 by the Works Progress Administration (WPA) is a contributing structure as is the tennis court and a partially surrounding iron fence. These facilities constitute the most significant public buildings in this small rural community in southeastern Arizona. Surrounded by low-density housing, the campus is near the center of the town and for over a century has been the focal point of the community. The major buildings, especially the high school, display high architectural merit in this rural community, reflecting the importance and pride historically associated with community schools. Stylistically, the buildings display some of the characteristic features of the Mission and Spanish Colonial Revival styles popular in Arizona in the first four decades of the twentieth century. The buildings' beauty, size, and quality of construction are at level typically associated with larger cities, such as Tucson. Their presence in Bowie represents one of the most important public assets in a community otherwise struggling economically.

Bowie School District No. 14
 Name of Property

Cochise, AZ
 County and State

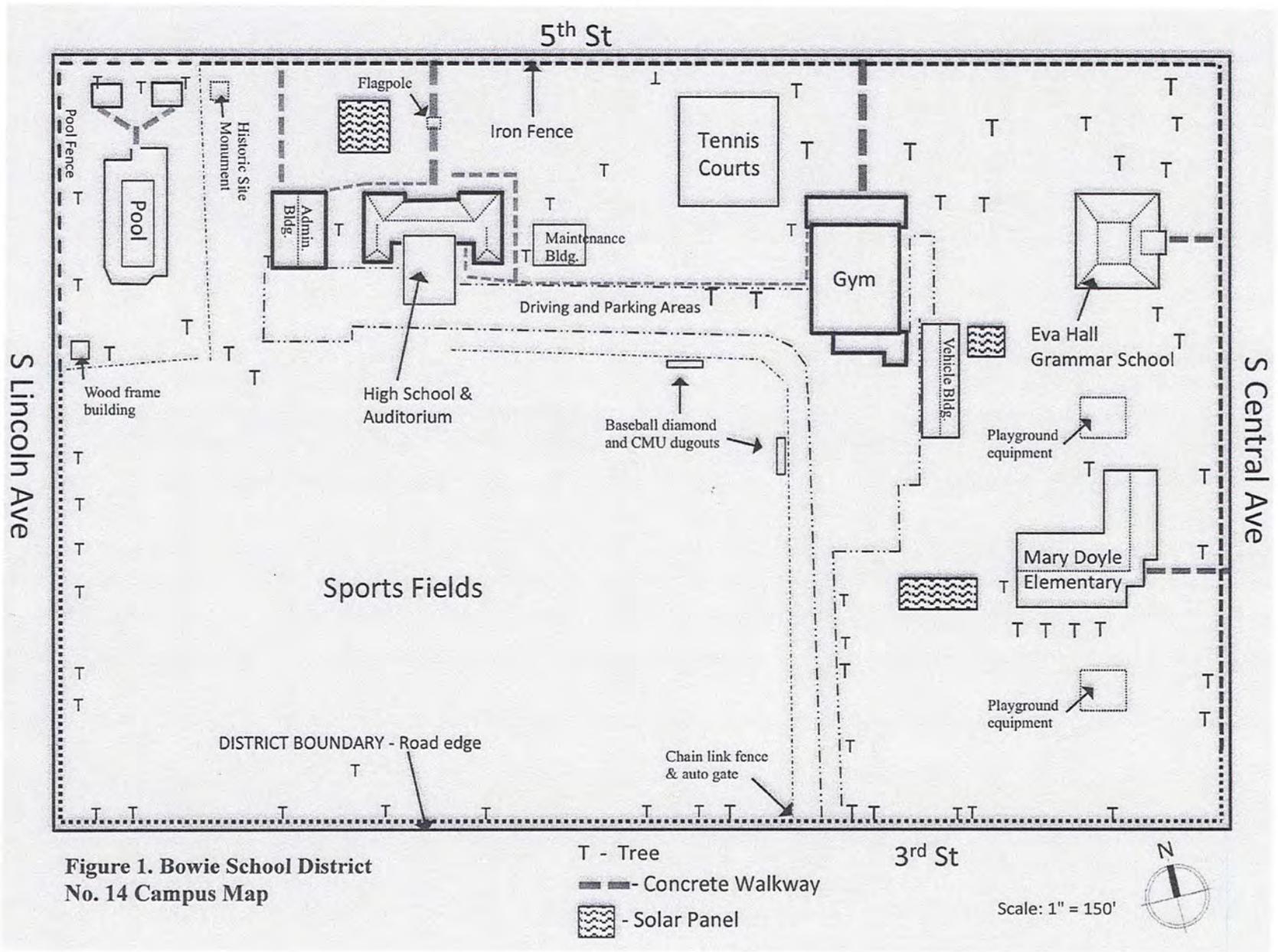


Figure 1. Bowie School District No. 14 Campus Map

Bowie School District No. 14
Name of Property

Cochise, AZ
County and State

NARRATIVE DESCRIPTION

Setting

The town of Bowie is located in Cochise County in southeastern Arizona. Bowie's geographic setting is the relatively flat, though rising western slope of the San Simon Valley. This valley trends from southeast to northwest with the usually dry San Simon River running from Hidalgo County in southwestern New Mexico to its juncture with the Gila River near the City of Safford in Arizona. The Dos Cabezas Mountains (highest point 8,354 ft.) rise to the southwest of Bowie. The town's elevation is 3,750 feet. The San Simon Valley soil consists of layers of coarse, porous alluvial (stream-deposited) sand and gravel, which trap water from intermittent rains. This water supplies wells at the lower reaches of the valley and for irrigation (Chronic 1989, p. 48, 50). While 1,000 acres of agricultural fields owned by the Pistachio Corporation of Arizona surround the community, the San Simon Valley as a whole has only modest agricultural development due to the overall semi-aridity of its climate and limited supply of irrigation water (Bowie Chamber of Commerce, n.d.).

Bowie was founded in the early 1880s (see Section 8) along the path of the Southern Pacific Railroad. It became a juncture of the main transcontinental line with the Arizona Eastern Railway, which extended north and northwest towards the agricultural communities of the Gila River and eventually to the mining activity around Globe. Interstate Highway 10 (I-10) was constructed roughly parallel to the path of the Southern Pacific Railroad and now serves as the community's primary transportation route. An I-10 business loop runs through Bowie while the actual highway bypasses it to the south (See Figure 2).

The streets of Bowie were laid out in a grid parallel and perpendicular to the railroad tracks, which run at a small angle from southeast to northwest). Central Avenue is the town's primary road leading northeasterly towards the rural area of the Whitlock Valley. South Central Avenue, extending southwestwardly from the I-10 Business Loop, runs along the eastern edge of the campus of Bowie School District No. 14. Three blocks to the east of the campus, along South Apache Pass Rd., the alignment of streets shifts to a fairly consistent north-south, east-west orientation.

The 2010 Census counted 449 residents in Bowie. Housing is lightly scattered on the numerous rectangular blocks, some blocks containing only a few or even no buildings at all. Roads through the community are paved, but most have no improvements such as curbs, gutters, or sidewalks. The exceptions are the I-10 business bypass route and two of the roads on the north and east sides of the school campus (5th Street and South Central Ave.). Other public buildings besides the school include a post office, county library, a community center, and the local justice court precinct. There are three churches in Bowie, Methodist, Baptist, and Catholic (Bowie Chamber of Commerce, n.d.). The former Bear Springs Ranch south of Bowie is now the Buddhist Diamond Mountain Center.

Bowie School District No. 14
Name of Property

Cochise, AZ
County and State

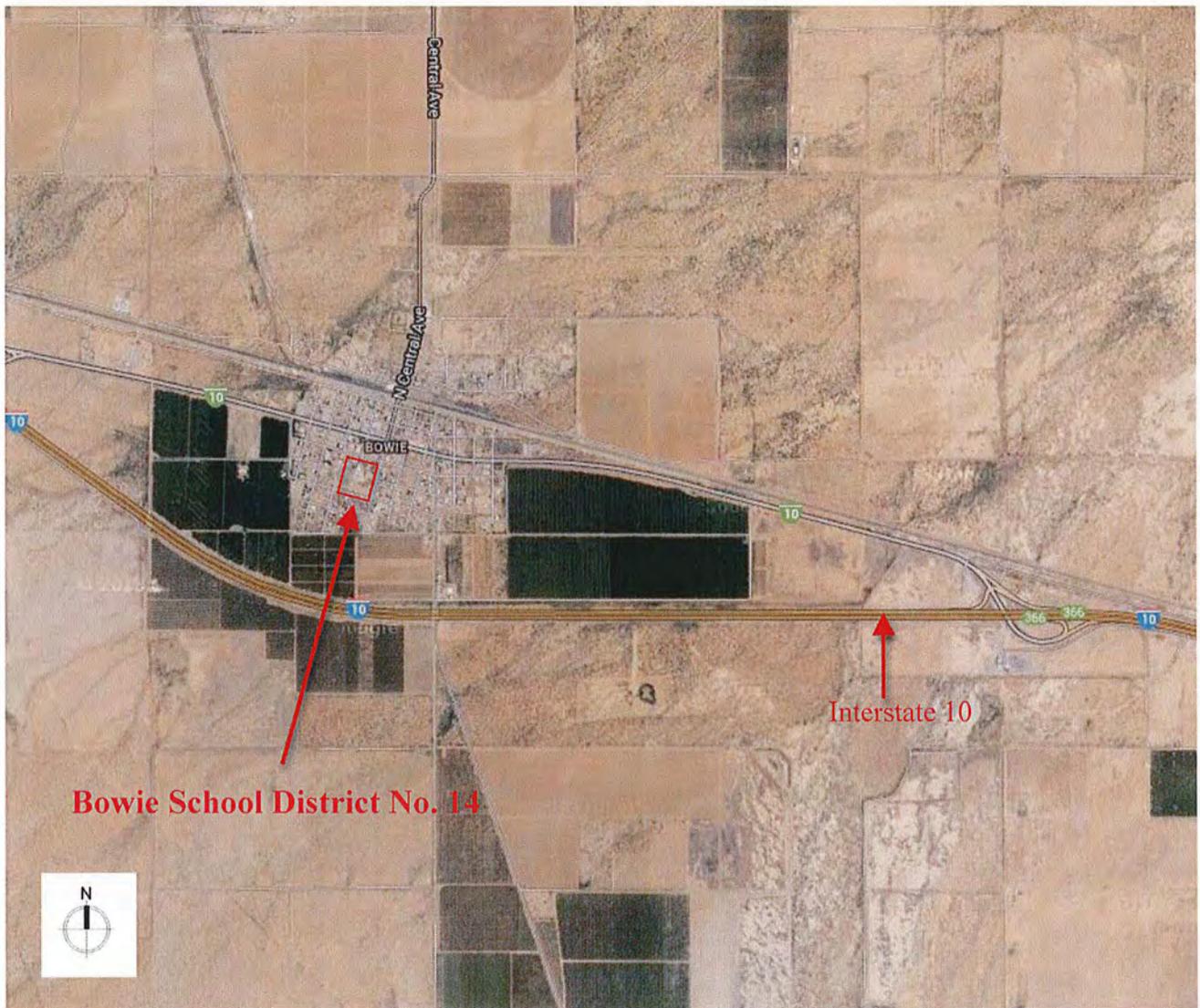


Figure 2. Bowie, Arizona, and Environs. Google Earth Imagery, 2014.

Bowie School District No. 14
Name of Property

Cochise, AZ
County and State

A reconnaissance survey found fewer than twenty commercial buildings in Bowie, several of which appear to be abandoned. These include roadside services like gas stations, motor courts, and small markets (See Figure 3).

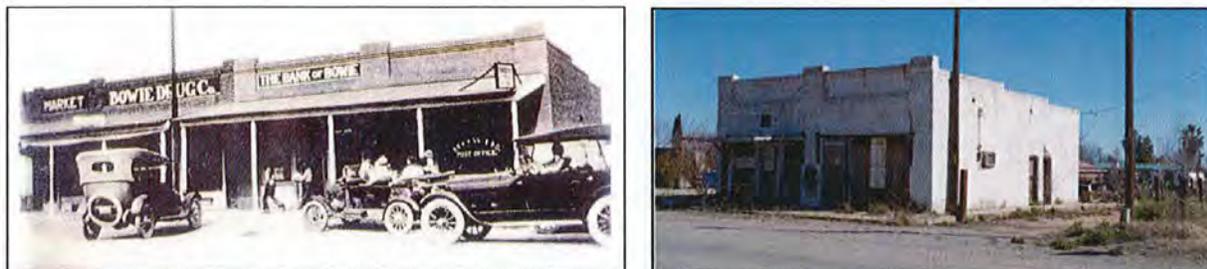


Figure 3. Historic photograph of commercial building on North Central Avenue in Bowie in the 1920s and in 2015. Historic image from Bowie Chamber of Commerce, <http://www.bowiechamber.com/photos.htm>, accessed December 29, 2014. Current image, Eric Vondy, AZ SHPO, 2015.

The most prominent building on the main commercial road is a two-story building constructed in the shape of a teepee. Constructed during the 1940s and called “Geronimo’s Castle,” this building remains a good example of kitschy roadside architecture intended to draw the attention of automobile travelers (See Figure 4).



Figure 4. “Geronimo’s Castle” roadside architecture in Bowie, Arizona, as seen in a historic postcard and a current photograph. “Geronimo’s Castle and Bowie,” <http://above-the-norm.blogspot.com/2013/04/geronimos-castle-and-bowie.html>, accessed December 29, 2014. Current image, Eric Vondy, AZ SHPO, 2015.

Bowie School District Campus Layout

The campus of Bowie School District No. 14 is a rectangular parcel bounded by Fifth Street on the north, South Central Avenue on the east, Third Street to the south, and South Lincoln Avenue to the west. The buildings face either Fifth Street or South Central Avenue. Sports fields take up approximately forty percent of the campus. Driveways and parking areas are located near the

Bowie School District No. 14
Name of Property

Cochise, AZ
County and State

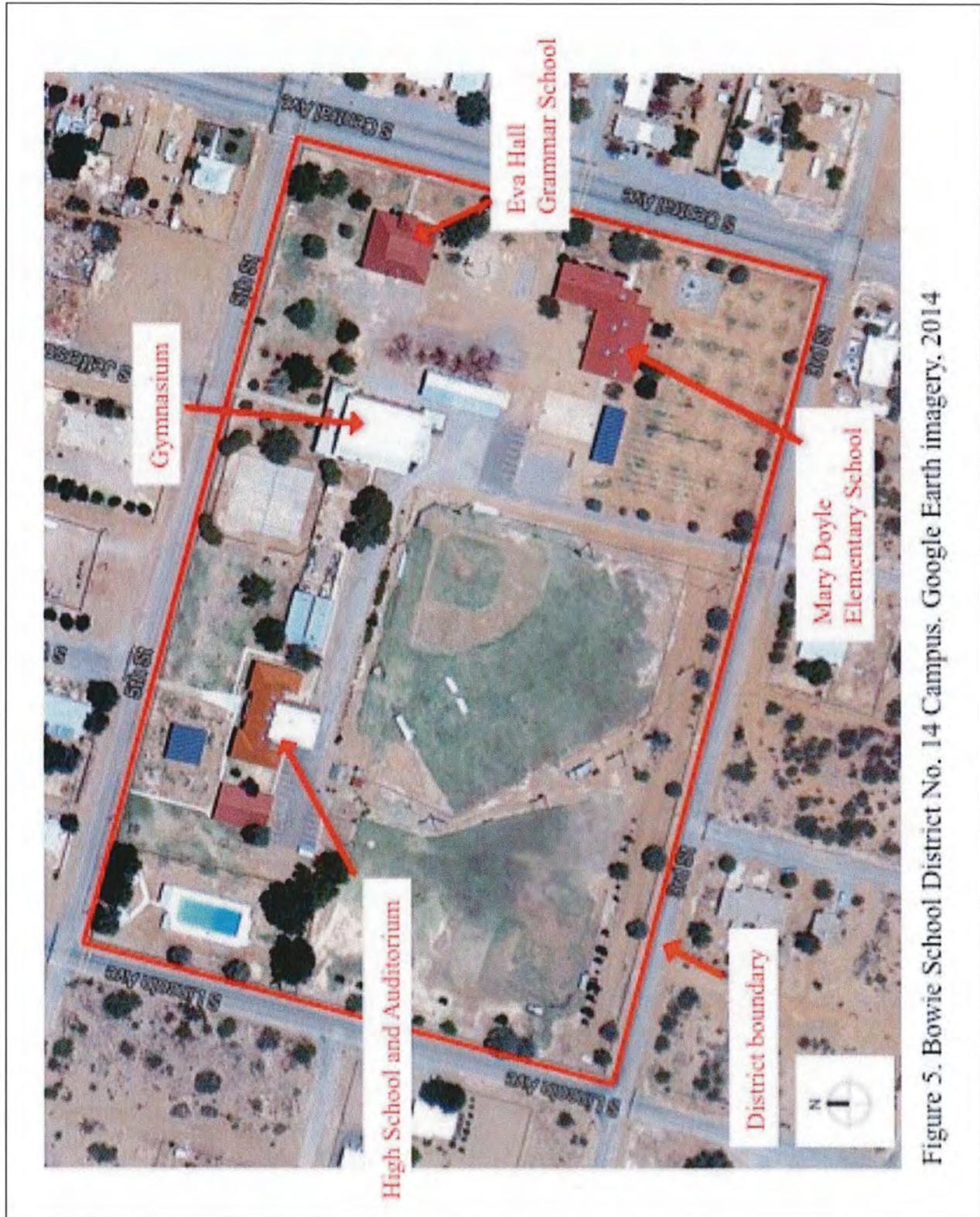


Figure 5. Bowie School District No. 14 Campus. Google Earth imagery, 2014

Bowie School District No. 14
Name of Property

Cochise, AZ
County and State

center of campus. There are no facilities facing onto either South Lincoln Avenue or Third Street. A driveway leads from Third Street into the campus parking areas (See Figure 5).

The campus contains facilities for both elementary and secondary education. These are spatially distinct with the high school and associated facilities separated from the elementary school. Since it was built over several decades, the campus buildings vary in architectural style. However, the campus possesses a strong material consistency in its use of red brick in all its historic buildings. The three earliest buildings display elements of the Mission Revival and Spanish Colonial Revival styles and were the product of Henry O. Jaastad's architectural firm over a period of 28 years. The high school building faces northeasterly onto Fifth Street, while the elementary school buildings face southeasterly onto South Central Avenue (the two streets with curbs). The gymnasium also faces onto Fifth Street and is between the high school and elementary school areas. Tennis courts are located between the gymnasium and the high school. The swimming pool is located on the northeast corner of the property at the intersection of Fifth Street and South Lincoln Avenue. Landscaping consists mostly of moderately sized trees and shrubs. Although there are broad areas of open space, grass is largely absent apart from the sports fields. A low fence set back from the roads surrounds the campus perimeter. Unlike many urban schools, which have constructed high security fences and gates in recent years, low fencing at the Bowie schools defines the campus boundary, and is fairly open. An exception is the fencing near the pool, which is more recent and higher. The pool area has a block wall on its west side.

Contributing Properties

Bowie Grammar School/Eva E. Hall Building

The Bowie Grammar School, now named the Eva E. Hall Building, is the oldest building on campus. The rectangular one-story building was constructed over a raised concrete foundation and basement. The walls are of red brick and the roof is hipped with a medium slope. The front façade is symmetrical with a central entry porch and three window openings on either side providing natural light into the classrooms. Each window opening has a three-course projecting brick arch at its top. A sill of projecting brick under the window spaces wraps completely around the building. Five concrete steps lead up to the porch and entry. An accessibility ramp has been constructed leading directly up the right side of these steps. The roof is covered with metal roofing (See Figure 6 and Photos 1, 2, 3, and 4).

The building's major architectural feature is the monumental entry porch designed by architect Henry O. Jaastad. The stairs lead up to a large brick archway, which faces east-southeast. Two smaller arched openings provide additional light on the north and south sides of the projecting porch. Over the porch is a cupola with a pyramidal roof and a triplet of arched openings on each side. Stylistically, the porch can be classified as from the palette of the Italian Renaissance Revival. However, it would be misleading to suggest the school conveys any purity of style. The arches and cupola were part of a broad "Mediterraneanism" that was common to

Bowie School District No. 14
Name of Property

Cochise, AZ
County and State



Figure 6. Bowie Grammar School (now Eva E. Hall Building). Looking southeast. Photo by K. Smedley.

several Southwestern Romanticist Period Revival styles, including Mission Revival and Spanish Colonial Revival.

The building was constructed in two phases. The first, completed in 1912, constructed the front two classrooms, while the 1914 addition attached two more classrooms to the rear. This addition was nearly seamless in style, built with the same brick and continuing the projecting sill around the extended side and rear. The original portion of the building was larger, extending back sufficiently for four window spaces. The 1914 addition had three windows with precisely the same size, shape, and rhythm across the side. The building's rear side has a porch and door, aligned with the front entrance. Like the front, three window openings symmetrically flank the rear entry. The rear porch, however, lacks the stylistic affectations of the front entry. A plain set of concrete stairs leads to the door, which is under a small shed porch overhang. Above the rear entry is a small hip-roofed dormer.

A comparison with a historic photo of the grammar school reveals four notable alterations to the exterior (See Figure 7). The first is the removal of chimneys that original projected above the roof. The second is the above-mentioned addition of a concrete accessibility ramp leading up to the entry porch. All the original windows have been replaced, although the openings have not been altered. Finally, the building has suffered from the effects of a poorly executed roof renovation in the 1990s. The new roof contributed to the separation between the 1912 and 1914 portions of the building. As a result of this construction, it is currently classified as unsafe and must be considered an endangered resource.

Bowie School District No. 14
Name of Property

Cochise, AZ
County and State



Figure 7. Historic photo of Bowie Grammar School, with Mrs. C.P. Dawson, superintendent, undated.

Bowie High School

The Bowie High School building is located on the north side of campus set back from and facing Fifth Street. It is separated from the elementary school buildings by the gymnasium and tennis courts. The building is H-shaped and symmetrical. It is two stories with the first floor depressed into the ground so that its windows are roughly at ground level. Five concrete steps of the main entry stairway lead into an entrance hall set at a level between the two main floors. Its primary materials are red brick walls, concrete foundation, and red ceramic tile roofing. (See Figure 8 and Photos 13, 14, and 15).

The building's mass is characteristic of educational architecture of the late 19th and early 20th century with numerous windows on all sides allowing for ample natural light. The entry is through a porch with three arched bays leading to three entry doors. At the center is a double door, which is flanked by two single doors, each framed by one of the entry arches. The entry openings have transoms and each door has single-light glazing in its upper half. Window openings on the first and second floors are identical in number and relative placement on the façades. The windows themselves are wood-framed with six-over-six light sash, although a few openings have been infilled. The roof is hipped with cross hip forms on the projections of its H shape.

Bowie School District No. 14
Name of Property

Cochise, AZ
County and State



Figure 8. Bowie High School. Front entry. Looking southwest. Photo by K. Smedley

From the rear, south side of the building is a large red brick extension for the auditorium attached between the flanking projections of its H shape. Although in material it matches the main portion of the building, it has a flat roof and only a few window openings on its east and west sides, which are infilled with wood. Its rear wall has two brick buttresses and lacks window or door openings. A pair of ascending and descending concrete stairs leads to doors into the main part of the building on either side of the auditorium. This part of the high school is a red brick box with no stylistic affectations beyond its red brick construction, which is compatible with the rest of the building, and a rectilinear parapet on its south side (See Figure 9 and Photos 16 and 17).

Designed by the firm of Tucson architect Henry O. Jaastad this building is the most architecturally distinctive on campus. Jaastad applied a Mission Order Gable to the entry porch on the north façade, which also features the three-bay arcade. Above the center arch is a quatrefoil-like decoration with four points projecting from an inscribed square. The gable, arches and quatrefoil are the building's only purely decorative features. The curving form of arches and gable are in contrast to the starkly rectilinear form of the rest of the building. These and the tile roof are characteristic features of the Mission Revival style. Mission Revival was then at the height of its popularity and was utilized in many other contemporary public buildings. Jaastad's architectural firm designed many buildings in the Mission and later Spanish Colonial Revival styles, the most popular of Period Revival styles in Arizona. The builder was H.F. Brown, about whom no additional information has been found.

Bowie School District No. 14
Name of Property

Cochise, AZ
County and State

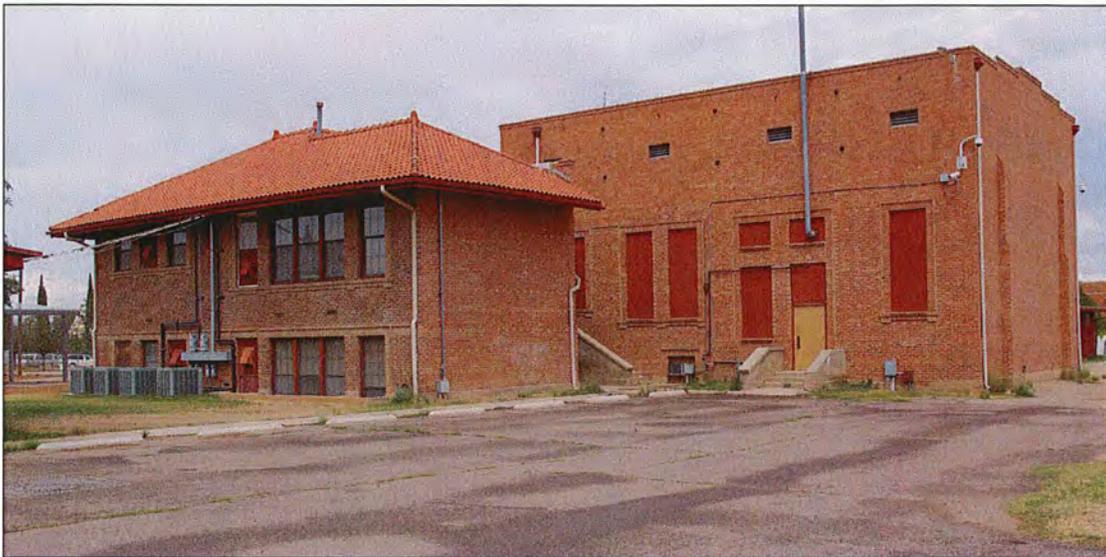


Figure 9. Bowie High School. West side and Auditorium. Looking East. Photo by K. Smedley

A comparison with a historic photo of the high school indicates only a few alterations to the building's exterior (See Figure 10). These include the addition of an accessibility ramp to the left side of the main entrance. The two sets of three window openings on the first floor flanking the main entry have been infilled with wood. On the west side three of sixteen window openings have been infilled with wood and another partially infilled. On the east side six of sixteen windows have been similarly affected.



Figure 10. Historical photo of the Bowie High School, ca. 1920s.

Bowie School District No. 14
Name of Property

Cochise, AZ
County and State

Bruce E. Brown Gymnasium

The gymnasium was constructed in 1940 and is of red brick similar to the grammar and high schools. The building's main space under its vaulted ceiling was designed to accommodate 350 people. Other rooms provide space for showers, a kitchen and dining area, and a lounge. A small addition was attached to the rear shortly after 1960 as a result of the bond issue that also funded the new Doyle Elementary School building.

The main, north-facing entry is behind a three-bay arcaded porch (See Figures 11 and 12 and Photos 8, 9, and 10). A shed roof with red clay tile sheathing covers this porch. These arches and porch roof evoke the feeling of Spanish Colonial Revival style and are the building's primary aesthetic expression. Entry is through a double door framed by the porch's central arch. A semi-circular fanlight window tops this doorway. Windows flank either side of the entry doors, each framed by the other porch arches. Four concrete steps lead up to the porch. Four steel casement windows are on either side of the porch, with another steel casement window on the east side. Other large window openings on the east and west sides have been boarded up. The gym was architect Henry Jaastad's final contribution to the Bowie campus (See Photo 11). Construction of the gymnasium was by P.W. Womack, one of the most prominent of Arizona construction firms in the pre-World War II era, whose work was especially notable in the Phoenix area.



Figure 11. Bruce E. Brown Gymnasium. Front façade. Photo by K. Smedley

Bowie School District No. 14
Name of Property

Cochise, AZ
County and State



Figure 12. Bruce E. Brown Gymnasium. East side. Photo by K. Smedley.

Mary G. Doyle Elementary School

The Mary G. Doyle Elementary School building was constructed in 1961. It is evocative of the time when Bowie, at the peak of its population and prosperity, required new facilities to educate its children. The building is one story and of red brick construction, which provides a material consistency between it and the earlier facilities on campus. The building is L shaped with the office entry at the southeast corner. The east-facing wing is slightly higher than the south wing and both are covered with a low-sloping gable roof. The rooflines of the two wings do not connect, as they are not at the same level (See Figure 13 and Photos 5 and 6).

Doyle Elementary reflects the changing theory of design for educational architecture. The earlier buildings were designed to allow for ample natural lighting on at least one, and preferably two sides. Nineteenth and early twentieth century educational theories placed great emphasis on the importance of natural light, as displayed by the 1912 and 1922 buildings. After 1945, these theories changed. In part this reflected improvement in artificial lighting, but there remained a faith in the importance of natural lighting. An important design pattern of this era was to place only a narrow band of windows near the top of the walls, just under the roofline, on the side of the building receiving the most direct sunlight. On the Doyle Elementary this is the east (or more precisely the slightly southeast) side. More extensive glazing is placed in walls with less direct sunlight (See Figure 14 and Photo 7).

Bowie School District No. 14
Name of Property

Cochise, AZ
County and State

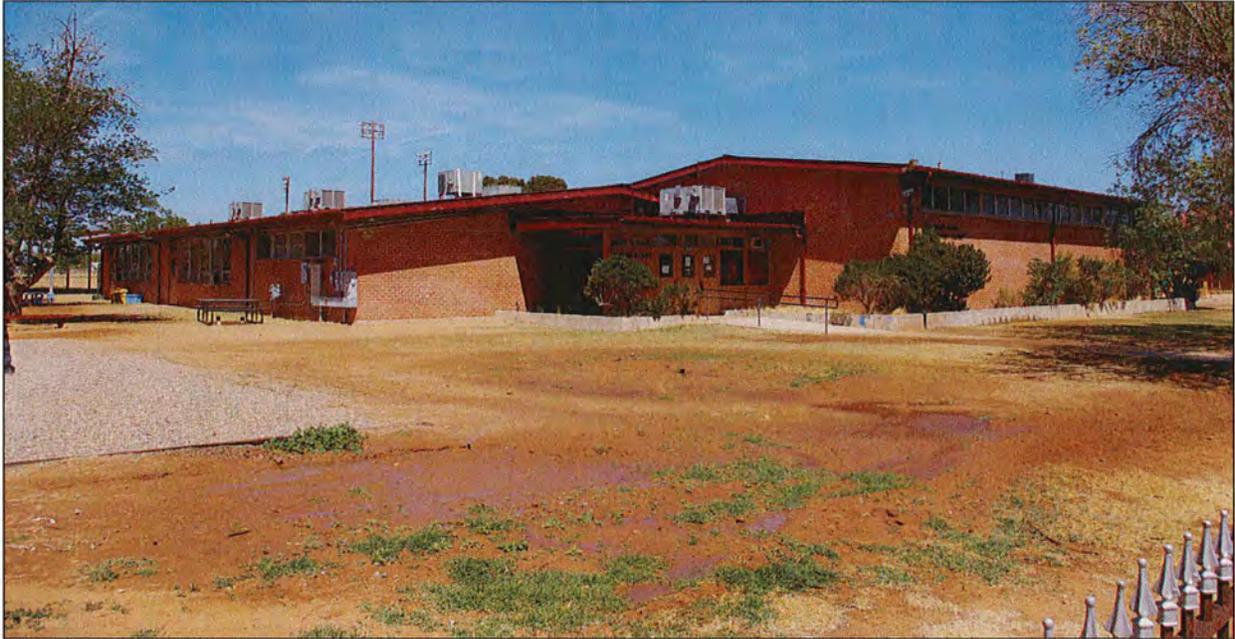


Figure 13. Mary E. Doyle Elementary School. South and east sides. Photo by K. Smedley.

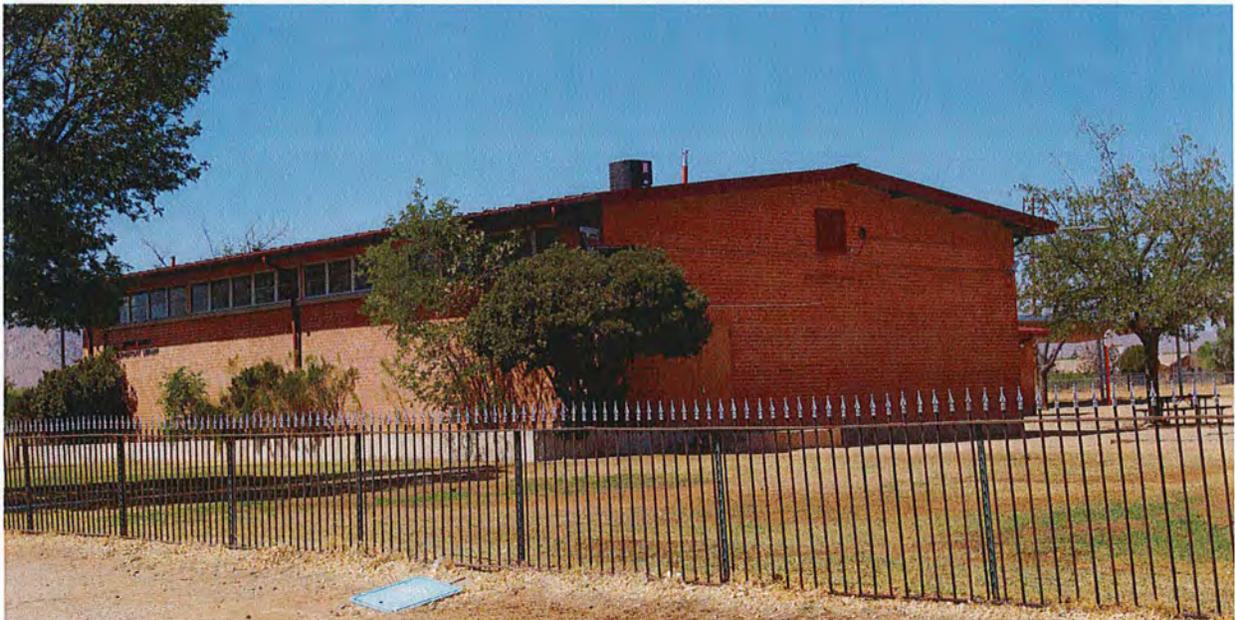


Figure 14. Mary E. Doyle Elementary School. East and north sides. Photo by K. Smedley.

Bowie School District No. 14
Name of Property

Cochise, AZ
County and State

Swimming Pool

Located on the extreme northwest corner of the campus, the swimming pool is a simple rectangular structure with a deep south end. The pool has been named in honor of L.O. Scott, a long-time member of the Bowie school board. The pool originally had two diving boards (See Figure 15), which were removed during a renovation in 1993, at which time a new filtering system was installed. A high concrete block wall runs along the west side of the pool area. A low block wall, probably of later construction runs on its east side. The entire pool area is separated from the campus by a modern metal fence. A small concrete block structure stands at the northwest corner of the pool deck, which has embedded a metal plaque indicating this was a WPA project from 1936 (See Photo 19). On the north side of the pool, concrete steps, apparently not historic, lead down to two restroom/changing rooms. These are of concrete block of the same dimension as those used in the WPA-build structure above, suggesting the WPA constructed them too, although lacking substantiating evidence, this is only a speculation. The pool was built on relatively high ground with the intension of using its water to irrigate the grounds when it was drained (See Figure 16 and Photo 18).

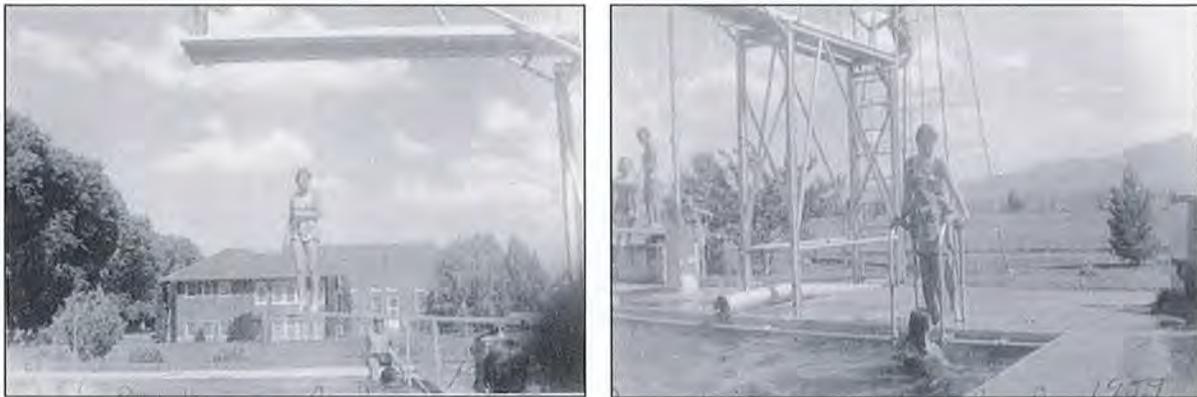


Figure 15. Two historic photographs of the swimming pool at the Bowie School District, 1959. Photos courtesy of Evelyn Lathram, Bowie School Alumni Group.

Bowie School District No. 14
Name of Property

Cochise, AZ
County and State



Figure 16. Swimming Pool. Looking Northwest. Photo by K. Smedley

Tennis Courts

The Tennis Courts are a simple, rectangular concrete platform large enough for two side-by-side courts. The tennis courts are near Fifth Street and between the high school and gymnasium. A high chain link fence surrounds the courts (See Figure 16 and Photo 12). The courts were constructed in 1919 while A.R. Spikes was superintendent (Bowie Enterprise, October 31, 1919).



Figure 16. Tennis Court. Looking southwest. Photo by K. Smedley.

Bowie School District No. 14
Name of Property

Cochise, AZ
County and State

Iron Fence

A decorative iron fence extends across most of the north and east sides of the campus. Openings without gates provide entry to the campus towards each of the major buildings. A decorative gate large enough for automobile entry is on the north side near the tennis courts (See Figure 17 and Photos 21 and 22). It is unknown if this fence ever extended along the south or west sides of campus. A low chain link fence now completes the boundary except around the swimming pool, which has a higher modern fence for security. While the exact age of the iron fence is unknown, it was in place by 1941.

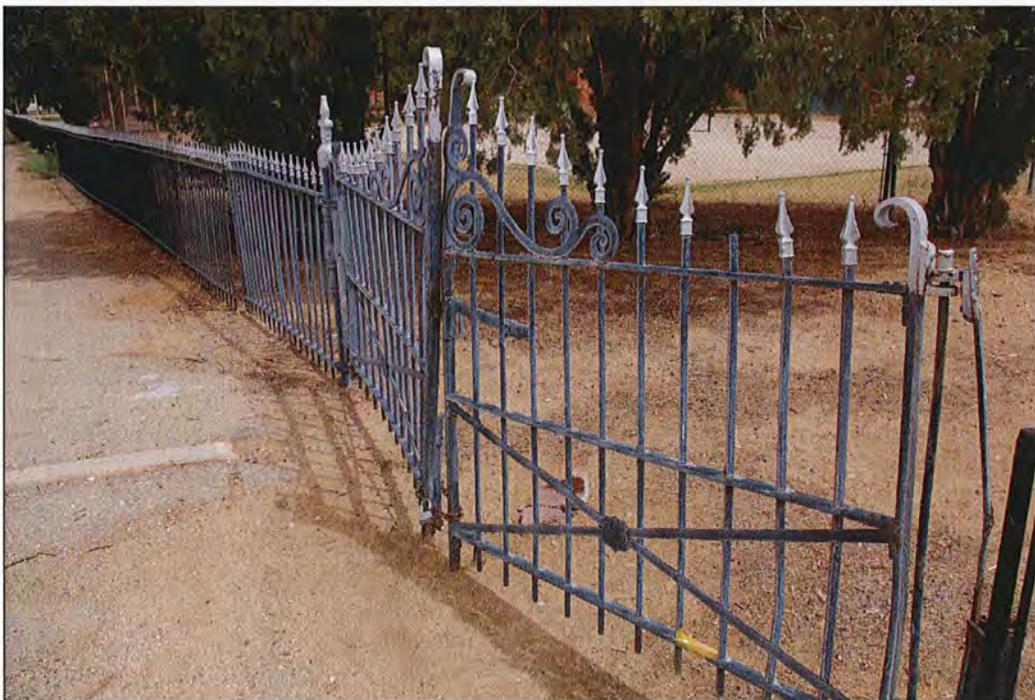


Figure 17. Iron Fence and Gate. Looking Southeast. Photo by K. Smedley.

Noncontributing Properties

The campus contains a number of modern features, which are noncontributing to its historic character of the school, and whose location is illustrated in Figure 1. These are four noncontributing buildings, three structures, and two objects, listed below:

1. Administration Building. This is a small modern portable building located to the west of the high school.
2. Vehicle Building. Located southeast of the gymnasium, this large metal building houses school vehicles.

Bowie School District No. 14
Name of Property

Cochise, AZ
County and State

3. Maintenance Building. This small modern building is located to the east of the high school
4. Wood Frame Building. A small wood frame building of unknown date is located to the southwest of the pool, within the fenced area. It does not appear to be of historic age.
5. Playground Equipment. Playground equipment located north and south of Mary Doyle Elementary School is modern and counted as a single object.
7. Solar Panels. There are three, free-standing, elevated solar energy panels on the campus.
8. Historic Site Monument (See Photo 20). Installed in 1988 by the Arizona Corral of the Westerners and the Arizona Historical Society, this small monument commemorates the "Centennial of the Chiricahua Apache/U.S. Cessation of Hostilities 1886." This was the year when Geronimo surrendered to U.S. Army forces, effectively ending the era of Indian Wars in Arizona.
8. Baseball dugouts. The baseball diamond southwest of the gymnasium has two concrete block dugouts, which have been tentatively dated to approximately 1970. These are counted as a single structure.

SUMMARY

The Bowie high school, old grammar school, elementary school and gymnasium all maintain sufficient integrity to convey their historic significance. These buildings have had minimal changes and retain their original historic fabric and integrity. Three of the schools: the high school, gymnasium and elementary school, are all still being used as school buildings. The notable changes that have been made since their erection include the addition of an elevator in the high school, an addition of a special education room to the back of the gymnasium, and the boarding up or replacement of several windows. Unfortunately, the one room school house that once stood on the Bowie school grounds, burned down in the early 2000s and the old grammar school is currently condemned after a failed roof renovation in the 1990s causing the building to separate where the two room addition was added in 1914. Overall, the Bowie school buildings are recognizable as conveying their original design and purpose.

Bowie School District No. 14
Name of Property

Cochise, AZ
County and State

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 grave
- D. A cemetery
- E. A reconstructed building, object, or structure
- F. A commemorative property
- G. Less than 50 years old or achieving significance within the past 50 years

Bowie School District No. 14
Name of Property

Cochise, AZ
County and State

Areas of Significance

(Enter categories from instructions.)

Education

Architecture

Period of Significance

1912-1965

Significant Dates

1912 (Bowie Grammar School)

1922 (Bowie High School)

1940 (Gymnasium)

1961 (Mary Doyle Elementary School)

Significant Person

(Complete only if Criterion B is marked above.)

N/A

Cultural Affiliation

N/A

Architect/Builder

Henry O. Jaastad/Herbert F. Brown

Terry Atkinson

Womack Construction Company

Bowie School District No. 14
Name of Property

Cochise, AZ
County and State

Statement of Significance Summary Paragraph (Provide a summary paragraph that includes level of significance, applicable criteria, justification for the period of significance, and any applicable criteria considerations.)

The Bowie School District No. 14 is nominated to the National Register of Historic Places under Criterion A for its association with the historic theme of education in the community of Bowie, Arizona. Beginning in 1912 with the two-room grammar school, now called the Eva E. Hall Building, the Bowie School District expanded to include a high school, gymnasium, elementary school, and associated sports facilities such as a swimming pool, tennis courts, and ball fields. The Bowie School district buildings and facilities became the civic and cultural center for the town, hosting important public meetings and social events. The Bowie School District is also nominated under Criterion C for its association with the historic theme of educational architecture in the community of Bowie, Arizona. All four school buildings of the Bowie School District exemplify the evolution of educational architecture through much of the twentieth century. The school's distinctive architecture reflects the importance of education and southwestern heritage. The old grammar school, high school and gymnasium, while utilitarian in design, all have Mission/Spanish Revival aspects while still retaining the traditional schoolhouse appearance. The Mary Doyle Elementary School building typifies modern educational architecture as it stood around 1960 yet continued the harmonizing effect of its red brick construction, the common material theme of the campus.

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

THE COMMUNITY OF BOWIE, ARIZONA

As the Southern Pacific Railroad was expanding west across Arizona, Captain James H. Tevis, established the self-named town of Tevis in 1881. The town's train station became the junction for soldiers, cavalry horses, Indian scouts, and supplies from nearby Fort Bowie, as well as other livestock and numerous freight trains. In 1894, the Gila Valley Globe, and Northern Railroad linked the transcontinental route at Bowie with the copper mining region of central Arizona and railroad traffic through the town increased greatly. As Tevis continued to develop and prosper, it was decided the town should change its name to reflect nearby Fort Bowie. In 1912 the town of Tevis was officially changed to Bowie (Tevis 2007). One year later, the town of Bowie had grown to include two schools, a post office, several railroad houses, two good hotels, three saloons, two newspapers, a lumberyard, three restaurants, five goods stores, a train depot, a telephone exchange, a bank, livery stables, three pool halls, a veterinary surgeon, a Southern Pacific Railroad shop, a marble quarry, as well as numerous farms and ranches (Graham Guardian 1913). As this pattern of growth continued, by 1930 Bowie had a population over six

Bowie School District No. 14
Name of Property

Cochise, AZ
County and State

hundred. Contributing to the Bowie's success was the realignment, paving, and overall improvement of Highway 86, which ran directly through town, (Census 1930). The highway, increased visibility from tourists and encouraged travelers to visit Bowie as they traveled west.

As a supply junction for nearby Fort Bowie, Bowie became a sort of a novelty for visitors who had never been to the "wild west" before. The town was the railroad junction from which the captured Chiricahua Apache leader Geronimo and his band of warriors had been shipped out to Florida after their surrender in 1886 (Arizona Star 1908). Bowie accommodated tourists by providing restaurants and curio shops where Navajo Indians weaved rugs in front of the store. Farming in the San Simon Valley expanded with cotton gins operating seven days a week twenty-four hours a day to support the 19,000 acres of cotton farms (Yelton 2012). Additionally, Bowie also had become the center and trading point of extensive cattle industry thanks to the railroad. Twice a year ranchers would round-up their cattle and drive to Bowie to be loaded onto cattle cars for shipping to slaughter houses in Phoenix or Los Angeles (Fousel 2012).

Unfortunately, Bowie's success began to slip away when the railroads ended passenger service in the 1950s and another local employer, a marble quarry, closed. Further compounding the situation was the establishment of Interstate 10 in 1969, which bypassed the town (Klump 2011, 7). Bowie no longer had enough travelers to support its businesses and like so many others during that time period, Bowie fell into a state of disrepair. One of the only things keeping the town together was its schools.

Since it's beginning, Bowie School District No. 14 has played a vital role in maintaining the community's civic identity. In its heyday, the school hosted school and civic athletics, recitals, Christmas plays, elections, meetings for Scouts, the Lions Club and other community groups. The high school's band, in which almost all students participated, was the pride of the town. The Junior Prom used to be a community event, not just for students but also for all members of the community to socialize (Welker 2012).

While the town of Bowie has been undergone significant changes, one thing has not changed: its dedication to its schools. While, it may not be the school district of yesteryear, the community still rallies around the school, where moments in time such as baby showers, weddings, and other civic meetings are shared. Friday night football still continues, only instead of illuminating the field with a modern lighting system, the Border Patrol sets up their lights, so the game can go on. Even in the face of adversity, the town of Bowie strives to remain relevant. Without it's schools, Bowie would loose its identity.

CRITERION A: Education in Bowie, Arizona, 1881-1960

Education in Arizona played a significant role since its early days as a state. Arizona's first governor, Governor Hunt advocated compulsory education and free textbooks (West 2012). Bowie was no exception. As Captain James H. Tevis was establishing Tevis as a railroad town in 1881, he supported education. Bowie's first schoolhouse arrived in 1885 when the Southern

Bowie School District No. 14
Name of Property

Cochise, AZ
County and State



Figure 18. The first schoolhouse in Bowie was relocated to the Bowie School District No. 14 campus where it served for many years as a kindergarten building. The building was destroyed by fire. Photo by Total Performance Partners, Inc., 1999, State Historic Preservation Office Inventory File.

Pacific Railroad donated a frame building, which was placed on land donated by Tevis. The one room schoolhouse was 18 feet by 24 feet and located in the central part of town, just off of the main street (Klump 2011, 74). (See Figure 18).

As the town's population grew, a larger school facility was needed. In July 1912, the people of Bowie unanimously (eleven to zero) approved a bond measure of \$5,000 to build and furnish a schoolhouse and improve the grounds (BOS 1912, 262). Tucson architect Henry O. Jastad was chosen to design the new school. With the opening of the grammar school, later renamed the Eva E. Hall¹ Building, the one room schoolhouse was used as a kindergarten from 1920 to 1980. Shortly after the opening of the new grammar school, enrollment at the school increased significantly and it was apparent the school needed to expand again (Casa Grande 1914).

Another bond issue election was held to raise seven thousand dollars for the building and furnishing of a two-room addition to the grammar school. It passed by a large majority, but the school board decided five thousands dollars would be sufficient to cover the new addition (BOS 1914). With its impressive bell tower, four thirty-four foot classrooms and modern heating, the finished building was a fine modern school facility (Bowie Enterprise 1915) (See Figure 19).

¹ Eva E. Hall was a long-time teacher in Bowie between approximately 1921 and her retirement in 1949. Hall died in 1958 and is buried in Bowie's Desert Rest Cemetery. Bowie Chamber of Commerce, <http://www.bowiechamber.com/photos.htm>, accessed December 29, 2014.

Bowie School District No. 14
Name of Property

Cochise, AZ
County and State



Figure 19. Undated photo of Bowie Grammar School with iron fence in place. Trees visible in this photo show growth since the photo in Figure 7, but none of these trees remain today.

By 1917 the Bowie public school district enrolled eighty-two students in elementary school classes and the first two grades of high school (Bowie Enterprise 1917).

Bowie schools had a reputation of excellence. When the Raymond Whitcomb Excursion, composed of aristocrats from Boston, stopped in Bowie for a recital by the school's children, they were pleasantly surprised. Admittedly, they were expecting a "frontier school" with a "backwoods" teacher. What they found instead was a modern brick schoolhouse and four well qualified teachers. They were so impressed they made a donation to the school of fifty dollars (Bowie Enterprise 1919).

By late 1920, it became apparent that the school system needed to expand once again. Already recognized for a modern grade school and teaching two years of high school, it was acknowledged the town would benefit tremendously with the addition of buildings, equipment and teachers (Bowie Enterprise 1920). As support for a new high school grew, a bond proposition vote was held July 15, 1921, requesting the school board to sell bonds for a new school. It passed with 40 votes for and 24 against. Those voting against the proposition believed the school was going to be built on a tract of land that would be too small or that the school would not be visible from passing trains or from the highway (BOS 1921). As a direct result, the petition was presented to the Bowie School District requesting the board permit the sale of bonds

Bowie School District No. 14
Name of Property

Cochise, AZ
County and State

to raise \$50,000 to construct, equip and furnish a new secondary school building, as well as improve the grounds (BOS 1922). The bond issue passed 101 in favor to 23 opposed. In addition, the location of the new school was selected with a vote of 108 for the location on present school grounds and 16 votes for the site north of the Southern Pacific tracks. (San Simon March 3, 1922). Once again the school board selected Jaastad as architect for the new school. The town was so proud of the new school the plans were placed on display in the window of the bank for all to see. In terms of size and aesthetic character, the new high school was comparable to contemporary schools built in Tucson or Phoenix (San Simon March 24, 1922).

When the new high school opened September 18, 1922, 125 students began the first four-year school in Bowie, with Albert R. Spikes as superintendent. The new school was modern in every way. Its amenities included athletic fields, an auditorium, showers, baths, large classrooms, steam heat, electric lights and chemical laboratories, which made Bowie High School one of the most modern buildings in the state. The school curriculum was fully accredited by the state's normal schools and university (Tucson Daily Citizen Nov 1922 and San Simon 1922). The first Bowie High School graduation was held June 14, 1923 and graduated two students: Miss Kate Richards and Miss Nathalie Aldrich with the address delivered by D.T. Milner of the Bowie Bank (Tombstone Prospector 1923).

Bowie and its schools continued to grow and in 1936, the New Deal brought a Works Progress Administration project in joint effort with the Bowie School District for the construction of a pool on the Bowie School District grounds. This brought much needed employment to Bowie as well as provide an asset to the community. Designed to irrigate the school grounds when it was drained weekly, the pool became a center of activity for the town. People came from all around to swim and picnic (Yelton 2012).

By 1940, Bowie School District decided it needed a new gymnasium. A special election was held to approve twenty five thousand dollars in bonds to construct and equip a gymnasium, passing with a vote of 57 to 26 (BOS 1940, 161). Once again, architect Henry O. Jaastad was selected to design the new gymnasium with Womack Construction Company, Phoenix, as general contractor. The new gym was completed in August 1940. Heated with an automatic oil furnace, the gymnasium could accommodate 350 people and consisted of a 90 by 60 foot spring floor with one inch of spun glass under the hardwood finish, tiled changing rooms with showers, a full kitchen and dining room as well as a lounge with a fireplace. Additionally, the gymnasium had an electronic scoreboard, standard boxing ring, six basketball backstops, one handball court and two sets of volleyball standards. In addition to providing an indoor location for school and town athletics, the gymnasium was also used for town and school dances as well as chamber of commerce meetings, civic group meetings and dinners (Arizona Republic 1940). The gymnasium has been named in honor of Bruce E Brown, a superintendent of the Bowie schools from 1983 to 1991 and again from 2004 to his death in 2008.

By 1960, Bowie had 1,033 residents and there was a need for additional elementary school facilities (Census 1960). On January 5, 1960 a special bond issue vote was held for the sale of

Bowie School District No. 14
Name of Property

Cochise, AZ
County and State

\$150,000 to construct, furnish and equip a new school, as well as expand the gymnasium. The unanimous resolution authorized the sale of bonds with the stipulation the purchase of the new school site would not exceed five thousand dollars (BOS 1960). Tucson architect Terry Atkinson was chosen to design the new elementary school (See Figure 20), which would later be named in honor of Mary Doyle, a beloved biology teacher who taught Bowie's students between 1949 and her death in 1965.

By the late 1960s, the children in Bowie were attending school in all the schoolhouses: the one room school house, housing kindergarten, the original grammar school, housing first through fourth grade, the new elementary school, housing fifth through eighth grades, and the high school, housing ninth through twelfth grades. The Bowie School District was doing so well, the 1969-1970 school year had the largest population of students in the history of school with a total of 209 students enrolled (Bureau of Educational 1970, 28).

Throughout the growth of the Bowie School District, Albert R. Spikes was instrumental in Bowie education. In 1915, Spikes began his service to the Bowie school system when he assumed the principle position of a four-room schoolhouse with a staff of three teachers. After serving a tour in Europe during World War I, Spikes returned to the school as principle once again. By the 1920s, Spikes became an ardent supporter of expanding the school system by building a new high school. Once the high school was completed in 1923, he became principle. Shortly after, Spikes was promoted to superintendent, where he was able to expand the property further with the addition of a state of the art gymnasium, swimming pool, and tennis courts. After serving the Bowie School District for over twenty years, in 1941 Spikes was elected to the Arizona House of Representatives and in 1951 he was elected to the Arizona Senate where he served until 1968. It was during his time in the Senate in which he was the Chair of the Committee on Education that Spikes was able to spearhead legislation that established Arizona's junior college system, which became one of the largest systems in the country as well as promoting kindergartens, free textbooks and teachers retirement system (Cochise County 2011, 29).

Unfortunately, after the 1969-1970 school year, Bowie's population began to decline following the Interstate 10 bypass. In 1970, Bowie had 1,273 residents; by 1990 there were 649 and only 449 by 2010 (Census 1970, 1990, 2010). Current school enrollment reflects the drastic drop in population with a current enrollment of 85 students (Bowie School District 2012). As a direct result of the decrease in students, in the 1980s both the original one room schoolhouse and the old grammar school ceased to function as schools. The old grammar school was repurposed for many years as the town library until 2001 (Arizona Daily Star, 1985).

Bowie School District No. 14
Name of Property

Cochise, AZ
County and State

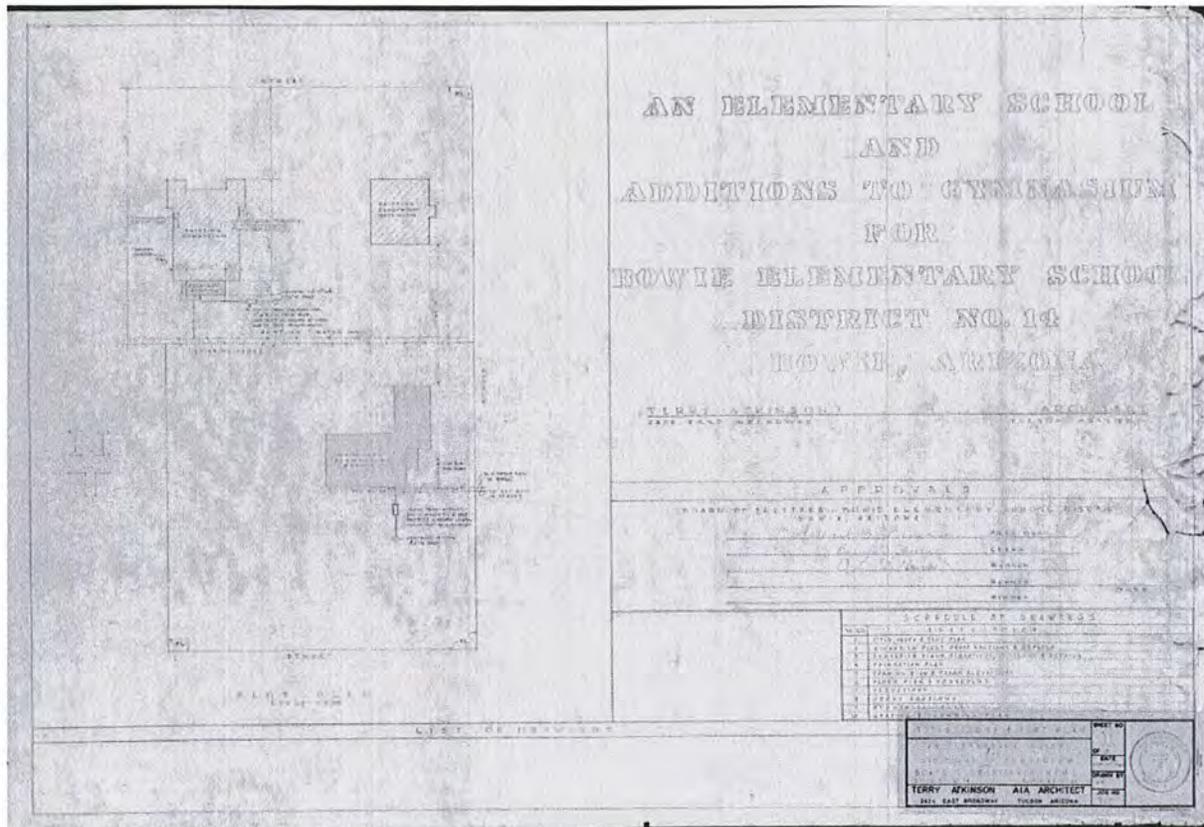


Figure 20. Architectural plans for Bowie (later Mary Doyle) Elementary School.

CRITERION C: Educational Architecture and Southwestern Romanticism

The buildings of the Bowie School District are recommended eligible for the National Register of Historic Places under Criterion C for their ability to convey two important aspects of architecture. These buildings convey at the local level the evolution of educational design theory from the early to mid-twentieth centuries (See Figure 21). The buildings also reflect the aesthetics associated with monumental school architecture in Arizona. Designed by Tucson architect Henry Jaastad, the original grammar school is characteristic of the small, brick schoolhouses commonly built in Arizona around the period of its statehood (1912). The more substantial high school, constructed ten years later, reflects the increasing popularity of Mission Revival and Spanish Colonial Revival motifs, which may be categorized as Southwestern Romanticism. The gymnasium of 1940, also designed by Jaastad, continued this Period Revival theming, though at a subdued level. The Mary Doyle Elementary School, completed in 1961, reflects new ideas of educational/architectural theory in a post-war context.

Bowie School District No. 14
Name of Property

Cochise, AZ
County and State

Educational Architecture

During the nineteenth century, educators and architects developed theories linking the qualities of a school's built environment to the process of learning engaged in by teachers and students. In his pioneering study, *School Architecture* (1874) British architect Edward R. Robson surveyed educational theories and building practices across several countries of Europe and in the United States. He noted the connection between teaching methods, which varied from country to country, and especially emphasized the importance of German educational theories, which influenced American education from the kindergarten level to the university (Robson 1972, 3). It was the Germans, for instance, who raised the importance of natural lighting to a theoretical level guiding the placement of windows for best effect. At the same time, Robson appreciated the importance of cost in defining national building practices, the Americans, for example, typically mixed younger boys and girls in the same room and hired women as teachers because it was cheaper.

The buildings of the Bowie School District campus recapitulate in one location many of the changes affecting the theory of educational architecture. Until it was destroyed by fire, the campus also included the original wood frame, one-room schoolhouse in which Bowie's children were first taught. The original grammar school, with its two rooms and brick construction, reflected both the greater needs of the community and the determination that the school reflect the community's pride in its growing town and faith that Bowie was a place of importance. The 1922 high school was similar to schools built in major cities of the time. It was monumental in appearance, multi-storied as were most large schools of the era, designed with classrooms placed symmetrically around a central entrance and long corridor, and including an auditorium.

Stylistically, contemporary school buildings built during this period (ca. 1912-1940) typically displayed the dignity associated with Neoclassical Revival, or the romanticism of Period Revival (Ogata 2008, 563). The design of Bowie High School drew upon the Southwestern Romanticism then popular in Tucson and elsewhere in the Southwest. The addition of a major gymnasium building in 1940 also conveying Southwestern Romanticism aesthetic reflected the improvements, already available to urban children, increasingly available to rural schools. The Mary Doyle Elementary School building conveys the changes in pedagogical/architectural theories that emerged in response to the principles of modernist architecture and changes in the theories of education. Modernist architects contributed new ideas regarding modern materials, artificial lighting, and indoor-outdoor relationships. Educational theory had also changed from an emphasis on control, discipline, and rote learning, to providing a friendly environment (Ogata 2008, 569). These ideas materialized in, for example, the alignment of classroom buildings in the "finger plan" schools—rows of parallel buildings each containing several classrooms. Although the Mary Doyle elementary school was not constructed in the finger plan, perhaps because of its limited enrollment, it did feature the low-rise, low-sloped roof, asymmetric form typical of a modern school building. The campus as a whole also includes features such as the swimming pool, tennis courts, and ball fields, which reflect the American belief that a school campus should provide physical education and recreation for the fullest development of its students.

Bowie School District No. 14
Name of Property

Cochise, AZ
County and State

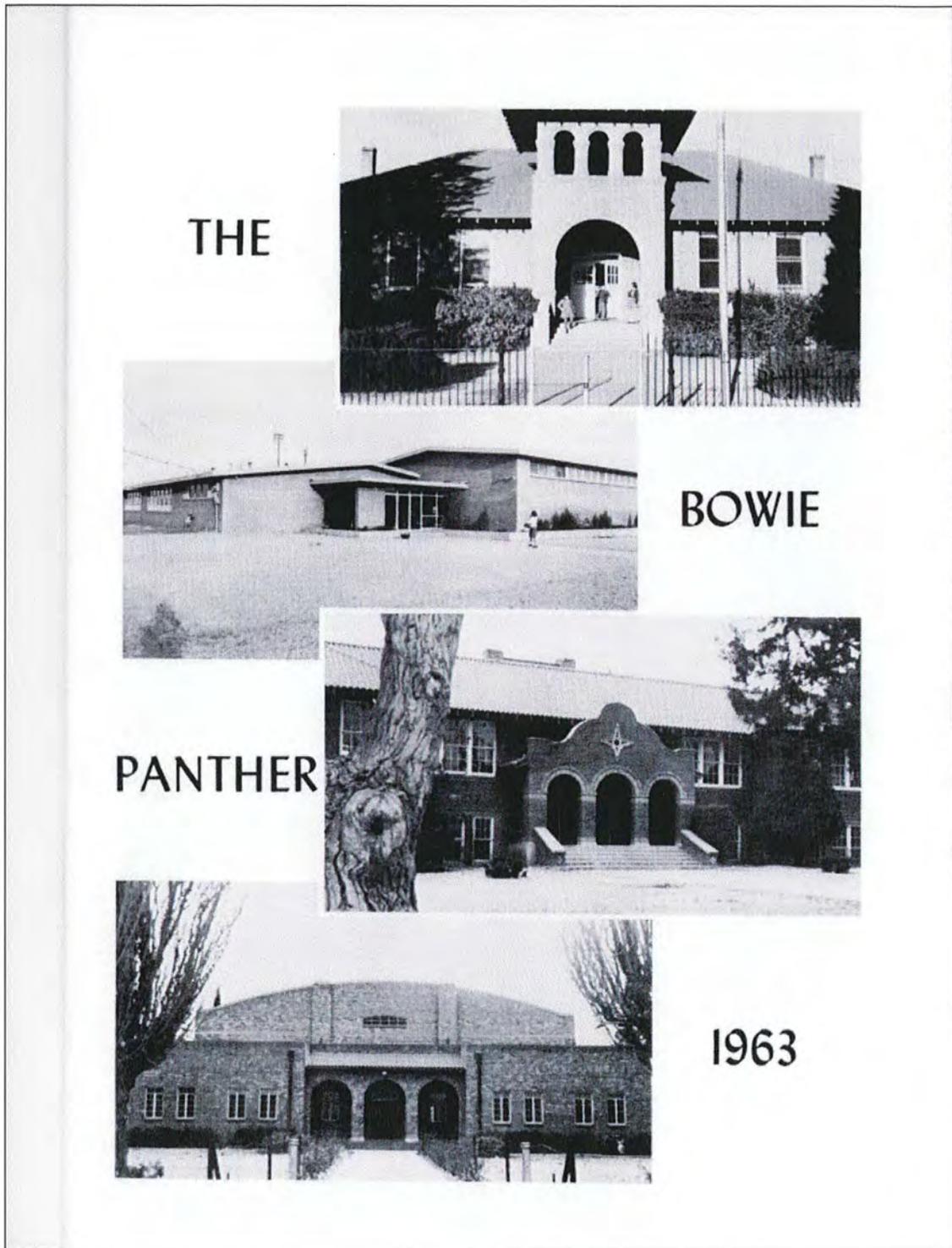


Figure 21. Cover of the Bowie schools yearbook, *The Bowie Panther*, illustrating the primary campus facilities in 1963.

Bowie School District No. 14
Name of Property

Cochise, AZ
County and State

Schoolhouses provided more than just a facility for education; they have also been symbols of community pride. This is especially true in small towns where the local school was one of the few buildings of architectural distinction. As America moved into the twentieth century, school buildings began to garner an even more prominent position within the community and it was reflected in their architecture. The importance of education in society was reflected in the architecture as school building began to resemble other commercial buildings of importance such as courthouses and town halls. Additionally, these structures depicted the styles of their region, thus further enhancing the bond the school had with the community values it was reflecting (Weisser 2006, 202-203). This movement became more apparent during the Progressive Era when public education became viewed as a “vehicle for social improvement” attainable by all rather than just “culture factories” for the elite. Thanks to educational reformers such as John Dewey, public education was becoming recognized as a tool necessary for social progress and social order as well as sustaining the principles America was founded on: democracy and freedom (Gyure 2011, 64-65 and Baker 2012, 1).

Early designs of school buildings were simple, but distinguished buildings. They were well planned and standardized. Keeping in line with their position in a community, schoolhouses were built with durable materials, such as brick. These utilitarian schoolhouses were relatively plain with minimal furnishings: chalkboards and desks. The traditional one-room schoolhouse was a common style of architecture, because teaching techniques of time involved one teacher with a class in a single classroom. The teacher’s practice was primarily to stand in the front of the classroom and project the information to the students. As the number of students began to grow and compulsory education became standard in many locations, school buildings began to expand to multi-room structures. Unfortunately, these classrooms were merely a series of isolated rooms in one building, with a teacher lecturing students from the front (Gores 1974). Even though these schoolhouses were minimalistic with the standard teacher-student template, early on there was special emphasis on the lighting of these classrooms. This was due to the indication that adequate lighting played a critical role in education and health. It was believed without adequate sunshine, classrooms were dreary, dismal places capable of spreading contagious diseases as well as stifling learning. The most efficient way to mitigate these factors was by flooding the classroom with sunshine, thus sanitizing the room as well as providing students the best environment for learning (Lachance 1919, 45). The role light played in education and health required a great deal of planning and research when it came to classroom design. Some scholars went so far as to prescribe, “Light should come over the left shoulder of each pupil.” Additionally, consideration was taken to minimize the amount shadows in the classroom. This was accomplished by ensuring windows extended to the ceiling as well as by minimizing the space between each window. It was also recommended that the height of the windows should not be higher than desk level to ensure students had the ability to look out the window. The seriousness with which natural light was taken into consideration while designing classrooms garnered more details than architects take into account today (Baker 2012, 5).

Bowie School District No. 14
Name of Property

Cochise, AZ
County and State

As pedagogical theories evolved, curriculums expanded and more diversified groups of students entered school systems. The move from a more humanities-based curriculum shifted to include vocational education programs as well as more manual training. To accommodate this shift, schools began to move beyond the one room concept and incorporated more specialized rooms such as laboratories, gymnasiums, libraries, home economics and wood shops. This movement revolutionized schools transforming them from the simple one-room schoolhouses to a larger, more complex structures reflecting school reformation (Gyure 2011, 33).

During the mid-twentieth century, school design shifted once again. With building materials becoming more diverse and cost effective, school design moved away from the monumental, multistory schools of early times, to a more practical one story building design with flat or slightly sloping roofs. By the mid-1940s, the National Council on Schoolhouse Construction was condemning staircases as both hazardous and an unnecessary expense. Furthermore, one-story schools were more flexible should the need to expand arise (Ogata 2008, 568). Spaces within the buildings became more flexible with rooms being designed larger with the idea of multi purposing. Lighting also played a significant role in modern design. With the emergence of florescent lighting, no longer was it necessary to rely on natural lighting as the primary source of illumination for classrooms. This technology allowed researchers from the Illuminating Engineering Society to conduct light testing that allowed for lighting standards to increase drastically from the previous thirty-foot candles for classrooms to seventy-foot candles for optimum classroom lighting. As a direct result, windows became smaller and were found to be necessary only on one side (Baker 2012, 7). These revisions in theory are reflected in the design of the Mary Doyle Elementary School.

Henry O. Jaastad

Henry O. (Henrick Olsen) Jaastad was born in Norway in 1872 and immigrated to the United States when he was fourteen. Trained initially as an apprentice cabinet-maker while in Wisconsin, Jaastad moved to Arizona at the turn of the century to follow the woman he would marry in 1902 who had come to Tucson in an attempt to preserve her health. Working initially as a carpenter on such buildings as Henry Trost's Owls Building, he soon began designing and building small houses in the Armory Park, West University, and North Speedway neighborhoods. He took an architectural course through a correspondence school and enrolled in an electrical engineering program at the university. He received a license to practice architecture in 1922, but was a designer of long experience by that time (McCroskey 1992).

By 1912, Jaastad was designing a wider variety of buildings, including a downtown store for Mose Drachman, buildings at the Southern Arizona Desert Sanitorium, service stations, a motel court, and other commercial buildings of increasing prominence. He designed a number of rental properties for Preston N. Jacobus, a former Tucson mayor, and an adobe house for James Sawtelle of the Southern Arizona Bank and Trust. John Ivancovich, one of Tucson's biggest real estate developers employed Jaastad to design several commercial buildings over the course of twenty-five years. As a former member of the Tucson City Council, Ivancovich represented the

Bowie School District No. 14
Name of Property

Cochise, AZ
County and State

kind of person of prominence who linked Jaastad with the city's elite both as a designer and, later, as a politician in his own right.

A fair evaluation of Jaastad's work must consider the designs created by Annie Graham Rockfellow, Tucson's first woman architect and Jaastad's employee for over twenty years (1916-1938). Rockfellow was born in 1866 in Mount Morris, New York, near Rochester. She was the first female student at the Massachusetts Institute of Technology's architecture program, graduating in 1887. Her first work in an architectural firm in New York ended after six years due to an economic slump. She initially came to Tucson in 1895, following her brother who taught at the University of Arizona. For a time she also taught English and drawing at the university. A quote from a biographical sketch reveals her early interest in Tucson's adobe heritage: "I am an admirer of what I term the Tucson-Mexican style of architecture for this part of the country... showing the influence of Mexico and seeming to 'belong' in this topography and climate." With her savings from teaching she traveled to Europe for the Grand Tour then returned to New York to try to restart her architectural career (Regan 2000).

Rockfellow's practice grew slowly and she began to garner positive attention, including in the pages of *Good Housekeeping*. Her father moved to Tombstone to live with his son and she abandoned her Eastern work to care for him until his death in 1911. After briefly attempting yet another return to the East she decided to return to Tucson by 1915 both for her family and for the warm climate. Then nearly fifty years old, Rockfellow was only at the beginning of the most important stage in her career. She came to Jaastad's notice when he served as supervising architect for a house she designed for her brother. He asked her to help with some renderings for a design he was submitting for a YMCA building in the mining town of Miami, which led to his offer of a position. She declined, initially, choosing to travel to California fortuitously in time to visit the San Diego exposition. Goodhue's exposition buildings left a lasting impression: "I was much pleased and impressed with the architecture of the Fair buildings," she recalled, "and found the 'lessons' very helpful for southwestern adaptation." Upon returning to Tucson, Jaastad renewed his offer of employment, which Rockfellow accepted. From that point onward, the quality of designs from Jaastad's office improved noticeably and it was from the time of his employment of Rockfellow that his firm became noted for its work in the Spanish Colonial Revival and Mission Revival styles. The partnership between Jaastad and Rockfellow was similar to that of many architectural firms, with one partner skilled in the gaining of commissions, while the other quietly did the designs in the office (Regan 2000).

In massing and general style, Jaastad's high school for Bowie was similar to other schools designed by his firm, only smaller for the community's smaller student population (See Figure 21). For Tucson's Safford School (1920), Rockfellow created a monumental Mission Revival entry with bell towers flanking a Churrigueresco-influenced entry. Her San Augustine Church in Tucson (1933) is an outstanding elaboration of Mission Revival, which, like the Safford School, is dominated by massive and tall bell towers around an elaborately sculpted entry. While the

Bowie School District No. 14
Name of Property

Cochise, AZ
County and State



Figure 22. Historic photos of two schools designed by the Jaastad architectural firm. Left: Safford High School, Safford, Arizona (1915); Right: Safford School, Tucson (1920).

Jaastad firm did not design exclusively in Mission or Spanish Colonial modes—their Methodist Episcopal Church (1923), for instance, is Neoclassical Revival—it was through Spanish motifs that they made their most distinctive contribution to the architectural character of twentieth century Tucson and southern Arizona.

One product of Rockfellow's study of mission architecture was her distinguishing of the tops of bell towers, which she characterized as pyramidal in New Mexico, pyramidal with the cornice cut off in Texas, hemispherical ribbed domes in California, and plain hemispherical domes in Arizona, as at San Xavier. This latter plain dome she employed in her Mission Revival designs. Between 1925 and 1928, Rockfellow designed the El Conquistador Hotel, one of Tucson's most lavish displays of mission themes in buildings and gardens.

In addition to local architectural and engineering groups, Jaastad was active in Tucson civic affairs, serving on the Chamber of Commerce, the Tucson YMCA, the Kiwanis Club and other social and civic organizations. In 1929 he ran and won the first of two terms on the city council and then in 1933 won election to the first of an unprecedented seven terms as mayor, serving until his voluntary retirement in 1947 at the age of seventy-five. Rockfellow continued to design for Jaastad until her retirement in 1938. She moved to Santa Barbara and died in 1954.

While Rockfellow remained in his employ, the Jaastad firm continued to design even as he served as mayor. He also continued to design for several years afterwards. His orientation remained, however, primarily historical. Architecture was supposed to be "decorative, beautiful, rich, living," he once stated, adding, "A church ought to look like a church" (McCroskey 1992). His aesthetics, then, did not encompass Modernist principles, which were then beginning to make an impression on the Tucson scene. Over the course of his career, Jaastad was credited with designed over five hundred buildings, mostly in Tucson. These included 125 commercial buildings, 46 schools and 13 churches. Rockfellow was responsible for much if not most of this output. Their most important contribution to the architectural character of southern Arizona was their monumental examples of Mission Revival and Spanish Colonial Revival. Between 1915

Bowie School District No. 14
Name of Property

Cochise, AZ
County and State

and 1928, the Jaastad firm was one of the most important in Tucson working in Spanish motifs, spreading California's revivalist aesthetic to Southern Arizona. In the longer term, although Mission Revival remains linked to the era in which it was most popular, the broader range of Spanish Colonial motifs have remained in the design palettes of local architects and continue to exert an important influence on current design. Jaastad died in 1965.

SUMMARY

The school buildings on the Bowie School District campus exemplify the pedagogical theory and aesthetic tastes characteristic of education in Arizona between approximately 1910 and 1960. All of the buildings on the school property are a direct representation their southwestern heritage and pride. The old grammar school, high school and gymnasium, while utilitarian in design, have Mission/Spanish Revival aspects while still retaining the traditional school house appearance. When first looking at the property one is taken back at how impressive these buildings truly are.

Keeping in mind building materials for schools were meant to endure, Jaastad choose brick, which was typically found in educational architecture, and selected brick of high quality in the high school. The raw materials used for bricks and the tile roofing came from Tucson Pressed Brick Company, which produced some the finest quality bricks in the state. This was because the Tucson Pressed Brick Company pulled their products from the surface of the ground where there was such a purity that reduced refinement and was unrivaled (Tucson Daily Citizen 1922). The use of a local bricks was indicative of how the town of Bowie felt about their schools and was a direct reflection of ties to heritage, culture and community.

The Mary Doyle Elementary School is also a school with stature. While a span of over twenty years separates the older buildings with the new elementary school, it still retains the same dignity the other three buildings warrant. While still constructed out of traditional brick, the school has a more modern appearance than the others. You can see the shift from a more monumental building to a more practical one. Mary Doyle is a more modern, one story building with a slightly sloping roof. It was designed with flexibility in mind and reliance on artificial lights for illumination, thus possesses smaller windows than the older three buildings.

The Bowie schools are recommended for listing in the National Register of Historic Places because of their significant association with two important themes: education in the community of Bowie and architecture. Both are recommended at the local level of significance. Apart from a one-room wood frame building that served as Bowie's first school, and which survived on the Bowie School District campus until recently destroyed by fire, these buildings have served as the only facilities for elementary and secondary education for the children of Bowie for over a century. Architecturally, the school buildings display, through their size, shape, and window placement, aspects of design associated with pedagogical theory as it progressed from the early to mid-twentieth century. These buildings also display aesthetic character in their varied historic styles, beginning with the Italianate-influenced grammar school, through the Mission Revival high school, to the modern elementary school.

Bowie School District No. 14
Name of Property

Cochise, AZ
County and State

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Bowie School District No. 14
Name of Property

Cochise, AZ
County and State

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Bowie School District No. 14
Name of Property

Cochise, AZ
County and State

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Bowie School District No. 14
Name of Property

Cochise, AZ
County and State

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Previous documentation on file (NPS):

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

Primary location of additional data:

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

Historic Resources Survey Number (if assigned): _____

10. Geographical Data

Acreege of Property 5.5

Bowie School District No. 14
Name of Property

Cochise, AZ
County and State

Use either the UTM system or latitude/longitude coordinates

Latitude/Longitude Coordinates

Datum if other than WGS84: _____
(enter coordinates to 6 decimal places)

- | | |
|-------------------------|------------------------|
| 1. Latitude: N32.325996 | Longitude: W109.490814 |
| 2. Latitude: N32.325218 | Longitude: W109.487372 |
| 3. Latitude: N32.323369 | Longitude: W109.487922 |
| 4. Latitude: N32.324185 | Longitude: W109.491398 |

Or

UTM References

Datum (indicated on USGS map):

NAD 1927 or NAD 1983

- | | | |
|----------|-----------|-----------|
| 1. Zone: | Easting: | Northing: |
| 2. Zone: | Easting: | Northing: |
| 3. Zone: | Easting: | Northing: |
| 4. Zone: | Easting : | Northing: |

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

The southern boundary of the Bowie School District is the north curb line of 3rd street, from S. Central Ave. to S. Lincoln Ave., adjacent to the ball fields.

The eastern boundary is the west curb line of S. Central Ave, from 3rd St. to 5th St., adjacent to the Mary Doyle elementary school and the Eva Hall elementary school.

The northern boundary is the southern curb line of 5th street from S. Central to S. Lincoln Ave fronting the Gymnasium, High School, and Pool.

The western boundary is the eastern curb line of S. Lincoln Ave from 3rd St. to 5th St, adjacent to the Pool and ball fields.

Bowie School District No. 14
Name of Property

Cochise, AZ
County and State

Boundary Justification (Explain why the boundaries were selected.)

The boundary described above includes the entire property historically associated with the Bowie Schools. While the boundary includes a small number of noncontributing features, as a whole, the property retains its historic setting and feeling with the historic elements predominant.

11. Form Prepared By

name/title: Kristine Smedley (editing and supplementary information by William Collins, AZ SHPO)

organization: _____

street & number: 128 Merila Loop

city or town: Fort Huachuca state: AZ zip code: 85613

e-mail: pinkvestpa@mac.com / kristine.smedley@us.army.mil

telephone: 443-995-1910

date: May 14, 2014 (SHPO editing completed Feb. 23, 2015)

Additional Documentation

Submit the following items with the completed form:

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

Photographs

Submit clear and descriptive photographs. The size of each image must be 1600x1200 pixels (minimum), 3000x2000 preferred, at 300 ppi (pixels per inch) or larger. Key all photographs to the sketch map. Each photograph must be numbered and that number must correspond to the photograph number on the photo log. For simplicity, the name of the photographer, photo date, etc. may be listed once on the photograph log and doesn't need to be labeled on every photograph.

Bowie School District No. 14
 Name of Property

Cochise, AZ
 County and State

Photo Log (See Figure 23, page 45)

Name of Property: Bowie School District No. 14
 City or Vicinity: Bowie County: Cochise State: AZ
 Photographer: Eric Vondy, Arizona State Historic Preservation Office
 Date Photographed: February 3, 2015

Description of Photograph(s) and number, include description of view indicating direction of camera:

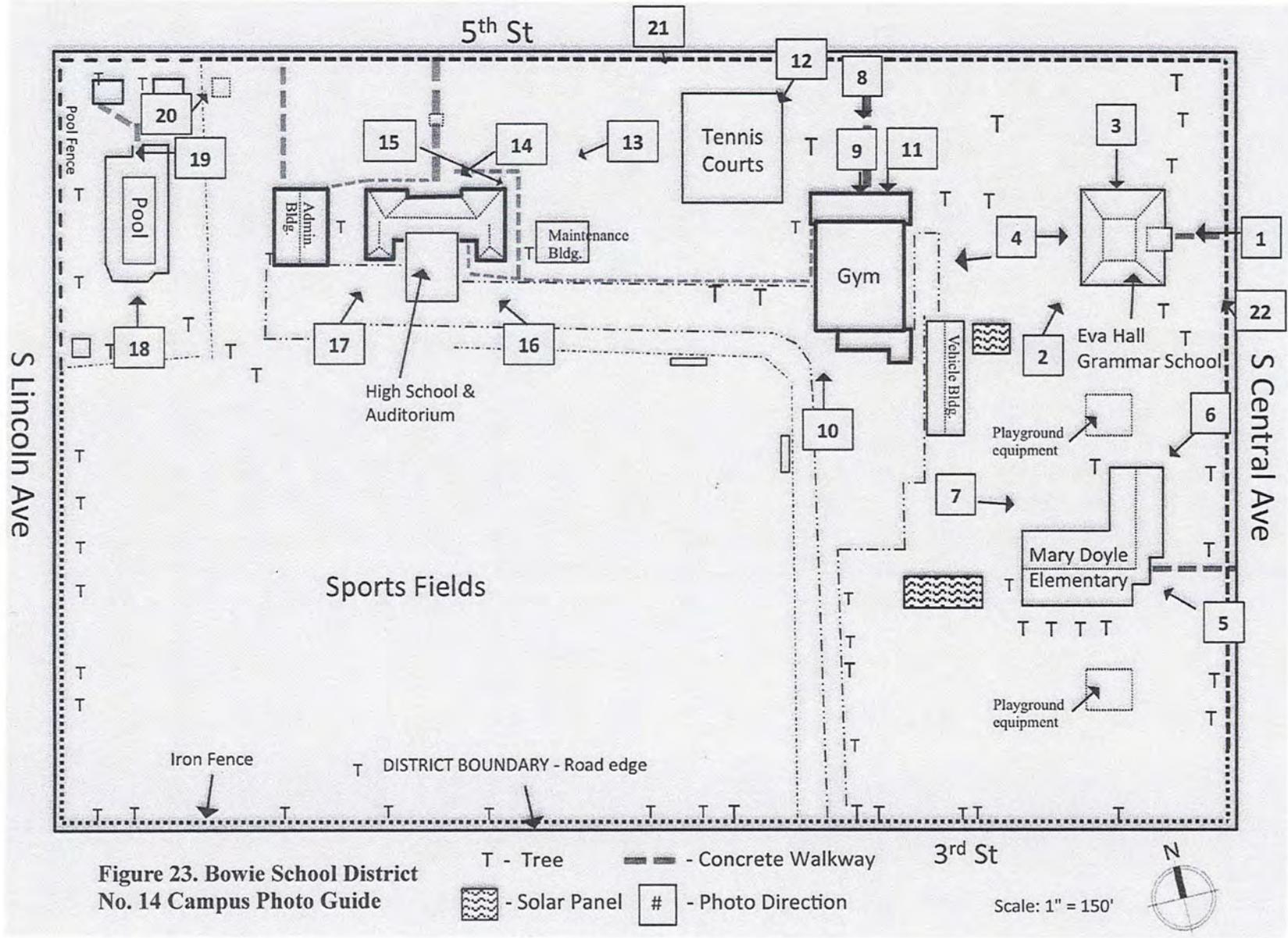
Photo #	Facing	Description
1 of 22	W-NW	Front of Bowie Grammar School/Eva E. Hall Building
2 of 22	NE	South and west sides of Bowie Grammar School/Eva E. Hall Building
3 of 22	S-SE	Detail of wall separation on north side of Bowie Grammar School/Eva E. Hall Building
4 of 22	S-SE	Rear entry of Bowie Grammar School/Eva E. Hall Building
5 of 22	NW	Main entry of Mary Doyle Elementary School
6 of 22	SW	North and east sides of Mary Doyle Elementary School
7 of 22	E	Rear side (west and north) of Mary Doyle Elementary School
8 of 22	S-SW	Main entry of Bowie High School/Bruce Brown Gymnasium
9 of 22	S-SW	Close-up of main entry of Bowie High School/Bruce Brown Gymnasium
10 of 22	N-NE	Rear side of Bowie High School/Bruce Brown Gymnasium, showing additions
11 of 22	SE	Cornerstone of Bowie High School/Bruce Brown Gymnasium
12 of 22	SW	Tennis Courts
13 of 22	SW	North and east sides of Bowie High School
14 of 22	SW	Close-up of main entrance of Bowie High School
15 of 22	S	Cornerstone of Bowie High School
16 of 22	NW	East wing and Auditorium of Bowie High School
17 of 22	NE	West wing and Auditorium of Bowie High School
18 of 22	NE	Swimming pool
19 of 22	NE	Close-up of WPA plaque at swimming pool
20 of 22	NE	Commemorative historical marker
21 of 22	S	Gate in iron fence
22 of 22	NW	Close-up of iron fence in front of Eva E. Hall Building

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

Estimated Burden Statement: Public reporting burden for this form is estimated to average 100 hours per response including time for reviewing instructions, gathering and maintaining data, and completing and reviewing the form. Direct comments regarding this burden estimate or any aspect of this form to the Office of Planning and Performance Management, U.S. Dept. of the Interior, 1849 C. Street, NW, Washington, DC.

Bowie School District No. 14
 Name of Property

Cochise, AZ
 County and State





EVA E HALL
BUILDING

RESERVED
PARKING

HANDICAP
PLATE - PERMIT
ONLY

DRUG-FREE
SCHOOL
ZONE
HIGH PROFILE
ENFORCEMENT AREA
UNLAWFUL TO POSSESS
OR CONSUME
ALCOHOL OR TO
USE ANY SUBSTANCE
PROHIBITED BY
SCHOOL POLICY

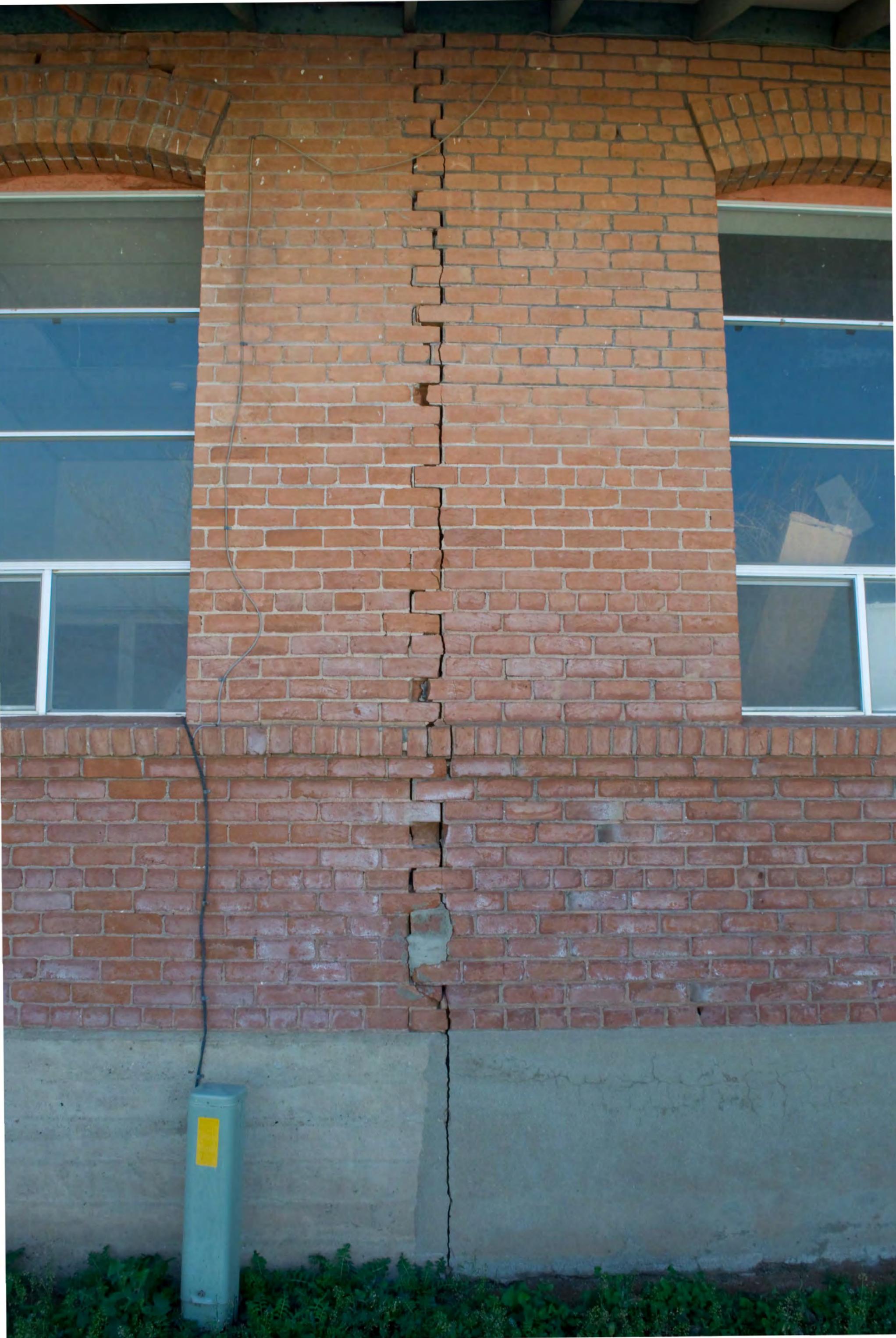
NOTICE
ALL VISITORS
MUST REPORT
TO MAIN OFFICE

ALL PREMISES
UNDER
VIDEO
SURVEILLANCE











MARY & BOYLE
ELEMENTARY

309







125



125



Small plaque or sign on the ground to the left of the entrance.

NOTICE
NO PARKING
PLEASE REPORT
TO MAIN OFFICE



BOWIE HIGH SCHOOL
GYMNASIUM

H·O·JAASTAD·ARCHITECT·
P·W·WOMACK·CONTRACTOR·
1940

BOARD·OF·TRUSTEES·

L·O·SCOTT·PRES·
MRS·E·V·ALDRICH·CLERK·
M·W·BOUCK·MEMBER·
A·R·SPIKES·SUPT·OF·SCHOOLS·





The main building is a two-story structure made of reddish-brown brick. It has a prominent red-tiled roof with a gabled section on the left. The second floor has several large, multi-paned windows. The first floor features a series of windows and doors, some with small awnings. A notable architectural detail is a small, arched entrance on the right side of the main building, with the words "HIGH" and "LOWE" visible above the arches. A utility box is mounted on the exterior wall on the left side of the building.

A smaller, single-story building with a red metal roof is visible in the background to the right of the main building. It appears to be a shed or a smaller utility structure.



BOWIE HIGH SCHOOL

227

THE BOARD OF SCHOOL DISTRICT
OF BOWIE COUNTY TEXAS
APPROVED
JANUARY 11, 1901

THE
BOOKS
OF
THE
BIBLE
AND
THE
LITURGY
OF
THE
CHURCH
OF
ENGLAND
AS
REVISED
BY
THE
COMMISSIONERS
FOR
REVISION
OF
THE
BIBLE
AND
THE
LITURGY
OF
THE
CHURCH
OF
ENGLAND
IN
THE
YEAR
1881







NO
PUSHING SHOVING
&
DURING
ALLOWED



W.P.A.

PROJECT 65-2-322

1936







EVA E HALL
BUILDING

UNITED STATES DEPARTMENT OF THE INTERIOR
NATIONAL PARK SERVICE

NATIONAL REGISTER OF HISTORIC PLACES
EVALUATION/RETURN SHEET

REQUESTED ACTION: NOMINATION

PROPERTY NAME: Bowie School District No. 14

MULTIPLE NAME:

STATE & COUNTY: ARIZONA, Cochise

DATE RECEIVED: 3/13/15 DATE OF PENDING LIST: 4/08/15
DATE OF 16TH DAY: 4/23/15 DATE OF 45TH DAY: 4/28/15
DATE OF WEEKLY LIST:

REFERENCE NUMBER: 15000168

REASONS FOR REVIEW:

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

COMMENT WAIVER: N

ACCEPT RETURN REJECT 4.28.15 DATE

ABSTRACT/SUMMARY COMMENTS:

*Stamp: Special
Topographic Collection
NPS
National Park Service*

RECOM./CRITERIA _____

REVIEWER _____ DISCIPLINE _____

TELEPHONE _____ DATE _____

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

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



Douglas A. Ducey
Governor

Sue Black
Executive Director

State Parks Board
R.J. Cardin, Chairman
Kay Daggett, Vice-Chairman
Walter D. Armer Jr., Vail
Mark Brnovich, Phoenix
Alan Everett, Sedona
Larry Landry, Phoenix



March 9, 2015

J. Paul Loether, Deputy Keeper and Chief
National Register and National Historic Landmark Programs
National Register of Historic Places
1201 Eye St. NW, 8th Fl.
Washington D.C. 20005-5905

RE: BOWIE SCHOOL DISTRICT NO. 14
Bowie, Cochise, AZ

Dear Mr. Loether:

I am pleased to submit the National Register of Historic Places Registration Form for the following property:

- Bowie School District No. 14 – Bowie, Cochise, AZ

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

Sincerely,

Vivia Strang, CPM
National Register Coordinator
State Historic Preservation Office
Arizona State Parks

Enclosures

VS:vs