Reconstructing the Fairview School

Paige Margaret Peyton

Follow this and additional works at: https://scholarworks.lib.csusb.edu/etd-project
Part of the Social History Commons

Recommended Citation
Peyton, Paige Margaret, "Reconstructing the Fairview School" (1990). Theses Digitization Project. 774.
https://scholarworks.lib.csusb.edu/etd-project/774

This Thesis is brought to you for free and open access by the John M. Pfau Library at CSUSB ScholarWorks. It has been accepted for inclusion in Theses Digitization Project by an authorized administrator of CSUSB ScholarWorks. For more information, please contact scholarworks@csusb.edu.
RECONSTRUCTING THE FAIRVIEW SCHOOL

A Thesis
Presented to the
Faculty of
California State University,
San Bernardino

In Partial Fulfillment
of the Requirements for the Degree
Master of Arts
in
Interdisciplinary Studies

by
Paige Margaret Peyton
June 1990
Frequently with archaeological research, reconstructing past lifeways can only be accomplished through analyzing the archaeological remains. This is to say that because no (or very little) written material is located and/or because no persons are living that can provide information about the subject, researchers must rely largely on the physical evidence. This is especially the case when research revolves around less-than-colorful persons, places, or events--while famous people, areas of historic significance, and dramatic happenings tend to generate a proliferation of literature, common folk, their living and working areas, and their day-to-day activities, do not. It is, however, the more mundane type of cultural remain that most genuinely reflects the past by representing the ways of the many and not the ways of the few.

Research into the history of the Fairview School, a small one-room schoolhouse located in the foothills of rural San Bernardino County, California did not provide volumes of recorded material; there are no known photographs of the structure and no known living persons who attended school there. Nonetheless, by using appropriate methods of archaeological excavation, artifact identification, and analysis; by conducting an extensive (albeit less-than-fruitful) document search; and by interviewing local persons and county historians, a conceptual reconstruction of the Fairview Schoolhouse was undertaken.
Reconstruction is not a simple process and, in the case of the Fairview School, was even more difficult because of the lack of data related to the site. As well, because the school was razed and its materials salvaged for other construction, there is less than usual physical evidence pertinent to its architectural style. For these reasons, two resources, other than the physical remains, became critical factors in the reconstruction process—historical factors and comparisons between the Fairview School and other schoolhouses of the same period. Therefore, historical information on the settlement and growth of San Bernardino County and on the Fairview School site proper, as well as a large body of comparative data, have been included as an essential part of this thesis.
# TABLE OF CONTENTS

ABSTRACT ........................................................................................................ iii
LIST OF FIGURES .............................................................................................. viii
LIST OF MAPS .................................................................................................. x
LIST OF PHOTOGRAPHS .................................................................................. xi
LIST OF TABLES ................................................................................................ xii
INTRODUCTION ................................................................................................ xiii
DEDICATION ...................................................................................................... xvii

CHAPTER ONE
EDUCATION IN SAN BERNARDINO COUNTY - 1770-1887 .............................. 1
THE EARLY PERIODS ....................................................................................... 2
The Prehistoric Period .................................................................................... 2
The Spanish Period .......................................................................................... 5
The Mexican Period .......................................................................................... 9
AMERICAN SETTLEMENT .............................................................................. 13
The Mormon Period ....................................................................................... 13
A Time of Prosperity ....................................................................................... 26
Causes for the Exodus ..................................................................................... 31
The Post-Mormon Period ............................................................................... 35

CHAPTER TWO
THE FAIRVIEW SCHOOL ................................................................................. 42
HISTORY OF THE FAIRVIEW SCHOOL .......................................................... 44
1887 - 1900 .................................................................................................... 44
ARCHAEOLOGY OF THE FAIRVIEW SCHOOL ................................................ 48
Site Description ............................................................................................. 48
Site Integrity .................................................................................................... 50
Dendrochronology ........................................................................................ 53
Excavation ....................................................................................................... 56
Analysis of the Data ....................................................................................... 61
Class One - Construction Items ................................................................. 62
Window Glass ................................................................................................. 62
Mortar, Brick, and Plaster ............................................................................. 64
Nails ................................................................................................................ 64
Wood and other Organic Materials .............................................................. 66
Other Metal Objects ....................................................................................... 69
Class Two - Kitchen-type Items ................................................................. 69
Vessel Glass ................................................................................................. 69
Ceramics ....................................................................................................... 69
Class Three - Furniture ............................................................................... 71
Iron ................................................................................................................. 71
Other Metals Objects .................................................................................... 71
Class Four - Personal Items ........................................................................ 75
Slate Pencils ................................................................................................. 75
Fabric and Other Textiles ............................................................................ 75
Metal Objects ............................................................................................... 78
Artifact Distribution ..................................................................................... 78
## COMPARATIVE EVIDENCE

<table>
<thead>
<tr>
<th>Section</th>
<th>Page</th>
</tr>
</thead>
<tbody>
<tr>
<td>Data</td>
<td>113</td>
</tr>
<tr>
<td>Analysis</td>
<td>123</td>
</tr>
<tr>
<td>Foundation Materials</td>
<td>124</td>
</tr>
<tr>
<td>Structure Materials</td>
<td>125</td>
</tr>
<tr>
<td>Structure Shape</td>
<td>125</td>
</tr>
<tr>
<td>Doors and Windows</td>
<td>126</td>
</tr>
<tr>
<td>Bell Tower</td>
<td>127</td>
</tr>
<tr>
<td>Structure Color</td>
<td>127</td>
</tr>
<tr>
<td>School Grounds</td>
<td>128</td>
</tr>
<tr>
<td>Water Supply</td>
<td>128</td>
</tr>
<tr>
<td>Outbuildings</td>
<td>128</td>
</tr>
<tr>
<td>Roads</td>
<td>129</td>
</tr>
<tr>
<td>Trees</td>
<td>129</td>
</tr>
<tr>
<td>Other</td>
<td>129</td>
</tr>
<tr>
<td>Outhouses</td>
<td>129</td>
</tr>
<tr>
<td>Conclusions</td>
<td>133</td>
</tr>
</tbody>
</table>

## CHAPTER THREE

### RECONSTRUCTING THE FAIRVIEW SCHOOL

<table>
<thead>
<tr>
<th>Section</th>
<th>Page</th>
</tr>
</thead>
<tbody>
<tr>
<td>East Wall Elevation</td>
<td>144</td>
</tr>
<tr>
<td>Provenience</td>
<td>144</td>
</tr>
<tr>
<td>Interpretation</td>
<td>147</td>
</tr>
<tr>
<td>Rendering</td>
<td>149</td>
</tr>
<tr>
<td>West Wall Elevation</td>
<td>151</td>
</tr>
<tr>
<td>Provenience</td>
<td>151</td>
</tr>
<tr>
<td>Interpretation</td>
<td>152</td>
</tr>
<tr>
<td>Rendering</td>
<td>153</td>
</tr>
<tr>
<td>North Wall Elevation</td>
<td>155</td>
</tr>
<tr>
<td>Provenience</td>
<td>155</td>
</tr>
<tr>
<td>Interpretation</td>
<td>155</td>
</tr>
<tr>
<td>Rendering</td>
<td>157</td>
</tr>
<tr>
<td>South Wall Elevation</td>
<td>157</td>
</tr>
<tr>
<td>Provenience</td>
<td>157</td>
</tr>
<tr>
<td>Interpretation</td>
<td>159</td>
</tr>
<tr>
<td>Rendering</td>
<td>161</td>
</tr>
<tr>
<td>Interior Excavation</td>
<td>163</td>
</tr>
<tr>
<td>Provenience</td>
<td>163</td>
</tr>
<tr>
<td>Interpretation</td>
<td>163</td>
</tr>
<tr>
<td>Rendering</td>
<td>166</td>
</tr>
</tbody>
</table>

## CONCLUSION AND COMMENTS

### APPENDIX A

<table>
<thead>
<tr>
<th>Section</th>
<th>Page</th>
</tr>
</thead>
<tbody>
<tr>
<td>Maps</td>
<td>177</td>
</tr>
</tbody>
</table>

### APPENDIX B

<table>
<thead>
<tr>
<th>Section</th>
<th>Page</th>
</tr>
</thead>
<tbody>
<tr>
<td>Deed to Land for the Fairview School</td>
<td>186</td>
</tr>
</tbody>
</table>

### APPENDIX C

<table>
<thead>
<tr>
<th>Section</th>
<th>Page</th>
</tr>
</thead>
<tbody>
<tr>
<td>1917 School Histories</td>
<td>190</td>
</tr>
</tbody>
</table>
## LIST OF FIGURES

<table>
<thead>
<tr>
<th>Figure Number</th>
<th>Title</th>
<th>Page</th>
</tr>
</thead>
<tbody>
<tr>
<td>D-1</td>
<td>&quot;The Buss&quot;</td>
<td>xvii</td>
</tr>
<tr>
<td>1</td>
<td>Site Map with Olive Tree Perimeter</td>
<td>55</td>
</tr>
<tr>
<td>2</td>
<td>Meter-Square Grid and Foundation</td>
<td>58</td>
</tr>
<tr>
<td>3</td>
<td>Key to Figures 3A Through 10D</td>
<td>80</td>
</tr>
<tr>
<td>3A</td>
<td>Artifact Distribution, Southwest Quadrant, Surface</td>
<td>81</td>
</tr>
<tr>
<td>3B</td>
<td>Artifact Distribution, Northwest Quadrant, Surface</td>
<td>82</td>
</tr>
<tr>
<td>3C</td>
<td>Artifact Distribution, Southeast Quadrant, Surface</td>
<td>83</td>
</tr>
<tr>
<td>3D</td>
<td>Artifact Distribution, Northeast Quadrant, Surface</td>
<td>84</td>
</tr>
<tr>
<td>4A</td>
<td>Artifact Distribution, Southwest Quadrant, 0-10cm</td>
<td>85</td>
</tr>
<tr>
<td>4B</td>
<td>Artifact Distribution, Northwest Quadrant, 0-10cm</td>
<td>86</td>
</tr>
<tr>
<td>4C</td>
<td>Artifact Distribution, Southeast Quadrant, 0-10cm</td>
<td>87</td>
</tr>
<tr>
<td>4D</td>
<td>Artifact Distribution, Northeast Quadrant, 0-10cm</td>
<td>88</td>
</tr>
<tr>
<td>5A</td>
<td>Artifact Distribution, Southwest Quadrant, 10-20cm</td>
<td>89</td>
</tr>
<tr>
<td>5B</td>
<td>Artifact Distribution, Northwest Quadrant, 10-20cm</td>
<td>90</td>
</tr>
<tr>
<td>5C</td>
<td>Artifact Distribution, Southeast Quadrant, 10-20cm</td>
<td>91</td>
</tr>
<tr>
<td>5D</td>
<td>Artifact Distribution, Northeast Quadrant, 10-20cm</td>
<td>92</td>
</tr>
<tr>
<td>6A</td>
<td>Artifact Distribution, Southwest Quadrant, 20-30cm</td>
<td>93</td>
</tr>
<tr>
<td>6B</td>
<td>Artifact Distribution, Northwest Quadrant, 20-30cm</td>
<td>94</td>
</tr>
<tr>
<td>6C</td>
<td>Artifact Distribution, Southeast Quadrant, 20-30cm</td>
<td>95</td>
</tr>
<tr>
<td>6D</td>
<td>Artifact Distribution, Northeast Quadrant, 20-30cm</td>
<td>96</td>
</tr>
<tr>
<td>7A</td>
<td>Artifact Distribution, Southwest Quadrant, 30-40cm</td>
<td>97</td>
</tr>
<tr>
<td>7B</td>
<td>Artifact Distribution, Northwest Quadrant, 30-40cm</td>
<td>98</td>
</tr>
<tr>
<td>7C</td>
<td>Artifact Distribution, Southeast Quadrant, 30-40cm</td>
<td>99</td>
</tr>
<tr>
<td>7D</td>
<td>Artifact Distribution, Northeast Quadrant, 30-40cm</td>
<td>100</td>
</tr>
<tr>
<td>8A</td>
<td>Artifact Distribution, Southwest Quadrant, 40-50cm</td>
<td>101</td>
</tr>
<tr>
<td>8B</td>
<td>Artifact Distribution, Northwest Quadrant, 40-50cm</td>
<td>102</td>
</tr>
<tr>
<td>8C</td>
<td>Artifact Distribution, Southeast Quadrant, 40-50cm</td>
<td>103</td>
</tr>
<tr>
<td>8D</td>
<td>Artifact Distribution, Northeast Quadrant, 40-50cm</td>
<td>104</td>
</tr>
<tr>
<td>9A</td>
<td>Artifact Distribution, Southwest Quadrant, 50-60cm</td>
<td>105</td>
</tr>
<tr>
<td>9B</td>
<td>Artifact Distribution, Northwest Quadrant, 50-60cm</td>
<td>106</td>
</tr>
<tr>
<td>9C</td>
<td>Artifact Distribution, Southeast Quadrant, 50-60cm</td>
<td>107</td>
</tr>
<tr>
<td>9D</td>
<td>Artifact Distribution, Northeast Quadrant, 50-60cm</td>
<td>108</td>
</tr>
<tr>
<td>10A</td>
<td>Artifact Distribution, Southwest Quadrant, 60-70cm</td>
<td>109</td>
</tr>
<tr>
<td>10B</td>
<td>Artifact Distribution, Northwest Quadrant, 60-70cm</td>
<td>110</td>
</tr>
<tr>
<td>10C</td>
<td>Artifact Distribution, Southeast Quadrant, 60-70cm</td>
<td>111</td>
</tr>
<tr>
<td>10D</td>
<td>Artifact Distribution, Northeast Quadrant, 60-70cm</td>
<td>112</td>
</tr>
<tr>
<td>11</td>
<td>Plan for One-Room Schoolhouses - 1899</td>
<td>131</td>
</tr>
<tr>
<td>12</td>
<td>Amboy Schoolhouse and Grounds</td>
<td>132</td>
</tr>
<tr>
<td>13</td>
<td>Reconstruction Process</td>
<td>143</td>
</tr>
<tr>
<td>14</td>
<td>Fairview School Site Reference Grid</td>
<td>145</td>
</tr>
<tr>
<td>15</td>
<td>Fairview School Rendering - East Wall</td>
<td>150</td>
</tr>
<tr>
<td>16</td>
<td>Fairview School Rendering - West Wall</td>
<td>154</td>
</tr>
<tr>
<td>Chapter</td>
<td>Title</td>
<td>Page</td>
</tr>
<tr>
<td>---------</td>
<td>----------------------------------------------------</td>
<td>------</td>
</tr>
<tr>
<td>17</td>
<td>Fairview School Rendering - North Wall</td>
<td>158</td>
</tr>
<tr>
<td>18</td>
<td>Nipton Schoolhouse and Grounds</td>
<td>161</td>
</tr>
<tr>
<td>19</td>
<td>Fairview School Rendering - South Wall</td>
<td>162</td>
</tr>
<tr>
<td>20</td>
<td>Projected Pillar Placement</td>
<td>164</td>
</tr>
<tr>
<td>21</td>
<td>Fairview Schoolroom Layout</td>
<td>167</td>
</tr>
<tr>
<td>22</td>
<td>Brick Chinking Method of Foundation Construction</td>
<td>173</td>
</tr>
<tr>
<td>23</td>
<td>The Fairview School</td>
<td>176</td>
</tr>
<tr>
<td>Map Number</td>
<td>Title</td>
<td>Page</td>
</tr>
<tr>
<td>------------</td>
<td>----------------------------------------------------------------------</td>
<td>------</td>
</tr>
<tr>
<td>TEXT</td>
<td>Fairview School Site Topographic Map - 1990</td>
<td>51</td>
</tr>
<tr>
<td>APPENDIX A</td>
<td>The San Bernardino Rancho</td>
<td>178</td>
</tr>
<tr>
<td>2</td>
<td>San Bernardino Topographic Map - 1897</td>
<td>180</td>
</tr>
<tr>
<td>3</td>
<td>San Bernardino Topographic Map - 1980</td>
<td>182</td>
</tr>
<tr>
<td>4</td>
<td>Property of Muscupiabe Land &amp; Water Company</td>
<td>184</td>
</tr>
</tbody>
</table>
# LIST OF PHOTOGRAPHS

<table>
<thead>
<tr>
<th>Photo Number</th>
<th>Title</th>
<th>Page</th>
</tr>
</thead>
<tbody>
<tr>
<td>I-1</td>
<td>Henry C. Brooke</td>
<td>xvi</td>
</tr>
<tr>
<td>1</td>
<td>The Arrowhead Landmark - 1870</td>
<td>4</td>
</tr>
<tr>
<td>2</td>
<td>The San Bernardino Asistencia - 1820</td>
<td>8</td>
</tr>
<tr>
<td>3</td>
<td>Jefferson Hunt - 1855</td>
<td>14</td>
</tr>
<tr>
<td>4</td>
<td>Amasa Lyman - 1852</td>
<td>17</td>
</tr>
<tr>
<td>5</td>
<td>Charles C. Rich - 1855</td>
<td>18</td>
</tr>
<tr>
<td>6</td>
<td>Layout of Fort San Bernardino - 1851</td>
<td>23</td>
</tr>
<tr>
<td>7</td>
<td>Fort San Bernardino - 1852</td>
<td>24</td>
</tr>
<tr>
<td>8</td>
<td>Plan of the City of San Bernardino - 1854</td>
<td>27</td>
</tr>
<tr>
<td>9</td>
<td>The City of San Bernardino - 1857</td>
<td>36</td>
</tr>
<tr>
<td>10</td>
<td>The First Brick Schoolhouse - 1871</td>
<td>41</td>
</tr>
<tr>
<td>11</td>
<td>The Fairview Site and Surrounding Area - 1990</td>
<td>49</td>
</tr>
<tr>
<td>12</td>
<td>The Fairview Site Before Excavation - 1985</td>
<td>52</td>
</tr>
<tr>
<td>13</td>
<td>Olive Tree Perimeter and 1930s Stone Structure</td>
<td>54</td>
</tr>
<tr>
<td>14</td>
<td>Fairview - East Wall of Foundation - 1986</td>
<td>59</td>
</tr>
<tr>
<td>15</td>
<td>Fairview - Southwest Corner of Foundation - 1986</td>
<td>60</td>
</tr>
<tr>
<td>16</td>
<td>Fairview - Window Glass</td>
<td>63</td>
</tr>
<tr>
<td>17</td>
<td>Fairview - Brick/Mortar/Plaster</td>
<td>65</td>
</tr>
<tr>
<td>18</td>
<td>Fairview - Nails - 1990</td>
<td>67</td>
</tr>
<tr>
<td>19</td>
<td>Fairview - Wood - 1990</td>
<td>68</td>
</tr>
<tr>
<td>20</td>
<td>Fairview - Vessel Glass</td>
<td>70</td>
</tr>
<tr>
<td>21</td>
<td>Fairview - Iron Parts of School Desk(s)</td>
<td>72</td>
</tr>
<tr>
<td>22</td>
<td>Fairview - Parts of an Iron Grating</td>
<td>73</td>
</tr>
<tr>
<td>23</td>
<td>Fairview - Brass School Bell</td>
<td>74</td>
</tr>
<tr>
<td>24</td>
<td>Fairview - Slate Pencils</td>
<td>76</td>
</tr>
<tr>
<td>25</td>
<td>Fairview - Clothing</td>
<td>77</td>
</tr>
<tr>
<td>26</td>
<td>Fairview - Straight and Safety Pins</td>
<td>79</td>
</tr>
<tr>
<td>27</td>
<td>Arrowhead School</td>
<td>135</td>
</tr>
<tr>
<td>28</td>
<td>Artesia School</td>
<td>135</td>
</tr>
<tr>
<td>29</td>
<td>Ballard School</td>
<td>136</td>
</tr>
<tr>
<td>30</td>
<td>Barton School</td>
<td>136</td>
</tr>
<tr>
<td>31</td>
<td>Brooke School</td>
<td>137</td>
</tr>
<tr>
<td>32</td>
<td>Calico School</td>
<td>137</td>
</tr>
<tr>
<td>33</td>
<td>Crafton School</td>
<td>138</td>
</tr>
<tr>
<td>34</td>
<td>Hinkley School</td>
<td>139</td>
</tr>
<tr>
<td>35</td>
<td>Kelso School</td>
<td>139</td>
</tr>
<tr>
<td>36</td>
<td>LaSalle School</td>
<td>140</td>
</tr>
<tr>
<td>37</td>
<td>Leona Valley School</td>
<td>140</td>
</tr>
<tr>
<td>38</td>
<td>Ludlow School</td>
<td>141</td>
</tr>
<tr>
<td>39</td>
<td>San Timoteo School</td>
<td>141</td>
</tr>
<tr>
<td>40</td>
<td>Calico Schoolroom</td>
<td>169</td>
</tr>
<tr>
<td>41</td>
<td>Lugonia Schoolroom</td>
<td>170</td>
</tr>
<tr>
<td>Table Number</td>
<td>Title</td>
<td>Page</td>
</tr>
<tr>
<td>-------------</td>
<td>----------------------------------------------------------------------</td>
<td>------</td>
</tr>
<tr>
<td>One</td>
<td>Dates for the Olive Tree Perimeter</td>
<td>56</td>
</tr>
<tr>
<td>Two</td>
<td>Artifact Frequency and Distribution</td>
<td>62</td>
</tr>
<tr>
<td>Three</td>
<td>San Bernardino School Districts - 1880-1900</td>
<td>114</td>
</tr>
<tr>
<td>Four</td>
<td>Schoolhouse Construction Characteristics</td>
<td>118</td>
</tr>
<tr>
<td>Five</td>
<td>Artifact Distribution - East Wall</td>
<td>147</td>
</tr>
<tr>
<td>Six</td>
<td>Artifact Distribution - West Wall</td>
<td>152</td>
</tr>
<tr>
<td>Seven</td>
<td>Artifact Distribution - North Wall</td>
<td>156</td>
</tr>
<tr>
<td>Eight</td>
<td>Artifact Distribution - South Wall</td>
<td>160</td>
</tr>
<tr>
<td>Nine</td>
<td>Artifact Distribution - Interior</td>
<td>165</td>
</tr>
</tbody>
</table>
INTRODUCTION

In 1985, shortly after entering California State University, San Bernardino as an undergraduate student in Anthropology, I began learning about the Fairview School archaeological site (CA-SBR-6581H) and, by the end of the Summer of 1986, I had decided that some aspect of this little piece of Americana was going to be the subject of my graduate work. Since that time, I have often thought how amused they would be if the people who built and attended the Fairview School knew that their little one-room school had become the subject of such intensive research. In retrospect, it is I who should have been astounded at this undertaking upon discovering quite early the remarkable paucity of both documentary and physical evidence related to the physical characteristics of the site. Undaunted, the research progressed nonetheless and, finally, by using a multiple source approach (excavation and artifact analysis, archive searches, and comparisons with schools of the same period) this small bit of San Bernardino County, California everyday life was reborn.

As is usually the case with this type of research, obstacles of all kinds presented themselves with great regularity. The first bit of confusion appeared quite early when it was discovered that there was not just one Fairview School and district, but three, two in San Bernardino County and one in Orange County. To make this issue even more complicated, the Orange County Fairview School was built in the same year (1888). Fortunately, I was able to keep the three districts in per-
spective (especially when talking with informants who continually got them confused), but the issue plagued the research to the very end.

The second obstacle involved a pervasive lack of documentation for the years 1887 and 1888, two of the most critical years in the history of the schoolhouse. Time and time again I was informed that the documentation that I needed (whether it be newspapers, school records, or legal documents) was missing for those years. No one ever seemed to know why the records were missing (no fires, floods, or thefts to account for it), but the consistent lack of written materials related to those years has been overwhelming.

Obstacle number three was one of semantics and revolved around the use of the term "water closet," a term which obviously does not mean the same thing to all people. Currently, the term is taken to mean a small room for washing with a flush toilet, so naturally when the words "water closet" appeared in some of the documentation related to schoolhouses of Fairview's period (and Fairview itself), the assumption was that there were indoor toilets in some of the school buildings. After more research into this issue than was planned, however, it was finally decided that a water closet (place for washing) is not always a water closet (a small room with a flush toilet). Fortunately this distinction was made while there was still time to modify text and figures.

The most perplexing issue of this research was related to the presence of large amounts of brick among the recovered artifacts. Since this issue has been discussed at some length in the text, it will
not be repeated here, but even though there has been some resolution to this issue, it is one that still remains somewhat cloudy.

The final issue concerns the use of direct quotations from historical documents. While these colorful words are extremely valuable for lending flavor and authenticity to the text, grammatically they can be difficult to deal with. Because these quotations are taken from documents that are from another period in history (some of which have been translated from another language) the editorial notation "(sic)" has been employed only where a word or punctuation mark is obviously incorrect. It is quite clear that some of the passages are not written in a grammatical style that is acceptable today, but the use of (sic) to denote each error would be too disconcerting to the reader; all direct quotes have been meticulously checked for their exactness.

There were many people and events that affected the life of the Fairview School. Of all of the influences, however, none was as great as that of Henry C. Brooke. During his terms in office, Brooke raised the standards for teachers, for curricula, and for facilities; he used innovative methods to raise funds for new buildings and he worked tirelessly to improve conditions in all the districts in the county. Although his efforts have been discussed in the main text of the thesis, his tribute belongs here, set apart from others that could in no way match the profound imprint that Brooke left on the educational system of San Bernardino County. Without him, there would be no Fairview School.
HENRY C. BROOKE
San Bernardino County Superintendent of Schools
1870-71 and 1883-1891

Photograph courtesy of the San Bernardino County Museums

Photograph I-1
This thesis is dedicated to the school children of San Bernardino County, California.

Figure D-1

xvii
CHAPTER ONE

EDUCATION IN SAN BERNARDINO COUNTY - 1770-1887

Historians generally date the beginning of the educational process in the San Bernardino Valley to the time of Mormon colonization in 1851. Well before that time, however, people and structures specifically dedicated to teaching were present in the area now called San Bernardino County. While these early attempts at education were certainly less organized and more sporadic in nature, they do represent an awareness of a need for teachers and schools well before white Americans formally settled in the area. Undoubtedly, the Mormon settlement of Southern California marks the beginning of a formal educational system, but, to provide the most complete history of education in the area, the following short history will begin at a time when only the Indians were in the valley. In addition, it is extremely difficult to understand the growth of any process in an area without also understanding the history coincident with that process. For this reason, historical facts that underlie the settlement and development of the San Bernardino Valley have been included in this chapter.
THE EARLY PERIODS

The Prehistoric Period

The first owners of the San Bernardino Valley were the Serrano Indians. Their central home was the San Bernardino Mountains and their name means "people who live in the mountains"; they are of the Shoshone tribe. Culturally they were bounded on the south (presently the Riverside area) by the Luiseno, on the west by the Gabrieliño, on the east (the San Gorgonio Pass area) by the Cahuilla and Chemehuevi, and on the north by the related Vanyume (an extinct group from the Mojave River) (Smith 1939:16); the Mojave lived farther to the east along the Colorado River. Although they were predominantly mountain dwellers, the San Bernardino Valley was the only low-lying territory that the Serrano claimed.

Early visitors to the San Bernardino Valley would have found small groups of these Indians enjoying a region somewhat unlike it is today. The valley floor was a patchwork of dry, brushy areas separated by great stretches of moist swampy land (the place name Yucaipa, in fact, is a Shoshone word meaning "wet or marshy land") (Gudde 1947:96), and the mountains were heavily forested. Rivers and streams ran full and well into the summer, and springs were abundant; the region teemed with wildlife. Families were typically found near mountain or valley water sources, and the largest of the Serrano settlements, called Guachama, occupied approximately a two-mile-long tract just west of the present city of Redlands. They subsisted on nuts, berries, grasses, and small game and, necessarily,
the education of their children was based to a great extent on the acquisition of these items. They taught the girls to gather, particularly acorns that were a staple of their diet. The boys learned to hunt with the bow and arrow (for large game) and the throwing stick (for smaller game) (Smith 1939: 24). There was religious instruction for both sexes and the learning of folk tales and stories that had been handed down for countless generations (Ibid.:40). One such tale that incorporates both religious and folk aspects of their learning relates to the well known arrowhead landmark (Photograph 1) and is told as follows:

Along time ago the Indians lived in this beautiful valley. They lived in peace and plenty and forgot to worship their god. The god became angry at them and sent a drought and plague. All the water disappeared and the green plants died. The ground became hard and dry and the Indians became sick and died. The Indians tried to make peace with their god but he would not listen. They offered sacrifice, but he would not relent. Then they promised to sacrifice their most prized possessions if only he would relieve them of their sufferings. The chief had a most beloved daughter who all called Ne-Wahna. The god sent a message for them to offer Ne-Wahna as a sacrifice. The chief wrapped her in the finest of robes and gave her golden trinkets. Then he carried her to the burning fire and laid her on it. When the daughter was burned and the ashes ascended to the sky, it opened and a white arrow came flying down, lighting on the mountain side where it has remained to this day. Then the rain came pouring down and the rivers again flowed and the grass became green. The heat was smothered and the earth opened up and swallowed it. Hot water came out of the rocks and caused the hot springs which are now found near the arrowhead. The Indians have remained happy for many centuries (Mission School 1917:n.p.).
The Arrowhead Landmark as seen above the Arrowhead Springs Hotel - 1870
The Spanish Period

The first Spanish explorer to visit the San Bernardino Valley was Pedro Farges, military governor of California. An avid explorer, he was with Gaspar de Portolá, when he founded San Francisco in 1769 (Smith 1909:59). In 1772, Farges was in San Diego when some soldiers deserted from the presidio that was located there. Joining the pursuit, he trailed the soldiers east as far as the Colorado Desert where, instead of turning back toward San Diego, he decided to explore north along the San Jacinto Mountains, probably hoping to find an acceptable link in the direct land route from Monterey (California) to Sonora, Mexico that was so badly needed at the time. From Farges' diary, it is believed that he entered the San Bernardino Valley from the Moreno Valley by way of either Reche Canyon or Box Springs; he left the valley through Lytle Creek, on his way back to Monterey, unaware that he had actually found the inland route he was searching for (Belden 1951: April 15).

In March of 1776, the famous and revered Franciscan missionary-explorer-martyr, Father Francisco Hermenegildo Garcés followed the Mojave trail from the Colorado River and entered the San Bernardino Valley by way of a ridge just west of present day Devil Canyon (La Fuze 1971:3). Garcés, like Farges, wanted to find a direct inland route between Sonora and Monterey but neither explorer was particularly interested in the San Bernardino Valley and their passage through it was simply accidental (Beattie 1939:3).
Between Garcés's visit and the year 1806 there is little literature relating to the history of the San Bernardino Valley. While other visits to the area are likely to have been made during that period (particularly by friars from the San Gabriel Mission in Los Angeles, established in 1771) there are no known existing records of such visits. During this period (1776—1806) missions along the coast were increasing in both size and numbers. In the interior, hostilities, as well as friendships, with unconverted Indians were developing and it was becoming apparent that a line of inland missions would be essential in order to link all of California (Beattie 1930:14). In 1806 Father José María Zalvidea, in search of suitable sites for some of these second-line missions, traveled from Santa Barbara to the San Gabriel Mission using a route through the Antelope Valley that skirted along the desert side of the San Gabriel and San Bernardino mountain ranges (Robinson 1958:9). Father Zalvidea kept an extensive diary of his trip (1) and baptized many Indians along the way. According to his records, the people that Zalvidea encountered along the way were friendly and eager to learn from any teacher but not too eager to be baptized (Ibid.:54).

On May 20, 1810, Father Francisco Dumetz arrived at Guachama from the San Gabriel Mission to pick a specific site for the new mission/supply station. In honor of the feast day of San Bernardino de Sienna (2) Father Dumetz renamed the area San Bernardino. A capilla (3) (crude chapel) was erected (Forbes 1915:99) and missionary work formally began in the San Bernardino Valley (4). By 1819, in hopes of
enticing them to become Christians, missionaries had begun teaching Indians in the surrounding areas cattle ranching, farming, and other mission industries (in addition to religious studies) and a few were taught to read and write (Guinn 1907:235). It was this ministry that established the Guachama outpost (also now called the San Bernardino Rancho) as an asistencia, a mission with a Spanish majordomo but without a resident priest. Along with an adobe home for the majordomo, San Bernardino County's first building dedicated to education (at least partially) was built at the new San Bernardino asistencia (Photograph 2).

San Bernardino was very different from other ranches, inasmuch as on it schools for instruction in religion and the arts of civilization were maintained, and the need for such teaching had been the principle reason for their establishment (Beattie 1923:15).

Throughout this time the Franciscan Fathers dedicated themselves to the material and spiritual well being of the Indians (Stoebe 1968:1). In return, the Indians showed much interest in the teachings of the Spaniards (Smith 1950:55) and became willing and industrious workers and, because of the mission schools, their culture changed rapidly. The hunter-gatherers of a few decades before had now mastered the principles of agriculture, stock raising, and construction (including the building of a ten-mile-long irrigation ditch [zanja] designed to bring water from Mill Creek to irrigate the crops [Hittell 1898:102]). They had learned to speak Spanish, build and live
The San Bernardino Asistencia (From a sketch - artist unknown - 1820)
in permanent structures, wear suitable clothing, and provide for the future (Ibid.:58). During this period, both the asistencia and the Indians prospered.

The Mexican Period

In 1822, Spanish control of California was surrendered to Mexico, who had been watching California develop its rich land for the benefit of the missionaries and Indians only, and slowly control of productive mission properties began transferring from the friars to the hands of the civil authorities (Beattie 1930:29). During this period of Mexican domination (also known as the "Rancho" period) the Indians had no rights to land, property, or education and there was an over-whelming lack of concern with respect to the schools (Smith 1954:38). In San Bernardino, as elsewhere, the Indians were now left to their own devices and they became demoralized and lawless (Stoebe 1986:1). By 1834, when a formal decree of secularization was issued by the new Mexican governor of California, José Figueroa, many of the Indians had returned to the mountains to live; others, however, remained in the valley to work as farm hands and herdsmen on the great ranchos that the Mexicans were establishing on former mission lands. Unfortunately, the Mexican period did not allow the Indians to progress culturally or intellectually as they had under the more sympathetic Spanish padres (Smith 1950:60) and now, whereas during the Spanish period life had been harmonious in the area, living in the San Bernardino Valley was becoming risky.
While the influence of the Church was waning in San Bernardino, the valley's importance as a trading center was growing (Vickery 1984:11). Large numbers of traders began passing through the area by way of The Old Spanish Trail, a popular route for trappers and pack trains between Santa Fe, New Mexico and Los Angeles that was opened in 1829. Between 1830 and 1849 this trail was the main overland route to southern California for the exchange of New Mexican woolens and highly prized California horses and mules. As many as two thousand animals would leave the San Bernardino Valley each spring for New Mexico (Ibid.:12) and the most popular rendezvous point for these caravans was located near the present city of Colton. Because of this active trading, people from New Mexico, as well as the new citizens of Mexican California, were becoming aware of the rich potential of the area. In 1838, Don Juan Bandini, administrator of the newly secularized San Gabriel Mission, applied for and received the first San Bernardino area Mexican land grant. The grant (called the Jurupa Grant), nearly 31,000 acres in size, was located on both sides of the Santa Ana River just below the stockyards at the Colton rendezvous point. With this grant and another (the San Bernardino Grant) (Map 1, Appendix A) to Don Antonio María Lugo and his sons, the entire valley of the Santa Ana River became devoted to stock raising (Ibid.). Unfortunately, this was both a blessing and a curse for these new inhabitants of the valley in that their fine horses were an irresistible target for thieves and renegades, both Indians and lawless Americans.
By the early 1840s horse-stealing and marauding had become serious problems for ranchers, and colonists were becoming discouraged and leaving the area. To gain some security from these lawless activities, the undaunted Don Juan Bandini and Don Benito Wilson (a New Mexican who had been issued a land grant in 1841) invited a group of New Mexicans (known for their fierce fighting capabilities) led by Wilson's friend, Lorenzo Trujillo, to settle on part of the Jurupa Grant. In return for the land (called the Bandini Donation), the New Mexicans were to provide protection for the valley and this they did, with the help of several bands of Cahuilla Indians that were brought to the area by Don Lugo (Robinson 1958:22) (5).

The New Mexicans first settled at La Politana (the site of present day San Bernardino Valley Community College). Later, to have access to more water, the colony established the communities of Agua Mansa and San Salvador (a few miles south but still on the Santa Ana River) and, despite having to provide constant defense against human and natural (6) threats (Vickery 1984:37), they cultivated orchards, vineyards, grain fields, and gardens (Beattie 1939:97). In addition, they built sturdy adobe homes and a chapel, and one of the colonists, Miguel Ochoa, was employed to teach the children (Crafts 1906:20).

Because the valley was in such turmoil (7) and changing so rapidly at this time, apparently little emphasis was placed on education and very few documents exist that describe the period in that regard. The diary of Don José del Carmen Lugo, however, who lived for many years on part of his father's grant (the San Bernardino
Grant), is probably typical of what school life was like in the area at that time:

I learned my first letters in a little school with Luciano Valdez as teacher. There were no books at that time other than the spelling book, the reading charts, and the Ripalda Catechism. During the time I was in this school we had three different teachers . . . I learned in two years all that they could teach me, to write, count, and some other trifles (Lugo 1877:1).

In 1846, after a breakdown in diplomatic relations between Mexico and the United States, Congress declared war on Mexico. The relationship had been strained for some time because of the American annexation of Texas and the claim that the Texas border was the Rio Grande River (8) and, after the death of some American soldiers in a skirmish with Mexican troops, all negotiations ended. During this short war (1846-1848), little actual fighting took place in California. American troops were quickly dispatched to occupy and administer all of the principal California towns and initial occupation by naval forces was relatively peaceful (Vickery 1984:41). One event during this war, however, definitely changed the path of San Bernardino County history; that event was the creation of the famous Mormon Battalion and its subsequent march to California in 1847. It was during that maneuver that the Mormons discovered and realized the importance of a supply link between Los Angeles and their new city of Salt Lake, and it was the possibility of this link that ultimately stimulated settlement of the San Bernardino Valley.
By the time the Mormon Battalion reached the San Bernardino area (January 1847), the war with Mexico was nearly over, as far as California was concerned (Smith 1954:39). The visit, however, provided many of the soldiers with an opportunity to travel around southern California and to discover the opportunities that this new area offered for the many Mormons living in the Salt Lake area. Jefferson Hunt (Photograph 3), a captain of the Mormon Battalion, collected seed and stock prices and gathered other information that he knew would be valuable to his leaders in Utah and, in July of 1847, returned to Salt Lake to report to Brigham Young who was then President of the Mormon Church. Young knew that a supply route from Salt Lake to southern California would be much closer than eastern supply areas, and he immediately returned Hunt and others to San Bernardino to purchase goods and to test the practicality of further use of this route (Ibid.:41). Subsequently, Hunt made several trips to the area and in 1849 guided a wagon train over the now well established trail to demonstrate to church officials that families could make the trip. In 1850 Brigham Young authorized a colony of 500 Mormons (far more than the 20 or 30 he would have preferred) to make the trip to southern California and establish a community at Chino near the ranch of Isaac Williams (Beattie 1939:170).
A powerful and charismatic leader, Brigham Young was keenly aware of the need for a good education for everyone, and many of his sermons and speeches demonstrate that awareness by encouraging his people to provide good schools and teachers (Ibid.:42). The following excerpts from Discourses of Brigham Young reveal his passion in this direction:

The education of our children is worthy of our attention... It is a duty we owe to our children to educate and train them in every principle of honor and good manners, and in knowledge of God and his ways, and in popular school education. I am happy to hear the little children sing, and hope they are learning to read and write, and to see that they are progressing in every useful branch of learning... Go to work and start some schools, go to school and study; have the girls go... Let parents aid the teacher in his labors, by seeing that their children attend school punctually, with a proper supply of books, slates, pencils, etc., and permit not a good, diligent, faithful schoolteacher to suffer for the common necessaries of life, while he is laboring to educate and bless their children. Let good schools be established throughout all the settlements... A good school teacher is one of the most essential members in society... and school commissioners and trustees should see to it that teachers are properly qualified. It is our privilege and our duty to search all things and to learn what there is for man to enjoy... We should be a people of profound learning pertaining to the things of the world--various languages--geography habits, customs, and laws of nations and kingdoms--science and art--physical world--Learn how to raise calves, chickens, lambs--how to till the ground--how to manufacture--pay more attention to arithmetic--to study law--science of architecture--every branch of education known in the world should be taught among and acquired by us. Learn to be good for something--to be self-preserving and self-sustaining (Widtsoe 1926:382-397).

Evidence that Young's advice was followed, even in the most difficult of times, was documented by Judge Benjamin Hayes who
wrote in 1850 of seeing the children of the early Mormon immigrants at Chino applying themselves to their lessons:

> January 30, 1850. The Rancho of Chino is in sight. . . The large dwelling of Williams is off to the left . . . then two or three wagons [sic] of emigrants . . . looking to one side there is a rosy-cheeked child, and a father with a brow of care . . . there were tales of privation . . . children around saying their lessons . . . (Hayes 1929:68).

In March of 1851, two elders appointed by Young (and guided by Captain Hunt) led the first large migration of Mormons from Salt Lake to San Bernardino. In a written address to his followers, Young described the departure of the California-bound party:

> Elders Amasa Lyman [Photograph 4] and Charles C. Rich [Photograph 5] left this place early in March, with others, the camp amounting to about one hundred and fifty wagons [average 5 persons to a wagon] some of which were to stop in Iron County [Utah] for the purpose of establishing a settlement in the southern part of California, at no great distance from San Diego, and near William's ranche [sic] and the Cajone [sic] pass, between which and Iron County we design to establish settlements as speedily as possible, which Elder Lyman will commence on his route, if practicable, so as to have a continued line of stations and places of refreshment between this point and the Pacific, which route is passable during the winter months (as quoted in Raup 1938:7).

Young's master plan was to develop a chain of settlements between Salt Lake and the Pacific with San Bernardino patterned like a second Salt Lake City, as a center of Mormon faith, trade, industry, agriculture, and influence on the Pacific coast (Cleland 1966:158). The wagon train reached Sycamore Flat at the southern end of Cajon
Photograph courtesy of Steele's Photo Service

Amasa Lyman - 1852

Photograph 4
Photograph courtesy of Steele's Photo Service

Charles C. Rich - 1855

Photograph 5
Pass (about two miles west of present day Devore) (Map 2, Appendix A) in early June and remained there until September while negotiating for the purchase of land suitable for a permanent settlement (Raup 1938:10). Their arrival was reported in the Los Angeles Star:

The statement that three hundred wagons from Deseret [Salt Lake City] had arrived in the valley was an exaggeration. The actual number is one hundred forty... A large portion of the Mormons will make this valley their permanent residence... We learn that they are negotiating for the purchase of the Rancho of San Bernardino from the family of Don Antonio Maria Lugo, by whom it is held... This is the site of the old mission of San Bernardino... Here probably this interesting people will make their first establishment on the shores of the Pacific. The Mormons are an industrious community and will develop the resources of this country to an extent that will give it an importance second to no county in the State. It is said that the Mormons now located near the Cajon Pass will raise enough wheat to supply the whole southern portion of California with flour (July 5, 1851).

On September 10, 1850, while the Mormons were still living in their wagons under the sycamore trees at the foot of Cajon Pass, California became a state.

In keeping with the desires of their President, the Mormon colonists continued with the education of their children even at this temporary camp called Sycamore Grove, and many diarists of the period wrote of this outdoor school. Following are excerpts from some of those diaries:

In the summer we arrived at the Cajon Pass at the lower mouth of which we camped for many weeks under the sycamore tree. While waiting there for our chiefs to select a suitable camp for the colony a school was established by James H. Rollins, with only the broad spreading sycamores as our schoolhouse. My Alma Mater was the sycamore and it
has ever remained in my heart as my favorite and sacred tree (Lyman 1904:6).

Even in crossing the plains, if our camp lingered a few days, primers were brought out, children were drilled in their A,B,C's and other necessary subjects were taught to the older ones. They also read the Scriptures, the Bible, or Book of Mormon, passing the book around the circle for each child to read one verse (Gates [9]1930:215).

A feature of the camp in the sycamores was the day school for the children, taught by J. H. Rollins, J. P. Lee, and Daniel M. Thomas. This was strictly in keeping with practice of the Church to give careful attention to education . . . The first teachers were men prominent in the colony. (Carter 1946:418).

. . . the Mormons were, here as elsewhere, in the forefront in education. Hardly had they landed in Sycamore Grove when a tent was pitched and a school established (Muir 1952:80).

Late in September of 1851, leaders of the encampment at Sycamore Grove arranged to purchase the Rancho San Bernardino for the site of their permanent settlement and a number of the new Mormon settlers began building more permanent homes on that parcel of land. In a letter to Brigham Young, Elders Lyman and Rich reported:

Since our arrival here we have explored the country some hundreds of miles in different directions, and on the 22nd of September we concluded the purchase of a tract of land known as the Rancho of San Bernardino containing some eighty or one hundred thousand acres of land [10]. The soil is rich; the water and timber abundant. We are situated about one hundred miles from San Diego, and fifty miles from Pueblo de los Angeles . . . We have built since our arrival some one hundred tenements . . . P.S. Our location is about twelve miles down the Cajon Pass [Lyman and Rich 1851].
Barely having settled on their new land, the Mormons began to have trouble with the Indians; the source of this trouble has been well chronicled and is best described in a letter written by Lyman and Rich to the editor of the Los Angeles Star:

San Bernardino, Nov. 4th, 1851.

To the Editor of the Star: Some persons without much business of their own (judging by the liberty they have taken with our affairs) have taken a course to excite the Indians in our vicinity to seek redress by force for the partial destruction of their crop of corn, which was growing on the Rancho of San Bernardino at the time we concluded the purchase of the same. The circumstances of the destruction of the corn are as follows: Soon after taking possession of the rancho we learned that our cattle were breaking into the Indians' corn field, (which was but indifferently fenced) whereupon we immediately organized the entire force of our camp into a guard for the protection of the crop, which guard was on duty every night, the Indians watching through the day; yet, notwithstanding the precaution, their stock and ours destroyed a portion of the corn, for which we have proposed to make reparation by giving them some cattle, with which they profess to be perfectly satisfied . . .

Your fellow citizens,
[A. Lyman
Charles C. Rich]

Despite their belief that the Indians would be satisfied with cattle as payment for damage to their corn crop, word was received that an Indian attack was imminent. For protection of the settlement, immediate construction of a fort began and in the short span of twenty days, and in spite of high winds and heavy rains, a massive stockade was built (Raup 1938:14) (11). The stockade was made of split logs set close together about three feet deep in the ground and rising about twelve feet above the ground; small log cabins and adobe houses were
built inside and a canvas bower (12) was set in one corner to be used as a church, school, and meeting hall (Ingersoll 1904:133) (Photograph 6). Regarding the building of the fort Andrew Jenson wrote:

With the energy and perseverance characteristic of Latter Day Saint empire builders, they at once selected a town site... This precaution was necessary as the Indians in the district, assisted by a few renegade whites, were somewhat troublesome, and had to be kept in subjection. A military organization of more than 150 able-bodied men was effected with Jefferson Hunt of the Mormon Battalion as captain. More ammunition was secured from the Pueblo de Los Angeles, 50 miles distant, and a fort erected covering about eight acres of land. By the end of the year 1851 one hundred dwellings had been built inside the fort in which, at least, that number of families were housed. A ditch also had been dug, bringing water from nearby creeks, and a canvas pavilion had been constructed which was used as a school during the week, in which about 125 pupils received instruction from Brother William Stout (1901:767).

An additional description of the fort by Charles Rich is as follows:

...the fort was seven hundred feet a side. Three sides—the north, the south, and the east—consisted of split logs and large willows placed endwise on the ground and extending upward twelve feet, the edges of which fitted [sic] together snugly. The west side was composed mostly of log houses, which were removed from where they had been built. There were three gates—one on the north, one on the south, and one on the east—each opening outward. At each corner was a bastion for defense purposes (Evans 1936:212) (Photograph 7).

Fort San Bernardino was unique among other California towns of the time as there were no other settlements that had a stockade for protection against the Indians. No other southern California area had actually been in serious danger of Indian attack and, in fact, no such
Layout of Fort San Bernardino - 1851

Photograph courtesy of Steele's Photo Service

Photograph 6
Fort San Bernardino (From a sketch by William R. Hutton, engineer - 1852)
attack ever occurred in San Bernardino. Once the colonists felt that this danger had passed they built homes throughout the valley (13) (Smith 1954:46) and began to survey and lay out the new city of San Bernardino (14).

In the spring of 1852, the new colonists decided to build a more permanent building for their church and school. In a letter to Salt Lake City, Elder Lyman describes the new structure as:

...an adobe building with a good shingle roof, 60 ft. wide; in which we held our conference of April, it is occupied during the week by our day school of 125 scholars, under the supervision of two well qualified teachers (as quoted in Croy 1955:57).

Andrew Jenson, further recording the progress of the new school writes:

Weather warm and fair; the day has been lovely; our fort is clean and pleasant and everything tends to heighten the enjoyment of the saints here. Our school has been in operation one week, the beneficial results of which have already become visible, not only in the change of the deportment of the children in our midst, but the satisfaction it appears to give the older persons (Ibid.:58).

In addition to the stockade school, a second school was established in the same year by Nathan Tenney (later Bishop Tenney) in one of the mission buildings on the grounds of the San Bernardino asistencia. The Tenney family lived on the old mission lands and ran the school that enrolled about forty students from neighboring families (15).
A Time of Prosperity

On April 26, 1853, San Bernardino officially became a county separate from Los Angeles and, with the area beginning to develop as the Mormons planned, the city of San Bernardino was incorporated in 1854 and made the county seat. The city was designed by Henry G. Sherwood, a surveyor, who laid out the streets in the uniform pattern of other Mormon cities (16) (Photograph 8); its striking resemblance to Salt Lake City was noted by Amasa Lyman:

The site of our city resembles very much the site of Salt Lake City; in the rear we have the venerable snow-clad cap of the Sierra Nevada towering to the clouds; at the foot of which gush forth innumerable streams, whose crystal waters can be dispersed throughout the city, thereby affording to our citizens an abundant supply of that delicious beverage. The site is upon an inclined plane, at the foot of which for miles either way, extends a dense growth of willow, cottonwood, and sycamore, which affords an abundant supply of timber for fuel and fencing purposes. On the left breaks forth a bold mountain stream called the Río de San Bernardino [Cajon and Lytle Creeks], which affords an abundant supply of water for irrigation, as well as excellent sites for mills and manufactories [sic]. Near the river we have our youthful vineyard of forty acres, which we propose to increase to a more respectable size in time . . . The hills as far as the eye can extend are covered with wild oats and mustard, and the valley with rich grass (as quoted in Raup 1938:21).

The year that Lyman wrote these colorful words (1854), the city was flourishing and becoming both an agricultural and lumbering center. Thousands of acres of wheat were grown, the vineyards were thriving, a flour mill was in operation, large numbers of cattle were grazing in
Plan of the City of San Bernardino - 1854

Photograph 8

Photograph courtesy of Steele's Photo Service
the pastures, and construction was so rapid that there was a shortage of laborers. The most impressive structure built that year was the home of Amasa Lyman (inside the fort); it was two stories and had apartments for each of his five wives (Robinson 1958:32). As well, now that the colonists were less concerned with the danger of Indian attacks, two new adobe one-room schoolhouses were built outside the fort (on the south side of Fourth Street, between Arrowhead and D); these two new public schools were to remain in use for many years.

In an article for the Southern Californian, a Los Angeles newspaper, Judge Benjamin Hayes describes this thriving new area:

The District Court was held in San Bernardino on Monday last. There were but four cases on the docket, the litigant parties, of course, being 'outsiders' . . . The Mormons do not tolerate lawsuits among themselves, adjusting all their differences by arbitration . . . This city continues to flourish steadily. It is known that the Mormons proper of San Bernardino occupy a ranch of eight square leagues, which has been confirmed by the U. S. Land Commission. The title is good beyond doubt. It is certainly of the best, if not the very best tract in California; well wooded with an abundance of water, and soil adapted to every species of culture. The great body of the land has not yet been surveyed and divided out for want of time. But many small tracts have been taken up as settlers desired, on which they have planted grape vines, peach and other trees—all to be regulated here after satisfactory to the parties . . . This year the wheat was raised in a common field, amounting to near 4,000 acres [located north of the city and north of Little Mountain along what is known today as Kendall Drive], and averaging 32 bushels to the acre. They have a fine flouring mill in operation, six sawmills on the neighboring mountains, and streams that might turn the machinery of the largest manufacturing town in the whole world. This rancho alone would comfortably sustain 100,000 souls. The city is regularly laid out in one acre lots. The streets are at right angles. Zanjas are to pass through every street and shade trees are to be planted along
them. At least 100 new buildings have been put up within the last four months, principally [sic] adobe--some of them very fine. We noticed particularly the mansion of President Lyman and the new hotel of our excellent host, Bishop Crosby. Already about two-thirds of the city has been sold. There is a great demand for mechanics, particularly carpenters whose wages are $3 per day. Very soon they expect to commence building of brick. The city is on a plain and when built up will make a beautiful appearance with picturesque scenery on every side. The population now amounts to about 1,200 of which 900 are members of the Church of Latter Day Saints, including children above the age of eight years . . . There are three public schools within their limits [17], having four hundred and one children under their charge. These are the only schools in the county; although at Agua Mansa, some five miles from San Bernardino, there is a population ample for one or two schools . . . The county and city government is well organized, and we know not any community that has a more efficient set of officers. President Amasa Lyman is Mayor of the city. The effect of their ordinances is to prohibit gambling and liquor selling within the city--a measure that will greatly contribute to their peace and happiness may be a wholesome example to all 'City Fathers' in the State . . . (1854:June 9).

Between 1854 and 1857, the valley continued to prosper and the schools to multiply. Prior to this time, the schools had been maintained by community effort alone; after this time, county school districts were established, and the schools became public institutions that had to conform to state laws (Belden 1952:October 12). The San Bernardino County Superintendent's report for 1857 listed eighteen schools, eighteen teachers, and 1142 school aged-children, and several diaries of the time reveal school life during this period:

... I can remember many incidents of my boyhood in San Bernardino before I was six years old. I remember playing marbles on what is now the Fourth Street School grounds. I can also remember trading eggs for groceries and buying peaches for my mother . . . One thing that has been over-
looked in histories of San Bernardino is the fact that W. S. Warren taught a school just across from the old fort in a one-room adobe building (18). I went to school just as soon almost as I could walk, I used to run away from home to go to Mr. Warren's school in 1856 and 1857...(Lyman 1925: September 10, 1925).

April 10, 1855, San Bernardino
I am studying English grammar. Philosophy. I do not waste any of my time, but endeavor to occupy myself to the best advantage.

May 1.
I spend the time that I am not at work in reading the Papers [sic], and studying Grammar, Philosophy, writing. I generally spend two hours of the night in this way (from Henry G. Boyle's Diary as quoted in Croy 1955:92).

"A gathering and social spirit seems to be the order of heaven," (Widtsoe 1925:394) Brigham Young told his followers, and celebrations and festive occasions have often been described in close association with school activities:

Messrs. Editors:
These Mormons are a curious people. Like all others, they are, no doubt, in pursuit of happiness; but they travel a road so different from others in order to arrive at the same results--and there is so much originality in all their ways, that an observer cannot but wonder and admire.

Saturday, Sept. 4th was devoted by this entire people as a Harvest Feast. Imagine a building 60 feet by 30 [the adobe inside the fort], in which is usually held their public worship, schools and business assemblies, decorated in green shrubbery, formed in groups and devices upon the walls, and in arches interwoven with clusters of grapes, beds of wheat, etc., while the fairest specimens of wheat, corn, squashes, cabbages, onions, beets, melons, etc., were tastefully arranged in various parts, within and at the entrance. Over the stand was inscribed in large capitals, "HOLINESS TO THE LORD," and beneath this in letters formed of evergreen, "Harvest Feast".
... In this miniature World's Fair several hundred people of both sexes assembled at 10 A.M., in their best dresses, forming a beautiful representation of an American assembly of every age and condition, with a few specimens of representatives of the Spanish, Indian, and African races. A song of Thanksgiving opened the services; then followed an able and appropriate prayer, by their leading man, Mr. Lyman ... The violins then commenced a lively tune while the center of the room was cleared ... Messrs, Pratt, Lyman, Rich, Capt. Hunt, Bishop Crosby and others of the aged and leading men, led off the dance ... (Los Angeles Star: 1855, September 7).

Regarding a school party held at the end of the third term of school:

The 3rd term of the San Bernardino day school terminated. By permission of the authorities about 160 children from 4 years and upwards met in the school room dressed in their best attire and enjoyed exercises of a most interesting nature (Andrew Jenson as quoted in Croy 1955:98).

San Bernardino remained a prosperous Mormon community with a thriving educational program until the winter of 1857 when Brigham Young recalled his people to Utah.

Causes for the Exodus

Mormon colonists living in the San Bernardino Valley frequently found their life there a mixed blessing. Not only were their farms and homes exposed to the thefts of Indians and outlaws, there was strong anti-Mormon sentiment among those non-Mormons living in the area (Cleland 1969:155) and by 1856 there were disagreements beginning over land and water rights.

Even though the land purchase by the Mormons from Don Antonio María Lugo was believed to be eighty thousand acres, Don Lugo
had only been granted an area of thirty-five thousand acres in his original Mexican Land Grant (Don Lugo was probably not sure exactly how much land he owned). Anything beyond that acreage was believed to be public land and many non-Mormon families were settling there. Court cases naturally ensued when the Mormons tried to displace families from this land that was believed to be free. One of the most serious of these land disputes involved a settler in the Yucaipa Valley named John Brown and it was this dispute that may have been partially responsible for the Mormons being recalled to Salt Lake City. As the story has been told, John Brown moved with his family to the old Diego Sepúlveda adobe in the Yucaipa area (Map 1, Appendix A) in 1852 and began to raise stock. In the spring of 1856, however, he was notified by the Mormons that he was occupying their land. Unhappily, he signed an article of agreement with Elders Lyman and Rich to leave the land with his stock within ten days. Upon returning to his adobe, however, he called together several other settlers, told them that he had been dealt with unfairly and had been shot at, and nearly killed, by the Mormons on his way home from San Bernardino. He believed that if they did not take a united stand, the Mormons would drive them from the county and together they signed a document refusing to leave the land. The document was contained in a journal written by Richard Hopkins in 1856 (19) (reprinted by Beattie 1939:240):
Yucypa [sic] April 12, 1856.
Mr. Rich, Sir: We the undersigned, citizens of San Gorgonio, Yucypa [sic], San Timoteo, and surrounding country, have learned that John Brown of Yucypa [sic] has been forced through fear and excitement to enter into a written agreement which from their face seem to be the most illegal and unjust to leave Yucypa [sic] with his stock etc. Now inasmuch as we believe the land upon which he lives to be public Domain [sic], we remonstrate against any further such illegal proceedings and firmly insist that he, John Brown, shall remain where he is without further molestation until the General government shall determine.


Hostile stands such as this over land rights, as well as conflicts over water rights, began to happen at an alarming rate.

At the same time, Bishop Tenney who was still teaching school in the old asistencia was ordered on a "mission" to preach to the Indians in the area (Ibid.:247). Shortly after his mission began, many of the non-Mormon settlers (now referred to as Independents) described a change in Indian attitudes toward them. They asserted that Bishop Tenney had been teaching the Indians that the Independents were their enemies, that all Indians needed to be baptized, and that they should help conquer their common enemy (Ibid.:248). Needless-to-say, the atmosphere in the valley was now changing from one of relative peace and prosperity to one of unrest.

As well, the Mormons began to view San Bernardino as in a period of moral decay, and in the summer of 1856, the following entries were made into the Church register (Ibid.:258):
August 8. The excessively hot weather for some time past has caused several United States surveying parties to discontinue labors on the plains and come into the settlement, which has added to the idlers about our city. For five years we as a community existed at San Bernardino without a grogshop or place where a man could go and get liquor by the glass; but now we have advanced beyond that point, and have a grogshop with all its attendant evils. Today two men, or rather boys, were convicted of petty larceny for stealing two sheep—a evidence of the growing iniquity in our settlement.

August 23. A large number of the citizens of San Bernardino attended a horse race at Agua Mansa. Horses were owned and run by Spaniards, and several thousand dollars changed hands. This was the first event of this kind since the settlement of San Bernardino was founded.

August 27. A man by the name of D. M. Taft, who had lived in San Bernardino about five years and was married to a Mormon, was stabbed in a gambling scrape at the restaurant by a person belonging to a surveying party.

At the same time that San Bernardino was in such turmoil, news of trouble in Utah began to reach the valley. The difficulties that were brewing there originally developed when Utah Federal officers were appointed in 1851. When President Buchanan dispatched 2500 U. S. soldiers to the west, Brigham Young began to recall all of the settlers at the Mormon outposts back to Utah; he had no intention of relinquishing control over his territory. On December 8, 1857, President Buchanan addressed the Congress and stated:

Governor Young has by proclamation declared his determination to maintain his power by force, and has already committed acts of hostility against the United States. Unless he should retrace his steps the territory of Utah will be in a state of open rebellion (Richardson 1897:2986).
All of the issues mentioned, combined with an unsettling event known as the Mountain Meadow Massacre (20) and the fact that Church leaders had been concerned about the San Bernardino settlement for some time (21), made it a certainty that many of the new California colonists would be returning to Utah. On October 30, 1847, Brigham Young officially ordered the California settlers to return to "Zion"; December 15th, the last official Church record tersely read (as quoted in Croy 1955:137)(22):

Tuesday, December 15, 1857
Left San Bernardino for Utah. (Photograph 9)

The Post-Mormon Period

The best description of the period that followed the Mormon recall was made by Brown and Boyd (1922:50) when they stated that it was "not exactly one of stagnation but of arrested development." While up to this point the valley had progressed along various lines of industry, the newest settlers of the area did not have the abilities or the energy of its former colonists. Unquestionably the complexion of the San Bernardino area changed markedly after the Mormon departure and it was well chronicled in newspapers, letters, and diaries of the time.

Naturally the influx of new settlers, many of whom had lived in the mining towns of the north, brought a sharp change in the character of San Bernardino. The deep religious
The City of San Bernardino at the time of the Mormon Recall - 1857
character of the Valley passed with the Mormon recall. Instead the prevailing tone became more like that in the Mother Lode. Saloons flourished and gambling became common. The northwest corner of Third and D Streets became known as 'whiskey point.' Stage lines had depots on two other sides of the same corner and a veritable cluster of saloons blossomed there in easy reach of returning loggers from the mountains and miners from the desert (Belden 1951:December 2).

Although not all of the Mormons left the San Bernardino Valley (about sixty percent [Robinson 1958:33]), those that did leave, did so at no small sacrifice and, understandably, many of them suffered great loss by this sudden move. Entries from a journal kept by Amasa Lyman and quoted in Croy (1955:138) describe some of the unhappy consequences of Young's recall:

Nov 14/57. The Saints at San Bernardino, in compliance with the call from the First President, were making active preparations to gather in Utah; numbers of them had sold their premises for a mere trifle.

Nov 29/57. Outsiders are purchasing our property at very reduced rates. They expect our people to take whatever is offered for their houses, land etc.

Harvey Collins describes the event, as well,

Those who obeyed the summons of their Supreme President sold their property accumulated by hard work and economy at enormous sacrifices--an improved farm for a camping outfit, a well furnished four-room house for $40, with a buggy, a cloak, and a sack of sugar thrown in for good measure (1919:78).

and Alta California, a San Francisco newspaper states:

Old Captain Hunt was among the last to leave. He was strongly opposed to the breaking up of the settlement, wishing earnestly to remain and enjoy the pleasant homes which their industry had built up. It was pitiful, the blind fanaticism which seized upon those whose industry had
created even the luxuries in life in the few years they were here. They were industrious and orderly, and were careful to pay all their debts. They worked, all of them and if a loafer by any means happened to get in among them, he soon became too miserable to stay, because he found no companions (1858:January 12).

With the Mormon exit from the valley and the population now down to about half of what it had been, the city became lawless and corrupt. John Isaac, in writing a history of the county in the 1880s recalls:

After the departure of the Mormons it became, owing to its population, a refuge for the worst classes of the country, and for years a site of affairs bordering on barbarism prevailed (as quoted in Croy 1955:140).

Unfortunately, along with the decline of the general environment in San Bernardino, the educational process declined as well with a number of less-than-desirable teachers working in the schools (Beattie 1939:391). Just one year after the recall of the Mormons, the report of J. A. Freeman, San Bernardino County Superintendent of Schools, states:

Many causes combine to make the attendance in most cases quite irregular, and still other, or the same causes, produce non-attendance altogether on the part of some. Among these may be enumerated, remoteness from the school house, poverty, stinginess, bad accommodations, worse teachers, indifference of parents, requirement of services at home, of prejudices and disunions, a legion, and a want of tact in the teacher. Many children, too, instead of being governed by parents, are governed by their likes and dislikes, and when a teacher is thorough in governing and instructing, they stay at home (1860:70).
Despite this grim report, and although things were not what they had been during the Mormon period, educational standards in the county were not totally abandoned. In 1858, Dr. Benjamin Barton brought Ellison and Eliza Robbins of New York to oversee the two small adobe schools that had been built back in 1854. Ellison Robbins was a college graduate and is believed to be the first trained teacher in the history of the county (Ingersoll:1904:295). Mr. Robbins' adobe, for the older children, was called the Washington Room and Mrs. Robbins' adobe was called the Jefferson Room; each taught about 100 students of varying ages (Holladay 1987:August 23). In 1859 (and again in 1862), with twelve school districts (a decrease from the Mormon days) to administer, Robbins became the Superintendent of Schools and began to put considerable effort into raising the standard of teachers and making the schools more efficient, apparently no easy task as his Superintendent's Report for 1859 indicates:

Peripatetic quacks, broken-down politicians, white-gloved gent, mountebanks, shoulder-strikers, horse-thieves, white-washed blacklegs, gamblers . . . often seize upon the idea of teaching a quarter, as a makeshift, to replenish their empty purses . . . This is not a fancy sketch. Some of these worst epithets have applied to persons who have palmed themselves upon people and trustees in this county as teachers (1859:August 3).

As well, some of the districts at this time were small and contained only Spanish-speaking Mexican children; other districts were large and scattered; in all districts, attendance was irregular. Indian children, who had been largely ignored since the Mexican Period, were now being assimilated into the public schools, although their
numbers were few and it was not until much later that an Indian school was established near Crafton Hills. Fortunately, through Robbins' effort, the county school system was stabilized in a trying time.

Perhaps the greatest influence on the early schools of the San Bernardino Valley was Henry C. Brooke, who came to the area in 1867 shortly after Ellison Robbins' death. In his long connection with the schools (1870-1891), Brooke continually worked toward improving and raising the standard of the educational system. A man of vision, he was instrumental in the creation of many new school districts, and it was through his personal influence and enthusiasm that more modern and aesthetically pleasing school facilities were built (Ingersoll 1904:296). By the end of Brooke's first term as county School Superintendent (1871), the school system in San Bernardino had greatly improved; Charles Nordhoff writes (1874:146):

[San Bernardino] has also what you would hardly find in a town of its size and character outside California, a large, well-built, and well-kept schoolhouse. The schoolhouses in this State are a constant surprise to an Eastern traveler. You will find them everywhere; and if you are interested in education you will easily discover that the people take great interest and pride in their public schools. The school building at San Bernardino would be creditable to an Eastern town of 10,000 inhabitants (Photograph 10).

In 1887, $110,846.40 was set aside by the San Bernardino School District for the construction of new buildings (Citrograph 1888:January 7)--one of these was the Fairview School.
The First Brick Schoolhouse in San Bernardino - 1871
The brick structure was erected between the old Washington and Jefferson adobes (1854).
CHAPTER TWO

THE FAIRVIEW SCHOOL

In 1883 Henry Brooke began his second term as San Bernardino County Superintendent of Schools. From the beginning, Brooke strongly promoted improving and increasing the number of school buildings in the county, and it is certainly to his credit, despite considerable opposition, that this was accomplished during his terms in office. Prior to Brooke, most of the schoolhouses had been made of adobe, poorly ventilated, and with inadequate lighting (Ingersoll 1904: 295); some were little more than temporary structures with the only light and air coming from cracks between the upright board walls. By the time Brooke took office for the second time, however, the condition of the schools was dramatically changing and in his report to the State Superintendent of Public Instruction at the end of 1883 he reports:

We have increased our schools by three since last year and have added one new district. We have more census children now enrolled in the schools and three percent better attendance. We have built one more schoolhouse and made additions to two and are better provided with suitable accommodations than ever before; more attention is paid in some localities to improving the grounds. Our schools are now better classified, and more parents visit them than formerly . . . in order to make our schools what they ought to be the State should assume more authority . . . we should then be able sooner to dispense with our miserable uninviting schoolhouses and require of our teachers better work (as quoted in Smith 1954:181).
As well as the structures, Brooke was concerned with the grounds surrounding the schools. He encouraged teachers to plant gardens and to have the children tend them and several of the new facilities were planted with citrus, cottonwood, or olive trees surrounding them. During his administration the poor schoolhouse was replaced by "the commodious school building in its grove of cottonwoods, and a flowing well at its door . . . a frequent and pleasant sight to greet the traveler's eyes in San Bernardino County" (Wallace W. Elliott and Company 1883:118).

It was Brooke, also, who was responsible for initiating a practical plan for the issuing of bonds by the school districts to generate funds for new buildings (Brown and Boyd 1922:114). His system required a two-thirds vote of the people of the district and Brooke himself served as the bond broker, thereby saving unnecessary broker's fees (Smith 1954:184). It was through this bond issuance that most of the better schools were built in the county, including the Central Schoolhouse on F Street that was built in 1883--a building that was looked upon as remarkable for the time and area (Ingersoll 1904:296).

Because there are no known photographs of the Fairview School, it cannot be stated with certainty that it was a school of the improved quality that has been associated with Brooke's administration. Because, however, it was built during his terms of office (and funded through bonds) and because its remains are located inside an olive tree perimeter of comparable age, it is likely that the Fairview School was constructed in a manner similar to other schools of that period.
In addition, the foundation, which remains nearly intact, is of such construction as to indicate that it would have supported the type of substantial structure associated with this period of school building.

HISTORY OF THE FAIRVIEW SCHOOL
1887 - 1900

In 1887, along with several other districts, the Fairview School District was established (23), and according to the minutes of the San Bernardino County Board of Supervisors meeting dated December 15th of that same year, five bonds ($400 each) were issued for the construction of the Fairview School:

In the matter of the issuance of Bonds of Fairview School District in the County of San Bernardino, State of California:

Whereas: . . . bonds of such District should be issued and sold for the purpose of raising money for purchasing school lots, and for building or purchasing one or more school houses in such District and furnishing the same . . . payable in gold coin of the United States, until this bond be finally and fully paid (County of San Bernardino Supervisor's Record 1887:136-138).

The acre of land on which the school was built was deeded to the district by Annie C. and Caroline M. Severance on February 23, 1888 for the sum of one dollar, and a right-of-way for water to be piped to the school was granted by the Severances at that same time (Appendix B). On May 16, 1888 an entry in the San Bernardino County Journal of the Treasurer reflects funds issued to the Fairview School in the amount of $1680.94. It is believed that this expenditure implies the approximate date that the schoolhouse was built.
Other than what has been learned through archaeological investigation, details of the architecture of the Fairview School are unknown. It can be assumed, however, that because it was built while Henry Brooke was in office, the school was sturdily built, well lighted, well ventilated, and adequately supplied (24). If the school's construction was typical of its contemporaries, it would have been rectangular or square in shape and built on a stone or brick foundation; it would have had a painted wooden frame and a bell tower. Photographs or written descriptions of schools of the same period show such construction and artifacts that have been recovered from the site support this hypothesis.

It is known, from the county Report of the School Superintendent, (July 1889) that the school was valued at $2260 in the year of its completion and that twenty-three children attended there its first year. All of the children who attended Fairview were Caucasian and between the ages of five and seventeen. A maximum enrollment of twenty-eight occurred in the 1889-90 school year and girl students consistently outnumbered boys. The school had a total of four teachers (all female) over its ten year life and the highest salary was paid to Miss Molly Wagner who taught there between 1888 and 1891; she received approximately $70 per month. Maximum daily attendance was sixteen although the school was of sufficient size to seat thirty-six; the school also served as a county library that had collected 132 books by 1898.
Between 1888 and 1898 miscellaneous supplies for repairs were purchased for the school. Items included lumber, window glass, paint, hardware, a lock, and a clock; expenditures for yard care and a janitor were also made. Bits of red-painted plaster found during excavation may infer that it was a "little red schoolhouse" even though the most common exterior colors for school buildings during that period were white or gray (Belden 1952:October 12). Since the red paint appears on plaster, which is an interior process, it is more likely that the red paint was on the inside walls of the school. A description of the Arrowhead School (25), which was built about two years later and less than two miles away, may give some clue to the architecture of the Fairview School:

Our schoolhouse is painted gray on the outside and has cement steps. In the inside it has a green ceiling and down about half way on the sides which are plastered. The lower half of the wall is wainscoted. There is a branch of the county library in the school. The desks are all single desks and movable so they may be moved to the side of the wall and put out of the way for the dance (Arrowhead School 1917:Chapter III, n.p., Appendix C).

After the arrival of the railroad (1883), the San Bernardino valley experienced a big boom era with the population of the city and its surrounding valley growing rapidly. Many new school buildings and districts were established during this period but the Fairview School was built in an area north of the city that was still sparsely populated and inhabited by only a few ranchers, a family that raised bees, and a lumberman who owned a lime kiln. In this type of rural environment,
San Bernardino school districts were usually established according to the number of families with school-age children (a minimum of ten children) and the distance a child would have to walk to attend school (Belden 1952:October 12). In addition, when school districts were created for only a few families, as was this case, the school district would usually lapse when the majority of the children graduated. Such was the fate of the Laurel School that was established in 1894 for the Miller and Thrall families in upper Lytle Creek Canyon and then closed with their graduation (Ibid.). Because of this principle, the Fairview School District was also only in existence for a few years and when there were not enough school-aged children remaining in the area to warrant keeping the school open (26), the school closed:

There were formally two schools in this district. One was over by the mountains, about two miles west of the present school, and one, still standing on the present school site. They called the one over by the mountains the Fairview school and that was built about twenty five years ago. Then the Arrowhead School was built a few years later. About fourteen years ago they let the Fairview school go because there were few people living in the district (Arrowhead School 1917:Chapter III, n.p., Appendix C).

Other than several references that show the district lapsing on September 4, 1898 (e.g., San Bernardino County Supervisor's Record 1898:437), there are no known records that relate to the Fairview School after 1898. The school is believed to have been dismantled at about that time and its materials salvaged for construction elsewhere in the county.
ARCHAEOLOGY OF THE FAIRVIEW SCHOOL

Site Description

The Fairview School site is located at the foot of the south slopes of the San Bernardino Mountain Range in the San Bernardino Valley (California). Situated in the lowlands between Devil and Badger Canyons, it lies completely within the campus of California State University, San Bernardino. More specifically, the site occupies one acre in the SE 1/4 of the SW 1/4 of the NE 1/4 of Section 8 in Township 1 North, Range 4 West of the U. S. G. S. 7.5 Minute Quadrangle, San Bernardino (California) North (1980 Photorevised) (Map 3, Appendix A). It also lies within the boundary of an area known to local historians as the Muscupiabe Rancho, part of an early California/Mexican land grant. Except to the east where there is a small hill (Badger Hill), the area is fairly open and very sparsely populated (Photograph 11).

The climate of the area is semi-arid with generally moderate temperatures; summer temperatures, however, can be quite warm with wide ranges diurnally. Average rainfall in the area is twelve to fourteen inches per year, though most years that much rain is not recorded. There is no source of water in the immediate vicinity of the site, so in 1888, when the school opened, water was diverted from Devil Creek in nearby Devil Canyon by way of a rock flume. The soil in the immediate area is Maricopa/gravelly sand and is riddled with rodent burrows; vegetation consists of dense chaparral, chamisal, and California scrub oak. The San Andreas earthquake fault lies less
The Fairview School Archaeological Site and Surrounding Area - May 1990
The site is within the olive tree grove seen in the center of the photograph.
than 200 yards away.

The datum point of the site is at an elevation of 1560 feet above sea level (ASL) and the site slopes gently to the southwest (Map 1). The foundation of the school lies between 1556 feet ASL at its northeast corner and 1553 feet ASL at its southwest corner. The closest United States Geological Survey Benchmark is on top of Badger Hill at 1854 feet ASL.

Site Integrity

The integrity of the site is quite good, as it has remained relatively undisturbed since the school's construction (Photograph 12). Between 1900 (when the school is believed to have been torn down) and 1985 (when school officials were made aware of the site), no major disturbances are known to have occurred there, although it was briefly used as a park-like area by the University from 1968 to 1975. There was also minor fire damage to five trees in the western tree line when the so-called Panorama fire destroyed many thousands of acres in southern California in 1980. Aside from the installation of some six centimeter polyvinyl chloride pipe that was laid across the site by the University to irrigate for the park and some rather ambitious rodent engineering, significant disturbance to the site is believed to have been restricted to the surface.
The Fairview School Archaeological Site

Topographic Map

Scale: 1 Inch = 32.7 Feet

Source: Original Survey Data
Peyton/Barber 1986

Contour Interval = 1 Foot

Paige Peyton - March 1990

Map 1

51
The Fairview School Archaeological Site Before Excavation - June 1985
View is inside the olive tree perimeter and from the primary datum to the Southwest
Dendrochronology

Because of the surrounding landscape at the time of its construction, the schoolhouse would have had no protection from the elements. Foundation remains, however, lie within an olive tree perimeter (Photographs 11, 12 and 13). This tree line is believed to have been planted around the time of the school's construction in order to create shade during the valley's hot summers and to provide wind protection from the strong Santa Ana winds that are common to this area of California. The planting of these trees would, as well, be in keeping with Brooke's policy of beautifying public school grounds.

In the summer of 1988, samples were taken from these olive trees in order to determine if their age was consistent with that of the school's construction. Of the 26 trees in the perimeter, five were sampled and analyzed using acceptable dendrochronological methods (Dexter 1989, Appendix D). Core specimens were taken from trees numbered 1, 7, 12, and 21 and disk specimens were taken from trees 1 and 19 (Figure 1). The disk sample from tree number 19 was taken from one of five trees on the site's western side believed to have been planted as replacements after the 1980 Panorama fire (27); in comparison to the other 21 trees, which average 30 to 40 feet in height, they are quite small (approximately 15 feet in height). As some difficulty in distinguishing the rings occurred with all trees, two counts of each sample were made and the mean results (reflecting minimum ages) are provided in Table One.
The Fairview School Archaeological Site from Outside the Olive Tree Perimeter
The small stone structure in the foreground dates to the 1930s - June 1986 - View to West
The Fairview School Archaeological Site
Site Map with Olive Tree Perimeter

Figure 1

SITE CHARACTERISTICS

- Dirt Roads
- School Foundation
- Olive Tree Perimeter

Source: Original Data by Survey
Peyton/Barber 1986

Paige Peyton - April 1990

Scale: .5 Inch = 18 Feet

55
Table One

<table>
<thead>
<tr>
<th>TREE NUMBER</th>
<th>SAMPLE NUMBER</th>
<th>APPROXIMATE AGE IN YEARS</th>
<th>APPROXIMATE DATE</th>
</tr>
</thead>
<tbody>
<tr>
<td>1</td>
<td>1 - Core</td>
<td>94</td>
<td>1890 +/- 4</td>
</tr>
<tr>
<td>21</td>
<td>2 - Core</td>
<td>77</td>
<td>1908 +/- 3</td>
</tr>
<tr>
<td>12</td>
<td>3 - Core</td>
<td>43</td>
<td>1947 +/- 2</td>
</tr>
<tr>
<td>7</td>
<td>4 - Core</td>
<td>70</td>
<td>1911 +/- 7</td>
</tr>
<tr>
<td>1</td>
<td>5 - Disk</td>
<td>61</td>
<td>1927 +/- 5</td>
</tr>
<tr>
<td>19</td>
<td>6 - Disk</td>
<td>13</td>
<td>1975 +/- 1</td>
</tr>
</tbody>
</table>

Although absolute conclusions cannot be drawn from the dendrochronology of these trees because of the technical difficulties encountered during analysis, it is certain that at least some of the trees in this site's perimeter were planted at or near the time of the Fairview School's construction. The belief that five of the trees along the western edge are much smaller due to some event that occurred in recent years, is also supported.

Excavation

Archaeological excavation of the Fairview School site began in 1986 and has continued, seasonally, since that time. Hundreds of artifacts typical of a late nineteenth century schoolhouse have been collected and cataloged and a large portion of the foundation has been exposed. Artifacts include both plain (window) and fancy glass, slate pencils, straight and safety pins, bits of clothing and shoes, hand cut
nails, bits of plaster (usually natural in color but some with red paint), mortar, brick, and parts of a school desk and school bell.

The vertical extent of the artifacts is consistent at 50 centimeters with the largest deposits occurring between 10 and 30 centimeters. Of the total number of meter-squares excavated (forty-one) (Figure 2), only three were excavated to the 60 centimeter level and one to the 70 centimeter level. The distribution of artifacts remains largely confined to the areas immediately inside and outside of the foundation walls; areas excavated in the interior, between walls, demonstrate a sparser distribution. The edge of the site is considered to be the olive tree perimeter.

The foundation measures 42 feet 9 inches in length, 25 feet 4 inches in width, 1 foot 4 inches in height, and averages 1 foot 8 inches across; it is constructed of well-dressed stone and mortar and is oriented north/south (Photograph 14). There is an additional interior stone support wall at the south end of the structure (Photograph 15) and there are at least two square stone interior pillars.

No other structural remains have been located within the olive tree perimeter although a separately constructed privy may have existed. Some buildings of this age, however, are known to have had an inside toilet (28), and this may be why the privy has not been located. Documents relating to the Fairview School refer to a water closet, but it cannot be determined whether it was inside or outside of the building. As well, evidence of the rock flume (Map 4, Appendix A)
The Eastern Wall of the Foundation - View to the South - July 1986

Gray PVC irrigation pipe laid in the 1970s crosses the foundation in the center of the photograph.

Photograph 14
The Southwest Corner of the Foundation - View to South - August 1986
This photograph shows a southern interior support wall.

Photograph 15
which was used to divert water from Devil Creek to the schoolhouse has not been found. It is likely, however, that the flume was located outside of the tree line along the north or west boundary of the property and would have been destroyed in the 1960s by the construction of a concrete levee.

In addition, there is a small stone structure at the northeast corner of the site, but outside of the olive tree perimeter (Photograph 13). This structure is not believed to be a part of the original construction and from preliminary artifact analysis dates to the 1930s (29).

Analysis of the Data

There is no question that the artifacts that have been recovered from this site represent those of a late nineteenth century schoolhouse; a total of 1290 individual bags of these artifacts have been cataloged. The following section reviews the classes and frequencies of the artifacts and spatially orients them within the site. In the main text, photographs have been included of some of the key recovered items; additional artifact photographs appear in Appendix E. Table Two provides the results of the data analysis.
Table Two
ARTIFACT FREQUENCY AND DISTRIBUTION

<table>
<thead>
<tr>
<th>Level</th>
<th>Window Glass</th>
<th>Vessel Glass</th>
<th>Ceramics</th>
<th>Mortar/Brick/plaster</th>
<th>Nails</th>
<th>Iron</th>
<th>Other Metals</th>
<th>Wood and Other Organic Materials</th>
<th>Slate Pencils</th>
<th>Fabric and Other Textiles</th>
<th>Miscellaneous</th>
<th>Total Bags at this Level</th>
</tr>
</thead>
<tbody>
<tr>
<td>Surface</td>
<td>9</td>
<td>10</td>
<td>0</td>
<td>7</td>
<td>2</td>
<td>6</td>
<td>2</td>
<td>1</td>
<td>0</td>
<td>1</td>
<td>40</td>
<td></td>
</tr>
<tr>
<td>0-10 cm</td>
<td>43</td>
<td>58</td>
<td>5</td>
<td>39</td>
<td>30</td>
<td>38</td>
<td>25</td>
<td>28</td>
<td>7</td>
<td>3</td>
<td>22</td>
<td>298</td>
</tr>
<tr>
<td>10-20 cm</td>
<td>51</td>
<td>65</td>
<td>6</td>
<td>49</td>
<td>47</td>
<td>57</td>
<td>29</td>
<td>42</td>
<td>14</td>
<td>2</td>
<td>24</td>
<td>386</td>
</tr>
<tr>
<td>20-30 cm</td>
<td>60</td>
<td>40</td>
<td>5</td>
<td>60</td>
<td>55</td>
<td>45</td>
<td>21</td>
<td>44</td>
<td>11</td>
<td>2</td>
<td>17</td>
<td>360</td>
</tr>
<tr>
<td>30-40 cm</td>
<td>27</td>
<td>16</td>
<td>4</td>
<td>29</td>
<td>15</td>
<td>17</td>
<td>7</td>
<td>20</td>
<td>3</td>
<td>0</td>
<td>6</td>
<td>144</td>
</tr>
<tr>
<td>40-50 cm</td>
<td>8</td>
<td>5</td>
<td>1</td>
<td>11</td>
<td>6</td>
<td>5</td>
<td>1</td>
<td>7</td>
<td>1</td>
<td>0</td>
<td>2</td>
<td>47</td>
</tr>
<tr>
<td>50-60 cm</td>
<td>1</td>
<td>0</td>
<td>0</td>
<td>2</td>
<td>4</td>
<td>1</td>
<td>0</td>
<td>4</td>
<td>0</td>
<td>0</td>
<td>1</td>
<td>13</td>
</tr>
<tr>
<td>60-70 cm</td>
<td>0</td>
<td>0</td>
<td>0</td>
<td>1</td>
<td>0</td>
<td>1</td>
<td>0</td>
<td>0</td>
<td>0</td>
<td>0</td>
<td>0</td>
<td>2</td>
</tr>
<tr>
<td>Total</td>
<td>199</td>
<td>194</td>
<td>21</td>
<td>198</td>
<td>159</td>
<td>170</td>
<td>85</td>
<td>147</td>
<td>37</td>
<td>7</td>
<td>73</td>
<td>1290</td>
</tr>
</tbody>
</table>

Class One - Construction Items

Window Glass

Hundreds of shards of window glass (15.4 percent of the total bag count) were found scattered throughout the site (Photograph 16). Shards were found from the surface to a depth of 60 centimeters with
the greatest concentration in the 20-30 centimeter level, although there were high concentrations between zero and 30 centimeters. The glass appears in four thicknesses (1mm, 1.5mm, 2mm, and 3mm) probably representing window replacement at some point in the school's history (window glass was made thinner over the years). This would be consistent with the county Auditor's Journal of November 27, 1893 which shows an expenditure to A. P. Morse of $2.50 for window glass and glazier's points. All of the window glass is oxidized giving it an iridescent appearance and a single shard displays red paint.

Mortar, Brick, and Plaster

Large quantities of mortar and brick were collected and caches of mortar, brick, and sand were found in areas believed to represent a builder's trench. The latter deposits (found between 50 and 70 centimeters) probably represent an area were supplies were stockpiled and/or mixed during construction. Plaster appeared with less frequency and in some cases appears with a dark red paint coating (Photograph 17). A single small piece of brick shows evidence of the same light-colored paint found on several fragments of wood. Overall, these building materials represent 15.1 percent of the total number of bags of artifacts collected. Like the window glass, however, these items actually occur with much greater frequency if considered on an individual basis.

Nails

Nails appear in the site in an assortment of sizes and types
(Photograph 18 [machine cut, and wire]). This would be consistent with the history of the nail industry in that 1880 to 1900 was a transition period in nail development. Wire nails did not become the dominant type used in construction until the 1890s (and even later as far west as California). Machine cut nails, on the other hand, were still preferred by many builders well after 1900. It is not contradictory, therefore, to find nails of different styles in this site. One hundred fifty-nine bags of assorted nails have been cataloged representing 12.3 percent of the total count; most were found between 10 and 30 centimeters, but nails were found at every level.

Wood and other Organic Materials

While wood and other organic items would normally be considered as a separate category, in this particular case they have been placed under the construction materials classification. Organics other than wood (bone, plant materials, seeds, etc.), make up less than one percent of the collected articles in this group and the wood that has been cataloged represents building material for the school (e.g., siding, lathing and window framing material—some containing light-colored paint) (Photograph 19). These items, which make up 11.4 percent of the total number of bags collected, are found scattered throughout the site and to a vertical extent of 60 centimeters; at this depth, these wooden construction materials are believed (as with the brick and mortar) to represent the builder's trench.
Fairview Schoolhouse Wooden Construction Materials - April 1990
Small pieces show a coating of light-colored paint.
Other Metal Objects

Miscellaneous non-iron metal objects that fall into the construction category were found and include galvanized glazier's points (used for setting window glass in place), the frame of a folding carpenter's ruler, and miscellaneous types of construction hardware (Photographs in Appendix E.). These items represent less than one percent of the total number of other types of metal objects recovered.

Class Two - Kitchen-type Items

Vessel Glass

One hundred ninety-four individual bags (15.1 percent of the total) of vessel glass have been collected from the site. With the exception of one small bottle (found out of context) all of the vessel glass is broken. Colors are variable and shards represent an assortment of functions: bottles, dishes, decanters, tubes, etc.) (Photograph 20). Horizontal distribution is scattered throughout the site and the vertical extent is at 50 centimeters with the highest frequency between 10 and 20 centimeters. As with the window glass, high concentrations appear between zero and 40 centimeters.

Ceramics

As would be expected, the occurrence of ceramic items in this site is extremely low. Of the total number of bags of artifacts collected, ceramics account for only 21, or 1.6 percent. While the Fairview School is believed to be architecturally more impressive than most rural one-room schoolhouses, it is known, from the county
Fairview Schoolhouse Vessel Glass - April 1990
Auditors Journals that the school was not always elaborately supplied. Valuable items such as those made of ceramic would probably only find their way to Fairview through donation or, perhaps, as a personal item of the teacher (e.g., a wash bowl or pitcher).

Class Three - Furniture

Iron

Of the 170 bags of artifacts containing iron objects (13.2 percent of the total), many are unidentifiable due to the extent of oxidation (rusting) that has taken place. Items that are recognizable, however, include parts of a school desk and/or stove (sides and pedestals); miscellaneous lock, latch, or hinge parts; large pieces of an iron grating, and numerous containers (Photographs 21 and 22). Horizontal distribution is scattered and vertical distribution extends to the lowest level (70 centimeters).

Other Metal Objects

Objects of metal, other than iron, that have been collected and that belong to the furniture classification include part of a school bell (Photograph 23), parts of a lock or latch (perhaps used on a cabinet), a metal plate from around a doorknob, a door hinge, a bracket, and assorted straight pins that may have been used as paper clips before they were available. Objects of this type represent less than one percent of the total number of miscellaneous non-iron objects in the collection (The total percentage of non-iron metal objects is 6.6).
Fairview Schoolhouse - Iron Parts of School Desk(s) - April 1990

Photograph 21
Class Four - Personal Items

Slate Pencils

Thirty-seven bags of slate pencils containing from 1 to 4 pieces were cataloged; no whole pencils were found intact. Several diameters and shapes were recovered including 5, 4 and 2 millimeter (round) and 4 by 5 millimeter oblong. Variation was also noted in style with some being striated longitudinally, some having hash-marks laterally, and some being notched (as if scarred by a pencil holder [pencil holders were a common school item at this time]); a few pencils were round with a single flat side. Slate pencils also appeared in two colors, light and dark gray. Most of the pencil fragments were found between the 10 and 30 centimeter levels, but one fragment was found at the surface and one at the 50 centimeter level. This particular artifact also tended to cluster in significant quantities at foundation corners. Bags containing only slate pencils make up 2.9 percent of the total number collected (Photograph 24).

Fabric and Other Textiles

Because artifacts of this nature do not preserve well, this group of items is the least represented in the site. Only seven small articles have been recovered; three small fragments of cream-colored silk, one with a sturdy backing material (perhaps a button), two small pieces of leather (one with stitching), and a swatch of what appears to be woolen material that has been hemmed (Photograph 25). There was also a small piece of netting (perhaps a hair net), found near the surface. Textiles appeared between the surface and 30 centimeters.
Silk and Wool Fabric, Netting, Leather with Stitching, a Shoe Hook, and Metal Buttons
Metal Objects

Personal items made of metal, including iron, include buttons, shoe hooks, safety pins, straight pins (Photographs 25 and 26), coins, pen tips, a clothespin spring, tin foil, assorted food-type cans, an object resembling part of a wind-up toy (possibly a top) and bullet casings (Photographs in Appendix E). There were, as well, two complete .22-caliber bullets recovered. Bullet casings and cans represent the largest frequencies, although there are a number of pen tips as well. Most of the personal metal objects were found between the 10 and 30 centimeter levels.

Artifact Distribution

Figures 3-A through 10-D provide a graphic representation of the distribution of the described artifacts in the excavated area. In order to present such a large amount of information in an easily readable format, the area was divided into quadrants; each set of quadrants (Figures A through D) depicts one excavated layer. Icons have been used to represent various appropriate artifact groups and a key has been provided at the beginning of the section for orientation. These figures represent a vital part of the reconstruction process.
Figure 3

KEY TO FIGURES 3A THROUGH 10D

**SOUTHWEST QUADRANT**

**NORTHWEST QUADRANT**

**SOUTHEAST QUADRANT**

**NORTHEAST QUADRANT**

**ICONS**
- Brick, Mortar, & Plaster
- Ceramics
- Iron
- Nails
- Organics
- Other Metals
- Slate Pencil
- Textiles
- Vessel Glass
- Window Glass
- Miscellaneous

**Colors and Shading**
- One Bag
- Two Bags
- Three Bags
- Four Bags
- Foundation Squares
- Excavated as a Unit

---

80
The Fairview School Archaeological Site - Artifact Distribution

Scale: 1 Inch = 3.28 Feet (1 Meter)
Northwest Quadrant - Surface

The Fairview School Archaeological Site - Artifact Distribution

Scale: 1 Inch = 3.28 Feet (1 Meter)

Paige Peyton - April 1990
The Fairview School Archaeological Site - Artifact Distribution

Scale: 1 Inch = 3.28 Feet (1 Meter)
Northeast Quadrant - Surface

The Fairview School Archaeological Site - Artifact Distribution

Scale: 1 Inch = 3.28 Feet (1 Meter)

Paige Peyton - April 1990
Northwest Quadrant - 0-10 Centimeters

The Fairview School Archaeological Site - Artifact Distribution

Scale: 1 Inch = 3.28 Feet (1 Meter)  
Paige Peyton - April 1990
Southeast Quadrant - 0-10 Centimeters

The Fairview School Archaeological Site - Artifact Distribution

Scale: 1 Inch = 3.28 Feet (1 Meter)

Paige Peyton - April 1990
The Fairview School Archaeological Site - Artifact Distribution

Northeast Quadrant - 0-10 Centimeters

Scale: 1 Inch = 3.28 Feet (1 Meter)
The Fairview School Archaeological Site - Artifact Distribution

Scale: 1 Inch = 3.28 Feet (1 Meter)

Paige Peyton - April 1990
Northwest Quadrant - 10-20 Centimeters

The Fairview School Archaeological Site - Artifact Distribution

Scale: 1 Inch = 3.28 Feet (1 Meter)

Paige Peyton - April 1990
### Southeast Quadrant - 10-20 Centimeters

The Fairview School Archaeological Site - Artifact Distribution

Scale: 1 Inch = 3.28 Feet (1 Meter)

Paige Peyton - April 1990
The Fairview School Archaeological Site - Artifact Distribution

Scale: 1 Inch = 3.28 Feet (1 Meter)
Southwest Quadrant - 20-30 Centimeters

The Fairview School Archaeological Site - Artifact Distribution

Scale: 1 Inch = 3.28 Feet (1 Meter)

Paige Peyton - April 1990
The Fairview School Archaeological Site - Artifact Distribution

Scale: 1 Inch = 3.28 Feet (1 Meter)

Paige Peyton - April 1990
The Fairview School Archaeological Site - Artifact Distribution

Scale: 1 Inch = 3.28 Feet (1 Meter)

Paige Peyton - April 1990
Southwest Quadrant - 30-40 Centimeters

The Fairview School Archaeological Site - Artifact Distribution

Scale: 1 Inch = 3.28 Feet (1 Meter)

Paige Peyton - April 1990
The Fairview School Archaeological Site - Artifact Distribution

Scale: 1 Inch = 3.28 Feet (1 Meter)

Paige Peyton - April 1990
The Fairview School Archaeological Site - Artifact Distribution

Scale: 1 Inch = 3.28 Feet (1 Meter)

Paige Peyton - April 1990
The Fairview School Archaeological Site - Artifact Distribution

Scale: 1 Inch = 3.28 Feet (1 Meter)
Southwest Quadrant - 50-60 Centimeters

The Fairview School Archaeological Site - Artifact Distribution

Scale: 1 Inch = 3.28 Feet (1 Meter)
Northwest Quadrant - 50-60 Centimeters

The Fairview School Archaeological Site - Artifact Distribution

Scale: 1 Inch = 3.28 Feet (1 Meter)

Paige Peyton - April 1990
Southeast Quadrant - 50-60 Centimeters

The Fairview School Archaeological Site - Artifact Distribution

Scale: 1 Inch = 3.28 Feet (1 Meter)
The Fairview School Archaeological Site - Artifact Distribution

Scale: 1 Inch = 3.28 Feet (1 Meter)
Southwest Quadrant - 60-70 Centimeters

The Fairview School Archaeological Site - Artifact Distribution

Scale: 1 Inch = 3.28 Feet (1 Meter)

Paige Peyton - April 1990
The Fairview School Archaeological Site - Artifact Distribution

Scale: 1 Inch = 3.28 Feet (1 Meter)

Paige Peyton - April 1990
The Fairview School Archaeological Site - Artifact Distribution

Scale: 1 Inch = 3.28 Feet (1 Meter)

Paige Peyton - April 1990
COMPARATIVE EVIDENCE

Data

Of the three primary resources used for the reconstruction of the Fairview Schoolhouse (historical factors, physical evidence, and comparative evidence), comparison with other schoolhouses of the same period is the most conjectural; there is, of course, no proof that the Fairview School resembled any other schoolhouse built at that time. Evaluating the architectural style of contemporary schools for construction consistencies, however, proved to be a useful endeavor in this particular case where there was so little physical evidence.

For the purpose of comparing design attributes, a roughly twenty year span of time was chosen--1880 to 1900. School buildings before that period (and the influence of Superintendent Brooke) have already been presented as primitive and, for the most part, are not applicable to the comparison. A number of school buildings after that time, however, do have architectural characteristics similar to those found in the 1880 to 1900 period and they are referred to as is appropriate. As well, some California schools of the same period, but existing outside of San Bernardino County, have also been considered.

It is known from historical records that 58 new school districts were formed in San Bernardino County between 1880 and 1900; in addition, several older districts received new school buildings during these years. Table Three provides data on the 58 new districts formed during the comparison period (San Bernardino County Superintendent of Schools, 1990).
<table>
<thead>
<tr>
<th>DISTRICT NAME</th>
<th>YEAR FORMED</th>
<th>YEAR LAPSED/MERGED, ETC.</th>
<th>NOTES</th>
</tr>
</thead>
<tbody>
<tr>
<td>Agua Mansa</td>
<td>1883</td>
<td>1920</td>
<td>Changed to Bloomington</td>
</tr>
<tr>
<td>Allesandro</td>
<td>1888</td>
<td>1893</td>
<td>Became a district of Riverside County</td>
</tr>
<tr>
<td>Arcilla</td>
<td>1890</td>
<td>1891</td>
<td>Became a district of Riverside County</td>
</tr>
<tr>
<td>Arlington</td>
<td>1882</td>
<td>1893</td>
<td>Became a district of Riverside County</td>
</tr>
<tr>
<td>Arrowhead</td>
<td>1890</td>
<td>1924</td>
<td>Became part of San Bernardino City</td>
</tr>
<tr>
<td>Bloomington</td>
<td>1892</td>
<td>-----</td>
<td>District still in operation</td>
</tr>
<tr>
<td>Brooke</td>
<td>1886</td>
<td>1920</td>
<td>Consolidated with Rialto</td>
</tr>
<tr>
<td>Calico</td>
<td>1882</td>
<td>1899</td>
<td>District lapsed and not replaced</td>
</tr>
<tr>
<td>Chino</td>
<td>1893</td>
<td>-----</td>
<td>Split from original 1866 Chino District</td>
</tr>
<tr>
<td>Cloverdale</td>
<td>1890</td>
<td>1893</td>
<td>Became a district of Riverside County</td>
</tr>
<tr>
<td>Crafton</td>
<td>1882</td>
<td>1906</td>
<td>Became part of the Redlands District</td>
</tr>
<tr>
<td>Daggett</td>
<td>1885</td>
<td>-----</td>
<td>District still in operation</td>
</tr>
<tr>
<td>Etiwanda</td>
<td>1883</td>
<td>-----</td>
<td>District still in operation</td>
</tr>
<tr>
<td>Fairview</td>
<td>1887</td>
<td>1900</td>
<td>District lapsed and not replaced</td>
</tr>
<tr>
<td>Ferndale</td>
<td>1891</td>
<td>1893</td>
<td>Became a district of Riverside County</td>
</tr>
<tr>
<td>Franklin</td>
<td>1890</td>
<td>1912</td>
<td>Consolidated with Cucamonga</td>
</tr>
<tr>
<td>Gavilan</td>
<td>1891</td>
<td>1893</td>
<td>Became a district of Riverside County</td>
</tr>
<tr>
<td>Grapeland</td>
<td>1891</td>
<td>1901</td>
<td>Annexed to Etiwanda - Still in operation</td>
</tr>
<tr>
<td>Greenleaf</td>
<td>1893</td>
<td>1937</td>
<td>Became part of the Redlands District</td>
</tr>
<tr>
<td>Hermosa</td>
<td>1884</td>
<td>1914</td>
<td>Name changed to Alta Loma</td>
</tr>
<tr>
<td>Hesperia</td>
<td>1890</td>
<td>-----</td>
<td>District still in operation</td>
</tr>
<tr>
<td>DISTRICT NAME</td>
<td>YEAR FORMED</td>
<td>YEAR LAPSED/ MERGED, ETC.</td>
<td>NOTES</td>
</tr>
<tr>
<td>------------------</td>
<td>-------------</td>
<td>---------------------------</td>
<td>-------------------------------------------------------------------------------------------------</td>
</tr>
<tr>
<td>Highland</td>
<td>1882</td>
<td>-----</td>
<td>District still in operation</td>
</tr>
<tr>
<td>Hillside</td>
<td>1892</td>
<td>1902</td>
<td>District lapsed and not replaced</td>
</tr>
<tr>
<td>Hillsvale</td>
<td>1892</td>
<td>1911</td>
<td>Became part of the Yucaipa District</td>
</tr>
<tr>
<td>Jamul</td>
<td>1883</td>
<td>1893</td>
<td>Became a district of Riverside County</td>
</tr>
<tr>
<td>La Loma</td>
<td>1893</td>
<td>1913</td>
<td>Became Terrace Union</td>
</tr>
<tr>
<td>Laurel</td>
<td>1893</td>
<td>1901</td>
<td>Became part of San Bernardino City</td>
</tr>
<tr>
<td>Live Oak</td>
<td>1893</td>
<td>1919</td>
<td>District lapsed and not replaced</td>
</tr>
<tr>
<td>Magnolia</td>
<td>1883</td>
<td>1893</td>
<td>Became a district of Riverside County</td>
</tr>
<tr>
<td>Metcalf</td>
<td>1887</td>
<td>-----</td>
<td>Became part of San Bernardino City</td>
</tr>
<tr>
<td>Midland</td>
<td>1893</td>
<td>1893</td>
<td>Became a district of Riverside County</td>
</tr>
<tr>
<td>Mill Creek</td>
<td>1899</td>
<td>-----</td>
<td>Became part of the Redlands District</td>
</tr>
<tr>
<td>Minneola</td>
<td>1896</td>
<td>1924</td>
<td>Became part of the Daggett District</td>
</tr>
<tr>
<td>Moreno</td>
<td>1891</td>
<td>1893</td>
<td>Became a district of Riverside County</td>
</tr>
<tr>
<td>Mountain View</td>
<td>1884</td>
<td>-----</td>
<td>District still in operation</td>
</tr>
<tr>
<td>Needles</td>
<td>1885</td>
<td>-----</td>
<td>District still in operation</td>
</tr>
<tr>
<td>North San Bernardino</td>
<td>1891</td>
<td>1912</td>
<td>Became part of San Bernardino City</td>
</tr>
<tr>
<td>Ontario</td>
<td>1883</td>
<td>-----</td>
<td>District still in operation</td>
</tr>
<tr>
<td>Oro Grande</td>
<td>1880</td>
<td>-----</td>
<td>District still in operation</td>
</tr>
<tr>
<td>Pass</td>
<td>1881</td>
<td>1913</td>
<td>Became Greenleaf in 1915 and then Yucaipa in 1936</td>
</tr>
<tr>
<td>Perdew</td>
<td>1880</td>
<td>1899</td>
<td>Became Grapeland in 1899 and then Etiwanda in 1901</td>
</tr>
<tr>
<td>Pioneer</td>
<td>1893</td>
<td>1940</td>
<td>Name changed to Chino Unified</td>
</tr>
</tbody>
</table>
Table Three  
(Continued)

<table>
<thead>
<tr>
<th>DISTRICT NAME</th>
<th>YEAR FORMED</th>
<th>YEAR LAPSED/MERGED, ETC.</th>
<th>NOTES</th>
</tr>
</thead>
<tbody>
<tr>
<td>Prospect</td>
<td>1887</td>
<td>1887</td>
<td>No available information</td>
</tr>
<tr>
<td>Redlands</td>
<td>1884</td>
<td>1884</td>
<td>District still in operation</td>
</tr>
<tr>
<td>Rialto</td>
<td>1891</td>
<td>1891</td>
<td>District still in operation</td>
</tr>
<tr>
<td>Riley</td>
<td>1891</td>
<td>1891</td>
<td>Merged with San Bernardino City</td>
</tr>
<tr>
<td>Rochester</td>
<td>1890</td>
<td>1910</td>
<td>Suspended but re-established and consolidated with Cucamonga in 1922</td>
</tr>
<tr>
<td>Rose Mine</td>
<td>1898</td>
<td>1902</td>
<td>District lapsed and not replaced</td>
</tr>
<tr>
<td>Rugby</td>
<td>1887</td>
<td>1893</td>
<td>Became a district of Riverside County</td>
</tr>
<tr>
<td>San Antonio</td>
<td>1886</td>
<td>1908</td>
<td>District lapsed and not replaced</td>
</tr>
<tr>
<td>St. Elmo</td>
<td>1891</td>
<td>1910</td>
<td>Became part of San Bernardino City</td>
</tr>
<tr>
<td>Terrace Union</td>
<td>1893</td>
<td>1911</td>
<td>Union of Terrace and La Loma</td>
</tr>
<tr>
<td>Vanderbilt</td>
<td>1893</td>
<td>1899</td>
<td>District lapsed and not replaced</td>
</tr>
<tr>
<td>Victor</td>
<td>1887</td>
<td>1887</td>
<td>District still in operation</td>
</tr>
<tr>
<td>Victoria</td>
<td>1892</td>
<td>1893</td>
<td>Name changed to Riverside County</td>
</tr>
<tr>
<td>Waterman</td>
<td>1886</td>
<td>1925</td>
<td>Lapsed then name changed to Barstow</td>
</tr>
<tr>
<td>West Rialto</td>
<td>1892</td>
<td>1900</td>
<td>Became a district of Fontana Heights in 1911</td>
</tr>
<tr>
<td>Yorba</td>
<td>1888</td>
<td>1893</td>
<td>Became a district of Riverside County</td>
</tr>
</tbody>
</table>

As would be expected, architectural information about the schools in these districts is limited. Records searches, however, did produce enough photographs, architectural plans, and written descriptions to allow some conclusions to be drawn. Table Four
presents the data for those schools (of the 58 new districts) about which design attributes could be obtained. In a separate section, Table Four also provides the available information on some of the older districts that had new buildings constructed, on schools with applicable attributes (e.g., outhouses) but that were outside the 20-year study period, and on those schools outside of San Bernardino County that were also considered in the analysis. A short explanation of each of the categories that were used follows the table; to illustrate some of the design attributes, photographs of several of the schools used in the analysis can be found at the end of this section.
<table>
<thead>
<tr>
<th>SCHOOL NAME</th>
<th>CONSTRUCTION MATERIALS</th>
<th>DESIGN ATTRIBUTES</th>
<th>SCHOOL GROUNDS</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>Foundation</td>
<td>Structure</td>
<td>Shape</td>
</tr>
<tr>
<td>Agua Mansa</td>
<td>√</td>
<td></td>
<td>√</td>
</tr>
<tr>
<td>Allesandro</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Arcilla</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Arlington</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Arrowhead</td>
<td>√</td>
<td>√</td>
<td>√</td>
</tr>
<tr>
<td>Bloomington</td>
<td>U</td>
<td></td>
<td>√</td>
</tr>
<tr>
<td>Brooke</td>
<td>√</td>
<td></td>
<td>√</td>
</tr>
<tr>
<td>Calico</td>
<td>√</td>
<td></td>
<td>√</td>
</tr>
<tr>
<td>Chino</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Cloverdale</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Crafton</td>
<td>√</td>
<td></td>
<td>√</td>
</tr>
<tr>
<td>Daggett</td>
<td>√</td>
<td></td>
<td>√</td>
</tr>
<tr>
<td>Etiwanda</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Fairview</td>
<td>√</td>
<td></td>
<td>√</td>
</tr>
<tr>
<td>Ferndale</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Franklin</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Gavilan</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Grapeland</td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

L=Light Color  N=No Bell Tower  Y=Yes Bell Tower  U=Unknown  +=Probably More than this Number
<table>
<thead>
<tr>
<th>SCHOOL NAME</th>
<th>CONSTRUCTION MATERIALS</th>
<th>DESIGN ATTRIBUTES</th>
<th>SCHOOL GROUNDS</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>Foundation</td>
<td>Structure</td>
<td>Shape</td>
</tr>
<tr>
<td>(58 New Districts formed between 1880 and 1900)</td>
<td>Brick Concrete Stone Other Brick Stone Wood Unknown Oblong Square Other</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Greenleaf</td>
<td>√</td>
<td></td>
<td>√</td>
</tr>
<tr>
<td>Hermosa</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Hesperia</td>
<td>U</td>
<td>√</td>
<td>U</td>
</tr>
<tr>
<td>Highland</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Hillside</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Hillsvale</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Jamul</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>La Loma</td>
<td>U</td>
<td>√</td>
<td>U</td>
</tr>
<tr>
<td>Laurel</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Live Oak</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Magnolia</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Metcalf</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Midland</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Mill Creek</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Mineola</td>
<td>U</td>
<td>√</td>
<td>√</td>
</tr>
<tr>
<td>Moreno</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Mountain View</td>
<td>U</td>
<td>√</td>
<td>√</td>
</tr>
<tr>
<td>Needles</td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

L=Light Color  N=No Bell Tower  Y=Yes Bell Tower  U=Unknown  +=Probably More than this Number
## Table Four

(58 New Districts formed between 1860 and 1900)

<table>
<thead>
<tr>
<th>SCHOOL NAME</th>
<th>CONSTRUCTION MATERIALS</th>
<th>DESIGN ATTRIBUTES</th>
<th>SCHOOL GROUNDS</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>Foundation</td>
<td>Structure</td>
<td>Shape</td>
</tr>
<tr>
<td>North San Bernardino</td>
<td>U</td>
<td>√</td>
<td>√</td>
</tr>
<tr>
<td>Ontario</td>
<td>√</td>
<td></td>
<td>√</td>
</tr>
<tr>
<td>Oro Grande</td>
<td>U</td>
<td>√</td>
<td>√</td>
</tr>
<tr>
<td>Pass</td>
<td>U</td>
<td>√</td>
<td>√</td>
</tr>
<tr>
<td>Perdew</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Pioneer</td>
<td>U</td>
<td>√</td>
<td>√</td>
</tr>
<tr>
<td>Prospect</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Redlands</td>
<td>√</td>
<td>√</td>
<td>√</td>
</tr>
<tr>
<td>Rialto</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Riley</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Rochester</td>
<td>U</td>
<td>√</td>
<td>√</td>
</tr>
<tr>
<td>Rose Mine</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Rugby</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>San Antonio</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>St. Elmo</td>
<td>√</td>
<td>√</td>
<td>√</td>
</tr>
<tr>
<td>Terrace Union</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Vanderbilt</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Victor</td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

L=Light Color  N=No Bell Tower  Y=Yes Bell Tower  U=Unknown  +=Probably More than this Number
<table>
<thead>
<tr>
<th>SCHOOL NAME</th>
<th>CONSTRUCTION MATERIALS</th>
<th>DESIGN ATTRIBUTES</th>
<th>SCHOOL GROUNDS</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>Foundation</td>
<td>Structure</td>
<td>Shape</td>
</tr>
<tr>
<td></td>
<td>Brick</td>
<td>Concrete</td>
<td>Stone</td>
</tr>
<tr>
<td>(58 New Districts - Continued)</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Victoria</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Waterman</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>West Rialto</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Yorba</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>MISCELLANEOUS SCHOOLS</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Amboy (Amboy) 1906</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Artesia (Lompoc) 1876</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Ballard (Ballard) 1882</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Barton (Redlands) 1900</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>City Creek (S.B.) 1869</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Cram (Highlands) 1869</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Harper Lake (Harper Lake) 1921</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Helendale (Helendale) 1877</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Hinkley (Hinkley) 1913</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Kelso (Kelso) 1908</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Kramer (Kramer) 1915</td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

L=Light Color  N=No Bell Tower  O=Other  Y=Yes Bell Tower  U=Unknown  +=Probably More than this Number
<table>
<thead>
<tr>
<th>SCHOOL NAME</th>
<th>CONSTRUCTION MATERIALS</th>
<th>DESIGN ATTRIBUTES</th>
<th>SCHOOL GROUNDS</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>Foundation</td>
<td>Structure</td>
<td>Shape</td>
</tr>
<tr>
<td></td>
<td>Brick</td>
<td>Concrete</td>
<td>Stone</td>
</tr>
<tr>
<td>Lasalle (Lompoc) 1886</td>
<td>✓</td>
<td>√</td>
<td>√</td>
</tr>
<tr>
<td>Leona Valley (Palmdale) 1913</td>
<td>✓</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Ludlow (Ludlow) 1904</td>
<td>U</td>
<td>✓</td>
<td></td>
</tr>
<tr>
<td>Mission (Redlands) 1880</td>
<td>✓</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Morongo (Morongo) 1914</td>
<td>U</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Mount Vernon (S.B.) 1886</td>
<td>U</td>
<td>✓</td>
<td></td>
</tr>
<tr>
<td>Murray Street (S.B.) 1890</td>
<td>U</td>
<td>✓</td>
<td></td>
</tr>
<tr>
<td>Nipton (Nipton) 1902</td>
<td>U</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Phelan (Phelan) 1920</td>
<td>U</td>
<td>✓</td>
<td></td>
</tr>
<tr>
<td>Red Mountain (Red Mountain) 1908</td>
<td>U</td>
<td>✓</td>
<td></td>
</tr>
<tr>
<td>San Salvador (Colton) 1858</td>
<td>U</td>
<td></td>
<td></td>
</tr>
<tr>
<td>San Timoteo (Redlands) 1879</td>
<td>✓</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Terrace (Grand Terrace) 1884</td>
<td>✓</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Urbita (Urbita) 1880</td>
<td>✓</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Warm Springs (S.B.) 1867</td>
<td>✓</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

L = Light Color  N = No Bell Tower  Y = Yes Bell Tower  U = Unknown  += Probably More than this Number
Analysis

Because of the quality and quantity of the source materials, evaluating the architectural design attributes of the schools required both flexibility and patience. Many times nothing more than a single photograph of a school was available and, of course, all of the historic photographs were black and white. While these photographs were invaluable for establishing the presence of a bell tower, the construction material used for the siding, and window or door placement, they provided ambiguous information about the number of doors and windows and the school's color. Accordingly, assumptions occasionally had to be made in regard to these attributes. As well, when outbuildings were present, unless there was accompanying written material, no determination could be made about their purpose.

Where blueprints or maps were available, school shape or size was easy to determine and grounds layouts and facilities could be easily visualized. Unfortunately, none of these drawings provided the materials from which the structure and/or foundation was constructed and, curiously, while entrances and exits were always shown, window placements were not. The result of these constraints, therefore, caused the research to be at the mercy of the resource and the amount and quality of the data gathered for each school to be unbalanced.

Of the 84 districts and schoolhouses reviewed, 48 ultimately had enough data for analysis of construction characteristics. While this number represents only 57 percent of the total number, it is actually a number that is far greater than expected, considering the amount of
time that has passed since most of the schools were built and the inconsistent manner in which various agencies and institutions maintain their records.

Because Table Four is long and may be difficult to follow, the following information is provided about each of the categories that were used in the analysis.

Foundation Materials

Only four types of foundation materials were seen during this analysis: brick, concrete, stone, and log. Only one school (Kelso) is known to have had a log foundation while the majority (of those that could be determined) were brick (58.3%)(this number also reflects a few adobe foundations [e.g., Agua Mansa]); brick was a common building material during the period and there were several local kilns. It is surprising that more foundations were not made of stone (only 29.2% were of stone) as there is an abundance of rock in local dry riverbeds. Records consistently confirm the fact, however, that stone was not a popular building material for schoolhouses during the 1880-1900 time period. Concrete foundations were the least represented at 8.3%. Because architectural plans did not state the type of building material to be used and because photographs were too often inconclusive, 50 percent of the total number of schools reviewed in the foundation category could not provide enough information to determine the foundation material.
Structure Materials

Thirty of the 31 buildings (96.6%) reviewed were constructed of wood (17 [35.4%] of the total 48 could not be determined). Only one school (Highland) was made of brick. Although it was a popular building material for homes, none of the schools built during this period were made of stone. Lumbering was a major industry in the San Bernardino area from the time of the Mormons, and, even though it often took days to haul supplies down from the mountains by wagon, records confirm the fact that wood was, by far, the material of choice for most construction, including schoolhouses. In his year-end report, the county Superintendent of Schools would list the number of county schools and the material from which they were made and, as an example, the superintendent's record for 1898 states that of the 74 schoolhouses in San Bernardino County at the end of 1898, "61 were built of wood and only 13 of either stone, brick, or adobe".

As to the design, almost without fail, boards were positioned horizontal to the ground from the foundation upward; boards covering the foundation (not always present), however, were usually perpendicular to the ground.

Structure Shape

Three building shapes were consistently found: oblong (longer one way than another), square, and cross-shaped. In addition, some of the larger schools had irregular shapes because of their size, a desire to take advantage of as much sunlight as possible, or subsequent additions. Of the total 48 schoolhouses, the shapes of only three could
not be determined. Of the remainder, 36 (80%) were oblong and 5 (11.1%) were square. The remaining buildings rested on foundations of assorted shapes, with two resembling the Greek cross (arms of equal length intersecting at right angles).

Doors and Windows

Unless the data source for a particular school was a written source or a blueprint, the presence of doors and windows was always obtainable. The numbers and placements of these attributes, however, was often confusing or misleading and some assumptions were made in these categories; a plus (+) sign follows the numbers in the Tables where these assumptions were made. Assumptions were always based on the obvious (e.g., assuming that there is more than one door if part of a back porch and stairs could be seen).

Undoubtedly because of Brooke's influence, all of the schools had ample numbers of windows (from 4 to 20). Thirteen percent of the schools had from 0 to 4 windows, 45.2% had from 5 to 8 windows, and 41.9% had nine or more windows. Because window placement was not shown on the architectural plans that were used, 35.4% of the total 48 in this category could not be determined. When visualized, however, without exception, windows were vertical (narrow and tall) and usually appeared in panels of two to five. Most were divided into panes and all showed evidence of some type of outside trim-work.

Doors were usually single-opening, but occasionally occurred in pairs. As many as seven separate entrances were recorded, but the
majority of schools had less than three. Door placement was highly variable, although almost all of the oblong schools had at least one door at the narrow end. Only two of the 48 schools did not provide enough information for a determination in this category; of the 46 remaining, 16 (34.8%) had one door, 18 (39.1%) had 2 doors, and 12 (26.1%) had three or more doors.

Bell Tower

Whether or not a school supported a bell tower was simple to determine from the photographs but impossible from the blueprints and only 30 of the total 48 could provide that information. Of the 30, 23 (76.7%) had a bell tower and 7 (23.3%) did not.

Structure Color

Of all the categories, the color of the schoolhouse was the most difficult to determine and only nine schools had enough absolute data for this category. Generalizations, however, can be made in regard to this attribute by reviewing the intensity of the siding color. In other words, even though black and white photographs were used, it was not difficult to determine whether the school was painted in a dark or light shade and photographs of schools with known colors helped to corroborate this evaluation. By using this method, 23 of the schools (76.7%) appear to be painted in some color other than brown, dark green, or red. Only five schools (16.6%) are known (or appear) to be red and two (6.7%) were of natural wood siding. Eighteen of the total number provided no data. While this is certainly not a foolproof
method, it does support Burr Belden's statement (1952:October 12) that the most common color for schools during the period was white.

School Grounds

An assortment of school grounds characteristics were accumulated during the research. The data were primarily collected in order to complete the picture of the environment in and about the rural southern California schoolhouse. Water sources, outbuildings, and purposeful plantings help to round-out that picture.

**Water Supply:** The water supply for the schools varied greatly. Some schools had no source and the water had to be either brought in large jugs or by each child daily. Other schools relied on springs, wells, or streams (some of which were diverted by pipes or flumes). Sixteen of the 48 schools provided no data in this category, but of the 36 that did, 10 (27.8%) had wells (artesian wells are common to this area of California), 6 (16.7%) had diverted water (ditch/flume), and 5 (13.9%) had large holding tanks that caught rainwater and/or were periodically filled by supplies brought by wagon. Forty-one percent of the schools depended on springs, ponds, or streams.

**Outbuildings:** The "Outbuildings" column used in the table represents standing structures other than the outhouse; buildings of this type would include barns, woodsheds, cycle sheds, play sheds, and other storage facilities. Only four of the schools could not provide this information. Of the 44 that remained, 35 (79.5%) had some type of outbuilding, usually a shed or garage. It is certain, however, that
since the function of all of the existing outbuildings could not be ascertained, some may have been outhouses.

**Roads:** Although most of the school photographs showed evidence of worn and compacted areas of the ground where wagons and horses brought the children to school, only 27.3% showed evidence of an established road; occasionally the road had a name, but this was very rare.

**Trees:** Because southern California is subject to strong seasonal wind, (and, once again, because of H. C. Brooke's desire to beautify the school grounds) a number of the schools planted lines or groves of trees. Sixty-one percent of the schools demonstrated some type of windbreak or large tree perimeter and tree types included eucalyptus, cottonwood, olive, some type of citrus, and peach.

**Other:** The "Other" column was created for recording the numerous other associated grounds items that were frequently encountered during the course of research. Such items include windmills, fountains, gardens, greenhouses, ball fields, flagpoles, fences, trash burners, corrals, fish ponds, horse tie-up bars, and assorted utility pipes. Eighty-two percent of the schools had one or more of these types of additional school apparatus.

**Outhouses:** Special focus in this category was placed on the existence and placement of the outhouse. The purpose of this focus was to develop locational patterns that might lead to a similar area for the Fairview Schoolhouse. Since outhouse areas can be spots where artifacts can be found in large quantities (as they have fallen from
pockets or have been discarded), such caches can be extremely useful in piecing together cultural patterns.

While only a limited amount of information could be gathered on this subject, enough evidence was available to be able to see consistencies in presence, size, and placement. Of 44 schools studied (four of the 48 had no data) 23 (52.3%) had direct evidence of an outhouse. Indoor toilets, of course, were also possible (found in some Eastern schools as early as the 1870s) but, while some of the larger schools may have had this inside facility, the only evidence that could be found to support that idea was where the blueprints showed no plan for an outhouse.

As late as 1921 (e.g., Harper Lake School) blueprints for the construction of some new schoolhouses were still showing outhouses behind them and it is believed that, while it is not impossible for an indoor toilet to have been present at Fairview and other contemporary schools, it is not very likely that it was a common occurrence. An additional indication that inside toilets probably were not widely used in this area during that period comes from the report of the Superintendent of Public Instruction for the years 1899 and 1900. Contained in this report are the floor plans for rural and village school buildings being constructed in the State of California at that time (one to four rooms). Appearing in the form of negative evidence, the plans for these schoolhouses (eleven years after Fairview was built) still show no evidence of an indoor toilet (Figure 11).
One confusing issue did arise over this particular aspect of school design; that issue relates to the term "watercloset," a term which is currently taken to mean a "small room with a flush toilet." Because some of the blueprints and architectural layouts for schoolhouses showed both a watercloset (inside) and outhouses (outside), it is believed that the term watercloset (at that time)
probably referred to a room that contained either a wash bowl or sink-type apparatus, perhaps with piped in water. Water lines are shown entering some of the buildings even though there are outhouses behind them. As to the placement of the outhouses, they were, in every case, placed behind the schoolhouse, regardless of the school's size or orientation. Fifty percent of the schools had two separate buildings (boys and girls or children and teacher) separated by some distance from each other and from the school building. The other 50% had a single toilet building with two entrances; there was one "three-holer." Figure 12 shows a typical schoolhouse/outhouse layout.

Figure 12

AMBOY SCHOOLHOUSE AND GROUNDS

Peyton 1990
Conclusions

A review of the data gathered on schools contemporary with the Fairview School allows the following conclusions to be made:

1. For the time, schools were architecturally equal to or ahead of other areas in the United States.

2. Buildings were well constructed, large, airy, and well lighted.

3. The majority of one-room schoolhouses were rectangular in shape and rested on a brick foundation.

4. Schoolhouses were predominantly constructed of wood.

5. All schools had a more-than-ample supply of windows, which were tall and narrow and usually paneled.

6. More often than not, there were only one or two doors, but more were present in some of the larger buildings; rectangular schools usually had at least one door placed on the narrow end.

7. Most schools of the period were painted in some light color, probably white or gray; evidence for a preponderance of "little red schoolhouses" is not present in this area of California during this period.

8. The majority of schoolhouses had some type of bell tower.

9. School grounds were usually large and contained designated sport areas. Sport areas include fields for baseball, football, basketball, volleyball, and handball. There were also tennis courts, and areas for croquet.

10. Sources for water varied greatly. Some schools had no source and water had to be brought from home by each child--other sources included artesian wells (common to this area of California), springs, diversion ditches, flumes, and even an occasional pipe.
11. Assorted outbuildings were noted but their function could not always be determined. It is known, however, that some were barns, woodsheds, or storage facilities; undoubtedly some were outhouses.

12. Some schools had specific evidence of an outhouse and it is believed that the majority did have them; indoor toilets were possible, but probably not common. Outhouses were always located to the rear, and some distance from, the school building. They were, as well, always placed inside the perimeter of the school property (e.g., inside the fence or tree line). Half of the schools had two separate facilities (one for boys and one for girls); the other half had a single building with two doors. One was a "three holer" (boys, girls, and teachers).

13. While all of the grounds appeared to have well-worn areas where wagons and horses brought the children to school, only a few had established roads that lead to the schoolhouse.

14. Trees and other vegetation were common on, and about, the school grounds. In some instances there were obvious gardens, both flower and vegetable, and fruit groves.

15. An assortment of other structures appear in photographs and in the literature. Such objects include flagpoles, windmills, corrals, trash burners, tanks, water troughs, horse tie-up bars, "sanitary" (drinking) fountains, and fences.
Artesia School after it was moved to Central and Artesia — 1908
Photograph 31 - BROOKE 1886 - (Photo N.D.)

Photograph 32- CALICO 1882 - (Photo 1986)
Photograph 34 - HINKLEY 1913 - (Photo 1917)

Photograph 35 - KELSO (1908) - (Photo 1908)
Pollack, 1972, p. 32 (Photo 1972)

Photograph 39 - SANTIMOTEO 1879 - (Photo 1987)

Photograph 38 - LUDLOW 1904 - (Photo 1906)

Photograph courtesy of the San Bernardino County Library
CHAPTER THREE
RECONSTRUCTING THE FAIRVIEW SCHOOL

While nothing short of an eyewitness, a photograph, or the builder's plans can absolutely confirm the architectural character of the Fairview Schoolhouse, accumulated evidence has provided enough details to allow informed conclusions to be drawn. Singly, none of the three resources used for this research could provide enough of the details needed to reconstruct the Fairview School, but, considered as a whole, a concept of what this one-room rural schoolhouse and its environment must have looked like has emerged.

Without the historical background, it would not be known that there has been, from the earliest times in the area, a special emphasis on education. It would also not be known that one of the county's first school superintendents had a major impact on the quality and quantity of school buildings and grounds constructed during Fairview's time and, even well past his years in office. Corroboration of these historical facts is found in the comparative evidence with historic photographs and other materials repeatedly documenting the existence of well-planned, large, and architecturally sophisticated school structures during that period. Both of these resources are then further supported by the physical evidence of the Fairview School archaeological site, which exhibits artifacts that are consistent with a structurally significant nineteenth century one-room schoolhouse. Without the historical and comparative aspects of the evidence, one
would wonder why such a substantial feature would appear in a rural and isolated location; without the physical evidence one could neither determine the specific physical attributes of the Fairview School nor support the claim that it represents the quality construction associated with H. C. Brooke's administration. Figure 13 represents this circular relationship.

Figure 13
Once all of the data has been gathered, organized, and analyzed
the task becomes that of fitting all of the pieces together like a jigsaw
puzzle; unlike most puzzles, however, the pieces do not always fit
neatly together. Fortunately, in the case of the Fairview School the
odd pieces are few and the majority of the information is adequate for
its purpose; most certainly, other reconstructions have been based on
far less. Following three years of research, the remaining text and
artists' conceptions are presented as the final result of the Fairview
School reconstruction process. Figure 14 has been provided in order
to make the referenced excavated squares easier to locate and all
referenced centimeter measurements are understood to be below the
local datum point.

ELEVATIONS

East Wall Elevation

Provenience

Artifact distribution along the east wall
of the foundation shows extremely high
concentrations of window glass and
construction materials (brick/mortar/
plaster, iron, wood, and nails). All of the meter-squares excavated
along this side (13 total) contain these materials between the 10 and
30 centimeter levels and the extent of their occurrence is 60
centimeters (except for the window glass that does not occur past 50 centimeters). Highest concentrations occur in squares S40-41-42/W20-21 in the 20 to 40 centimeter levels. Squares S30-31/W20-21 and S31-32/W20-21 (located at and beyond the northeast corner of the foundation) were two of three squares in the site requiring the deepest amount of excavation; building materials and large deposits of clean, loose sand and mortar were found in these squares. Other types of artifacts that appear along this wall with high to moderate frequency include vessel glass and metal objects (most of which are cans, bullet casings, or small iron fragments that cannot be identified).

Key artifacts (those identified as specifically belonging to, or contributing to the determination of, the attributes of the schoolhouse) recovered from this area of excavation include slate pencils, which were mostly clustered at each end of the foundation; wood coated with a light colored paint; a glass shard with red paint; three matching pieces of green pottery resembling a soap dish, school desk parts; and almost all of the glazier's points recovered from the site. With the exception of three articles that were found inside the south wall, all of the textiles that were recovered were also found along this side of the building. Table Five is provided to show the percentages of each artifact group found along the east wall.
Table Five

ARTIFACT DISTRIBUTION - EAST WALL

<table>
<thead>
<tr>
<th>ARTIFACT GROUP</th>
<th>%</th>
</tr>
</thead>
<tbody>
<tr>
<td>Brick/Mortar/Plaster</td>
<td>16.1</td>
</tr>
<tr>
<td>Ceramics</td>
<td>1.8</td>
</tr>
<tr>
<td>Iron</td>
<td>13.2</td>
</tr>
<tr>
<td>Nails</td>
<td>11.8</td>
</tr>
<tr>
<td>Organics (Wood)</td>
<td>12.6</td>
</tr>
<tr>
<td>Other Metals</td>
<td>8.6</td>
</tr>
<tr>
<td>Slate Pencils</td>
<td>2.6</td>
</tr>
<tr>
<td>Textiles</td>
<td>.4</td>
</tr>
<tr>
<td>Vessel Glass</td>
<td>11.2</td>
</tr>
<tr>
<td>Window Glass</td>
<td>15.1</td>
</tr>
<tr>
<td>Miscellaneous</td>
<td>6.8</td>
</tr>
</tbody>
</table>

Interpretation

Because of the high percentage of artifacts recovered from this side of the building, it is believed that the east side of the structure was an active one. The large deposits of window glass, wood, and other construction materials imply a wooden side of the schoolhouse containing windows and a door. Window glass is concentrated in very large amounts in squares S38-39-40/W20-21 at the 20-30 centimeter level and all of the glazier's points are found in these squares as well. The area between squares S40-41-42-43/W20-21 shows a decrease in the amount of window glass, but an increase in the amount of wood, textiles, ceramics, and personal items; the highest density of recovered artifacts in the entire site comes from these squares. As well, there is a five foot disruption in the stone foundation in this latter area with the normally smooth surface becoming jagged and containing what appear to be small post-hole type depressions. This
physical evidence seems to represent the placement of a double door and several windows along this side. The depressions in the foundation would represent the area where a door frame was erected and the jagged surface would represent damage caused by the dismantling of the building (dismantling probably included tying rope on exposed beams and literally pulling the building off of its foundation). A door or cabinet latch was also found in this area. In addition, because personal items appear with a high frequency along the extent of this wall, because the soils are fairly compacted, and because the area (in its pre-excavation state) was relatively devoid of vegetation, it is believed that the east side of the building was probably the children's play area and path to the outhouse. Personal items that were found at the site of the doorway and along the entire length of the building include fragments of clothing, slate pencils, pen tips, straight and safety pins, miscellaneous shards of vessel glass (including part of an ink or mucilage bottle), a clothespin spring, a shoe hook, a complete .22-caliber bullet, and bits of a slate board (probably the small hand-held type).

The deposits of clean, loose sand, wood, mortar, and other building materials found at the northeast corner probably represent an area where construction materials were stockpiled and mortar was mixed. Large materials, including planks, large shards of vessel glass, and a long metal band resembling a saw blade were found in these two squares. These materials are found through the deepest levels in the site and are believed to represent part of the builder's trench. As well,
this foundation corner exhibits an "offset" or "break in bond" which may infer that it was the final corner of the building to be completed.

The last items of significance found along this wall are iron desk parts and large pieces of an iron grating similar to the type of open plate used over air or heating vents. All of the recovered desk and grating parts, except one, (the leg of a desk, which was found along the south wall) were found in squares S36-37-38/W20-21. Since school desks would have been salvaged for use in other schools, parts found in the site most certainly represent broken desks that were discarded. Their context within the site may represent a trash area at this side of the building or simply the haphazard discarding of broken items at the time that the district lapsed and the schoolhouse was dismantled.

Rendering

A rendering of the east wall of the Fairview School is presented in Figure 15.
The West wall of the site has not been completely excavated. Four squares along the foundation and three squares adjacent and to the west of those foundation squares have been opened and both the northwest and southwest corners are exposed. Artifact distribution ends at the 40 centimeter level along this wall and there is only minimal occurrence between 30 and 40 centimeters.

At the northwest corner of the west wall (squares S31/W27-28-29), wood, nails, screws, mortar, brick, and both window and vessel glass appear in large quantities. Key artifacts recovered are plaster with red paint, a metal hook like those seen on boots and high-button shoes, slate pencils at two levels, a metal pen tip, a metal bracket, and numerous pieces of narrow yellow plastic. The most significant aspect of this area of the excavation relates to a densely compacted soil layer (from 2 to 6.5 centimeters in thickness) that appears at the 20 centimeter level and contains considerable rubble (gravel, pebbles, and cobbles).

The Southwest corner of the west wall shows a high frequency of artifacts in squares S43-44-45/W27-28, particularly between 0 and 30 centimeters. Beyond that point artifact distribution drops to nearly zero. Artifacts in these squares include a large collection of window
glass at the southeast corner and along the north wall of S42-43/W27-28 (10-20 centimeters), a large cache of nails in the same square but at the 20-30 centimeter level and miscellaneous small bones. Key artifacts include a plastic comb tooth, a large piece of brick containing the same color paint seen on fragments of wood from other areas, a metal button, numerous parts of slate pencils, and pieces of what appears to be a folding carpenter's ruler. As well, it is this area of the excavation where the south-end interior support wall was first located (S42-43/ W27-28). Table Six shows the percentages of each group found along the west wall.

Table Six

<table>
<thead>
<tr>
<th>ARTIFACT GROUP</th>
<th>%</th>
</tr>
</thead>
<tbody>
<tr>
<td>Brick/Mortar/Plaster</td>
<td>15.4</td>
</tr>
<tr>
<td>Ceramics</td>
<td>.7</td>
</tr>
<tr>
<td>Iron</td>
<td>14.1</td>
</tr>
<tr>
<td>Nails</td>
<td>14.1</td>
</tr>
<tr>
<td>Organics (Wood)</td>
<td>12.1</td>
</tr>
<tr>
<td>Other Metals</td>
<td>5.4</td>
</tr>
<tr>
<td>Slate Pencils</td>
<td>4.7</td>
</tr>
<tr>
<td>Textiles</td>
<td>.7</td>
</tr>
<tr>
<td>Vessel Glass</td>
<td>12.1</td>
</tr>
<tr>
<td>Window Glass</td>
<td>14.1</td>
</tr>
<tr>
<td>Miscellaneous</td>
<td>6.7</td>
</tr>
</tbody>
</table>

**Interpretation**

If the Fairview School follows the same pattern as many of the other schools that were analyzed, the west wall of the structure will be
a mirror image of the east wall, with the exception of the doorway. Unless more squares are excavated, however, the presence of a door on the west wall will be difficult to determine.

The compacted area that was found at the northwest end of the foundation may represent an area that has been trampled (as if near a doorway). It may also be an area compacted through a long period of heavy weight-bearing (e.g., perhaps from a water or fuel tank); these types of tanks have been noted near a back or side wall of other schoolhouses.

The bones found scattered throughout square S42-43/W27-28 represent those of a pet cat known to have been buried near this area of the site in the 1980s.

In general, it is expected that the west wall of the schoolhouse is similar in architecture to the east wall with the window placement being nearly the same; door placement will require further excavation. Squares S43-44-45/W28-29 (west of the west wall) show very low densities of artifacts. Because the same area of foundation along the east wall has a much higher density it is expected that the west side of the school building did not experience the same level of activity as the east.

Rendering

A rendering of the west wall of the Fairview Schoolhouse is presented in Figure 16.
Except for the corners, the north wall of the schoolhouse has not been excavated. The only squares that have been opened that can provide information about this end of the building are squares S30-31-32/W20-21 and S31-32/W27-28, each of which has also been discussed under the east and west walls. Large quantities of building materials are located at each of these corners and S30-31/W20-21, which extends one meter to the north of the building, is a believed materials dump site that is contemporary with the building’s construction.

Key artifacts found along the north wall include metal pen tips, slate pencils (clustered at each corner), and fragments of wood with light-colored paint. Table Seven provides the percentages of artifacts found along the north wall.

Interpretation

Because the north wall of the foundation has had the least amount of excavation and, therefore, provides the least amount of physical evidence on which to base any interpretation, data generated by the comparison of other schoolhouses will be relied on heavily for assumptions made about this wall of the building. There is little
question, however, that the north wall is the back end of the schoolhouse.

Table Seven
ARTIFACT DISTRIBUTION - NORTH WALL

<table>
<thead>
<tr>
<th>ARTIFACT GROUP</th>
<th>%</th>
</tr>
</thead>
<tbody>
<tr>
<td>Brick/Mortar/Plaster</td>
<td>15.0</td>
</tr>
<tr>
<td>Ceramics</td>
<td>1.6</td>
</tr>
<tr>
<td>Iron</td>
<td>10.2</td>
</tr>
<tr>
<td>Nails</td>
<td>13.4</td>
</tr>
<tr>
<td>Organics (Wood)</td>
<td>16.5</td>
</tr>
<tr>
<td>Other Metals</td>
<td>6.3</td>
</tr>
<tr>
<td>Slate Pencils</td>
<td>4.7</td>
</tr>
<tr>
<td>Textiles</td>
<td>0</td>
</tr>
<tr>
<td>Vessel Glass</td>
<td>11.8</td>
</tr>
<tr>
<td>Window Glass</td>
<td>12.6</td>
</tr>
<tr>
<td>Miscellaneous</td>
<td>7.9</td>
</tr>
</tbody>
</table>

When compared with other schoolhouses of the same shape and approximate size (e.g., Calico, Arrowhead, Warm Springs, etc.), the front and back ends of the buildings are usually those with the narrower dimensions, one of which supports the bell tower. Doors are placed in the front, or bell tower end, but rarely on the back end. If additional doors are seen they usually appear as multiple front doors, or as an additional door placed somewhere within the longer dimension of the building. Back walls also rarely have windows. Window glass was recovered from both corners of the north wall but this glass could just as easily represent shatter from nearby side windows. Twenty-five feet of wall space certainly allows enough room for windows but, because other schools with these dimensions only
have them occasionally, it will be difficult to support this idea without further excavation.

Overall, the area of the north wall probably represents a part of the site where there was little activity. If it is a wall that is typical of its contemporaries, it had no windows or doors and may have had a water or fuel tank (and possibly a shed or woodbox) located adjacent to or near it. It is also likely that any outhouses were near this area.

Rendering

A rendering of the north wall of the Fairview Schoolhouse is presented in Figure 17.

South Wall Elevation

Provenience

The south wall of the schoolhouse is the only wall of the foundation that has been completely exposed corner-to-corner (a total of nine squares). Of the 41 meter-squares in the site, S44-45/ W25-26 near the center of this wall was the most deeply excavated (70 centimeters). Large quantities of window glass, wood, brick, and nails were found along the extent of this wall and there were also high frequencies of vessel glass, metal objects (other than iron), and miscellaneous objects. Slate pencils occur in square
Figure 17

THE FAIRVIEW SCHOOL -- NORTH WALL

Peyton - May 1990
S44-45/W21-22 at every level (surface through 40 centimeters) and in several other squares as well. Ceramics occur in two levels in squares S44-45/W25-26-27 and a single textile artifact was recovered from square S44-45/W22-23.

Key artifacts include parts of a folding ruler, a piece of a brass school bell (the small hand-held type), a brad (the type used to hold school reports together), a decorative piece of cabinet hardware, the leg of an iron school desk, a door hinge, a bronze doorknob plate, part of a camel's hair paint brush (with ferrule), two metal eyelets (the type seen on shoes or belts), a small piece of leather, a fragment of pottery, a key-type tin can opener (with a coil of tin still attached), a cabinet or window latch, and metal pen tips (which occur along the entire wall). The percentages of artifacts found along this side are listed in Table Eight.

Interpretation

Artifacts of every class are represented in the area of the south wall, some in very high densities (e.g., mortar, brick, nails, window and vessel glass, and metals). The builder's trench is also quite apparent along this side of the building, indicated by changes in soil compaction and color and by the high level of building materials (similar to those changes seen at the northeast corner). Because of these high artifact densities and because of the presence of an interior support wall approximately six feet to the north (undoubtedly built to support a bell tower), there is little question that the south wall of the
Table Eight
ARTIFACT DISTRIBUTION - SOUTH WALL

<table>
<thead>
<tr>
<th>ARTIFACT GROUP</th>
<th>%</th>
</tr>
</thead>
<tbody>
<tr>
<td>Brick/Mortar/Plaster</td>
<td>15.1</td>
</tr>
<tr>
<td>Ceramics</td>
<td>.6</td>
</tr>
<tr>
<td>Iron</td>
<td>13.5</td>
</tr>
<tr>
<td>Nails</td>
<td>13.8</td>
</tr>
<tr>
<td>Organics (Wood)</td>
<td>12.2</td>
</tr>
<tr>
<td>Other Metals</td>
<td>6.4</td>
</tr>
<tr>
<td>Slate Pencils</td>
<td>4.5</td>
</tr>
<tr>
<td>Textiles</td>
<td>.3</td>
</tr>
<tr>
<td>Vessel Glass</td>
<td>11.3</td>
</tr>
<tr>
<td>Window Glass</td>
<td>15.1</td>
</tr>
<tr>
<td>Miscellaneous</td>
<td>7.1</td>
</tr>
</tbody>
</table>

excavation represents the front of end of the school building. Because of the high frequency of window glass and other artifacts along this wall, it is believed that this side of the building, like the east side, contained windows and was an area where considerable school activity took place.

Similar to the doorway located in the east wall, there is an irregular section of foundation in the area encompassed by squares S43-44-45/W25-26-27-28. While it is possible that this area also represents a doorway, no post hole-type depressions were noted during excavation. As well, because of the slope of the site from northeast to southwest, this area of the foundation was the closest to the surface and would have received the most amount of weathering and other damage. Although there are a number of original cobbles missing from this end of the foundation, a number of loose ones were removed during excavation and others may represent rock fall as a
result of the disintegration of the mortar over time. While it was typical of other schoolhouses to have doors in the front end wall, the size and shape of this schoolhouse infer that it would be quite unusual to have two doors this close together. Nevertheless, the possibility does exist as is confirmed by the layout of the Nipton Schoolhouse which is very similar in dimensions to the Fairview School (Figure 18). The presence of a doorway in the east wall of Fairview is easily justified by the physical remains; evidence at the southwest corner is ambiguous but is presented to support that possible theory.

**Figure 18**

![Diagram](image)

NIPTON SCHOOLHOUSE AND GROUNDS

Rendering

A rendering of the south wall of the Fairview Schoolhouse is presented in Figure 19.
Interior Excavation

Provenience

In order to locate the interior support walls and determine the extent of artifact distribution under the structure, selective excavation within the foundation was performed. Fifteen total squares were completed, eight of which were excavated in units of two. Only one square was excavated beyond the 50 centimeter level (S43-44/W25-26) and that square was essentially sterile at the 60 centimeter level. As expected, artifacts that were found in the interior areas were highly indicative of school activity (e.g., pen tips and slate pencils).

In addition to the main interior support wall (just north of the south foundation wall), two stone and mortar pillars approximately 20 inches square were found. These pillars lie 13'6" north of the south foundation wall, 7'3" from the east wall, and are 8' 6" apart. If all pillars are balanced beneath the building (on center), two additional pillars will exist approximately 13'6" feet to the north of the two existing ones (Figure 20).
Artifact distribution within the walls of the foundation is only dissimilar to the rest of the collection in quantity; the assemblage remains constant with every classification represented. The occurrence of construction materials decreases away from the foundation walls and then increases again near the pillars; large quantities of wood, window and vessel glass, nails, all metals, and mortar are found in the pillar squares (e.g., S39-40-41/W22-23-24-25-26).

Key artifacts found inside the main walls of the structure include a window or cabinet latch, numerous metal pen tips, slate pencil
pieces, fragments of slate board, straight pins, a piece of leather trim with stitching, a four by two inch swatch of wool-like fabric that appears to be hemmed, a small fragment of cream-colored silk-like fabric (the same as seen along the east wall), a metal wind-up device that could be a child's toy (top), and part of a porcelain doorknob. The percentages of artifacts found in the interior area of the excavation are listed in Table Nine.

Table Nine
ARTIFACT DISTRIBUTION - INTERIOR

<table>
<thead>
<tr>
<th>ARTIFACT GROUP</th>
<th>%</th>
</tr>
</thead>
<tbody>
<tr>
<td>Brick/Mortar/Plaster</td>
<td>16.3</td>
</tr>
<tr>
<td>Ceramics</td>
<td>1.5</td>
</tr>
<tr>
<td>Iron</td>
<td>13.0</td>
</tr>
<tr>
<td>Nails</td>
<td>14.5</td>
</tr>
<tr>
<td>Organics (Wood)</td>
<td>10.2</td>
</tr>
<tr>
<td>Other Metals</td>
<td>6.9</td>
</tr>
<tr>
<td>Slate Pencils</td>
<td>3.6</td>
</tr>
<tr>
<td>Textiles</td>
<td>.9</td>
</tr>
<tr>
<td>Vessel Glass</td>
<td>9.9</td>
</tr>
<tr>
<td>Window Glass</td>
<td>16.3</td>
</tr>
<tr>
<td>Miscellaneous</td>
<td>6.9</td>
</tr>
</tbody>
</table>

Interpretation

As has been typical of the entire excavated area, the largest percentages of artifacts in the interior area come from the construction classification. Large quantities of window glass, nails, mortar, and wood occur near all foundation walls and pillars; artifact densities of all types decrease away from these areas, however. Within the interior, which would have been beneath the floor while the school
was in use, slate pencils, metal pen tips, other metal objects (foil, can parts, straight pins, etc), and miscellaneous objects occur; three of the seven textiles were also recovered from these squares. All of these personal items would be consistent with the type of articles that would be likely to fall through the cracks in a wooden school floor.

Rendering

Because this part of the excavation would have been underneath the Fairview Schoolhouse, no rendering of the subsurface area has been attempted; Figure 20 shows this area by depicting the foundation layout and the projected position of any additional stone support pillars. In order to address the artifact assemblage that occurs beneath the floor area, however, a hypothetical layout of the school room has been provided in Figure 21. Artifacts that were considered when placing the contents of the room include:

1. The piece of a porcelain doorknob (accounted for by a door to the Library/Recitation Room).

2. Numerous bits of slate board found near the doorway and central east wall (accounted for by a slate board on the wall near the door and by desk placement [each student usually had a small hand-held slate board]).

3. Straight pins and bits of clothing found near the east wall and doorway (accounted for by a clothes closet near the door).

4. Slate pencils and pen tips (accounted for by desk and cabinet placement).

5. Pieces of ceramic bowl and/or soap dish (accounted for by the wash bowl and pitcher.

166
THE FAIRVIEW SCHOOL -- SCHOOLROOM LAYOUT

Paige Peyton - May 1990
In addition, the schoolroom is intentionally oriented to the north (toward the only blank wall). There are obvious reasons for this orientation (e.g., the north wall provides adequate space for a large blackboard), but, according to G. B. Emerson as quoted in Henry Barnard's *School Architecture*, there are other, less obvious, reasons for a north orientation that should also be considered:

It is very desirable that the north end of the school-house be occupied by the master's desk; that this end be a dead wall; that the front be towards the south; and that the desks be so placed that the pupils, as they sit at them, shall look towards the north. The advantages of this arrangement are,

1. that the scholars will obtain more correct ideas upon the elements of geography, as all maps suppose the reader to be looking northward;
2. the north wall, having no windows, will exclude the severest cold of winter;
3. the scholars will, in this case, look towards a dead wall, and thus avoid the great evil of facing a glare of light; or, if a window or two be allowed in the north wall, the light coming from that quarter is less vivid, and, therefore, less dangerous, than that which comes from any other... (1848:69).

Other objects have been placed in the schoolroom layout as well. While the presence of these objects is not based entirely on the physical remains, they have been placed in the layout as a result of a review of many schoolroom photographs from the Fairview era (e.g., Photographs 40 and 41). As well, numerous documents and books on the subject of appropriate schoolroom and school grounds items were encountered during research and provided descriptions and/or photographs of the types of items commonly used in and about schoolhouses of the period. Such school items might include a movable blackboard, a globe, a flag, pictures of early presidents, pen racks, a shoe scraper, a clock, and a thermometer.
LUGONIA SCHOOLROOM - 1899
A NOTE ABOUT BRICK

Of all the confusing issues that have confronted this reconstruction process, the presence of large quantities of brick in the site has been the most perplexing. Initial impressions concluded that it probably represented the remains of some type of outbuilding or grounds apparatus contemporary with Fairview (e.g., a storehouse or border for a garden or flower bed). Consideration was also given to something more recent, perhaps something associated with the park-like area created by the University (e.g., a barbecue pit). It was not realized, however, until the artifacts were actually quantified and their context considered, that brick was occurring in larger quantities than first thought and that those quantities were distributed throughout the entire excavated area at every level, including inside the foundation, which would, of course, have been under Fairview's floor. The question continued to be why there would be so much brick associated with a stone and wood building and why it would be found in nearly every excavated unit all the way around the building and down to the bottom of the builder's trench. To confuse the issue one fairly large piece of brick has the same light colored paint as is seen on some of the wood fragments and another large piece carries the imprint of a wooden plank (Photograph E1, Appendix E). While it is possible to have a number of scenarios for this occurrence, the resolution may be less curious than originally believed and may simply be the product of a construction method that is more commonly seen in eastern (U.S.) construction. The solution is believed to lie with the stone foundation.
and the obvious lack of damage on its horizontal (top) surface. In other words, if there is no structural damage or evidence of irregularity (e.g., nail holes for foundation sills or globs of mortar to hold joists steady), how was the wooden structure attached to its foundation? The answer to this question is that it wasn't attached and, in order to compensate for this and ensure that the building did not twist or slide on the foundation, builders might have used stone, wood, or brick to chink the area between the floor joists. This explanation also accounts for the paint and the wood imprint as those bricks could have rested either against the painted clapboard siding or beneath a floor board (weight bearing and moisture will cause brick to mold to an opposing surface). As an additional benefit, this chinking method also helps to seal the underside of the building from the wind.

To demonstrate this possible resolution to the brick issue, Figure 22 shows a cutaway of the east wall of the schoolhouse employing the proposed chinking method of construction. Because the floor joists would have logically run east/west, these walls should have the highest concentrations of brick remains; of the brick artifacts counted, 70 percent were found along these walls.
BRICK CHINKING METHOD OF FOUNDATION CONSTRUCTION

Figure 22

173
CONCLUSION AND COMMENTS

For the past several years I have been accumulating and digesting information of all types and credibilities about the Fairview School. I have also looked at (through documents and/or visits) hundreds of schoolhouses, regardless of their age, size, or location, trying to piece together some kind of convincing pattern by which I could reconstruct "my" little school. Some of this effort was rewarding and I was able to produce consistencies in some of the design attributes that were ultimately used in the reconstruction process. Other attributes, however, were more elusive and, even after this amount of time, leave questions that are difficult to answer.

Early in the research, I began to form a picture in my mind of what the schoolhouse must have looked like and, for the most part, the physical evidence has supported those early thoughts. Nothing can be more awakening and disconcerting, however, than to look at the numbers and patterns that ultimately emerge and realize that preconceived ideas need to be adjusted. I have, therefore, grudgingly, finally given up the idea that Fairview had a large, porched entrance on its south end and an indoor toilet. Nonetheless, there is no question in my mind that the Fairview School was a product of H. C. Brooke's faithful and sincere attempt to improve the quality of educational facilities in San Bernardino County; most assuredly this schoolhouse represents his tireless effort in that regard. I am equally convinced
that it was a beautiful little school and that, even though its life was short, it was a source of pride for the families in the district that it served.

Figure 23, the final rendering of this reconstruction process, attempts to bring the Fairview School back to life and to take the stones, slate, and bits of cloth that have been taken from the soil and put them in a place where you can almost hear the children laughing and playing in the schoolyard.
APPENDIX A

MAPS
Map 1

Map of the San Bernardino Rancho

U. S. Surveyor General
by John La Croze, Deputy Surveyor

June 1857

Map 1 Amended by Arda Haenszel and
Reprinted through the Courtesy of
The San Bernardino City Library

178
Map 2
Topographic Map of San Bernardino, California
U.S.G.S. Historical File
1897
Map 3
Topographic Map of San Bernardino, California
North Quadrangle
U.S.G.S. 7.5 Minute Series
1980
(Photorevised)
Map 4

Property of Muscupiabe Land and Water Company

c. 1890

Map 4 Courtesy of the
San Bernardino County Surveyor's Office
APPENDIX B

Deed to Land for the Fairview School

1888

Deed Courtesy of the
San Bernardino County Hall of Records
W. W. Severance and Caroline W. Severance both of the City and County of Los Angeles, State of California, for and in consideration of One dollar, the receipt and adequacy of which is hereby acknowledged by them to the Fairview School District of the County of San Bernardino, State of California, all that one acre of land, one-fourth part of a section, which is a part of the Public Domain, in the State of California, bounded and described as follows:

Commencing at a point on the North line of the 16th East Town of Edward owned by W. W. Severance, thence due East to the South line of the same town; thence due South to the South line of the 16th East Town of Edward; thence due West to a point on the 16th East Town Line, thence due North to the point of beginning and containing one acre of land, all a part of the land owned by Edward, which said land is the South one-fourth part of a section owned by Edward, lying in the 16th East Town of Edward, the South line of the 16th East Town Line being also the South line of a section owned by W. W. Severance.

In consideration of the premises, the said W. W. Severance and Caroline W. Severance do hereby sell, transfer, assign and convey unto the said Fairview School District of the County of San Bernardino, State of California, all that one acre of land, one-fourth part of a section, lying in the 16th East Town of Edward, the South line of the 16th East Town Line being also the South line of a section owned by W. W. Severance, all for the sum of One dollar ($1.00) to be paid in cash.

W. W. Severance
Caroline W. Severance

A copy of the original Grant Deed, where one acre of land was sold to the Fairview School District of San Bernardino, State of California, for the amount of $1 by Annie C. and Caroline W. Severance on February 23, 1888.
ORIGINAL GRANT DEED

THE FAIRVIEW SCHOOL
(Typed Version)

We, Annie C. Severance and Caroline M. Severance, both of the City and County of Los Angeles, State of California, for and in consideration of one dollar, the receipt whichof is hereby acknowledged Do Grant to The Fairview School District of San Bernardino County State of California, All that real property situated in the County of San Bernardino, State of California, bounded and described as follows:

Commencing at a point Forty five 50/100 chains North of the North East corner of Lands owned by W. R. Wiggins the same being eight chains East of the Center of Section Eight <8> Tp. One <1> N. of R. 4 West S.B.M. (San Bernardino Map) thence West Two <2> chains to a post, thence North three 33/100 chains to a post, Thence East three chains to a post, thence South three 33/100 chains to a post, thence West one chain to the place of beginning, and containing one acre of land. Also a right of way to lay a water pipe from the Northerly line of the land now owned by grantor, which said line is the Northerly line of the Muscupiabe Rancho across northern and adjoining lands to those herein conveyed now owned by us for the purpose of conveying water to the lands hereby conveyed, and it is agreed that as a further consideration for this conveyance the said water so conveyed over said right of way aforesaid shall when not needed by the grantees herein be at the disposal and use of the grantor herein, and that said grantor shall have the right to pipe the same from the land hereby sold to their adjoining lands and shall be allowed to run continuously when not in use by grantees to the lands of grantor herein, and that said water shall only be used for school purposes by said School District and only upon the land hereby conveyed, and in case of any alienation of said land by Grantees herein then the use of said water and right of way shall cease and determine. This grant is made and accepted upon the express understanding and agreement that the property hereby sold shall be used for School purposes only and that a School House shall be erected thereon within reasonable time from this date, and that if not so used and School House so erected as aforesaid, or if any change of place is made for the creation of a School House, then grantees herein will execute a grant to grantors herein of said property free of incumbrances. Witness our hands this 23rd day of February 1888.

Signed and executed in the presence of

Annie C. Severance

Caroline M. Severance

by J. S. Severance

Atty. in fact
State of California  
County of Los Angeles

On this 23rd day of February in the year one thousand eight hundred and eighty eight before me N. Lindenfeld, a Notary Public in and for the County of Los Angeles, State of California, residing therein duly commissioned and sworn personally appeared Annie C. Severance known to me to be the person described in whose name is subscribed to and who executed the within instrument, described therein as a married woman; and upon an examination, without the hearing of her husband, I made her acquainted with the contents of the instrument and thereupon she acknowledged to me that she executed the same, and that she does not wish to retract such execution.

In witness I have hereunto set my hand and affixed by official seal the day and year last above written.

N. Lindenfeld  
Notary Public

State of California  
City and County of San Francisco

On this Twenty fifth day of February in the year one thousand eight hundred and eighty eight before me E. B. Ryan, a Notary Public in and for the said City and County of San Francisco, residing therein duly commissioned and sworn, personally appeared J. S. Severance, known to me to be the person described in and whose name is subscribed to the within instrument, as the Attorney in fact of Caroline M. Severance and the said J. S. Severance duly acknowledged to me that he subscribed the name of Caroline M. Severance thereto as principal and his own name as Attorney in fact.

In witness I have hereunto set my hand and affixed my official seal the day and year last above written.

E. B. Ryan  
Notary Public
APPENDIX C

1917 School Histories

School Histories Courtesy of the
San Bernardino County Library
History of Arrowhead District
Compiled by the Arrowhead School
1917
Chapter III

The Greendale School

There were formerly ten schools in this district. One was
abandoned in 1942. The remaining nine schools
have been maintained with great economy by
the local school authorities. They have
been able to maintain a high standard
of education, which is evident in the
achievements of the pupils.

The Greendale School House

The school was opened in 1900 and
has been in continuous operation
ever since. It has a capacity of 200 pupils.

Later, about 1910, a new wing
was added to the school, thereby
increasing its capacity to 300 pupils.

The school is well equipped with
modern educational aids, including
a library, a laboratory, and a
music room.
The school house is quite a center for people. The people have a dancing club which is called the Arrow and Dancing Club and have a dance every Saturday night. The music from which makes these dances possible was laid gratis by Mr. Harry Simms and Mr. R.L. Pierce. The source of the music was at first a victrola and the same organ which was bought many years before by Mrs. Emerson and Miss Winegar. Later a piano was added with the people paying fifteen cents a piece every month to pay the rent on the piano. Music for a person to play and other expenses.

Our school house is painted gray on the outside and has windows.

The inside it has a green ceiling and about half way on the sides which are plastered. The lower half of the wall is unmixed. There is a trophy of the country library in the school. The clicks are all made of wood and they may be moved to the sick of the wall and put out of the way for the dance.
HISTORY
OF THE
BROOKLYN
SCHOOL
DISTRICT
History of The Brooke School District

About thirty years ago there was one little boy that lived in what is now known as the Brooke School District.

This small boy was an industrious child and traveled a great deal farther for his education than we children do now. As there was no school within our district, this boy rode horseback across land covered with sagebrush and rocks to the "St. Elmo School" in San Bernardino.

The appearance of our district at that time and for a number of years afterward was covered with sagebrush and had the appearance of a wilderness.
to the company began to improve.

Addison

would the factory of one of our nearest

neighboring town of the company own found

nearer. The good company, Our of the
down, our land and our minds, their

attention, much of which we could manage, one in

these years, first for the make, very

drutted as that thing may just as

country. The make anything for the
tread as though man were done across

state, were in need and such
Our church was founded
then a good deal of travel
and worked down on this
and made a

a good deal. You now find of

And until the church was changed.

in which to teach the poor of the
area, and trained to pour to

forward news of success plus two
the formation of others in

and taken a good deal of care of school.

in which you can arrive to


produced output can and

productive to cross country hunting

achieved and much seen made them

3
thad this chukednumbly narrow goes
mend to the center of the chuked so
we did the school back down to fc
in other parts of the chuked. They
named with children had all settled
exreme schoolhouse co the chuked
became classed off with the chuked
in vacation fifteen years. From the 1930s
This school remained in this
was numed after the maris
in the chuked and communably.
To hom the growth munum of children
find. We've increased philumate enough
that at chuked to the chuked of
you never were in your famulie
Communion the faith book much
was local audit of hishand
built during the year of 1831 and
the need of a school. The school was
built and the torpe begin to see
the end and the torpe begin to see
The school house was moved to its present situation in 1901.

The improvement of the district by this time was greatly noticed. The roads were oiled and ditches were no longer used for the purpose of carrying water to the desired places. Pipe lines were laid; this being a more convenient way of and improved way of conveying the water.

About this time, most of the land was again cleared and replanted to young orange, lemon and grapefruit trees. Mr. Sullivan was the first man to plant his grove.

The land now changed hands and was known as the ‘Big Four Ranch’ which consisted of four hundred acres of young orange, lemon and grapefruit trees.
The demand on demand took a gradual
and decision to strengthen and reduce
your license fee. This device that
Guarded number near the

the country

the number and coming the foot in

The more green we now in

Great as recommended

new path. Right hand clamped and reduced
different licence that wereock. But
need your Exon quarter over progressive.

During the coal-award our

Concordia Company

said by a company weason or the
around by formal families or near

As part of our domestic not

in the Big Three

the remaining hand was their turned

A number of years after one hundred
many people.

This small boy that was the first child in the district is now one of the school trustees, Mr. Henry Bohnert.
The committee of the school

found about the education

and a long wait to a divorce

and to teach them. Several of the education

and things and experienced. 

and it on this note of a minor skill. 

and the second to have a new era. 

After the second of science functions.

that the information in the

to build them a goal house as they earn

the committee a goal time, they are going

the same segment." "I am writing

and had nothing of the corresponding

and had nothing of the corresponding

and had nothing of the corresponding

and had nothing of the corresponding

and had nothing of the corresponding

and had nothing of the corresponding

and had nothing of the corresponding

and had nothing of the corresponding

and had nothing of the corresponding

and had nothing of the corresponding
There are about twenty-five children that go to school now. Mr. Harris and Mr. Hodge are the trustees. The Hinkley school is about the best school house on the desert. It has good school grounds, there is a windmill and tank, there are some trees on it. It has a hedge and a fence goes around the school grounds. The school is going to have a basketball in a little while.

The country is developing very rapidly; several alfalfa ranches and orchards are started. Most of the people are buying money from the government to improve their farms. the soil well produces most anything if it is well cared for. When the wind blows, the trees they have to stop some of it from killing the young alfalfa.
The History of Mission District.
San Bernardino County, California.
by
Mission School,
Central Building.

Illustrated and bound by
the school.
February, 1917
Views of San Bernardino Mission.
Ganja, with original alders.

Gage Canal.

Original cottonwood at Duaine Van Leuven's.

Old Indier Ganja.
Spanish School.

Old Mission School.
Erected 1880.

Barton School.
Chapter II.

Schools and Church Services.

In 1854 was erected the first school house to be built in San Bernamardino Co. It was built on Alberts' Bible place, where Son Tun-ke's house now stands. The material used in its construction consisted of slabs hauled down from Mill Creek saw mill, located at Forest home, by ox teams; split clap-boards for the roof; rough boards for the floor with cracks so wide that pencils fell through; the windows were just openings with wooden shutters. Mr. Van Suren's oldest son professor taught the first school. He taught from 1854 to 1856. He had 16 scholars; three of them, Made van Suren, Indig Wilson, and Emma.
Chicken, and Corn, you'll learn
like chicken, and Corn, you'll learn.
Children, Corn, and, Jaxon, the
children, Corn, and, Jaxon, the
hands and mouths; we learned
children, Corn, then exactly.
Said, one, and, exactly. On board
children, Corn, chicken, Corn's,
chicken, Corn, spicy, and, Mohammed,
the chicken, and, exactly, the Becca,
hands, and, Mohammed, the hands,
the, children's, Corn's, fingers, and, Corn's;
for, chicken, Corn's, fingers, and, Corn's;
across, Corn's, The, children's, Corn's,
across, Corn's, who, who went to this
across, Corn's, who, who went to this
in this building. Print of the
the, children's, and, man, kind to each
of, this, the, children's, and, man, kind to each
of, this, the, children's, and, man, kind to each
Wilson and, Child, having in the
 Where and, Child, having.
School and Church Services

One day Mr. Boren told the children that he would give them a half holiday if they help him plant some trees at home. The two oak nut trees standing close to the yanja on the old Curtis place are two of those trees. We think this was probably the first Arbor Day kept in the county.

This school was a private school and tuition was charged the parents. The second school was built across the yanja from the present Central building on land now in oranges owned by Mr. J. W. Cole. The land was given by Dr. Sincleare. The lumber by Dr. Barton and Captains Pickson gave the brick.
The Santa Cruz High School class in 1876

which you cited on page 215

of the book.

This is a list of the names of the

teachers at Santa Cruz High School from 1876 to 1888.

May I suggest that we

meet tomorrow evening for a

church service at 7:30.

School and Church Service
Front communication faced

In the course of human thought.

Down Church and down the street.

Down Church and down the street.

Down Church and down the street.

Front communication faced

In the course of human thought.

Down Church and down the street.

Front communication faced

In the course of human thought.

Down Church and down the street.

Like a blind man, and you know what;

Committid to the race and the goal, and

In knowing was the first 목적

And carried yard for another year.

On what is near, the hunt began.

Choosing Church services.
concluding the service now.

So Christopher ended up now
He got a grand deal of flour
In his wagon beside with three
Monday morning he went down
And a grain store in closing
So he rang the bell.

The doctor came. He needed fresh
To give once a month to each of you
In the morning and to change your feet
With a hot foot bath.

And our house is closed. During the
Take in charges at the service of
Develand and Church Service.
VIEW
DISTRICT
from
OUR First School
House.

218
CONTENTS

School-yard picture by 1st, 2nd, and 3rd Grades.

Description of yard and buildings by 4th Grade.

Product maps by 6th Grade.

Products and industries by 7th Grade.

History of Mountain View District by school.
History of "Mountain View District"

The earliest history of this district reaches back to the time when water covered the land. This has caused the sandiness of our soil. Some people think the glacier reached this far south, others do not.

The original inhabitants were a few wandering Indians and many wild animals such as antelope, deer, coyote, and rabbits, with the occasional bear or bobcat and rattlesnake among them.

Later this became quite a sheep country, and cattlemen passing through with cattle stopped for a while.

Soon homesteaders began to come in attracted by the cheap land and pleasant climate. Most of the people came in wagons or horseback over the mountains.

The earliest settlers came in 1880. A great many came in between 1884 and 1885.
Earliest Products and Occupations.

In early times there were very few people here; only some sheep herders and cattlemen passing through.

Most of the early inhabitants were coyotes, squirrels, rabbits, antelope, three bears and rattlesnakes with here and there a wandering Indian.

There were few occupations; chiefly sheep and cattle raising. Some barley was raised but rain was sparing and water scarce.

Some homesteaders came and began dry farming. Radishes and alfalfa were introduced about 1890. Then they began raising more cattle, sheep, horses and hogs. They also started some fruit and nuts.

Eucalyptus and pepper trees were brought from Australia and from other parts of California. The peeping fir, spruce and some were the only native trees.

There were many elder bushes, sage, and thousands of flowers but the rest was just sand until the homesteaders came.
and what Alle. barbecue and what Alice. The first house you made and eight hours, seven weeks and only a few thousand dollars. And then, you made a few more, but they were not very large. If instead of what is now 69648, you moved and sold the school, you might be able to move the school. But you were just lucky enough to sell it a house and for $200. Then you sold the house and bought enough money and did some more a good many miles over much which could almost be a disadvantage to the children who were coming all the time and had a good many children and a few until they were asked to adopt the children, which would be a great help. And then, I was in 1884 Wm. Lockier and I wrote a lot of poems and such.
Some of the earliest scholars were Mary and Ben Collins, Frank and Stella Van Wigo, the Monk's children and the Lockwoods. The district was much larger then than it is now. It was over seven miles wide and six miles long. Now it is five miles by five miles.

In 1889 there were many more people taking up land. The district thought the school house too small. Mr. Collins and others worked until they persuaded people to build a larger school house in the middle of the district.

Our acre was donated from what is now the Stoner ranch. Then the well was dug. People came for miles to this well as it was one of the first wells in the neighborhood.

When the school was finished the people gave a dance and raised money to buy a tall flagpole and a large flag.
There are two school houses. They are painted yellow, red, and brown. The large school house has trees, play ground and a woodshed. Inside the large school house there are twenty-four desks, three tables and many chairs. Also, five blackboards and a big clock. Inside the little school house there are bounds in both school houses. The biggest one is 31 by 15 ft. The small one is 30 by 15 ft. We have two drinking fountains a flag pole and a flag.
Description of Our School Ground.

Our school ground is 385 ft. from East to West and 345 ft. from north to south. It is large and sandy.

The shape is longer than wide.

It is on Archibald Avenue.

On the school ground are; a barn, many trees, two swings and a ball ground, a barn and some outbuildings.

We have a line to carry the children.

On one side is an apricot orchard; on another the embriques, and Archibald Avenue in the front.

We play ball and jump rope.
Dances were held from time to time to buy dictionary, teachers chair and desk, and
some library books.

Mr. Van Wigg planted the eucalyptus
and pepper trees in the school yard
and up the driveway. Mr. Haneler hauled
some of the lumber for the school build
ing.

The Southern Pacific was the first
railroad in this district thirty-two
years ago. Mr. Haneler had the first liv
ery.

Kaffir corn and alfalfa were introduc
ed into the district about 1890 and did
much to increase the land value. Of
course the increase in families increa
sed the size of our school body.

In 1916 the district built another
smaller room off by itself, but on the
same acre for the primary grades.

In the same year the road in front
WASHINGTON
DISTRICT.
The day of pioneers, Indians and hardships seem to be intermingled in our minds as something very remote; something so intangible to be real, but let us spend even a few hours with one of these early pioneers and we have a much clearer picture of the days when this valley was still unsettled by white people.

Many years ago a small caravan, consisting of eight or ten men and their Naphtha Lake for west; even automobiles were luxuries in those days, so these brave men and women started across country in covered wagons drawn by oxen. Their journey was a long and tiresome one; dangers hemmed them in on all sides. There was peace to be kept with the Indians; the Wild beasts to be kept at bay; Mountains to be crossed, and swollen rivers...
to ford. At last in 1857 the caravan reached San Bernardino by way of Cajon Pass.

Our American Pioneer found conditions good in this valley. The land was inhabited by civilized people, and, while the Indians were troublesome, they were manageable.

Messrs. Ambrose Hunt and George Cooley, Sr., were among the first white settlers in this district, having come across country with the caravan from Nephi City. The pioneers built their homes of adobe and sometimes of brick. They lived mostly on wild game until their crops could be planted. Some things they obtained from the Indians.

Mr. Hunt settled on the ranch where Ft. Benson was located, and has lived there for the last fifty years.

The Washington District school was at one time united with the Mission District, near, or at, "Old" San Bernardino. There were not many children going from this district, but a team and driver had to be kept
in readiness for rasing one chimney
to and from school. Mr. Hunt was the
first to propose the formation of a new
district, possibly because he had been
driving his own team back and forth
to the Mission School.

John Brown, Jr., was county
Superintendent of Schools at the time, and
at first, was very much opposed to forming
a new district. None of the schools
were very large those days. He at last
consented to the plan, and asked Mr.
Hunt what name he thought suitable
for the new district. Mr. Hunt at once
replied, "Washington; Sir, after the
Father of Our Country."

The district was organized during
the year 1872. The first step had been taken;
the next was to find a suitable building
in which to hold school, until a
permanent one could be built. No other
building being available, Mr. Hunt
offered a small adobe house which
had been built for some of
his help to live in. This
building stood on the
southwest corner of the
Hunt ranch, close by the
The school was poorly organized, and conditions did not improve that organization. The school room was neither lighted nor ventilated properly. There were very few children in this first school. There was very little yard room for games of any kind.

In the meantime a frame building had been built on the Stewart ranch, directly opposite the adobe building first used. This was to be a permanent school house for the district. It was small, but well lighted and ventilated. The seats were comfortable, and there was sufficient room for play. Even Mr. Brown was satisfied with the new district.

School was held in this building for a number of years, when one night two amazing things happened. This valley experienced a hard snow storm and the school house burned to the ground in the midst of it. It was thought a tramp had taken refuge in the building and carelessly dropped a match, thus causing the destruction of the first permanent school house in Washington District.
Consultants in every way,

just in Canada, which, according and
their favorite corner. To remaining to
mean for the politician to labe
donors to show that there in accordance
building new public, despite. Therefore, financial was
picture of Canada in which the President

in 1944乔治 G. S. 丁, denim a

all, bankers and IL, clean-up

All the Kennedy administration movements
done of the canky-trauing wise
untill a new building could be build
the common men's, off a sound of our
Pennsylvania, was expected to expert in our
The most, building wanted you another

you can understand.

foot for you home, another floor the other
A C. Paulidan, near, broad leaf, each of other
the city, of the front of this church, when the
edict and building finance. Many, some
finish a part of this, in the cany, in
other accidents, building in which to

-monitor food by this year's, as this very in

The story was very much.
Nothing above the sumptuous

Exceeds with frames of fifty years ago.
APPENDIX D

Dendrochronology Report
TO: Russell Barber  
FROM: Lee Dexter  
SUBJECT: Dates from Fairview School olive grove specimens

SPECIMENS: 4 increment core and 2 disk specimens were included in the analysis. The specimens are as follows:

Core #1 taken from tree #1 (NE corner) 70 cm above the ground. Terminal growth year 1988.
Core #2 taken from tree #21 (NW corner) 50 cm above the ground. Terminal growth year 1988.
Core #3 taken from tree #12 (SW corner) 57 cm above the ground. Terminal growth year 1988.
Core #4 taken from tree #7 (SE corner) 55 cm above the ground. Large disk taken from dead stump in the tree #1, terminal growth year of this specimen is not known.
Small disk taken from tree #5, one of the smaller trees along the west side. Terminal growth year 1988.

All core specimens collected August 5, 1988 by Russell Barber, Dane Chance, and Lee Dexter. All disk specimens collected approximately 2 months later by Dane Chance.

SAMPLE PREPARATION: Core samples were cemented into slotted wood mounts with the tracheid cells oriented for optimum surfacing. The cores were air dried as the cement was allowed to cure. Following drying the cores were sanded with successively finer grits of garnet paper. The cores were treated with 5% phloroglucinol in ETOH to enhance the latewood/earlywood differentiation. Disks were sanded on belt sander with successively finer grits of paper and treated with 5% phoroglucinol in ETOH to enhance the earlywood/latewood differentiation.

COUNTING PROCEDURES: I do not know much about the growth habits of Olive and neither Rick Minnich (UCR geography) nor Ruth Wilson (CSU biology) was able to shed much light on this important aspect of the dating. I am assuming one growth ring per year with minimal dropped ring and/or double ring problems. Double rings would be unlikely in a strong single precipitation season climate such as that of the San Bernardino area. Missing rings are a much greater possibility. If strong drought years can be identified since the late 1800's a closer search for missing rings might be useful. Also fire or other damage could retard growth to the point where diminished vigor could lead to dropped rings.

Of greater importance is the great variability in the clarity of the earlywood/latewood differentiation. In some cases the annual rings are easily distinguished and counted. In other cases the annual rings are hard to distinguish even with dyes and low
power magnification. As a result two counts were done on each specimen. One count employed and "optimistic" bias where anything that looked like an annual ring was tallied as such. A second count was run several days later using a "pessimistic" bias where anything that looked questionable was excluded from the count. The resulting values are quoted as the mean of these two values with the error bars defined by the high and low counts.

RESULTS:

| Core #1  | 94 years | 1890 +/- 4 yrs. |
| Core #2  | 77 years | 1908 +/- 3 yrs. |
| Core #3  | 43 years | 1947 +/- 2 yrs. |
| Core #4  | 70 years | 1911 +/- 7 yrs. |
| Large disk | 61 years +/-5 | T.G.Y. not known. |
| Small disk | 13 years | 1975 +/- 1 yr. |

DISCUSSION: During growth Olive trees produce multiple branched clusters of trunks emanating from a common base. I do not know if each trunk lives the full life of the individual. Results here suggest this may not be the case. In any event it is not a simple procedure to select and accurately core to the center of the oldest trunk. Given the difficulties encountered it appears that one of the specimens dates from a time span (1890 +/- 4 yrs.) which is contemporaneous with the Fairview School. Other specimens suggest several of the trunks may date from the early 1900's. The series of 5 smaller trees along the west margin of the grove appear to date from around 1975.
APPENDIX E

Additional Photographs of Artifacts
Recovered from the Fairview School Site
Photograph E1 - Brick with Wood Imprint and Brick with Paint

Photograph E2 - Bullets
Photograph E3 - Door and Cabinet Hardware

Photograph E4 - Miscellaneous (pen tip, clothespin spring, foil small brush tip with ferrule)

242
NOTES
NOTES

(1) From the 1806 diary of Father José María Zalvidea, translated by George William Beattie:

August 12. This day we rested at Guapiabit [site of present day Las Flores Ranch]. This ranchería [a group of dwellings, usually huts] has nineteen men, sixteen women and eleven children. I baptized in this place three old women and two old men. To the first I gave the name Juan and to the second Antonio; to the first old woman Juana, to the second Antonia, and to the other Clara. Two leagues [one league equals roughly three miles] from this ranchería there is a mountain ridge covered with pine trees. Near the ranchería are small ponds of water and moist lands suitable for cultivation. To the south of the ranchería, across the mountain range, there are other Indian rancherías [now the area of the San Bernardino Valley].

August 13. This day we went out in a westerly direction from the ranchería of Guapiabit. After going four leagues we came to the ranchería of Muscupiabit. We saw in it fifteen to eighteen wild Indians and some little ones. I baptized two old women. The first I named Francisca and the second Ambrosia. Four leagues from this place we saw a ranchería containing five uninhabited houses [near the foot of the old Mojave trail in Cable Canyon]. Two leagues west from this ranchería a large stream [Llytle Creek] flows. According to what they told me, it discharges into the Santa Ana River. We passed the night a short distance from this stream.

August 14. This morning we set out in the same direction as yesterday. Two leagues from our starting place we encountered a very old Indian who was barely able to walk, and after having instructed him in everything necessary for baptism, and he having voluntarily accepted the Holy Baptism, I proceeded to baptize him in the very road where we found him. Four leagues from the place where we slept last night we came upon a large stream of water [Cucamonga Creek] and much land suitable for planting. Two leagues farther on, another stream [San Antonio Creek] was found that differed little in size from the last one. Near this stream is the ranchería of Guapiana. In it are several little ones of San Gabriel.

(2) San Bernardino was named after a saint who was born in Sienna, Italy, May 20, 1382.
(3) *Capilla* is the Spanish word for chapel. It is likely, however, that this chapel was more similar to an *enramada* which is a temporary structure usually made of brush, like a bower. Such temporary structures are still seen today as a part of some Hispanic religious celebrations.

(4) There has been considerable controversy among San Bernardino County historians over whether or not Father Dumetz actually made this visit to San Bernardino in 1810. In 1988, Dr. Bruce Harley, archivist of the Catholic Diocese of San Bernardino wrote an article relating to the event for the San Bernardino Museum Quarterly; he covered the issue in depth. No judgement is made here concerning that controversy; it will be for the reader to agree or disagree with Dr. Harley.

(5) In addition to the New Mexicans and the Cahuillas, Don Antonio Maria Lugo also enlisted the help of Michael White, an Englishman who Don Lugo had met when he passed through the Valley with the pack train that brought the New Mexicans. White agreed, in 1843, to accept an offer to settle "one league more or less" in an area near the foot of the San Bernardino Mountains at a place called Cajón de Muscupiabe. He built a heavy timber house there and attempted to fulfil his mission of guarding the Cajón Pass area from horse thieves. White and his family, however, were soon overwhelmed by the number of marauders and after six weeks when all of his stock had been stolen and his crops destroyed, returned to the San Gabriel Mission (Peyton 1987:10).

(6) Indians and renegade whites were not the only dangers to early colonists of the San Bernardino Valley. Wild animals, particularly grizzly bears, were a serious danger when hungry or injured and many stories of confrontation and death have been chronicled in historical documents.

(7) Sporadic raiding continued, despite the efforts of these persistent colonists, until California became part of the United States (Robinson 1958:22).

(8) Mexico claimed that the Nueces River, which was considerably north and east, was the border.

(9) Susa Young Gates was a daughter of Brigham Young.
This statement of acreage was exaggerated and suggests that Lyman and Rich had been deceived by the original land owners who did not accurately know the extent of the land that they occupied (Raup 1938:49). This misunderstanding was to create considerable problems later in history (See section entitled "Causes for the Exodus.")

The fort was built on land almost directly on top of present-day Arrowhead Avenue in the city of San Bernardino. It extended diagonally between 3rd Street and 4th Street with some additional area to the south, west, and east.

Also seen in many historical documents written as bowery, the term refers to a shady, covered structure usually, but not always built of foliage.

The fort was demolished in 1856 (Croy 1955:50).

On November 7, 1852, Colonel Henry Washington, a United States deputy surveyor erected a monument on top of Mount San Bernardino to serve as the initial point for a base line (east and west) and a meridian line (north and south) that would govern all official surveys made in southern California. Base Line Street is today a major east-west thoroughfare through the city of San Bernardino that crosses the entire width of the city and runs straight toward the monument erected by Washington (Robinson 1958:30).

In 1917, the county school districts of San Bernardino held a contest in the writing of their school histories. The Mission District won that contest and received $10 that was used to purchase a "Victrola" (Haenszel 1987). The Tenney's school at the old asistencia is believed to be the first school to be considered part of the Mission District and the following excerpt relates to that school:

... the material used in its construction consisted of slabs hauled down, [sic] from Mill Creek sawmill, by 4 teams; split clapboards for the roof; rough boards for the floor with cracks so wide that pencils fell through; the windows were just openings with wooden shutters ... Some of the scholars who who [sic] went to this school were; The Wilson children ... The Frederick Van Leuven children ... the Bybee children; ... Ben Boren's children ... Mr. Tenney's children (Mission School 1917:Chapter VI, n.p.)(Appendix C).
Because Sherwood laid out San Bernardino in this design, it is markedly similar to Salt Lake City. This pattern was duplicated in several other southern California towns as well (Santa Ana, Long Beach, Fullerton, Orange, Claremont, and Pomona). Even the streets were named after Salt Lake streets (Kirtland, Camel, Grafton, Utah, etc.), but these names were later replaced by the names that we know today (Arrowhead, Sierra Way, Mountain View, D, E, F, etc.) (Raup 1938:22).

At this time, the three schools would be the one adobe inside the fort and the two adobes on Fourth Street between Arrowhead and D Streets.

School records indicate that a William S. Warren was a teacher in San Bernardino from 1855 to 1857.

The journal in this reference is the Journal of the San Bernardino Branch of the Church of Jesus Christ of Latter Day Saints. Originally in three volumes, two of the original are in the Library of Church Historian, Salt Lake City; the third is missing (Beattie 1939:436).

The event in San Bernardino history known as the Mountain Meadow Massacre is reported in several documents to be both confusing and controversial. According to Beattie (1939:280-286), who is believed to be the most reliable of the sources, a wagon train of about 180 non-Mormons was traveling from Missouri to California through the Mountain Meadows area when they were reportedly attacked and slaughtered by Indians. While most people believed that the Indians had actually committed this act, others believed that the Mormons had a hand in it in retaliation for wrongful deeds suffered by their people while in Missouri. Regardless of who really committed the deed, anti-Mormon tensions further increased in the valley and Brigham Young was well aware of it.

For some time the San Bernardino settlement had been viewed by Utah Leaders with disfavor. Judge Horace C. Rolfe wrote:

The growing prosperity of the people of this settlement, compared, at that time, with the rather meager advantages and even necessities of civilized life which then existed in that country [Utah], then so far isolated from all other civilized people, was a great temptation for many of the faithful to leave there and come to California, and the existence of this branch of that people gave them a plausible excuse for so doing (n.d.,n.p.)
While it is acknowledged that all of the mentioned issues were associated with the withdrawal of the Mormons from San Bernardino, it is strongly believed that Brigham Young was most fearful of having too many of his colonists drift away from the Church. From the beginning, he had been disturbed over the number of his people that had chosen to relocate to San Bernardino and, throughout their time there, he was acutely aware that many were drifting from his power. Most certainly he was distraught that only about half of them obeyed the recall. Considering the profile of this strong Mormon leader, the desire for absolute control over his flock was, most assuredly, the most pervasive reason for this order to return to Salt Lake. Indeed, some of the settlers who obeyed the recall ultimately returned to San Bernardino.

Although the Fairview Schoolhouse was not built until 1888, once the district was formed in 1887, classes commenced; where these classes were held is unknown. The earliest known reference to classes being held in the district appears in a December 24, 1887 San Bernardino Weekly Times article which states:

This morning a Times representative called on School Superintendent H. C. Brooke and from him gleaned the following information relative to the schools of the county. Beginning at Agua Mansa with R. C. Curtis, teacher, school opened October 11, with 23 scholars . . . Fairview School opened October 11, with Miss Belle Moore as teacher. Number of scholars, 19.

On October 1, 1887, an article appeared in the San Bernardino Weekly Times about the condition of the public schools in the county:

San Bernardino, while she has no college or university, yet pioneers educational advantages of a high order, which so far as they go are equal to those of more favored localities.

Her public schools are fully up to the average in the State, and this is saying more than may be at first apparent, for California has a school system of which every citizen, who is at all acquainted with the subject, is justly proud. The founders of the State had broad, liberal ideas on the subject of education and the superstructure reared on such a foundation is a noble one.
That which first attracts the attention of the observer is the character of the school buildings. They are usually large, airy, well built structures more expensive and ornate than the other buildings in the community. The school rooms are furnished with the best and latest styles of furniture, and the grounds are ample and well kept. The same liberal spirit is apparent in the length of the school year (ten months) and the pay of the teachers—sixty dollars being the lowest salary paid.

(25) The Arrowhead School District was established in 1890. The Arrowhead School (sometimes referred to as the Newmark School) was built on the east side of North Mountain View Avenue where the Edgehill Club is now located (Belden 1956:April 15).

(26) In 1898 there were only six children between the ages of five and seventeen remaining in the district.

(27) Fire damage to trees, if it does not kill them, can significantly retard their growth. It is possible that the five small trees on the western side of the site display this restricted growth and were not the result of replanting.

(28) The popularity of indoor bathrooms began after the devastating cholera outbreak in London in the 1830s. The inside flush toilet was invented as early as 1775, but it did not replace outhouses and chamber pots until about 1885 (Panati 1987:203).

(29) The small stone structure that lies outside the olive tree perimeter appears to be a tank of some sort, perhaps built in the 1930s and possibly used as a watering station for livestock. Bottles found beneath the floor of the tank date to that period.
ARTICLES, BOOKS, and PERIODICALS


Alta California (San Francisco). January 12, 1858.


Dumetz Gives San Bernardino Permanent Name in 1810, Starts Final Settlement. Sun-Telegram, April 22, 1951.


Jedediah Smith, Who Explored S.B. Valley is one of Foremost Early Western Trailblazers. Sun-Telegram, May 13, 1951.

Valley on Route of First Overland Commerce Trail. Sun-Telegram, May 20, 1951.


First of Mormon Settlers Reached Valley Century Ago. Sun-Telegram, June 3, 1951.

Pioneer Travel to West Marked by Fearful Tragedies. Sun-Telegram, June 10, 1951.

First Colonization Effort in Valley Doomed to Failure. Sun-Telegram, June 17, 1951.

Horse Thievery Big Business in Early Valley Days. Sun-Telegram, June 21, 1951.

Overland Journey to San Bernardino Described in Diary. Sun-Telegram, September 2, 1951.

Early Settlement Originally Planned for Chino District. Sun-Telegram, September 9, 1951.


Colonists Erect Fort as Indian Uprising Starts. Sun-Telegram, September 23, 1951.


City Character Changes after 1857 (Mormon) Recall. Sun-Telegram, December 2, 1951.
''Whipple's Survey Opens Road for Much Commerce.''
Sun-Telegram, January 13, 1952.

''Toll Roads Open Mountains for Mills, Ranches.''
Sun-Telegram, June 15, 1952.

''Fantastic Boom of 1880's Sees Many Swindles.''
Sun-Telegram, June 29, 1952.

''Schools Mirror County's Growth In Four Decades.''
Sun-Telegram, October 12, 1952.

''Valley Pictured as Paradise for Farmer in 1872.''
Sun-Telegram, November 14, 1954.

''City's Founders Due Credit for Project's Success.''

''Backward Look Shows Contrasts In City Schools.''
Sun-Telegram, April 15, 1956.

''Century Brings Many Contrasts for Education.''
Sun-Telegram, April 28, 1957.

''School Days of Yesteryear Had Fewer Problems.''
Sun-Telegram, May 1, 1960.

''Railroads Come, Spark Big Boom in 1880 Decade.''


Carter, Kate B. "The Mormons in California." Heart Throbs of the West. 1946.


______. "Apportionment of State School Funds." February 18, 1888.


______. "Character of the School Buildings throughout South California." June 23, 1888.


F. L. Morrill & Co. *San Bernardino City and County Directory*. Los Angeles, California, 1887.


Hayes, Benjamin. Article about the District Court and the city of San Bernardino written for the *Southern Californian*, June 9, 1854.

Hill, Merton E. *100 Years of Public Education in Orange County*. County of Orange (California), 1952.


Los Angeles Star (The). July 5, 1851 and September 7, 1855.


Lyman, Alonza Snow. Article written for the San Bernardino Sun, September 10, 1925.
Lyman, Amasa M. "Recollections of President Lyman". Deseret Evening News. December 17, 1904.


Rice, L. J. Tightening a Noose to Acquire a Title: A True Story Involving the San Bernardino County Court House Property. San Bernardino: Security Title Insurance and Guarantee Company, 1938.


Rolfe, Horace C. "The Early Political History of San Bernardino County." *Scrapbook*, (San Bernardino County Library), n.d.

*San Bernardino County Annual Report of School Superintendent*. Book 209, 1886-1887 through 1894-1895

______. Book 210, 1896-1897 through 1900-1901.


*San Bernardino County Auditors Journals*. 1887-1900.

*San Bernardino County Auditors Register of Receipts*. 1887-1900.

*San Bernardino County Auditors Register of School Warrants*. 1887-1900.


San Bernardino County. *Minutes of the Board of Supervisors Meeting* (regarding the modification of the boundary lines of Fairview and Mountain School Districts), Monday, April 6, 1891.


San Bernardino County. *Supervisor's Record*. 1888 and 1891.


Severance, Annie C. and Caroline M. Severance. *Grant Deed for Fairview School*. County of Los Angeles, 1888.


*Weekly Times (The San Bernardino).* "Education." October 1, 1887, page 2.


______. "The Schools: What Has Been Accomplished During the Term." December 24, 1887, page 2.
Widtsoe, John A. *Discourses of Brigham Young*. Selected and arranged by Widtsoe. Salt Lake City: The Deseret Book Company, 1925.


*Your County Government: 100 Years of Progress*. Compiled by the Elective and Appointive Officials of the County of San Bernardino, 1953.

**MAPS**


United States Geological Survey. *San Bernardino North, California, 7.5 Minute Series (Topographic) Map*, Scale 1:90,000, 1897.


**UNPUBLISHED MANUSCRIPTS**

Arrowhead School. *History of Arrowhead District*. Unpublished manuscript written by the children of the Arrowhead School
in a contest among the county school districts in writing their local histories, 1917.

Beattie, George William.  *Father José María Zalvidea's Diary.* An unpublished English translation from the original at the Santa Barbara Archives, n.d.


San Bernardino County Superintendent of Schools. *School District History.* (A comprehensive list of when the county school districts were formed and amended. The list is courtesy of Dr. Augie Ramirez, Assistant Superintendent of Management and Personnel for the San Bernardino County School Superintendent's Office), n.d. - received May 2, 1990.

