

United States Department of the Interior  
National Park Service

RECEIVED

JUL 06 1993

NATIONAL  
REGISTER

NATIONAL REGISTER OF HISTORIC PLACES  
MULTIPLE PROPERTY DOCUMENTATION FORM

This form is used for documenting multiple property groups relating to one or several historic contexts. See instructions in How to Complete the Multiple Property Documentation Form (National Register Bulletin 16B). Complete each item by entering the requested information. For additional space, use continuation sheets (Form 10-900-a). Use a typewriter, word processor, or computer to complete all items.

New Submission  Amended Submission

A. Name of Multiple Property Listing

Educational Buildings in Phoenix, Arizona, from Early Settlement to 1942

B. Associated Historic Contexts

(Name each associated historic context, identifying theme, geographical area, and chronological period for each.)

Education in Phoenix, 1871 to 1942  
\_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_

C. Form Prepared by

name/title Jim Woodward, Architect/Patsy Osmon, Associate Historian  
street & number 398 South Mill Avenue, Suite 202 telephone (602) 829-7571  
city or town Tempe state AZ zip code 85283

D. Certification

As the designated authority under the National Historic Preservation Act of 1966, as amended, I hereby certify that this documentation form meets the National Register documentation standards and sets forth requirements for the listing of related properties consistent with the National Register criteria. This submission meets the procedural and professional requirements set forth in 36 CFR Part 60 and the Secretary of the Interior's Standards and Guidelines for Archeology and Historic Preservation. (See continuation sheet for additional comments.)

J. Osmon, AZSAPD 6/23/93  
Signature and title of certifying official Date

ARIZONA STATE PARKS  
State or Federal agency and bureau

I hereby certify that this multiple property documentation form has been approved by the National Register as a basis for evaluating related properties for listing in the National Register.

Submittal Fee 8/12/93  
Signature of the Keeper Date

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

**NATIONAL REGISTER OF HISTORIC PLACES  
CONTINUATION SHEET**

Section E Page E.1

Educational Buildings in Phoenix, Arizona, from Early Settlement to 1942

Name of Multiple Property Listing

---

**E. STATEMENT OF HISTORIC CONTEXTS**

**SUMMARY**

This multiple property group is organized around a set of historic buildings that are linked by their function as educational facilities. The multiple property group was identified as a result of a city wide survey of historic educational buildings in Phoenix. The importance of this group of resources lies in its historic associations with the evolution of schoolhouses and educational buildings in the Phoenix area. Those buildings represent the growth of the city's population in the early twentieth century, as well as the evolving reforms in education typical of the period. Because the early twentieth century history of the school districts and their buildings involved replacement of earlier buildings and construction of new facilities to support the expanding population, no nineteenth century examples of school architecture remain. The property type represented by the buildings in this multiple property group is the mature phase of the historic development of school architecture identified as "Custom Architecturally Designed Schoolhouses." The geographic limits of the multiple property group is the current incorporated limits of Phoenix. The roughly 422 square mile area includes schools historically associated with Phoenix' urban growth, but also school districts that were once rural in character.

**EDUCATION IN PHOENIX: 1871-1942**

One of the first institutions established in any community was the town school. On the unpredictable and often harsh American southwestern frontier, the construction of a schoolhouse represented a sense of stability and community in an area which had little of either. While some multi-room schools were constructed in Phoenix by the end of the 1890s, for the most part small, one or two room schoolhouses characterized the type of school in operation in Phoenix during the nineteenth century.

In 1900 Phoenix was a town of 5,544 people. By 1940, Phoenix had grown into an active city, boasting a population of 65,414. This large increase in population over a forty year period meant a corresponding increase in school age children. More children resulted in the construction of not simply more schools, but larger and more diverse schools as well. Of the schools represented in the citywide survey of historic educational buildings, two were constructed between 1910 and 1920, eight were constructed between 1921 and 1930 and seven were constructed between 1931 and 1940. These schools provided education to students of all ages including elementary, secondary, and post secondary. Additionally, schools with religious affiliations were also constructed. They are represented by St. Mary's School (1925) and the Arizona Academy (ca. 1920).

**PHOENIX AREA SCHOOL DISTRICTS**

From the beginning of formal education in Phoenix in the early 1870s, school districts were formed as a mechanism to administer the operation, the funding, and the construction of schools. Between 1871 and 1942, the population growth in Phoenix constituted the main factor influencing the creation of school districts and the corresponding construction of schools. Although some elementary school districts, like Phoenix District #1, enjoyed a relatively stable existence throughout this time frame, other districts lasted for only a short time. Many school districts either folded, consolidated, or were annexed by other districts because of population shifts or financial difficulties. As a result, by the end of 1942, there were thirteen elementary

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

**NATIONAL REGISTER OF HISTORIC PLACES  
CONTINUATION SHEET**

Section  E  Page  E.2

Educational Buildings in Phoenix, Arizona, from Early Settlement to 1942

Name of Multiple Property Listing

---

school districts in the Phoenix area as listed below:

Phoenix #1 (organized 1871)  
Grand Avenue #30 (annexed by Phoenix #1 in 1943)  
Riverside #2 (organized 1872)  
Isaac #5 (organized 1878)  
Wilson #7 (organized 1879)  
Osborn #8 (organized 1879)  
Creighton #14 (organized 1884)  
Murphy #21 (organized 1886)  
Balsz #31 (organized 1888)  
Madison #38 (organized 1890)  
Roosevelt #66 (organized 1912)  
Alhambra #88 (organized 1918)  
Cartwright #83 (organized 1921)

While elementary school districts existed in Phoenix starting in 1871, no high school or high school district existed in Phoenix until 1895. In fact, any student who wanted to pursue their education to the secondary level either had to take advanced work at an elementary school or attend Tempe Normal School.

However, this situation changed in 1895 when the Territorial Legislature passed a law which provided for the organization of union high school districts by two or more elementary school districts. Upon passage of this bill, thirteen adjacent elementary school districts united to form the Phoenix Union High School District in 1895. High school classes were conducted on the second floor of the Central School until 1897 when the school district purchased the Clark Churchill Residence, located on the corner of 7th and Van Buren Streets. While this purchase saved the expense of constructing a new school building, enrollment continued to increase to the point that by 1910 a larger facility was necessary. Consequently, the construction of a new campus began in 1911 with the three original buildings of the Phoenix Union High School being completed in 1912. By 1942, the Phoenix Union High School District consisted of five schools including the Phoenix Union High School, the Phoenix Union High School for Colored Students (Carver High School), the North Phoenix High School, the Phoenix Technical School, and the Phoenix Jr. College.

**PHOENIX SCHOOLS**

Although the city of Phoenix did not have a public schoolhouse until 1873, the children of the frontier town started their first lessons on September 5, 1871, in the courtroom of the county courthouse. This long adobe building, located on the east side of First Avenue, just south of Washington Street, housed students for two years before Phoenix District #1 built a schoolhouse. Other valley students did not have to wait long for a building of their own. Private funds erected a schoolhouse in District #2 at Mesquite, south of Phoenix, in 1872. That same year, a Mr. J.A. Chenowith began conducting a private school in his home.

Between 1871 and 1873, Phoenix' first public school opened and closed regularly due to the availability of funds. In November

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

**NATIONAL REGISTER OF HISTORIC PLACES  
CONTINUATION SHEET**

Section  E  Page  E.3

Educational Buildings in Phoenix, Arizona, from Early Settlement to 1942   
Name of Multiple Property Listing

---

1873, the first public schoolhouse in Phoenix opened on what is now Central Avenue between Van Buren and Monroe. The adobe schoolhouse, measuring 20 ft. x 30 ft. with a 16 ft. high ceiling, served Phoenix school children for seven years. In 1880 a new brick, two-story schoolhouse was built just west of the adobe building. This building, which was thought to have been the fourth brick building in Phoenix, came to be called the Central School. Classes continued for primary grades 1-3 in the old adobe for eight more years. In January 1883, Catholic education in the valley began with the schooling of Mexican children in the rear of a Catholic church.

In 1888, the old adobe schoolhouse was torn down but, a year later, two new elementary schools opened in Phoenix. East End School; located on Washington and 9th Streets; and West End School; located on the block bounded by 6th and 7th Avenue between Jackson and Madison Streets, brought the number of public schools in Phoenix to three. In March 1892, Catholic education in Phoenix expanded with the laying of a cornerstone for a Catholic convent school.

In 1893, Central School expanded with the addition of twelve rooms in the form of wings around the old building. In 1895, district schools opened in the outlying communities of Fowler, Creighton, and Glendale. McDowell was given a district at this time but no school building. Classes were to be held in the old post office. In 1898, a beautiful home once owned by former San Francisco lawyer, General Clark Churchill, opened as Phoenix Union High School's first building. In 1899, the opening of Five Points School brought the schoolhouse total in Phoenix to four.

The first four decades of the twentieth century saw the number of school-age children in the valley grow substantially. By 1909, six schools including Lincoln, McKinley, East End, West End, Fillmore, and Central existed under the leadership of John D. Loper, Phoenix School District Superintendent of Schools. These schools flourished under Loper, who's tenure as superintendent of the District lasted for 35 years.

In 1911 two new schools were added in the Phoenix District #1. Adams School was constructed, and the East End School was razed, making way for Washington School which was built on the East End site. In 1912, West End School was destroyed by arson fire. In September three new buildings were built at Phoenix Union High School: the Auditorium, the Science Hall, and the Domestic Arts Building. In 1913, the Consolidated School was constructed on 7th Street. Monroe School opened in 1914 at 7th Street and Monroe, and was heralded as the largest structure of its kind in the state.

Other school districts in the area experienced growth as well in the first two decades of the twentieth century. Between 1909 and 1912, Pendergast School District erected a school building. Alhambra School was constructed in 1913. That year also saw the construction of Roosevelt School and additions built at Pendergast School. Peoria Elementary School was built in 1919 and additions to Roosevelt and Osborn Schools were made that same year.

In 1916, the old Central School was abandoned for school purposes. The school was not empty for long, however, as it soon became the home of the executive offices of Superintendent Loper, and the remainder of the building was renovated for rental use. However, after much controversy, school officials decided to tear down the old Central School in 1919 to make way for the "Hotel Apache."

Phoenix and its surrounding area experienced a significant growth in the early 1920s resulting in school buildings being

**United States Department of the Interior  
National Park Service****NATIONAL REGISTER OF HISTORIC PLACES  
CONTINUATION SHEET**Section   E   Page   E.4  Educational Buildings in Phoenix, Arizona, from Early Settlement to 1942

Name of Multiple Property Listing

enlarged and new structures being built in an effort to accommodate the growing number of children. In fact, overcrowded classrooms became such a problem that in 1924 Superintendent Loper stated that "In all but one school...hallways have been converted into temporary classrooms, while in many instances playgrounds are being appropriated for the same purpose." In response to this situation Phoenix District #1 voters passed four separate bond issues between 1920 and 1930 totaling more than 1.4 million dollars in an effort to expand existing schools and to construct new schools.

In 1920, Kenilworth School opened, and the first big push for new schools in Phoenix began. That year the Phoenix School District passed a school bond issue for \$300,000. With these funds, the Jackson School, the Emerson School, and the Longfellow School were built in 1921.

The Phoenix Union High Schools' Liberal Arts building opened in 1921. The Balz Elementary School was built the following year. In 1923, Longview Elementary School was constructed. Cartwright, Osborn, and Murphy Elementary School's were built in 1924, and in 1925 Garfield and Dunbar Schools were added to the list of Phoenix District #1 schools. Additions to Jackson Elementary School also took place that year. One private school, St. Mary's Elementary, designed by the architectural firm of Lescher and Mahoney, was also built at a cost of \$200,000.

The Lowell School along with Dunbar (1925) and Franklin (1926) schools were constructed with funds from a \$650,000 bond issue passed by Phoenix District #1 voters in 1924. Other construction which took place at Phoenix schools in 1926 included additions to the Adams Primary Building, the Roosevelt School, and Kenilworth School.

Also constructed in 1926 was the Phoenix Union High School for Colored Students. This school was funded by a special \$150,000 bond issue passed by Phoenix Union High School District voters on June 10, 1925. Prior to the construction of this school, black high school students attended a black high school located on the Phoenix Union High School campus.

Segregation in Phoenix schools had existed since 1912 when the court upheld a 1909 ordinance passed by the Phoenix City Council allowing for separate but equal educational facilities for black students. Elementary schools designated for black students included the Douglas School, the Dunbar School, and the Booker T. Washington School. Phoenix schools remained racially segregated until the Phoenix School Board voted to end this policy in 1953. The United States Supreme Court reinforced this action in 1954 with their decision in Brown vs. Board of Education. In 1928, the Booker T. Washington School became the second school in Phoenix to open specifically for black students.

The Buckeye High School and the Cartwright School Teacherage were also built in 1928, and additions were constructed at Roosevelt and Washington Schools. 1928 also stands out as the year Brophy College Preparatory was founded. Built on North Central Avenue, this architectural landmark continues to flourish today under Jesuit direction.

Located at Palm Lane and 16th Street, the John G. Whittier School opened in 1929. Additionally, in 1929, the Phoenix Union High School rebuilt their auditorium, another Pendergast building was constructed, Fowler Elementary opened, and Buckeye Elementary added on to their building. The following year additions were added to Buckeye High School and Balz School. A new McKinley school and Fairhope School (a private school) were also built in 1930. Another private school was constructed in 1930-31; the O'Neil Boarding School joined Murphy #1 and Grand Avenue School as 1931 additions to the roster of Phoenix

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

**NATIONAL REGISTER OF HISTORIC PLACES  
CONTINUATION SHEET**

Section  E  Page  E.5

Educational Buildings in Phoenix, Arizona, from Early Settlement to 1942

Name of Multiple Property Listing

---

Schools.

While during the 1920s Phoenix schools experienced unprecedented growth, the onset of the depression in the early 1930s ushered in difficult times for educational systems not only in Phoenix, but throughout the United States. In Phoenix, school enrollment continued to increase while the budgets of school districts decreased. For example, in 1933 the city treasury almost went bankrupt which resulted in wage cuts for all teachers and administrators and stopped all school maintenance.

This reduction in funds also resulted in less school construction in Phoenix after 1932. Although two private schools were constructed, namely the Jokake School for Girls (1934) and the St. Mary's High School for Boys (1937), public school construction in Phoenix was mainly confined to expanding existing facilities. For example, school officials authorized the construction of an addition at Jackson Elementary in 1935; a shop building at Buckeye High School, a gymnasium at Peoria High School, and an addition at Kenilworth School in 1936; a new Buckeye Elementary School in 1937; and an auditorium/gymnasium at Glendale High School, a gymnasium at Isaac Jr. High School, and a gymnasium at Alhambra High School in 1938.

What school construction did take place in Phoenix in the 1930s was greatly aided by the availability of federal funds. With the election of Franklin Roosevelt in 1932 and the subsequent passage of such legislation as the National Industrial Recovery Act in 1933, federal relief organizations such as the Public Works Administration (PWA) were created. Phoenix area school districts and other government agencies could apply to these organizations for federal grants to expand, repair or construct school buildings.

It was with the help of this type of federal funding that the Phoenix Union High School District more than doubled its size in 1939 with the construction of both the North Phoenix High School and the Phoenix Jr. College. The North Phoenix High School was built to relieve the overcrowded Phoenix Union High School which enrolled over 5,000 students in 1939. The construction of the North Phoenix High School was financed by both PWA funds totaling more than \$365,000 and money from a two million dollar bond issue. All the buildings at North Phoenix High School were completed in 1939 except for the athletic field which was built in 1940.

The Phoenix Jr. College, established in 1920 as part of the Phoenix Union High School District, offered two years of post high school work which could be transferred to a four year institution. Between 1920 and 1929, the Phoenix Jr. College operated at such diverse locations as Cottonwood Court, a residence on 7th and Fillmore Streets, and in classrooms on the north end of Phoenix Union High School stadium. During this nine year period, the enrollment at the Phoenix Jr. College grew dramatically from 54 students in 1920 to 450 students in 1929. In response to this growth, school officials constructed a new building for the school in 1929. Located at 7th and Fillmore Streets, this building contained nineteen classrooms and cost \$120,000.

The Phoenix Jr. College remained at this location until 1939 when, with the help of over \$250,000 from the Works Progress Administration (WPA), its present campus at 1202 West Thomas Road was constructed. All the buildings were completed in 1939 except for the tennis courts which were finished in 1940.

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

**NATIONAL REGISTER OF HISTORIC PLACES  
CONTINUATION SHEET**

Section  E  Page  E.6

Educational Buildings in Phoenix, Arizona, from Early Settlement to 1942   
Name of Multiple Property Listing

---

In addition to this burst of construction at the high school level in 1939, elementary schools also experienced growth in this year. Construction at elementary schools in 1939 included the completion of the Riverside School, a new auditorium at Murphy School, and additions at Grant, Fowler, and Balz schools.

School construction in 1940 was highlighted by the construction of the Washington Elementary School Auditorium along with additions to the St. Mary's High School for Girls and the Emerson School. In 1941, the Alhambra Elementary School Clubroom addition to the auditorium was built along with the Phoenix Union High School Gymnasium. In 1943, school officials changed the name of the Phoenix Union High School for Colored Students to Carver High School. John D. Loper, Superintendent of Schools for Phoenix District #1 for the previous 35 years, retired in 1944.

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

**NATIONAL REGISTER OF HISTORIC PLACES  
CONTINUATION SHEET**

Section   F   Page   F.1  

  Educational Buildings in Phoenix, Arizona, from Early Settlement to 1942    
Name of Multiple Property Listing

---

**F. ASSOCIATED PROPERTY TYPES**

**I. NAME OF PROPERTY TYPE:** Custom Architecturally Designed Schoolhouses

**II. DESCRIPTION**

The defining characteristic of school buildings of this property type is that they were designed by architects. Consequently the stylistic, educational and functional design criteria will be combined to form a unified architectural statement. The property type includes only those schools built in the twentieth century, and are of a larger scale due to the need for multiple classrooms, specialized spaces, and unique architectural distinction. Architectural styles and construction materials will vary. The most common styles are the Mission Revival, Neo-Classical Revival, Colonial Revival, Second Renaissance Revival, Spanish Eclectic, and Modernistic.

**III. SIGNIFICANCE**

The Custom Architecturally Designed Schoolhouse property type is significant for its association with the period when schoolhouse designs first became architectural statements that combined stylistic and design theory with mainstream educational reform. The property type is associated with the development of education in the Phoenix area between 1910 and 1942, and is exemplary of the movement toward specialized design treatment of educational buildings. The property type is significant as representative of the complexity and diversity of educational ideas in the school districts of Phoenix and the growth in the importance of educational buildings as statements of a community's identity. These buildings exemplify the transformation of the schoolhouse from simply a building of vernacular or standardized origins built as a place for learning, to an integral cultural component of the built environment.

**IV. REGISTRATION REQUIREMENTS**

The architectural integrity that should be present as a requirement for registration include design, materials, and workmanship. Since all examples will have been designed by an architect, integrity of design is essential. Design will include not only a stylistic reference and their character defining elements, but also spatial organization, orientation, focus, access, and circulation; all components of the educational theories of the time. Retention of examples of high artistic merit, skilled craftsmanship, or unusual use of materials should also be evaluated.



---

**G. Geographical Data**

---

**Acreage of Property** 270,080

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

Zone	Easting	Northing	Zone	Easting	Northing
1	_____	_____	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.)

---

**H. Summary of Identification and Evaluation Methods** (Discuss the methods used in developing the multiple property listing on one or more continuation sheets.)

---

---

**I. Major Bibliographical References** (List major written works and primary location of additional documentation: State Historic Preservation Office, other State agency, Federal agency, local government, university, or other, specifying repository.)

---

**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: \_\_\_\_\_

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

**NATIONAL REGISTER OF HISTORIC PLACES  
CONTINUATION SHEET**

Section   G   Page   G.1  

  Educational Buildings in Phoenix, Arizona, from Early Settlement to 1942  

Name of Multiple Property Listing

---

**G. GEOGRAPHICAL DATA**

**Verbal Boundary Description**

The boundary includes the corporate limits of the City of Phoenix, Maricopa County, Arizona.

**Boundary Justification**

The boundary includes the 422 square miles within the current jurisdictional boundary of the City of Phoenix. This boundary allowed for the identification and evaluation of all existing property types associated with historic educational buildings in Phoenix from early settlement through 1942.

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

**NATIONAL REGISTER OF HISTORIC PLACES  
CONTINUATION SHEET**

Section   H   Page   H.1  

  Educational Buildings in Phoenix, Arizona, from Early Settlement to 1942    
Name of Multiple Property Listing

---

**H. SUMMARY OF IDENTIFICATION AND EVALUATION METHODS**

One major, readily identifiable type of historic public or institutional resource is educational buildings. A survey of this type of resource was conducted, under sponsorship of the City of Phoenix, in order to compile a comprehensive inventory of existing educational buildings constructed as of the end of 1942. The methodology used to compile the inventory was organized in a series of inter-related phases.

An initial working list of all pre-1942 educational buildings was compiled by using the City of Phoenix Planning Department's 1972 publication Schools in Phoenix. The report summarized the number, location and name of each school in all of the school districts then located in the Phoenix city limits. That list was cross referenced with the 1942 Phoenix City Directory to provide a listing of buildings existing as of 1972 that also existed prior to 1942. That list then became the survey research inventory. Each site was visited in the field to verify its existence. A preliminary inventory list was then created for all of the existing pre-1942 school buildings.

The survey files of the Arizona State Historic Preservation Office as well as those of the City of Phoenix Preservation Section were consulted. Schools which were identified in previous historic resource surveys, or were already listed on the National Register, were noted. Each school site was again visited and information gathered about existing physical characteristics. Photographs were also taken as were notes and sketches of the general configuration of each school on its site.

Research was aimed at determining the origins and construction chronology of each school. An effort was made to identify architects, builders and other important persons associated with the early history of each school. Various sources were consulted in an effort to compile the historic data on each building. Many of the structures had original cornerstones, plaques or other inscriptions identifying a date of construction, sometimes architects and builders, and often the names of school board members. Another primary source consulted was the historic newspapers, particularly the Arizona Republican. The City Directories also provided another good source for verification of construction dates. By tracking the listing of schools from one year to the next, until the first entry was noted, a date of probable construction could be established.

Following the completion of the research, a chronological outline of Phoenix school history was developed. This outline provided the basis for the narrative on the historic context of "Educational Buildings in Phoenix, 1871 to 1942."

United States Department of the Interior  
National Park Service

NATIONAL REGISTER OF HISTORIC PLACES  
CONTINUATION SHEET

Section I Page I.1

Educational Buildings in Phoenix, Arizona, from Early Settlement to 1942  
Name of Multiple Property Listing

---

**I. MAJOR BIBLIOGRAPHICAL REFERENCES**

“Arizona Academy 1941-42, 21st Annual Announcement.” (Located at the Arizona State Library, Phoenix, Arizona).

Arizona Republic. Phoenix, Arizona, 1890-1942, Various Issues.

Barney, James. “Early Public School History of Phoenix.” Sheriff Magazine. February 1958.

Blue, Mabel. “A History of the Phoenix College.” M.A. Thesis, Arizona State University, 1948.

Janus Associates, Inc. City of Phoenix Historical/Architectural Survey of City Owned Properties. Planning Department, City of Phoenix, 1986.

Janus Associates, Inc. Grand Avenue Corridor Cultural Resource Survey. Parsons Brinkerhoff, 1986.

Janus Associates, Inc. Historical and Architectural Resources Along the Inner Loop Corridor. Arizona Department of Transportation, 1981.

Janus Associates, Inc. Historical and Architectural Resource Survey of the Government Mall, Capitol, and Longview Redevelopment Areas. Planning Department, City of Phoenix, 1987.

Janus Associates, Inc. Willo-Alvarado Historic Resource Survey. Planning Department, City of Phoenix, 1989.

Kotlanger, Michael J. “Phoenix, Arizona, 1920-1940.” Ph.D diss., Arizona State University, 1983.

Lawrence, Herning W. “A History of the Phoenix Union High School System, 1895-1948.” M.A. Thesis, Arizona State University, 1949.

Luckingham, Bradford. Phoenix: The History of a Southwestern Metropolis. Tucson: University of Arizona Press, 1989.

Mawn, Geoffrey P. “Phoenix, Arizona: Central City of the Southwest, 1870-1920.” Ph.D. diss., Arizona State University, 1979.

Melbo, Irving R. Report of the Survey on the Phoenix Union High Schools and Phoenix College System. University of Southern California, 1954.

Phoenix City Directories, Phoenix, Arizona, 1889-1942.

United States Department of the Interior  
National Park Service

NATIONAL REGISTER OF HISTORIC PLACES  
CONTINUATION SHEET

Section I Page I.2

Educational Buildings in Phoenix, Arizona, from Early Settlement to 1942  
Name of Multiple Property Listing

---

Phoenix Union High School District. A Bicentennial Commemorative History of the Phoenix Union High School System. Phoenix: Phoenix Union High School District, 1976.

Schill Architects. Resource Survey of the Evans-Churchill Area. Planning Department, City of Phoenix, 1988.

Schools in Phoenix. Planning Department, City of Phoenix, 1972.

“Sixteenth Annual Announcement, Arizona Academy 1935-36.” (Located at the Arizona State Library, Phoenix, Arizona).

Whiffen, Marcus. American Architecture Since 1780: A Guide to the Styles. Cambridge: MIT Press, 1976