THE BLACKWELL SCHOOL

Chronology of Development & Use with Considerations for the Future

UTSA Students Involved

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Instructor: Professor William A. Dupont, FAIA

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1. EXECUTIVE SUMMARY/INTRODUCTION:

UTSA students produced this report as part of a summer seminar class on historic preservation. The class, considered a civic engagement project by the university, developed from communication with the Texas Historical Commission leading to contact with Gretel Enck, President of the Blackwell School Alliance. The scope of work for the class was established in discussion with Ms. Enck and architect Mike Green during a meeting with Prof. Dupont at the project site. The focus on chronological development of the property was selected to complement and support a future Historic Structure Report.

Methods/Process of what happened during our time in Marfa

Timeline of Field Investigations:
July 17, 2017:
The team arrived in Marfa, Texas, near nightfall, and began tent setup and preparation for dinner.

July 18, 2017:
The team's first visit to the Blackwell School included conversation with alumni of the school, some of whom are also board members for the Blackwell School Alliance.

Our conversations included:
Lionel Salgado, an alumnus of TBS, attended the school from age 4, first-grade level, until he left for high school. Leo shared with us a memory, not like other students, of his first-grade class taking place on a hill, not in the (standard) classroom.

Mario Rivera, an alumnus of TBS, joined during his first-grade year. He discussed his teacher only speaking English, and his pride when encountering his first Hispanic teacher during seventh grade.

Jessi Silva, an alumnus of TBS, began her education at TBS around the age of 6 or 7. She attended school in an integrated California, but returned to a segregated BS, the second semester of her sixth-grade year. The awareness of segregation, as an older student, shaped an independent view of the impacts of segregation. The common narrative is young students, in first grade, not feeling the long-term implications of segregation.

Following introductions, historian Lonn Taylor shared the history of Marfa, the Blackwell School, and racial relations among Mexicans and Anglos following the establishment of Marfa.

Architects Mike Green and Peter Stanley gave us a history of the Blackwell School building, the progress of their current work, and a tour and description of the buildings outside. They were sure to assess what damage occurred to the building, due to weathering, change in time, and upgrades made to the building during its periods of use.

July 19, 2017:
UTSA students began assessing the Blackwell School, under the direction of Professor William Dupont and with assistance from Mike Green. The time spent offered students a hands-on look at what was only read about, and spoken of, thus far. Students, organized into teams, explored the attic spaces, below the floor boards, the outer perimeter of the building, and doors and windows. To better understand the history of Marfa, and the historical use of adobe brick for building, we traveled to Fort Davis, were given a tour of the site, and discussed the previous

conditions and upkeeping of the soldiers' quarters. Investigating the build history of the Blackwell School, a group of students visited the former Methodist Church Building, currently The Wrong Store.

July 20, 2017:
Thursday was an exciting day for the Blackwell School. Several community members stopped by to share their stories of time spent at the Blackwell School, and assist our team with filling in historical gaps about the school's build. Blackwell alumna Consuelo Chavez gave a walkthrough of her experiences and revealed new information—bathrooms were outside of the building, near the current position of the community's playground, as she recalled the presence of showers. Former superintendent of Marfa Independent School District, Carl Robinson, spent time with two students discussing his memory of the building, and what he knew of its history. He did inform us the hall entering the band room was added.

We checked the roof framing cavity in the band room to confirm if the hall was built before or after the hallway. We then began examining the outside of the building, and documented the silhouette of five patched up windows that currently have a door in use. This led to questioning of where the original point of entry for the building was built. Blackwell alumnus Mario joined the team and pointed out the silhouette of a possible door that could have been used as an original entry. The silhouette was measured at approximately eight feet, ten inches. We concluded this door may be so tall because there was a window above the door for ventilation purposes. Tucked into the corner of the building, a window, boarded up with plywood and used for a bookshelf on the inside of the school, was assessed to have no plaster, and offered an opportunity for further investigation. After releasing screws from the plywood, from top to bottom, we found the window still used its original pulley system. This showed us the existing conditions of the building, versus what was original. This was an exciting opportunity, as we now know the original windows were double hung with counterweights. There was evidence of green and beige paint. The revealing of this window is significant, because it allows us to question whether this type of window was used during the building's period of historical significance.

Thursday evening, the Blackwell School hosted a community gathering and conversation. Community members were separated into groups, and discusses future uses of the Blackwell School, the impact they believe its future will hold, and the current impact it has within the community.

July 21, 2017:
The afternoon was spent at the County Clerk's office searching through historic documents. Our purpose was to find more archival information about the Blackwell School, its build, history, and the selling of the original land to Marfa Independent School District. Friday's work led to the questioning of the use of nominal dimensions, as this dating would lead us to confirm the build of the school was not before 1910.

July 22, 2017:
Saturday afternoon was spent capturing final dimension of windows, doors, and ceilings. Students, in groups, continued to work on the assessment of the building by looking throughout the attic spaces, questioning the placement of a bell, and cataloguing artifacts found under the floor and in the attic.

July 23, 2017:
Team returned to San Antonio.

2. HISTORICAL BACKGROUND & CONTEXT:

Brief history of school (Marfa Ward School, Mexican School, Blackwell School)
The Blackwell School, also known as the Mexican School, is an adobe structure at the southwest corner of Waco and Abbot Streets. For 55 years, the Blackwell School has served the community of Marfa. Former students, superintendents and principals have given testimony and witness to the school's earlier days, before closing permanently in 1965. The Blackwell School was reopened, between the early 1970s through 1996, to serve as a vocational school, before shutting down operations completely, after 1996.

Marfa was founded in 1883, and two years later, the first school was opened at 214 West Galveston Street. During the same year of Marfa's establishment as a city, Fort Davis was already providing free, integrated public schooling. The first school, taught by Kate Barnhart, had an integrated classroom of Mexican and Anglo students. Nine years later, after the construction of the new school, in 1892, the Mexican American students remained in the former school building, while the Anglo students attended school in the new building.

Ellen Ruth Livingston is the only source of information to date the school's segregation policy in Marfa.

Throughout the years, the property where the Blackwell School is located exchanged hands numerous times. Archival research, deed records and tax records show the land exchanging hands multiple times between the years of 1886–1892.[1] The current building is thought to have been built in 1908, but the chronology has yet to be confirmed. Between the years of 1892 to present, the Blackwell School was known as the Mexican school, although its proper name was Marfa Ward School. After 1940, the school was named the Blackwell School.

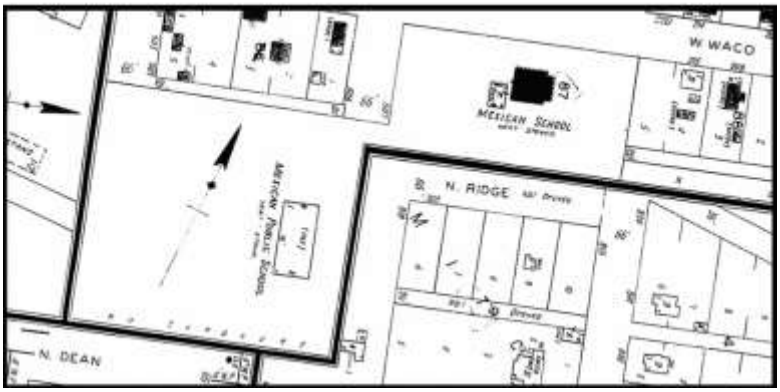
By all accounts of former students, the Blackwell School was innovative and provided a high-quality education. The Blackwell School currently serves as a museum to educate the community.

[1] Tax Deed Records, Vol. 8 and 10 show the transactions between John M. Dean and various individuals.

Map(s) of historic Marfa

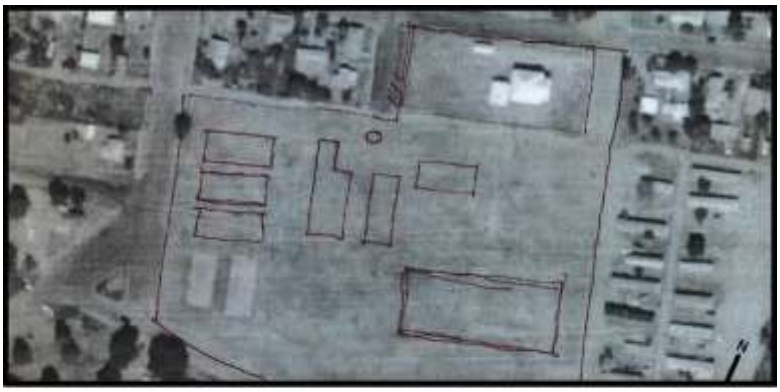
1908 Survey Map

Per Lonn Taylor, by looking at Presidio County Deed Record 27:182, the School Trustees of District #1, Presidio Co, purchased Lots 1,2,3,4 and 5 of Block 87 from J.M. Dean on 25 June 1909. Map provided by Presidio County Record of Deed Book 21 pg. 640.



1933 Sanborn Atlas Map

The top right corner illustrates the Harper Building here described as the Mexican School in lot 87, and it can be seen that the band room was already a part of it by 1933. Map provided by Sanborn Map Company, New York.



1950 Map

This is a representation of the overall campus—outlined are the other buildings that were part of the Blackwell School before their demolition in the 1970s. Map provided by Mike Green.

2017 Map

Outlined in red is the block where the Blackwell School resides. The campus was broken and divided into different blocks. Map generated by Google Earth.

Historic Background & Context: Marfa

According to local historian Lonn Taylor, “Marfa, Texas, was established in 1883 as a water stop on the Galveston, Harrisburg, and San Antonio Railroad” (Taylor, *What We Know and Do Not Know About the History of the Blackwell School*, 2017). Every thirty minutes, the steam train required a water stop, which is the reason for the establishment of neighboring towns along 30-mile intervals such as Marathon and Alpine. The county seat of Presidio County was moved from Fort Davis to Marfa in 1885, and the Presidio County Courthouse built in Marfa the following year (Smith, 2017). Most of what is now within the city limits of Marfa was owned by a land speculator named John M. Dean beginning in 1884 (Taylor, *What We Know and Do Not Know About the History of the Blackwell School*, 2017). As Marfa grew, the town developed its rural and agricultural identity. Railroad commerce, cattle and sheep ranching, cotton farming, and vegetable farming defined the town’s economy. Demographically, Marfa is a small town (pop 1,976) with a majority Hispanic population (Smith, 2017). Historically, the Hispanic population lived south of the railroad tracks and the Anglo population lived north of the tracks (Wright, 2014, p. 11).

Today, with tourism increasing in Marfa due to attractions of art installations and museums as well as film production and live music, the economy has shifted to meet the demand of an art demographic. A large, new hotel with prices higher than any previous hotel rates in Marfa recently opened on Highland Avenue, (the equivalent of Marfa’s Main Street), and numerous rental properties are available. Real estate prices are rising as property is purchased by newcomers. The rental market is strong, leading those who may have lower wages to encounter difficulty in finding housing that is affordable. Marfa, a small town in West Texas, is now surprisingly facing issues of gentrification. Past physical patterns of socioeconomic demographics are changing. The tangible heritage of Marfa’s past may be threatened by growth of tourism.

Historic Background and Context: Latin-American Education in Marfa & U.S.

The history of Latin-American school segregation in Marfa, as well as in the U.S. in general, is complicated. In Marfa, the First Mexican School, Marfa Ward School, and the Blackwell School are all names used over the years to describe the building and grounds of what is now known as the Blackwell School. The Blackwell School as it appears today can trace its history to 1885 with the construction of the first public school in Marfa, a one-room adobe school at 214 West Galveston Street. This school served both the Hispanic and Anglo students until 1892, when a new brick building serving Anglo students only was built on the site of the present high school (Taylor, *What We Know and Do Not Know About the History of the Blackwell School*, 2017).

The practice of separating students of Mexican descent from their so-called "American" peers persisted as a common practice in the Southwest from 1848 (Treaty of Guadalupe Hidalgo) until the *Brown v. Board of Education* Supreme Court ruling in 1954 (MacDonald, 2013, p. 312). *Brown v. Board* ended the legality of "separate but equal" *de jure* segregation, effectively ending school districts' ability to enforce school segregation.

In *Demanding Their Rights: The Latino Struggle for Educational Access and Equity,* Victoria-Maria MacDonald outlines the history of Hispanic families' legal action against segregated Southwestern public schools. For example, Felicitas and Gonzalo Mendez, of Orange County, California, successfully argued for desegregation in *Mendez et al v. Westminster et al* in 1946. The judge ruled that the segregation of Mexican-American and Mexican students was unconstitutional (MacDonald, 2013, p. 316). Additional cases of note are the first Mexican-American class action suit (*Roberto Alvarez v. the Board of Trustees of the Lemon Grove, CA School District, 1931*) and *Romo V. Laird* (1925), the only formal legal case brought about to challenge segregation in the 1920s (MacDonald, 2013, pp. 312,313). In *Romo v. Laird,* a Mexican-American parent sued the Tempe, Arizona, school district to challenge the children's instruction by student teachers rather than fully trained teachers. As in the case of *Mendez et al,* the judge ruled in favor of the plaintiff. In the U.S., these cases served to advance the cause of integrated education so that cities such as Marfa could one day be held to *Brown v. Board of Education*'s standard of integrated and equal schooling for all.

CHRONOLOGY OF BUILDING:

First Build Construction, (circa 1910)

Located on the corner of Waco and Abbot streets, three blocks south of Hwy 90, in Marfa Texas, the oldest and sole remaining building of the once extensive Blackwell School Campus, is the adobe schoolhouse. The building remains much as it did when it was initially constructed. Built in the early 20th century, the building is basically square in plan with an offset front porch symmetrically located on the east side. The one-story building has a steep roof (6:12) and symmetrical plan with gable roof at the porch and a hipped roof (with a flat 'tray') over the main building. Elegantly proportioned and simply detailed, the building is easily recognizable as a functional, Early American rural schoolhouse.

The building faces east, and is set back approximately 55 feet from Abbot Street. At the rear of the main schoolhouse a supplemental building is now connected and is referred to as the band room. The school is the only building on the property.

Key Findings from Physical Evidence Indicating 1910 Construction

The building floors and roof are framed with nominal dimension lumber, all of it first build. A review of historic literature on the lumber industry indicates use of nominal dimension lumber as early as ca.1910, but not much earlier. Individual lumber companies set standards for nominal dimension lumber in the early 20th century, specifically in the several years before 1910, but standards varied. Uniform, national standards were implemented more than a decade later, in the 1920s. Thus, it is plausible that Marfa's "Mexican School" could have been built ca.1910 entirely of the nominal dimension lumber still in service holding up the floors and roof. See this source for additional information: https://www.fpl.fs.fed.us/documnts/misc/miscpub_6409.pdf

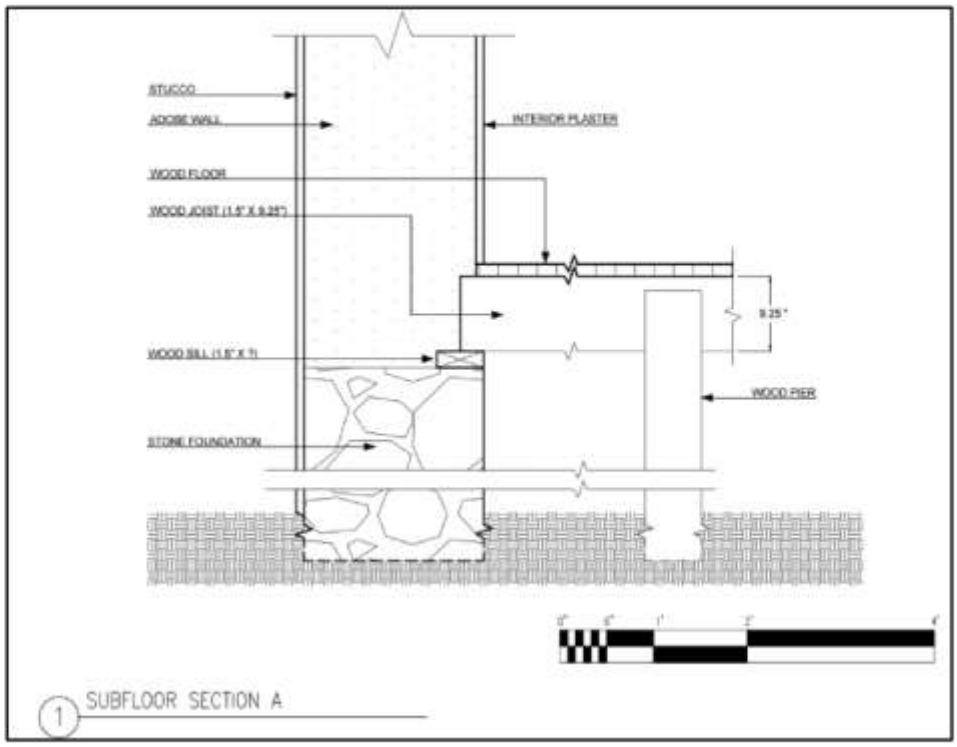
The use of D'Hanis brick supports the same conclusion. Visual observations confirm the whole structure—walls, floors, brick and roof—was built as one endeavor. There is no physical evidence of a prior roof or floor structure. Thus, the building cannot be older than ca.1907 based on the physical and historical facts. The oft-repeated story of an earlier construction date, in the 1890s, is not plausible. The deed records are consistent with the above findings, and lead to the ca.1910 conclusion of this report.

[Professor's note: *subsequent research by Gretel Enck in the archives at Sul Ross State University in Alpine discovered a 29 May 1909 newspaper article with reference to selling the "old Mexican School" to build a new one, and then on 24 July 1909 a brief story on the "New Mexican School House" describing the adobe construction and saying it would be finished in September.*]

Stone Foundation and Wood Floor Framing

The entire structure rests on a perimeter foundation wall with the finished floor approximately 36 inches above grade. The foundation wall is constructed of rough cut stone set in appropriately soft (likely lime-based) plaster. The depth of the stone foundation wall is unknown. Foundation wall thickness matches the adobe wall above. The stones vary in size from 10–18 inches in length and 6–9 inches in height (Fulton, 2008). A central rock foundation wall, spanning east to west, supports

the interior adobe wall which divides the building into two rooms. Wood sill plates (2" x depth, width unknown) are set or anchored into the top of the foundation wall on the north and south side, and at the center foundation. Wood floor joists bear on the wood sill plates and span north to south under both of the classrooms. Vertical struts sit on wood blocking resting on grade nailed to floor joists mid-span of both rooms, provide additional support.



This diagram shows the adobe wall and the wood floor framing resting on the stone foundation wall. Drawing made by Gustavo Ochoa.

In the porch area, there are six floor joists spanning 16' in the north south direction, supported mid-span by a stone foundation wall. Additional support of the joists is provided at quarter span by 3" x 3 ¾" (true dimension) wood posts set underneath the joists. The long span under the porch is not typical framing. Joists almost always span in the shorter of the two possible directions. The arrangement may indicate that the porch area was an afterthought, yet nonetheless a decision made during construction because of the roof framing over the whole structure, gable (over porch) included, is all of one construction episode.
Tongue and groove wood plank flooring ¾" thick, attaches directly to wood floor joists in all areas.

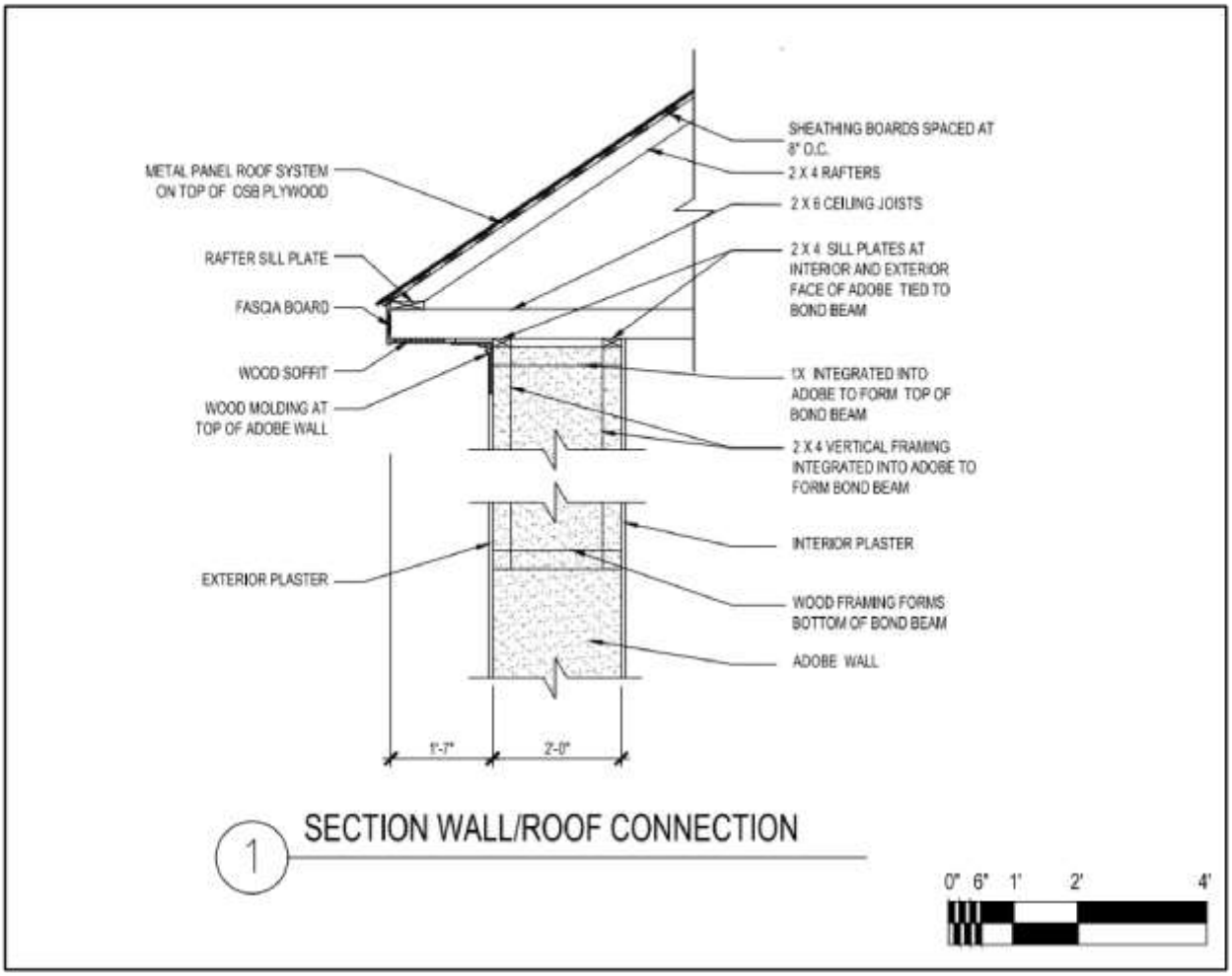
Adobe Walls and Wood Roof Framing

Above the stone foundation walls, 24" thick structural adobe walls enclose the main schoolhouse and porch. The initial construction shows the handmade 24" x 12" x 4" adobe brick exposed at the exterior.
The walls extend approx. 13' to underside of ceiling joists. 2" x 4" wood ceiling plates cap the top of the adobe wall along both inside and outside edge of the wall. These ceiling plates are anchored to vertical (2" x 4") and horizontal (1"x) wood members at approximately 4'-0" on center (O.C.) to form a structural bond beam, integrating the wood members with the structural adobe wall. 2" x 6" ceiling joists at 2'-0" O.C. are attached to ceiling plates and extend 19" past edge of adobe creating a continuous overhang (soffit) at exterior wall. At the intersection of the wall and the roof, a wide wood soffit overhang and rake boards appear to be from the initial construction period. (Fulton 2008).

A 2” x 6” rafter plate is anchored to the ceiling joists at overhang perimeter. The rafter plate supports 2” x 4” roof rafters with a 6:12 pitch at 2’-0” O.C. Sheathing boards nailed to the exterior face of the roof rafters, carried the factory milled wood shingles which formed the exterior surface of the roof. A wood shingled roof at one time covered the entire structure, evidenced by remnants of wood shingles found throughout the attic space.

Photo shows 2" x 4" sill plate on top of adobe wall anchored to 1"x(3/4" actual)horizontal framing in adobe wall forming bond beam connection. Photograph by UTSA Preservation Seminar Class 2017.

Figure 1Bond beam connection at adobe wall showing top sill plate anchoring to vertical 2" x 4" framing. Photograph by UTSA Preservation Seminar Class 2017.



This drawing shows how the wood framing of the roof is connected to the adobe walls. Drawing made by Lisa Trail Garza.

Brick Chimney

Two centrally located brick chimneys (now missing between attic and floor) penetrated the hipped roof. The easternmost of these two chimneys is visible in older photographs. The extant of roof framing bears witness to the former chimney locations. Measuring approximately 16" x 22", the chimneys are built into the interior adobe wall and are made of baked D'Hanis brick, a local brick manufactured in D'hanis Texas starting in 1905. Although the chimneys have been

removed above the ceiling, from the attic, the top portion of the chimneys are visible in the adobe.

D'Hanis brick chimney exposed at top of adobe wall, east central location. Photograph by UTSA Preservation Seminar Class 2017.

D'hanis brick chimney exposed at top of adobe wall, west central location. Photograph by UTSA Preservation Seminar Class 2017.

Indication of east and west central chimney penetrations at roof rafters/deck. Photograph by UTSA Preservation Seminar Class 2017.

Belfry

An old photograph shows an open framed belfry located at the midpoint of the gable ridge above the front porch. In the attic, evidence of a square roof penetration and supporting framing and bracing at the gable ridge confirm the belfry's location.

Photo of Blackwell School, post 1910, which shows the east central brick chimney and belfry. Also visible is the projecting brick arch. Photo courtesy Blackwell School Alliance.

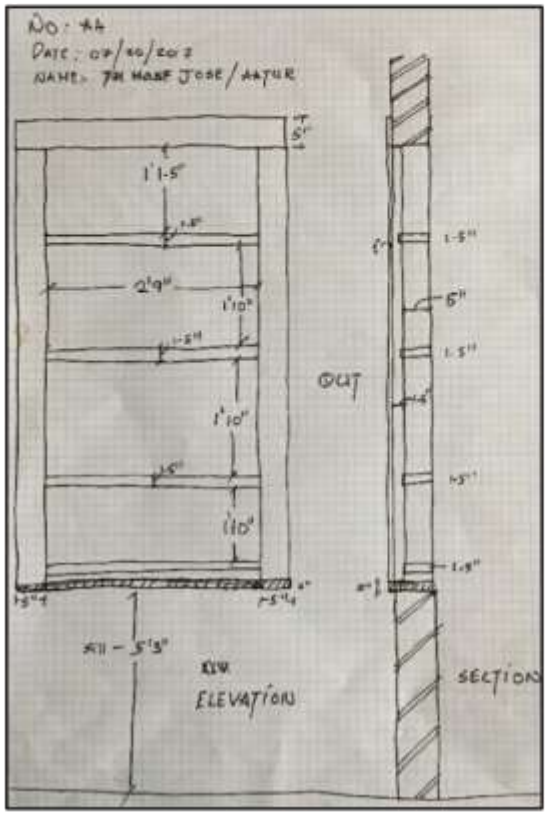
Semi-Enclosed Front Porch

At the front porch exposed manufactured brick piers approximately 24" square support a structural brick 'Roman' arch. The brick piers appear prominently in a circa 1910 photograph of Mary Shannon with her class. The face of the arch was corbelled out two steps (thus proud of the wall by 1"), as can be seen in older photographs. Presence of brick piers surviving inside the walls was confirmed in a conversation with the contractor who added stucco in a 2011 repair effort (Watts, 2017). Old photos show wood steps at the front porch were equal to the width of the arched opening (roughly 11' wide, minimum). There is no evidence of any railing or balustrade. Areas of the porch north and south of the arched opening are not visible in the circa 1910 photograph. The earliest photos to show these arears are of a later construction period, so the presence of four wood windows in 1910 is unverified. Most likely, the openings in the adobe walls were there to allow light and air in the porch. The openings may have had wood sills to protect the adobe, but perhaps not double hung windows.

Mary Shannon's class in front of Blackwell School, circa 1910. Exposed adobe wall and brick piers at porch opening show first build construction. Photo courtesy of Blackwell School Alliance.

Windows and Doors

Direct access to the each of the two classrooms was provided from the semi-enclosed front porch thru symmetrically placed wood doors with transoms. At the west elevation, there were two exterior doors, however, further investigation is required to determine their exact location, and if they were included as part of the initial build. A 1914 description of the schoolhouse mentions the doors, but there is no photograph showing their location. Windows on the west façade (one in each classroom) were located approximately 7' from the outside corners of the building. The North and South walls each had three, double hung 4 /4 wood windows, equally spaced and symmetrically placed on both elevations. One of the windows from the first period of construction survives covered/encapsulated (on the west wall) by plywood.



This dimensioned field drawing by Aatur Chawda, of the wood window located on the west wall of Blackwell School, shows the only remaining window frame from the buildings initial construction period.

Interior

At the interior, a 17" thick adobe wall divides the main schoolhouse into two rectangular rooms approximately 17' x 24' each. The two classrooms are connected by a 6'w x 7'h opening in the middle of the center wall. Interior, communicating doors provided acoustical separation of the classrooms when closed. Each room had an exterior door, and four wooden double hung windows (Fulton, 2008). 3 ¼" tongue and groove wood floor planks nailed to floor joists run parallel to the center wall. The center and perimeter walls had 4' h tongue and groove wood wainscoting at the lower walls, and smooth mud plaster with a lime wash on the upper walls extending to the ceiling above. Bead board wood ceiling is attached to the underside of ceiling joists at all locations. Wood crown molding likely was continuous at both rooms, although only small sections remain. The wainscoting was trimmed with a 1/2" wood quarter round at the bottom and 2" built-up wood chair rail at the top. Doors had wood casing at wall opening, and windows had wood window sills 17" wide and framed with 1 x 6 wood boards and apron. The interior space was initially lit with gas fixtures and heated with coal heaters. (Fulton, 2008).

Hinge marks on the 6' x 7' cased wood opening connecting the two classrooms, indicate there was a door separating the rooms. Photograph by UTSA Preservation Seminar Class 2017.

MODIFICATIONS (SEQUENCE) WITH CONCLUSION

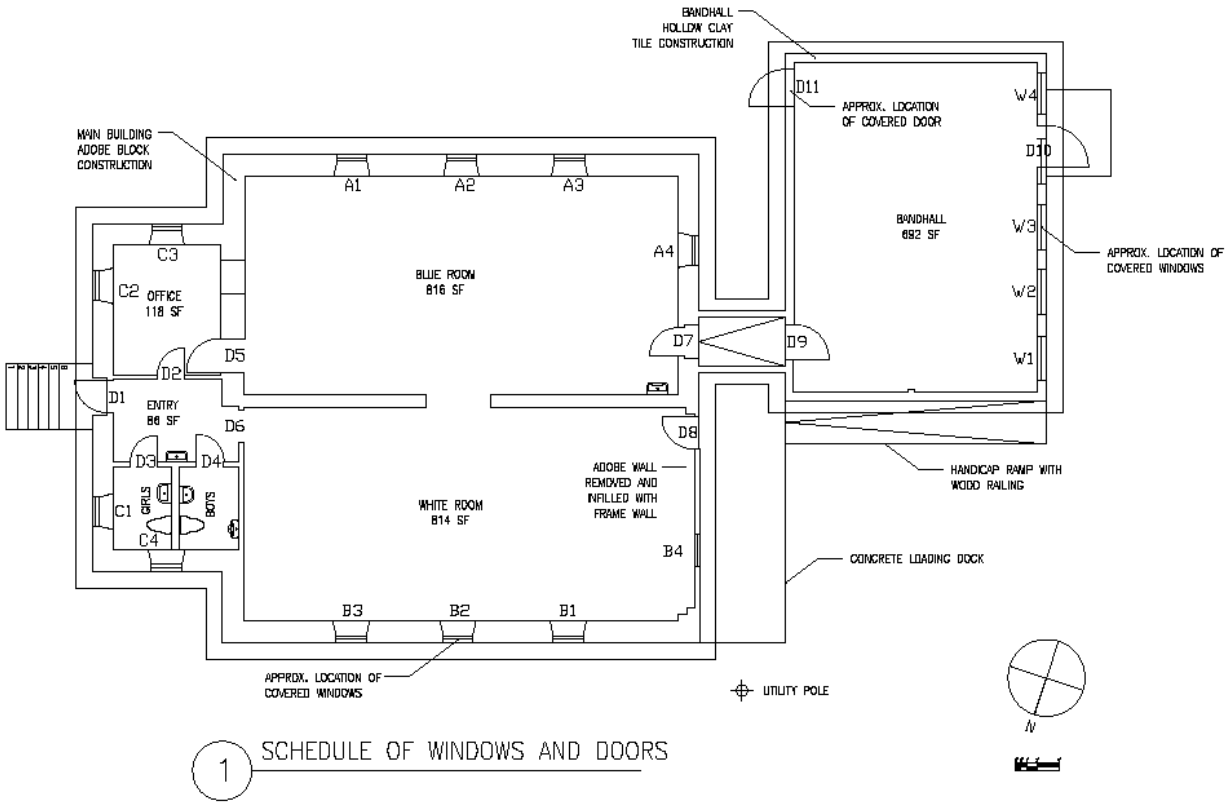
SUBSEQUENT BUILT / MODIFICATION (post 1970s)

The post 1910 modifications of the Blackwell school include plaster on exterior adobe walls and brick arch on the east façade. All the exterior walls were whitewashed. Prior to 1933, a rectangular band room of 602 square feet and 10 feet high was added on the west side (rear) of the school, built of 12-inch clay tile wall. Also, two manufactured brick chimneys and a belfry were removed from the front gable. Roofing materials were updated to metal sheets. Concrete stairs of 84” x 34” took the place of wooden stairs at the entrance. By the 1990s, the brick arch and a window had been removed from the front façade. A concrete beam was installed in place of the arch, and the gable end was rebuilt with a louver and new wire plaster to hold the exterior stucco. Top hung rolling shutter was installed on the west exterior wall of the classroom, which was donated by Superintendent Robinson.

Images showing modifications of post 1910 era.

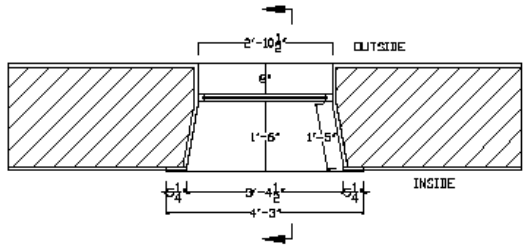
Within the same era (likely 1970s), some modifications were made in the interior of the building: two bathrooms were placed, one separate for girls and the other for boys; 59 square feet each, with a height of 7 feet, which created a storage space of 118 square feet and 4 feet, 6 inches high, above the bathrooms; a 118 square foot office/kitchen/pantry was constructed directly opposite of the bathrooms; the kitchen and bathrooms were arranged to create an 85 square foot lobby at the entrance in between them.

At some point, likely in the 1950s or 60s the electric system was updated to knob and tube system from gas bulbs. Red patches were added on the floor to segregate the sitting area of the students.

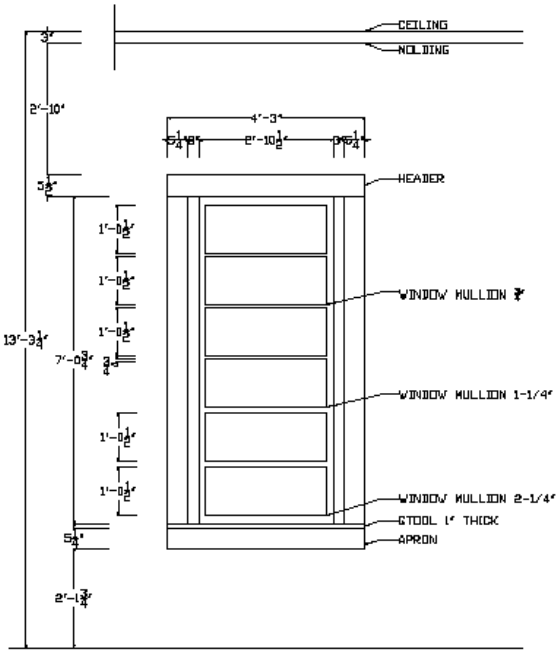


Post early 1970s modification.

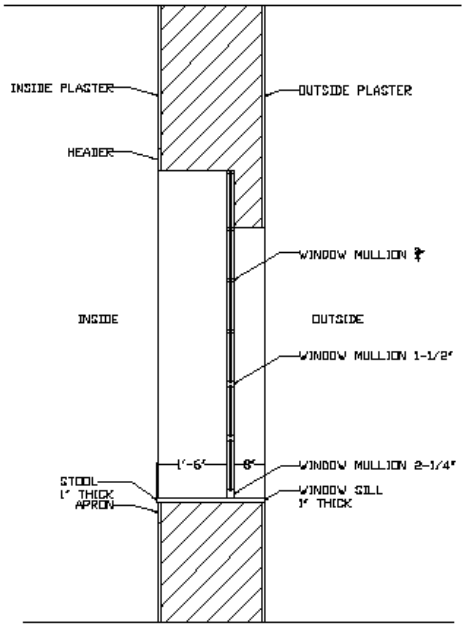
One of the major modifications of the Blackwell School in the early 1970s was the replacement of wooden window frames with reduced aluminum window frames. Window sizes were reduced to 7'x4' outer frame and nine existing windows were sealed, namely C4, W1, W2, W3, W4, W5, A2, A4 and B2. There is clear visual evidence of former windows on the west side of the building in the band room W1, W2, W3, W4 and W5 now closed in with stucco finish on the exterior. The window A4 was discovered to be partially intact, including the weight pulley system for the operable sash. There is a possibility of window C4 which could be closed after the construction of the toilets for girls and boys in 1970 era. The windows C1, C2, C3 on the east side are known to be reconstructed completely in 2011.



PLAN



ELEVATION



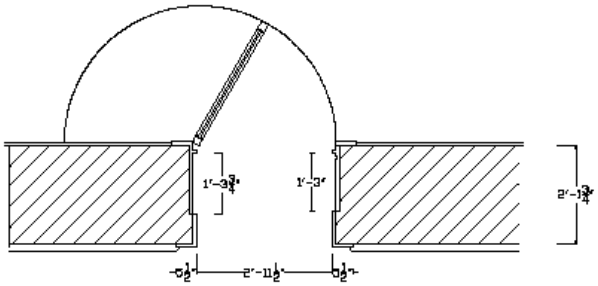
SECTION

B1 PLAN/ELEVATION/SECTION WINDOW

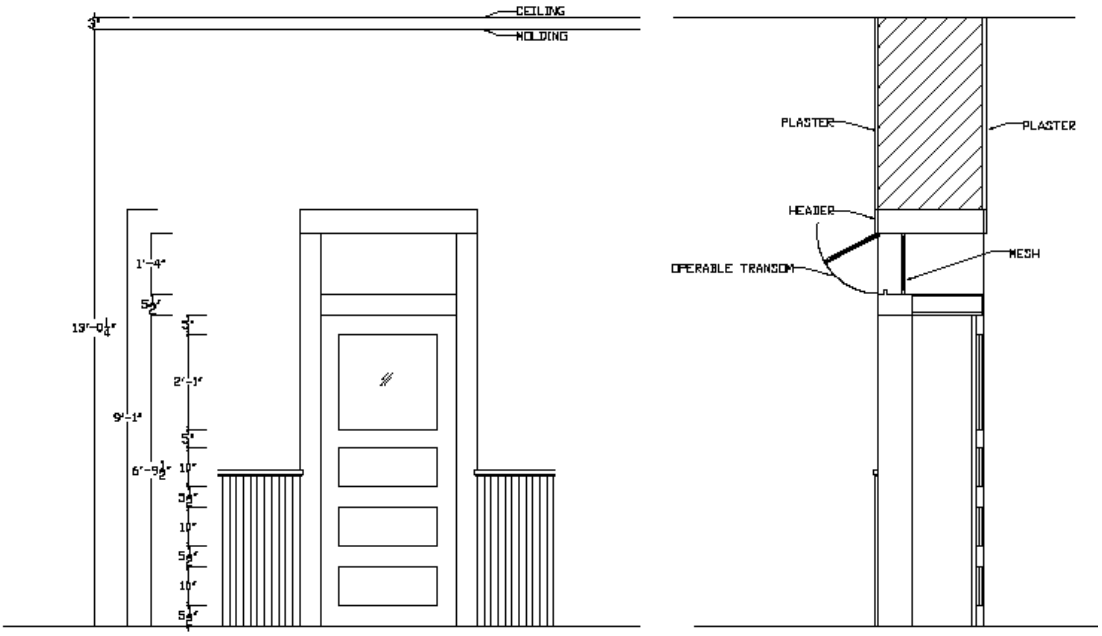
0" 6" 1' 2' 4'

Image showing sealed windows from band room.

The door D11 was sealed, located on the east wall of band room. The band room was connected to the classroom with a 2-foot, 6-inch wide, sloped passage and an exit door D10 that was added to the band room on the west exterior wall. The oldest doors D5 and D9 had somewhat the same dimension, 3-feet, 10-inch wide by 9-feet high. The doors have operable transom which was completely closed with plywood from inside. The transom also has metal screen in between, perhaps for security or to prevent vermin from entering. The direction of the door leaf of these doors was changed during modifications which was evident from the marks of the hinges. The header of both the D5 and D6 was extended to accommodate the changes in the direction of the opening doors. The large opening separating the two classrooms has marks suggesting there where doors to separate the halls acoustically and visually.



PLAN



ELEVATION SECTION

D5 PLAN/ELEVATION/SECTION DOOR

0" 6" 1' 2' 4'

The top hung rolling shutter on the west wall of the school building was replaced by a wooden stud frame that was 7 feet high and 13 feet wide; it has a fixed window B4 of 5 feet by 3 feet with four true divided, single pane, glass lights and a 7-foot by 2-foot, 6-inch door D8. The B4 window, with dimension of outer frame 5.5 feet by 2 feet, 6 inches, is the only one displaying some dimensional deviation.

A concrete loading dock constructed in 1977 standing 2 feet, 4 inches high was added to the west side of the school building and was connected with a wooden ramp that is 3-feet wide. The front facade was cement plastered and the entrance door was changed.


Image showing connection between band room and classroom.

In the interior bathroom flooring was updated by implementing ceramic floor tiles. Plumbing and electric system was also updated. Wainscoting was dismantled from some of the interior walls. The band room ceiling was updated and flooring was painted in 2010.


Image showing modification of band room.



Images showing interior modifications.

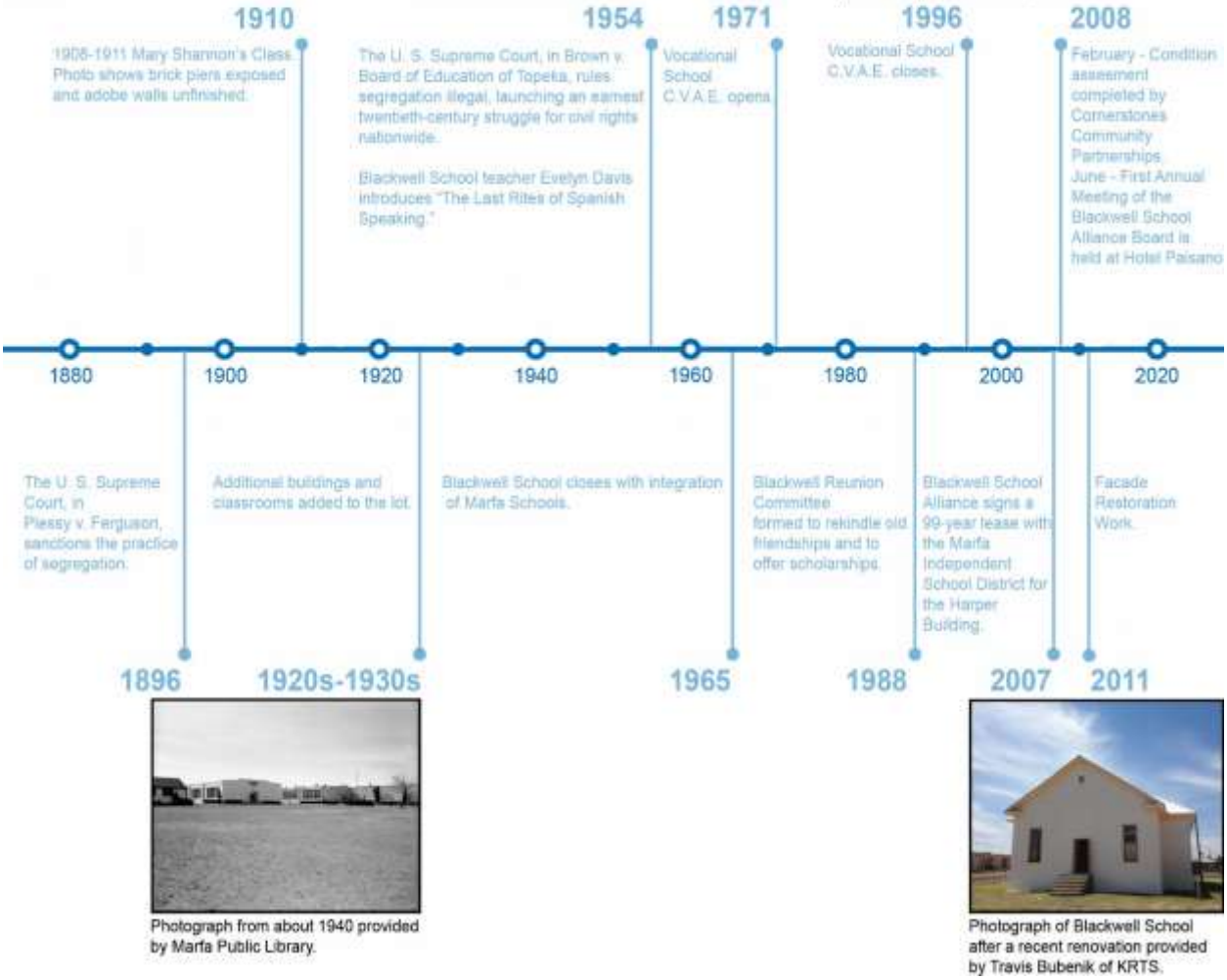
Timeline

Blackwell School and History Timeline

Photograph courtesy of the Blackwell School Alliance.

Photograph courtesy of the Blackwell School Alliance.

Photograph of Blackwell School 2008 provided by Jean Fulton Report.



Photograph from about 1940 provided by Marfa Public Library.

Photograph of Blackwell School after a recent renovation provided by Travis Bubenik of KRTS.

Recommendations for Future Investigation

The Blackwell School has served the community of Marfa for well over a hundred years. The chronological order of the school was established by investigating the existing structure, evidence collected from the site and by examining the materials. The memories of the earlier students also helped in the establishing the chronological order of the Blackwell School.

1. The exact date when the school was built is not precisely known. An investigation into any surviving records of the independent school district may establish a correct construction date of the school. The records, though believed to be lost or destroyed, could still be out there. If/when found, they will contribute greatly toward resolving precision for the construction chronology.

2. The historic photos that have already been collected still need to be dated and catalogued properly. The collection of any additional photos must follow this same process.

3. More intrusive investigation, perhaps with selective disassembly, into some of the modifications could reveal when and why things were altered. Examples include:
   - The chimney and whether it was part of the first school or a later addition.
   - Date of construction for the concrete beam in the east gable end.
   - The band room addition.
   - The modification to certain windows.

   However, this is not a strong recommendation because the knowledge gained likely does not warrant the expense, effort, time and loss of material.

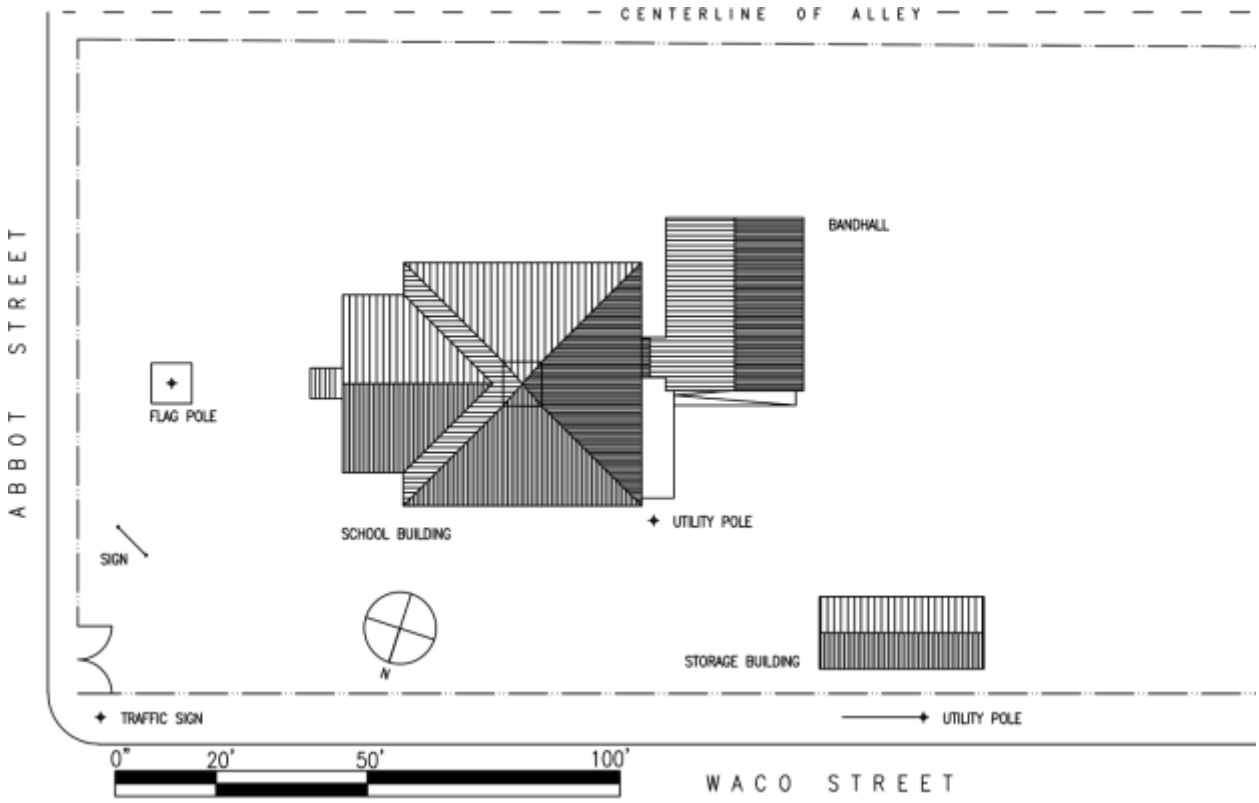
4. Complete the utility infrastructure plan to show the current and obsolete plumbing, electrical and heating.

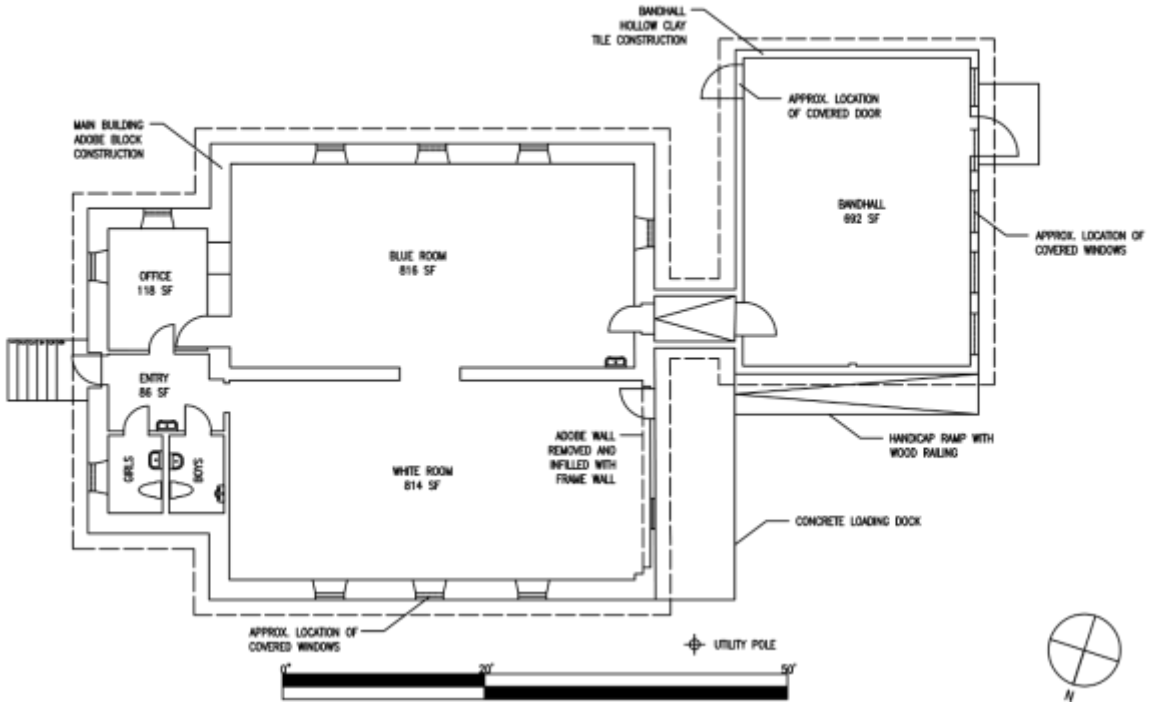
5. Further investigation into all types of uses at the school, post-1965. We have an understanding of the timeline when each use occurred, however the depth of knowledge on each of these uses is something that could use improvement.

6. Additional maps of Marfa that show this area of the city which could help to date certain events and sequence of construction.

Illustrated Support

Site Map & Floor Plan





Subfloor Plan

Beneath the front entryway, the floor is supported by wooden joists (nominal 2”x10”) which span north-south. Joists are supported mid-span by wooden posts.

Beneath the south classroom (blue room), the wooden joists span north-south bearing on wood sill plates. The sill plates are set on the rock foundation.

Joists are supported mid-span with the wooden boards nailed to the side of the joist to withstand the structural load of the floor.

The supports bear on the dirt floor. Despite applying the same framing method, there are differences in how the joists are being loaded.

In the northeast corner of a classroom, the rock foundation was partially demolished to create an opening for electrical wiring to pass through.

Prior to the demolition, the rock foundation was continuous without interruption. Debris of rock and mortar remain from the partial demolition.

At the east foundation wall, there's a colored and natural wooden board on top of the rock foundation. It's slightly taller than the wooden sills adjacent. It's located where the front steps and landing were first built out of wood before being built out of concrete.

Under the front entryway, a stone foundation segment runs east-west supporting joists at mid-span. There is a plaster or cementitious coating on this segment. Two wooden sills are set on top of the stone foundation segment. The wooden joists bear on the sill plates. This foundation segment may have been disassembled for pipes. There is debris of stones piled nearby.

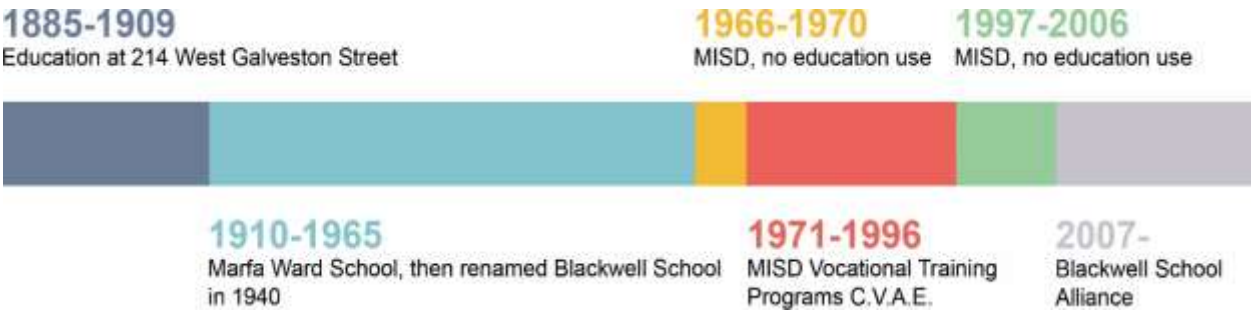
The two wooden sills laying on the rock foundation extend into the void that may have been a solid wall previously. They are cantilevered and bowing downward. The cantilevered sills no longer support the wooden joist above.

Between the joists, adobe bricks set on lime mortar sit on top of the wood sills and rock foundation. It's undoubtedly exposed from the subfloor.

A minor deterioration of the cementitious plaster of the internal wall seen from the north classroom (white room) bares adobe bricks identical to the adobe bricks found beneath the subfloor. This indicates the walls are composed of adobe bricks.

Timeline

This timeline illustrates the building uses throughout various periods of time beginning in the year 1885 to present day. From the period of 1885 to 1909 a different buidling was used initially for education at the address of 214 West Galveston Street. From 1910 to present day the buidling originally known as the Harper Building went on to be a public school, a vocational school and now a museum.



4. FINDING ON RELEVANCE AND MEANING; CONSIDERATIONS RE MISSION/PURPOSE:

Overview on Value-led Heritage Conservation

Value-led heritage planning and conservation is an idea that originated decades ago and has recently gained momentum among historic preservation professionals. This broadening of ideology began with the Venice Charter of 1964 (International Charter for the Conservation and Restoration of Monuments and Sites, 1964) which addresses respect for modest as well as grand monuments and includes the cultural landscape as part of its doctrine. More recently, the Burra Charter of 2013 (The Burra Charter, 2013) provides guidance for the consideration of social aspects together with political and spiritual values. Traditionally, historic preservation has focused mainly on historical, architectural, and aesthetic values to establish significance, not venturing into the cultural-heritage values of a place. Conservation theory has expanded its principles to encompass an emphasis on cultural-heritage values as an essential component in any preservation plan or treatment recommendation. This is not to say that the traditional, tangible aspects of historic preservation are not a large part of what makes a place significant, but rather, inclusion of these intangible values allows for a more holistic approach (Mason, 2006). These intangibilities represent the often meaningful connections between the site and its users and help meld the historical context with the current context.

Including cultural-heritage values in a historic site's preservation objectives creates a multiplicity of avenues that can be used to engage like-minded stakeholders. Partnerships can be formed to help establish the support needed for the longevity of the site (Mason, 2006). Also, while the tangible aspects of the site will, in most cases, remain the same, the intangible values are fluid and may change with every generation. In order to keep the site relevant, the preservation objectives must continue to reflect what is important to the current culture (The Getty Conservation Institute, 2002). Managers of historic sites must be cognizant of intangible values including educational, political, social, and ecological rationales, to name a few. The values of a site will depend on its current context within its culture, and because of this, partnerships can vary as society's viewpoints change in order to sustain the true goal of maintaining the historic site. Recognizing the multitude of values a site can hold will open the door for a variety of people, organizations, and businesses to participate in the preservation of the site, creating a living and continuously used place. The Blackwell School is ideal in that it not only has the integrity of its building and the historical significance of its past, but it also has intangible values, which will provide for its current objectives and help shape and safeguard its future.

Relevance and Values;

Blackwell School Strategic Plan
The Strategic Plan for the Blackwell School speaks of the significance of the school to former teachers and students, as well as the school's significance on local, state, and national levels. The Fundamental Resources and Values (FRVs) section explains a lot about the relevance and meaning of history to the alumni and community of the Blackwell School. The look, feeling and spirit of the building aligns with stories and memories from firsthand accounts to fuel a rich narrative.

Many important values emerge in the Strategic Plan that will guide future choices regarding physical care and treatment of the building. The list below includes some of the more notable items:

Tangible Reminder
- The Blackwell School is a tangible reminder of when the practice of "separate but equal" dominated education and social systems.

Memory
- Student and teacher experiences constitute an important record of life in a segregated school, keeping the history of the community alive.

Identity
- Cultural heritage in Marfa is tied to the Blackwell School through more than 70 years of its existence.
- The Blackwell School is associated with broad patterns of local, state, and national history of public school education.

Tectonic Wisdom
- The Blackwell School building is a physical record of longevity and beauty of the distinctive design and craftsmanship using traditional techniques.

Authenticity
- The original school building and grounds provide an authentic setting to commemorate and educate visitors about the Blackwell School.
- Physical structure provides an opportunity for ongoing educational endeavors.

Civic Engagement
- Use as a place for community gathering and dialogue on social issues adds value to the community.

Legacy
- The documents, photographs, archives, and other records highlight the memories, stories, and lives of the former students and community, leaving a legacy for the future.

Economic Impact
- A museum is a draw for tourists, adding to the local economy and providing valuable education on Marfa's Hispanic history, stories not covered by other institutions in the region.

Intangible Heritage

- Since Marfa's founding in 1883, the city has been predominantly Hispanic, influencing social and religious organizations, business and government institutions and shared experiences of language, food, and music.

Celebrate the Right to Have Cultural Identity

A couple weeks ago, we had a "Burgers in the Park Night" held at the Blackwell school meant for members of the community to come together and share their experiences. By then we had been working at the school for a few days and we sure believed it was important to preserve it, but we wanted to hear about the actual neighborhood itself about why they thought it would be important to do so—if they even thought it to be important in the first place. One of the responses we got back, which was a completely honest and valid one, was, "Why would anybody care about this place in 20 years? It's just another old school building!" And although we came to discover that Blackwell is to this day a sound structure, its well-founded walls are not what gives the school its value; it's what is housed within the walls that makes it a sacred place. Structures like schools, churches and government buildings are usually made out of heavy material and are meant to last because these are homes where *cultural* identity is most clearly celebrated. This project was especially significant to some of us coming into this project who are from San Antonio, where the minority's culture is very embraced now; we know from personal experience just how important cultural identity is to a community, and it is key for us that people visiting the Blackwell School truly get a sense of.

Additionally, our class not only desires for visitors to learn from Marfa's *past* community, but we desire to continue to strengthen the current community's sense of cultural identity through expanding the Blackwell School's future uses—anything from a museum, to an event hub, to a learning center, etc.—in order for people to collide with next door neighbors and strangers from afar, because the stories they share are what make this place so unique, yet at the same time are filled with issues that are relatable to the rest of the world, and are what make this structure so special. Without the people of Marfa, Blackwell really is just another old school building!

Relevance and Values; The Power of Education

Education has historically been used as a tool to distance opportunity for people of color, specifically black and brown people, and the fight for equal education is ongoing. Schools have been at the front of linguistic conflict, as language is heavily used as a tool to deny access to a proper education for persons whose native tongue is not English (Heilig & Holme, 2013).

Beginning with the establishment of The Republic of Texas in 1836, Anglos criticized the lack of public educational institutions in Mexico, but also failed to produce solid educational opportunities for Mexican-American citizens, and ignored the marginalization of Mexican-American students, while supplying Anglo students with the best portions of a mediocre education system. These federal and state barriers have ushered Latino students to rely on intercommunity education and support (Miguel & Valencia, 1998).

Long-term implications of educational marginalization among Mexican-American students has resulted in the underrepresentation of Latino students in higher education. Latino communities are subject to low achievement rates, college entrance, and college graduation rates (Valencia, 2000). In fact, Latinos account for 66 percent of the University of Texas at San Antonio's "First

Generation Students"—that is, the first in their families to graduate with a four-year college degree.

It is through these examples, we see the perseverance of Latino communities such as Marfa—products of a segregated education system that had little regard for the future of its Mexican-American citizens—and have a dedicated passion to preserving the history of The Blackwell School.

The preservation, and transformation, of the Blackwell School comes at a time when Mexican-American communities, many whose ancestors lived on this land prior to the annexation of Texas, and the building of the United States, are being pushed further from opportunity with the threatening of their livelihood. The place in history we currently stand, begs the protection of the Blackwell School's history. It forces our communities to examine the current state of education, and whether we are equally providing all persons with access. Mexican-American history is the history of Marfa, and this institution contributed to the protection of that education.

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6. APPENDICES:

Appendix A: Table of Artifacts

The catalog contains pictures of all artifacts recovered at the Blackwell School during investigations of July 18–22, 2017. Each artifact has a detailed description and may inform chronology of the school building. The artifacts were labeled and bagged in coordination with the Blackwell School Alliance, Gretel Enck. All items were left in a safe location in the Band Room structure.

Object Name: Budweiser beer can
Category: Alcoholic beverages, beer, lager, Anheuser-Busch
Culture: American
Region: St. Louis, Missouri {Brewed}, Southern States, North America.
Country: United States
Materials: Aluminum
Catalogue Number: BW001
Student Investigator: Kimberly Feathers and Brandon Turriff

Description: White aluminum can with red, white and blue logo of the Anheuser-Busch Corporation. The pop top on the can, along with the design, indicates the time as late 1960s to early 1970s.

Object: Oil can
Dimensions: 4 x 2 x 1.5 inches
Category: Industrial, oil, labor
Culture: American
Region: Marfa, Texas
Country: United States
Materials: Tin
Catalogue number: BW002
Student Investigator: Kimberly Feathers

Description: Rectangular prism-shaped can. The artifact is still in good shape, besides the bending in the body. The look and body of the can indicates the time of 1910 to 1920s.

Object: Industrial oil bottle
Dimensions: 3 x 1 x 3 inches
Category: Industrial, oil, labor,
Culture: American
Region: Marfa, Texas
Country: United States
Materials: Glass
Catalogue number: BW003
Student Investigator: Kimberly Feathers

Description: Glass bottle with gold top. The buttons on the side of the top push in, causing a substance to leak out. The label is hard to read and determine the use of the bottle. There is just enough information to distinguish the purpose of the artifact. The artifact has amber, glass shards contained inside. The artifact can be dated to the 1920s. The writing on the label and the lettering go along with the era.[2]

Object: Rope
Dimensions: 26 inches (piece one and two)
Category: Twine, binding, rope, yarn
Culture: American (for the report).
Region: Marfa, Texas
Country: United States
Materials: Twine
Catalogue number: BW004
Student Investigators: Kimberly Feathers and Brandon Turriff

Description: The rope is twisted in a Z-formation, possibly indicating that the maker was right-handed. The artifact was found in the attic, underneath the original bell tower. It's possible the rope may pre-date the collective memory and the material does stretch. The artifact's material is still unknown. The origin date is unknown as well.

Object: Wood shingles (original)
Category: Building materials, shingles, roofing, construction
Culture: American
Region: Marfa, Texas, Big Bend, Trans-Pecos
Country: United States
Materials: Wood
Catalogue number: BW005
Dimensions: wood panel 1 (15.5 inches, ¾ inch thickness). Wood panel 2 (18 inches, ¾ inch thickness).
Student Investigator: Lisa Garza

[2] Transcription provided at the end of the report.

Description: The original wood shillings to the building. The green coloring indicates that the shingles were installed when the building was constructed. The date is unknown, as the construction of the building is still being contested.

Object: Advertisements
Category: Primary sources, newspapers, sales, magazines
Culture: American
Region: Marfa, Texas, Seattle, Washington
Country: United States
Materials: Paper, ink
Catalogue number: BW006
Student Investigators: Kimberly Feathers and Brandon Turriff

Description: Two sets of artifacts. The first set is a description of fire insurance from a magazine. It looks like the pages may have been burned. The second set is an advertisement for the Three Rivers Plywood and Company, based out of Seattle, Washington. The artifact has detail and explanation of the product being offered. The dates of the artifacts are unknown.

Object: Wood shingles (contemporary)
Dimensions: Wood panel 1 (18 inches, $^{3}/_{8}$ inches thickness), wood panel 2 (18 $^{2}/_{8}$ inches, $^{3}/_{8}$ inches thickness), wood panel 3 (17 $^{4}/_{8}$ inches, $^{3}/_{8}$ inches thickness).
Category: Wood, lumber, building materials
Culture: American, lumber, labor
Region: Marfa, Texas, unknown region, East Texas
Country: United States
Materials: Wood, unknown wood material
Catalogue number: BW007
Student Investigators: Lisa Garza

Description: Contemporary shingles installed later in the construction of the building. May have been installed after the 1970s, and may have replaced the original shingles of the structure.

Object: Aluminum can
Description: 4 $^{5}/_{8}$ inches in height, 3 inches in width
Category: Aluminum, food, storage
Culture: American
Region: Marfa, Texas
Country: United States
Materials: Aluminum
Catalogue number: BW008
Student Investigator: Kimberly Feathers

Description: Cylindrical aluminum can. The artifact has some rust and appears to be crushed or smashed. The initial date of the artifact is 1910–1920s.


Objects: Adobe block and volcanic stone
Dimensions: 7 $^{4}/_{8}$ inches in height, width 6 $^{4}/_{8}$ inches (adobe block), 4 inches height, 7 $^{1}/_{8}$ inches in width (volcanic rock)
Category: Building material, stones, adobe, earthen construction, natural elements
Culture: American, Texan
Region: Marfa, Texas, Big Bend, Trans-Pecos
Country: United States
Materials: Straw, mohair, stones, rock
Catalogue number: BW009
Investigators: William Dupont and Mike Green

Description: The adobe block and volcanic rock were found in the crawl spaces. The adobe is pink and triangular. The block has pieces of straw protruding out of the artifact. Traces of black hair are also seen, upon further examination. The black hair and straw are used as binding agents. The volcanic rock is natural from Marfa, Texas. It is grayish in color and weightier than the adobe block. The volcanic rock is part of the original foundation. The quarry where the volcanic rock could have originated is unknown.

Object: Student note
Category: Schooling, learning, education, classes
Culture: American
Region: Marfa, Texas, Presidio County
Country: United States
Materials: Paper, ink
Catalogue number: BW010
Student Investigator: Jennifer Uria

Description: Author is unknown. The note was written by student who attended during the vocational school years of the Blackwell School. The document is rotted, torn and brittle, but in good condition.

Object: Coca-Cola can
Category: Beverages, soda, drinks, food
Culture: American
Region: Marfa, Texas
Country: United States
Materials: Tin, steel ounce can
Catalogue number: BW011
Student Investigator: Thommy Sebastian and Aartur Chawda

Description: The artifact was found in the crawl space of the building. The can has the similar design to the Budweiser can. The artifact dates to the 1970s. The steel ounce can was introduced in the 1960s and continued until the 1990s. This can shows the chronology of the building through the 1970s when the vocational school was operating.

Object: Dr. Pepper can (no picture taken)
Category: Food, beverages, soda, drinks
Culture: American, Texan
Region: Marfa, Texas, El Paso, Texas
Country: United States
Materials: Tin
Catalogue number: BW012
Student Investigator: Thommy Sebastian and Aartur Chawda

Description: There is no picture shown here, but the artifact is bagged. The can design was introduced in the 1990s, when Marfa ISD used the school for storage.

Object: Mortar
Category: Building materials, plaster, rock
Culture: American, Masonry
Region: Marfa, D'Hanis, Texas
Country: United States
Materials: Mortar, clay, chalk, bonding
Catalogue number: BW013
Student Investigators: Lisa Garza

Description: "ANIS" is found transcribed and pressed backward on the artifact. The assumption of the lettering indicates D'Hanis. The town is known for its brickmaking. The mortar is architectural face brick. The material was used in the building of homes, schools, and other commercial buildings. Brickmaking in D'Hanis started in 1905, but before that, the city was using adobe to build its homes.


Object: Gradebook
Category: Schooling, teaching, notebooks, note taking, documenting, lists
Culture: American, Texan, Vocational learning, Trade school learning
Region: Marfa, Texas
Country: United States
Materials: paper, ink
Catalogue number: BW014
Student Investigator: Gustavo Ochoa

Description: Richard Gonzales is the author of the document. The artifact shows the data of students and grades composed by Richard Gonzales. The artifact is attached to chicken wire, which is being held in place by a red, elastic substance. Bugs have eaten away at the paper, with noticeable curvature on the end of the pages. The gradebook is still readable.

Object: Metal handle
Category: Metallurgy, metals, finishing, coating
Culture: American, Texan
Region: Marfa, Texas
Country: United States
Materials: Metal, finishing coat
Catalogue number: BW015
Student Investigator: Gustavo Ochoa

Description: Metal handle. Purpose is unknown, may have been used as a handle or something else. The artifact is well-preserved, but the finish is flaking off. The metal maybe white underneath.

Transcriptions

1. Artifact BW003 Transcription:
   "_____ARTER'S
   _____ti__ist
   _____ucilage
   Press one or both ends and spread with top.
   Quickly stays stuck
   _____applied for"

2. Artifact BW010 Transcription:
   " 12 What is a stip groove. A groove is a rectangular opening cut with the grater of wood. There are three simple ways of _____ this operation."

   "13 What is another name for a blind dado. Blind dado or grain is cut only across the board"

Drawings/Photos not included in Chronology of Building

Photos to scale on Elevation Drawings

East Elevation, Blackwell School. (Photo credit: Miranda Garrison and Brandon Turriff, July 2017.)

North Elevation, Blackwell School. (Photo credit: Miranda Garrison and Brandon Turriff, July 2017.)

North Elevation Detail, Blackwell School. (Photo credit: Miranda Garrison and Brandon Turriff, July 2017.)

North Elevation Detail, Blackwell School. (Photo credit: Miranda Garrison and Brandon Turriff, July 2017.)

West Elevation, Blackwell School. (Photo credit: Miranda Garrison and Brandon Turriff, July 2017.)

South Elevation, Blackwell School. (Photo credit: Miranda Garrison and Brandon Turriff, July 2017.)

South Elevation Detail, Blackwell School. (Photo credit: Miranda Garrison and Brandon Turriff, July 2017.)

South Elevation Detail, Blackwell School. (Photo credit: Miranda Garrison and Brandon Turriff, July 2017.)

East Wall, Blue Room, Blackwell School. (Photo credit: Brandon Turriff, July 2017.)

North Wall, Blue Room, Blackwell School. (Photo credit: Brandon Turriff, July 2017.)

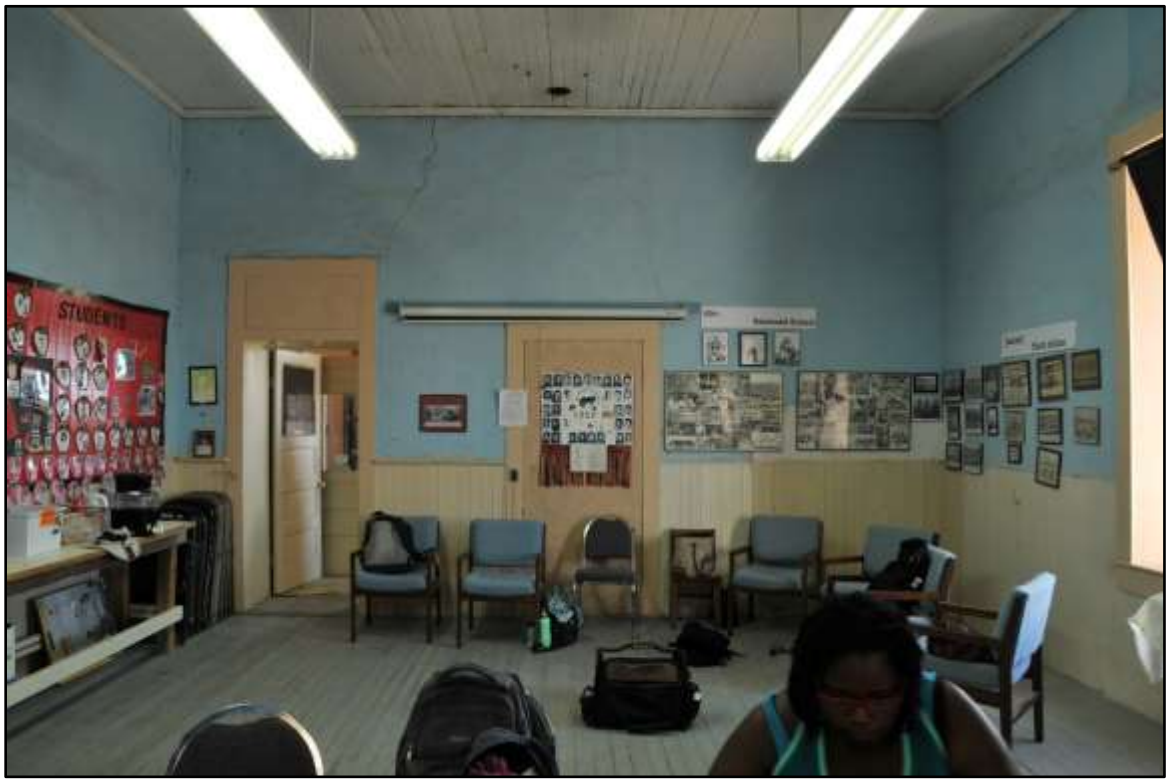
North Wall, Blue Room, Blackwell School. (Photo credit: Brandon Turriff, July 2017.)

North Wall, Blue Room, Blackwell School. (Photo credit: Brandon Turriff, July 2017.)

South Wall, Blue Room, Blackwell School. (Photo credit: Brandon Turriff, July 2017.)

South Wall, Blue Room, Blackwell School. (Photo credit: Brandon Turriff, July 2017.)

South Wall, Blue Room, Blackwell School. (Photo credit: Brandon Turriff, July 2017.)



West Wall, Blue Room, Blackwell School. (Photo credit: Brandon Turriff, July 2017.)

East Wall, Museum Room, Blackwell School. (Photo credit: Brandon Turriff, July 2017.)

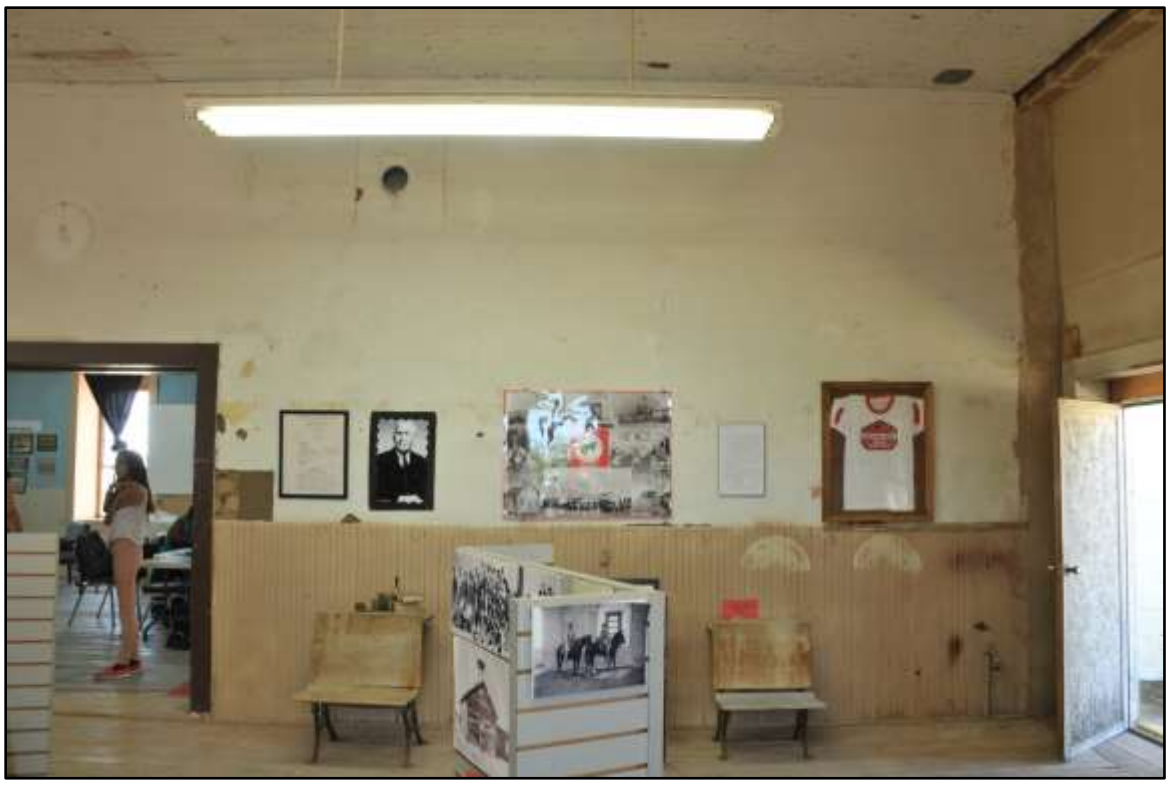
North Wall, Museum Room, Blackwell School. (Photo credit: Brandon Turriff, July 2017.)

North Wall, Museum Room, Blackwell School. (Photo credit: Brandon Turriff, July 2017.)

North Wall, Museum Room, Blackwell School. (Photo credit: Brandon Turriff, July 2017.)

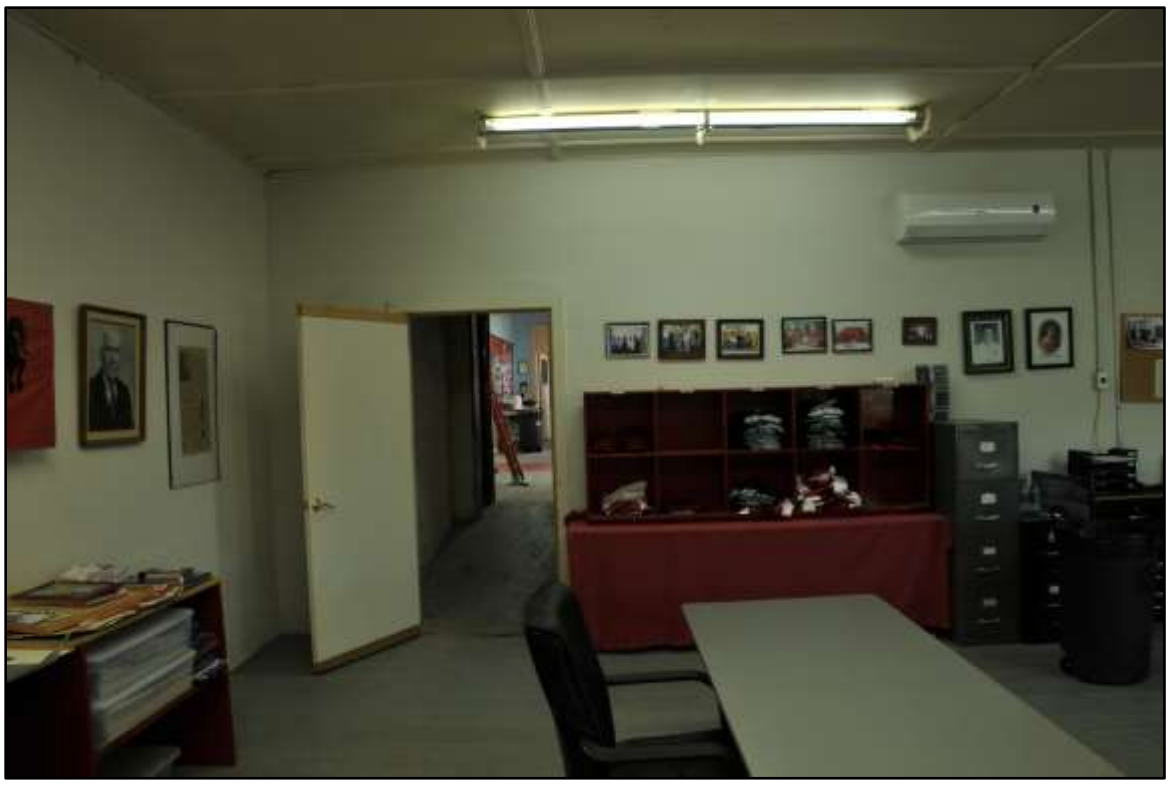
South Wall, Museum Room, Blackwell School. (Photo credit: Brandon Turriff, July 2017.)

South Wall, Museum Room, Blackwell School. (Photo credit: Brandon Turriff, July 2017.)

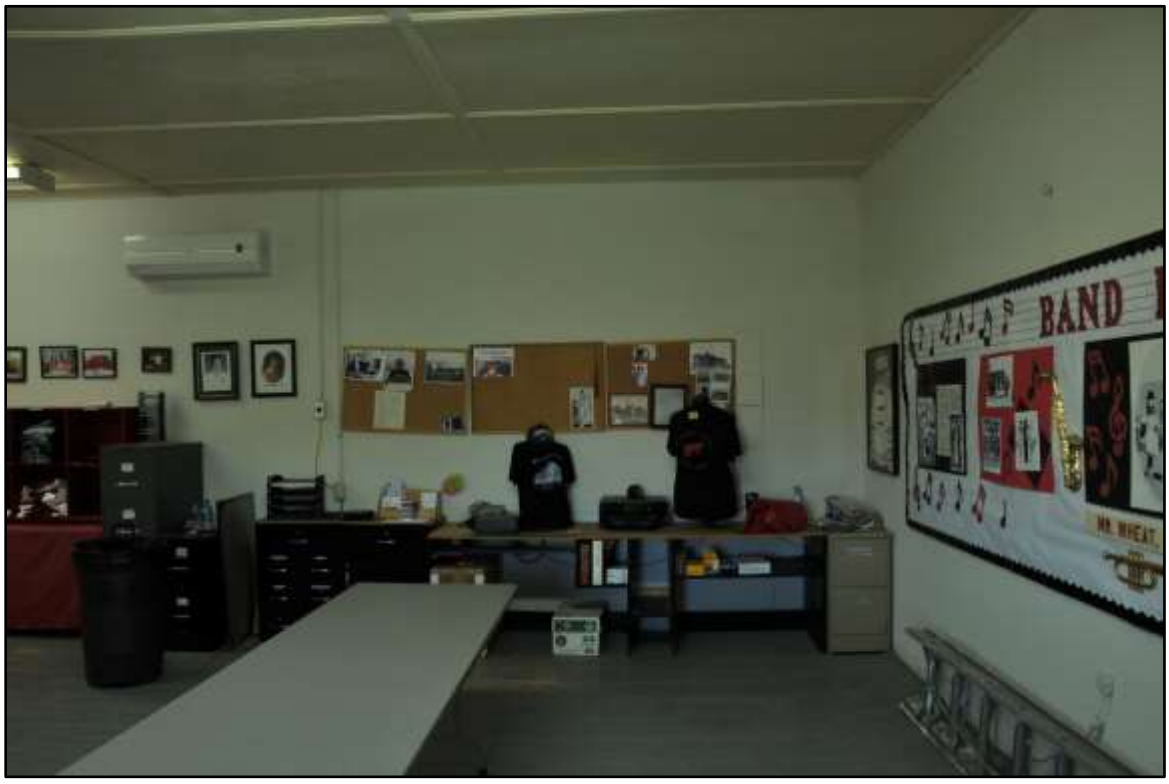


South Wall, Museum Room, Blackwell School. (Photo credit: Brandon Turriff, July 2017.)

West Wall, Museum Room, Blackwell School. (Photo credit: Brandon Turriff, July 2017.)



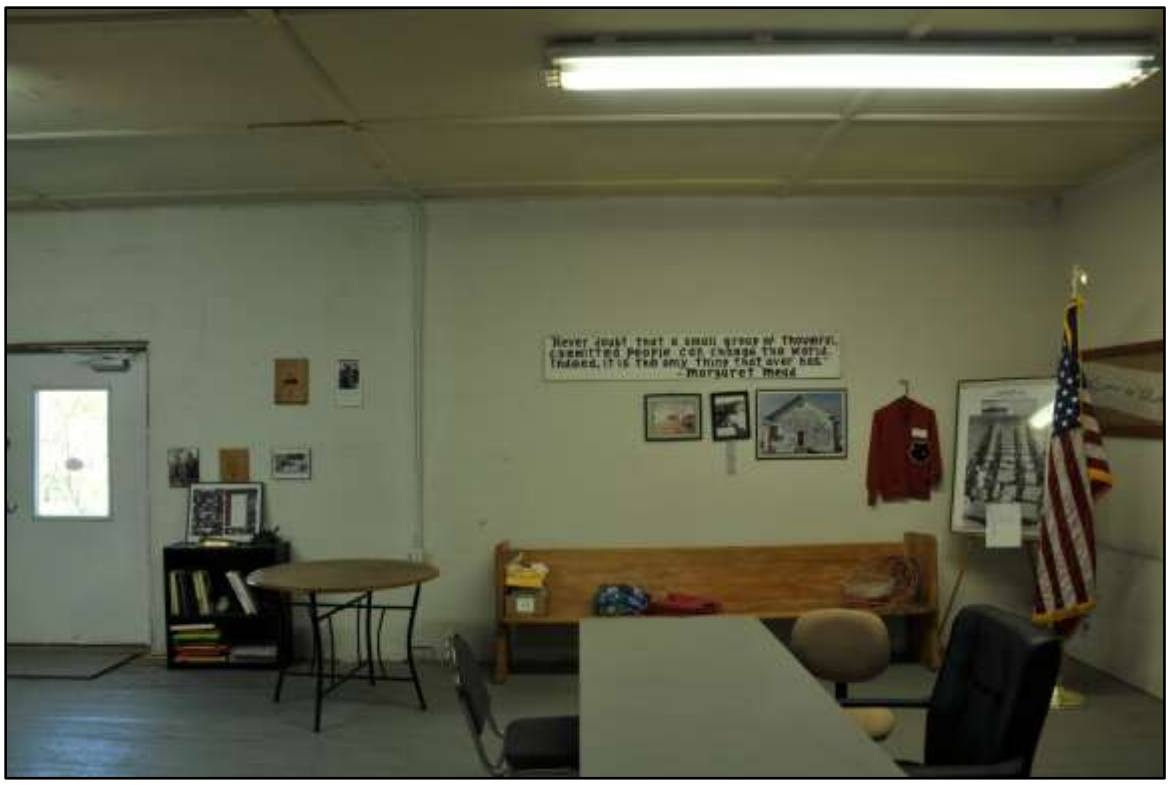
East Wall, Band Room, Blackwell School. (Photo credit: Brandon Turriff, July 2017.)



East Wall, Band Room, Blackwell School. (Photo credit: Brandon Turriff, July 2017.)

North Wall, Band Room, Blackwell School. (Photo credit: Brandon Turriff, July 2017.)

West Wall, Band Room, Blackwell School. (Photo credit: Brandon Turriff, July 2017.)



West Wall, Band Room, Blackwell School. (Photo credit: Brandon Turriff, July 2017.)

South Wall, Band Room, Blackwell School. (Photo credit: Miranda Garrison and Brandon Turriff, July 2017.)

Southeast view of Blackwell School.

A4 window with pulley system.

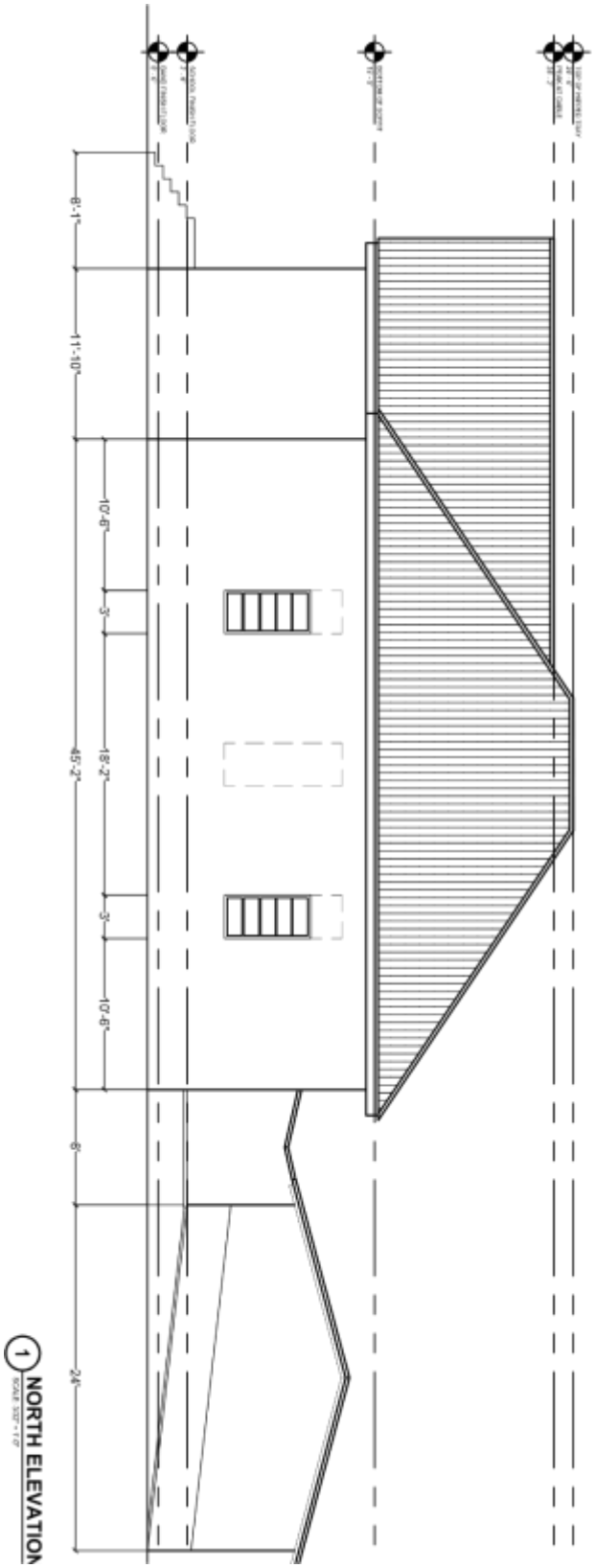
A1 WINDOW

A1 WINDOW

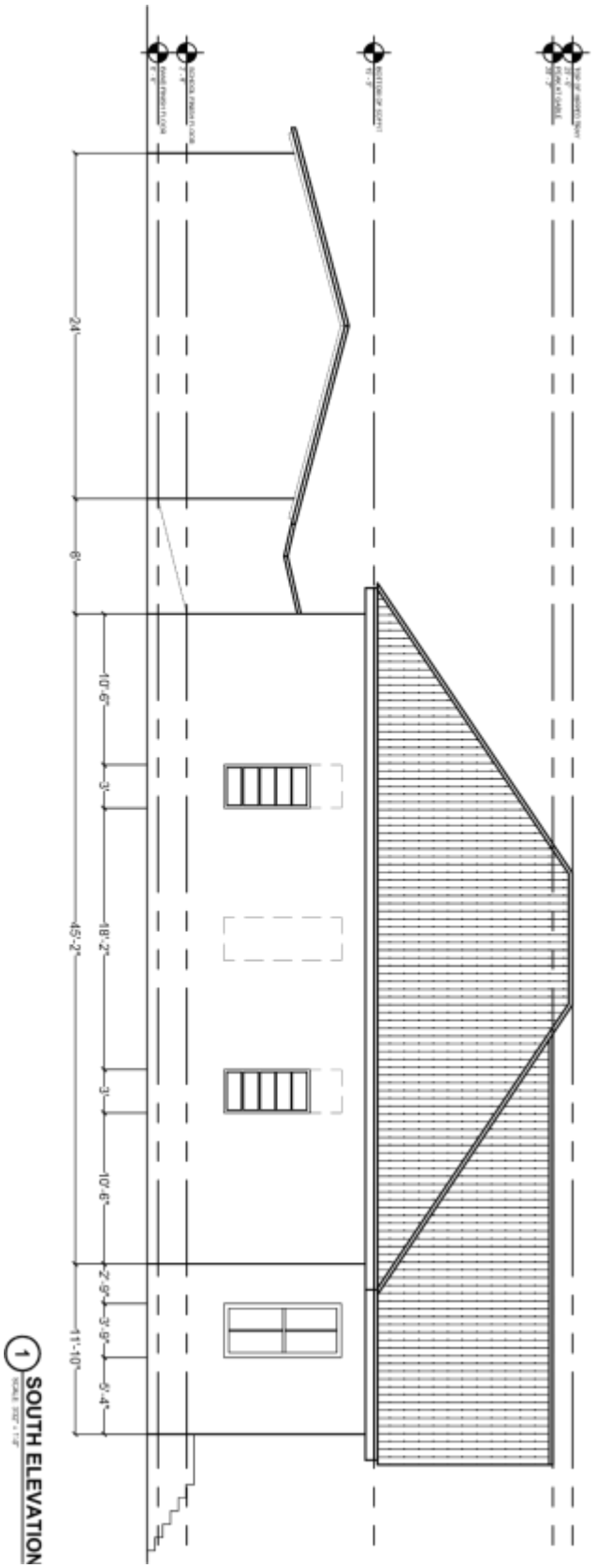
D5 door and on right the operable transom

Elevation Drawings:

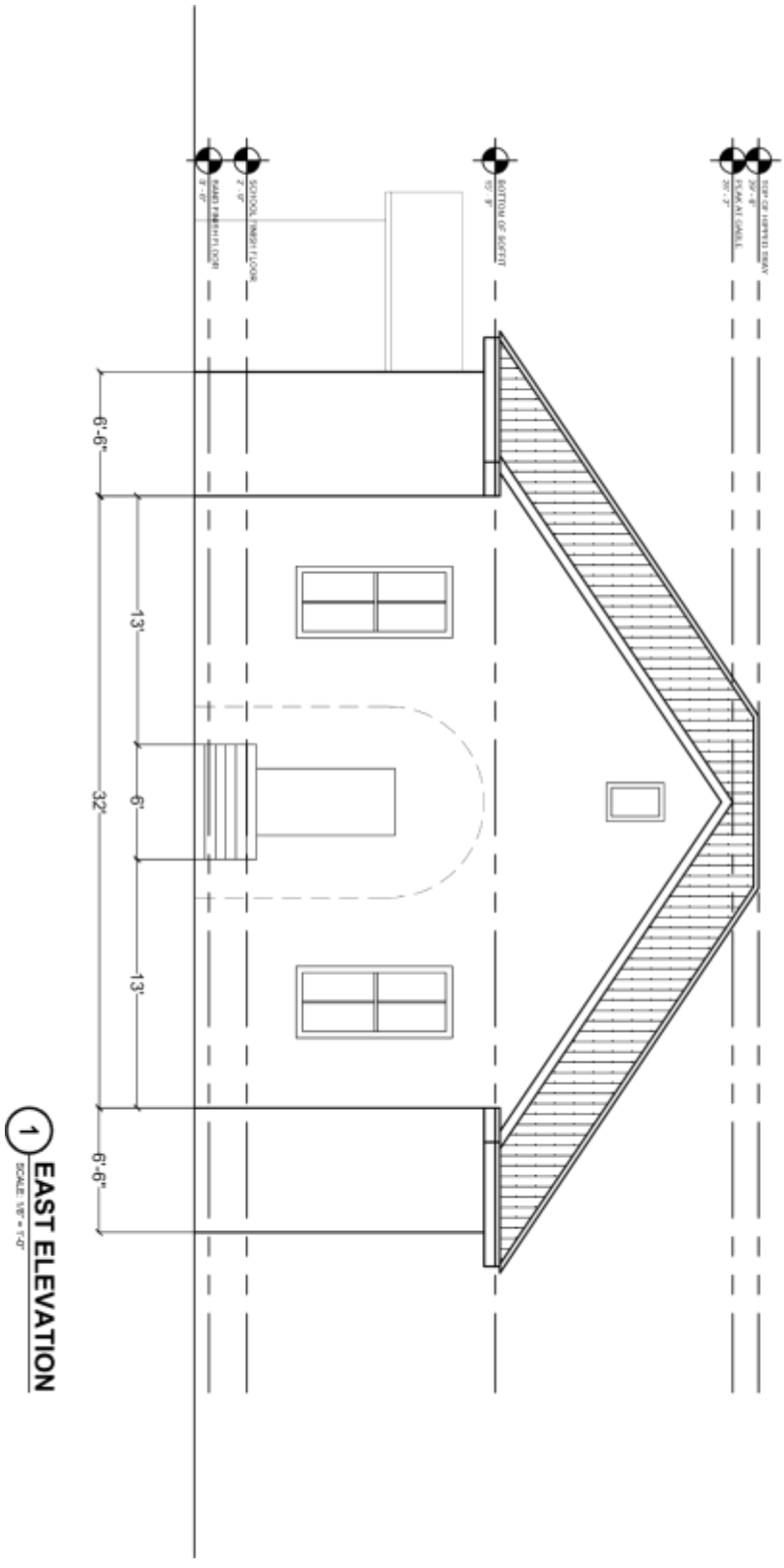
North Elevation:



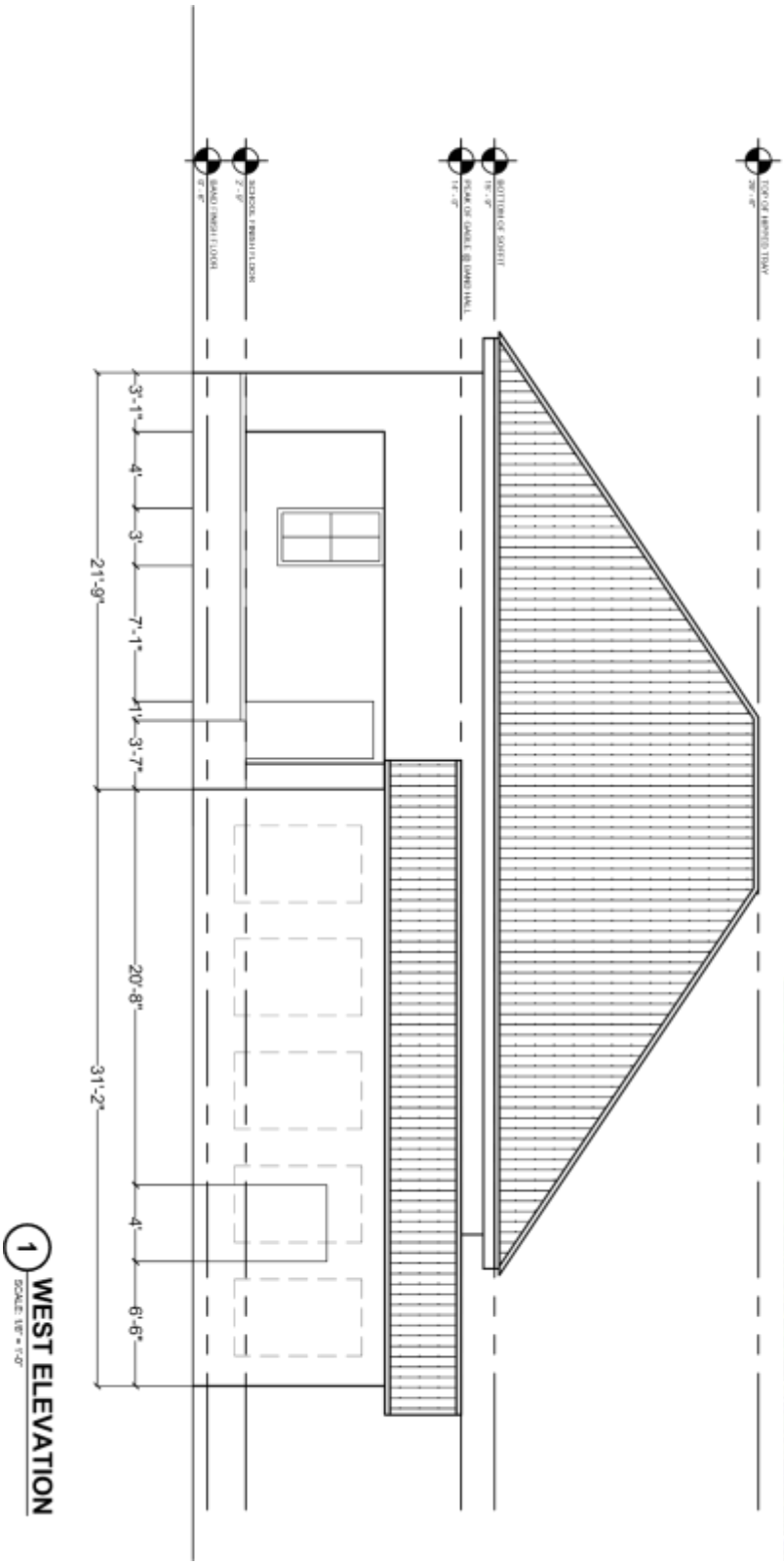
South Elevation:



East Elevation:



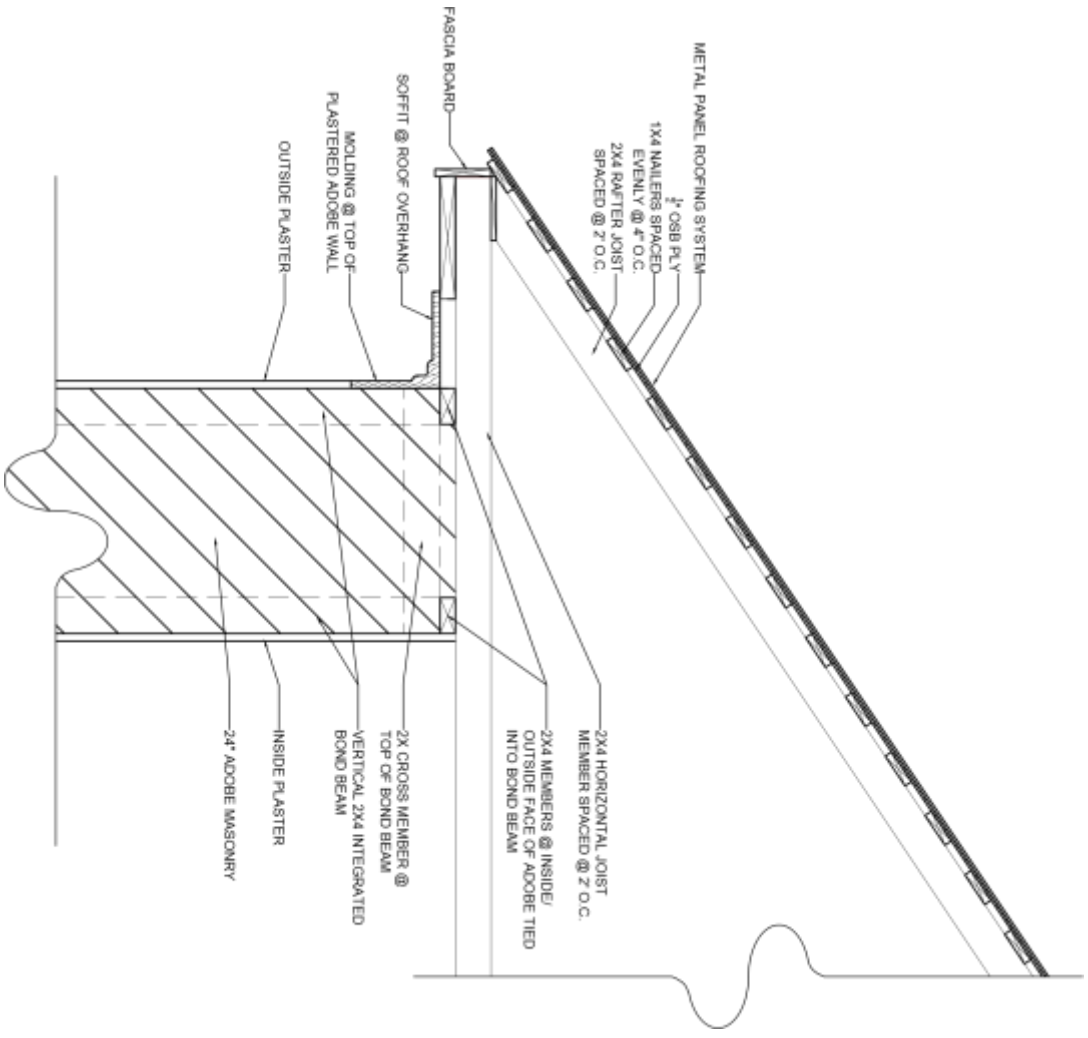
West Elevation:



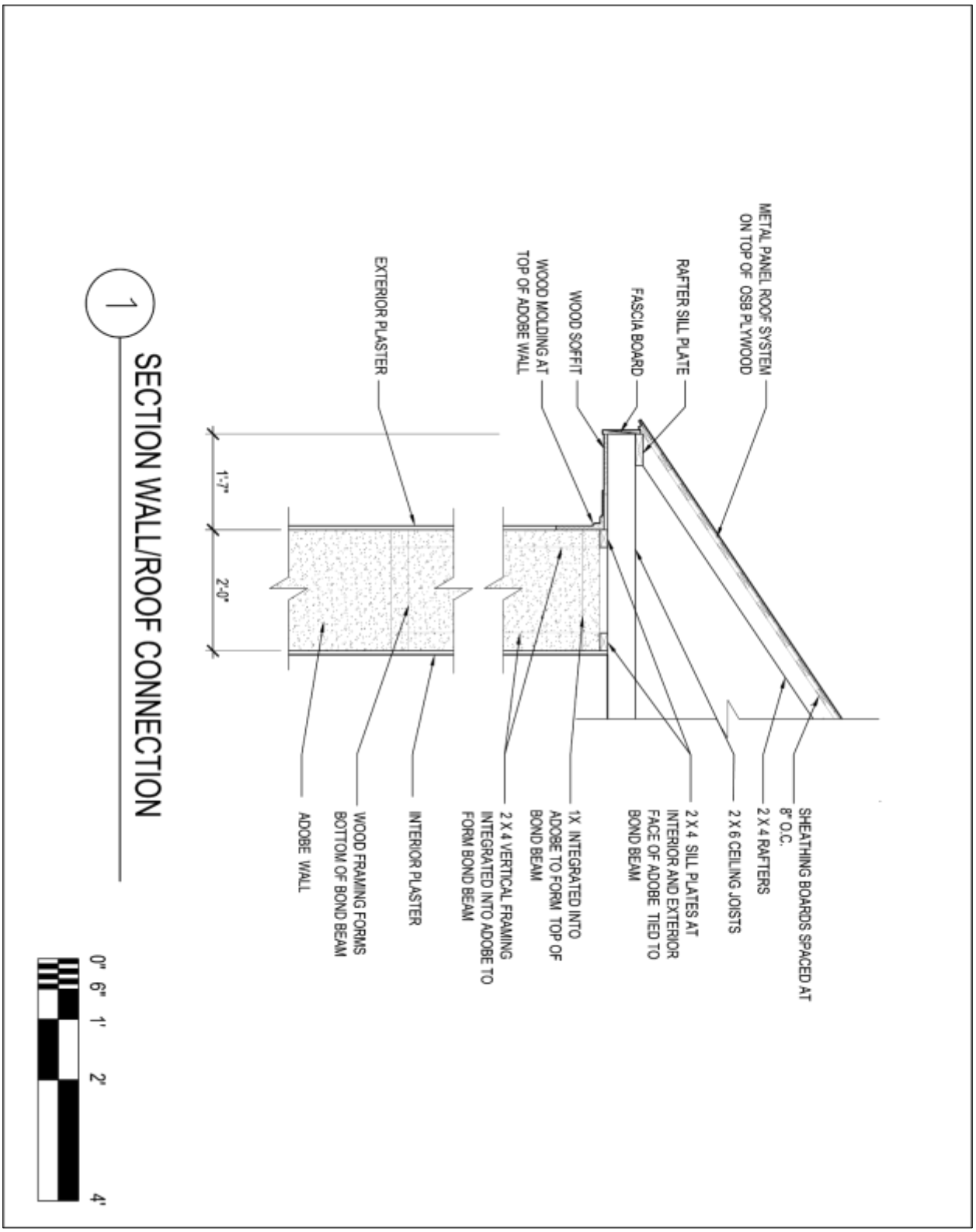
1 WEST ELEVATION
SCALE: 1/8" = 1'-0"

Structure Detail:

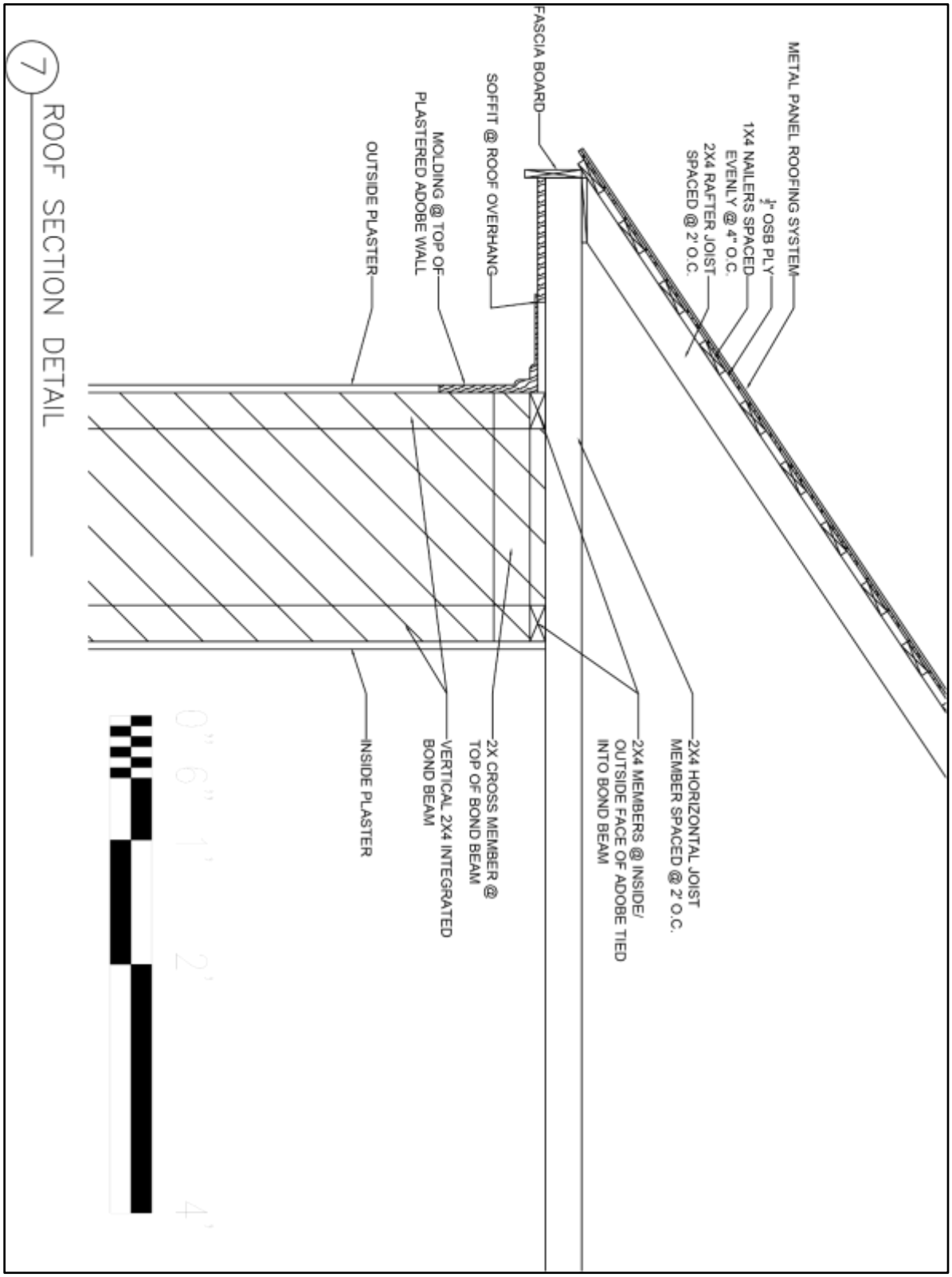
2 TOP OF BOND BEAM PHOTO



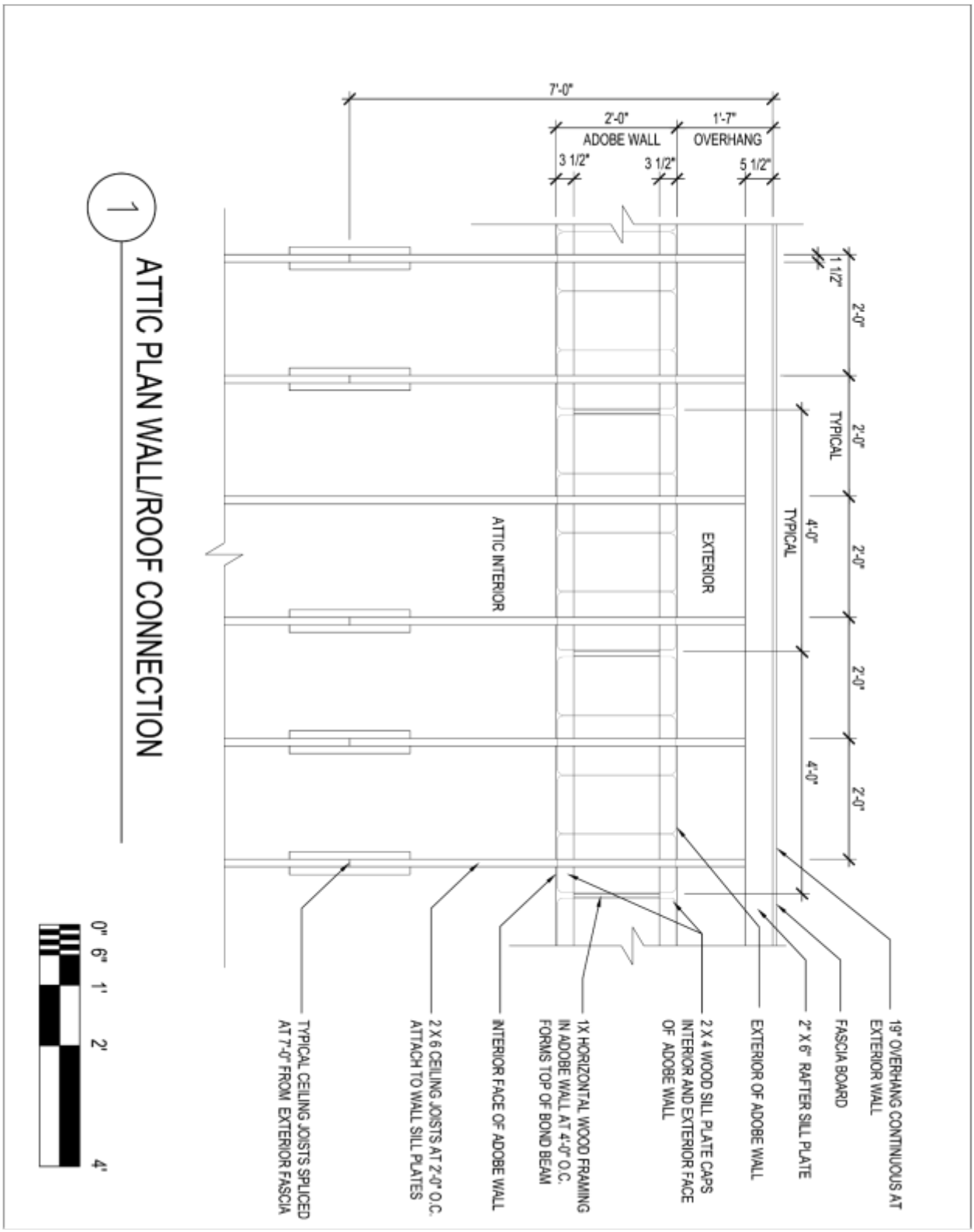
Section Wall/ Roof Connection



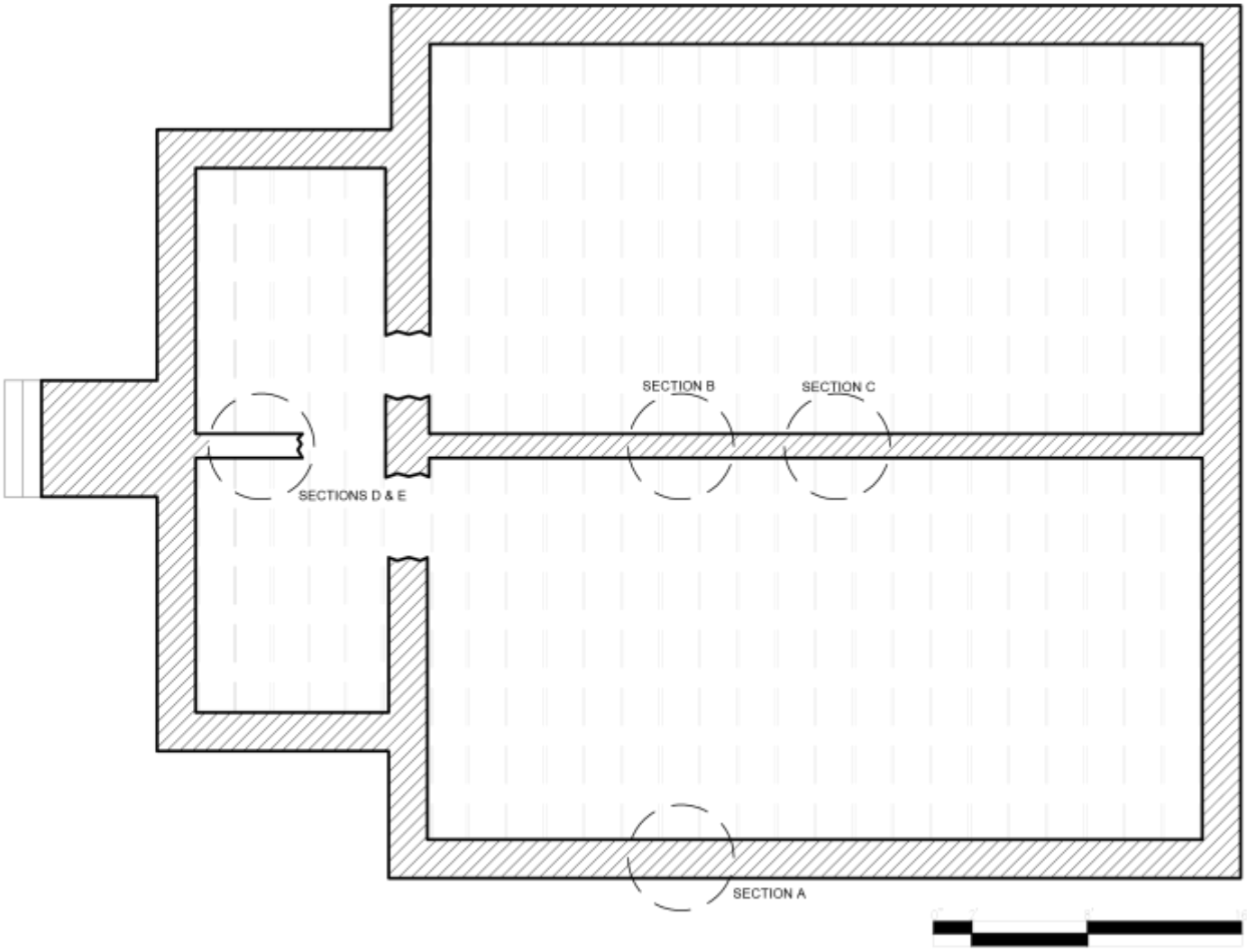
Roof Section Detail



Attic Plan Wall; Roof Connections

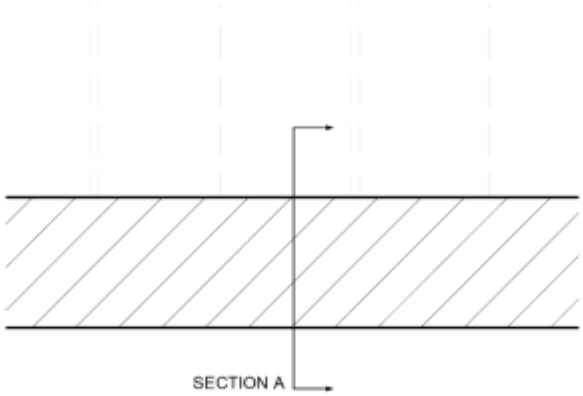


Subfloor Plan

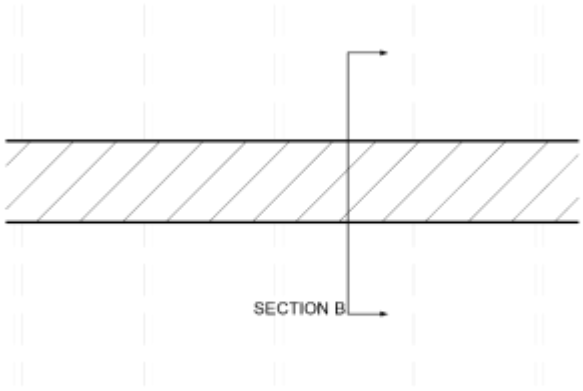


6 SUBFLOOR PLAN

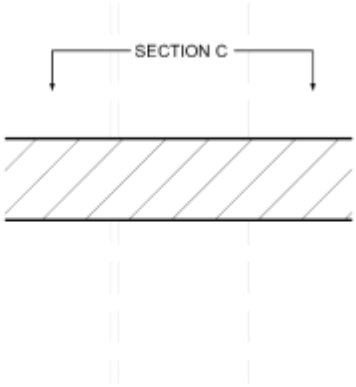
Subfloor Plan Sections



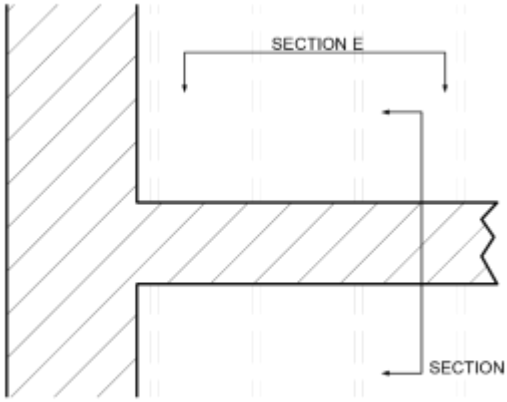
1 PLAN – SECTION A



2 PLAN – SECTION b

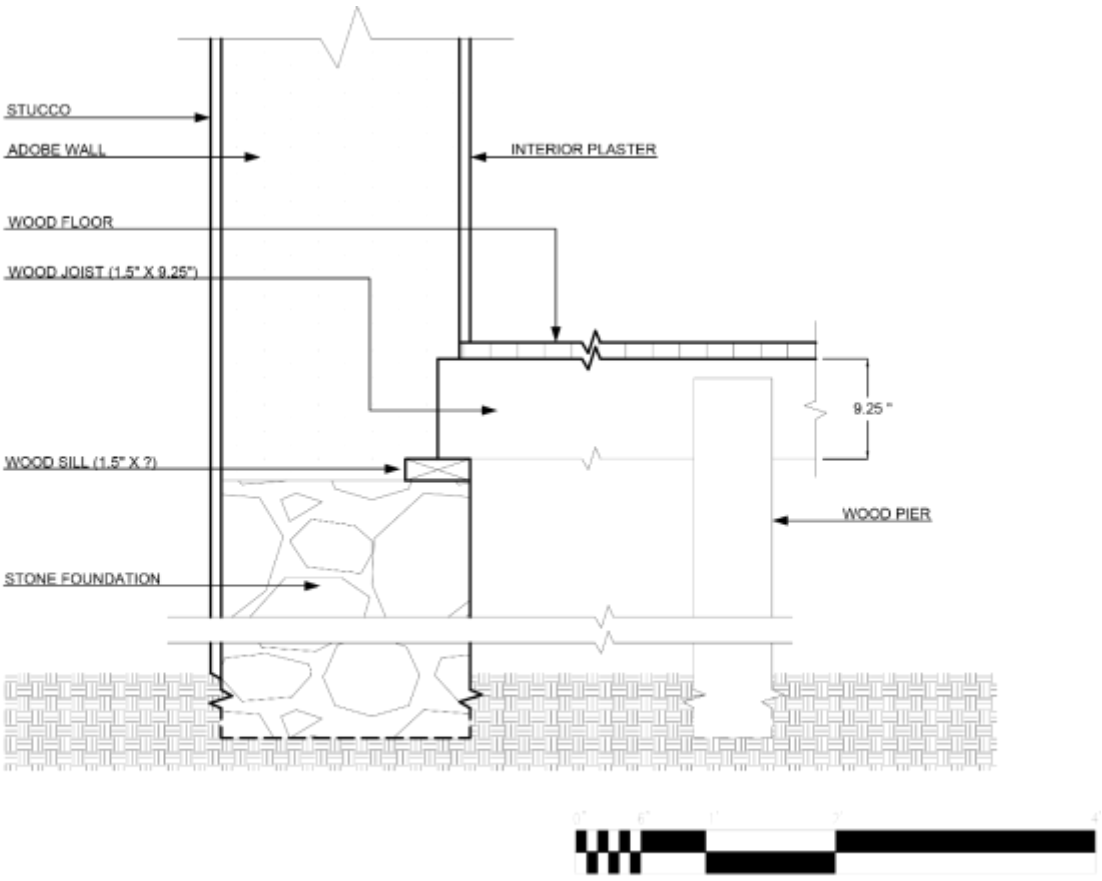


3 PLAN – SECTION C



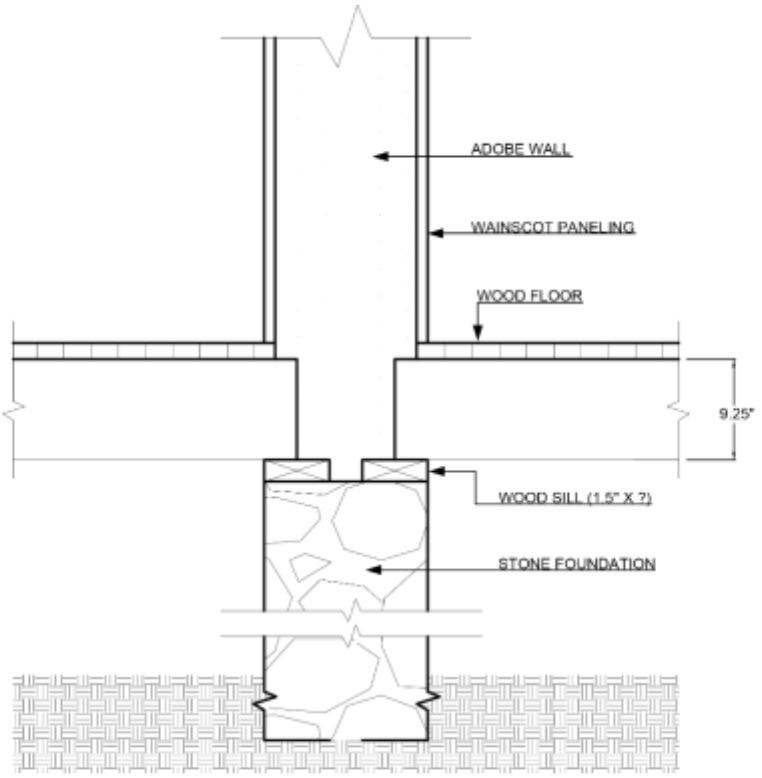
4 PLAN – SECTION D

Subfloor – Section A



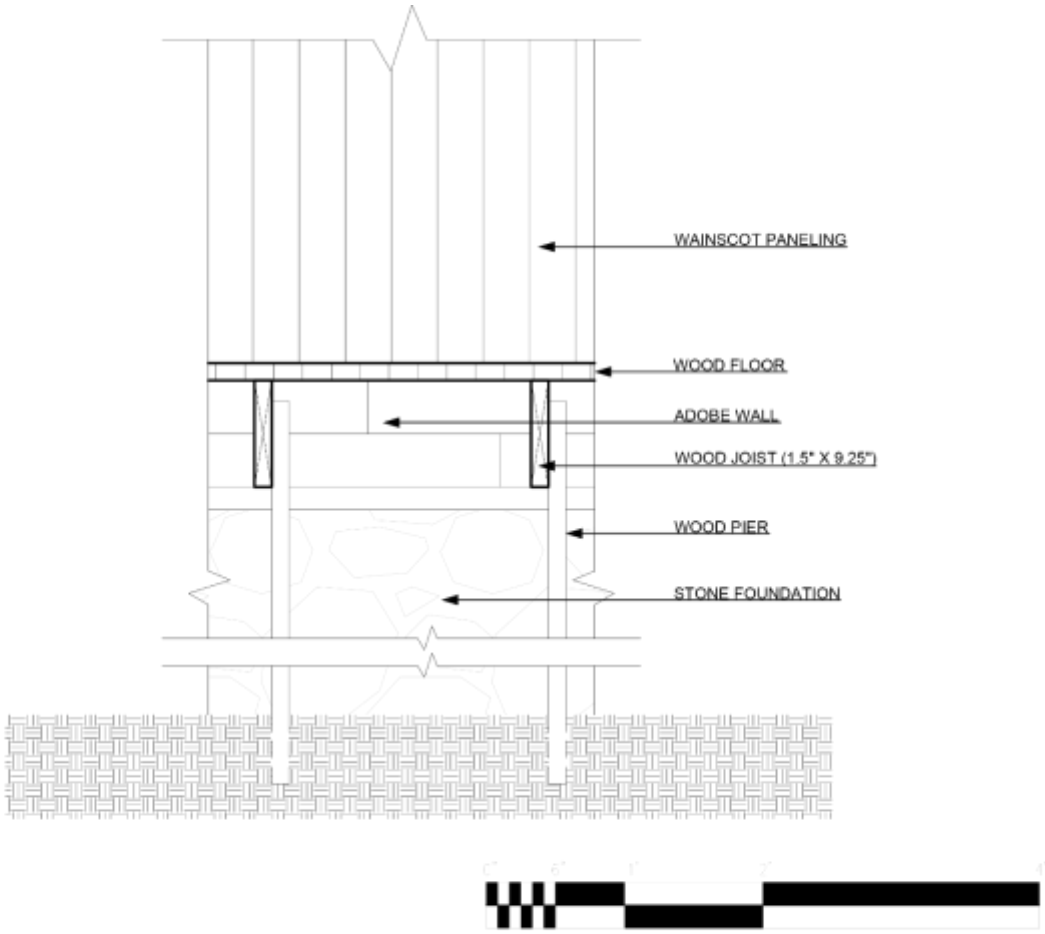
1 SUBFLOOR SECTION A

Subfloor – Section B



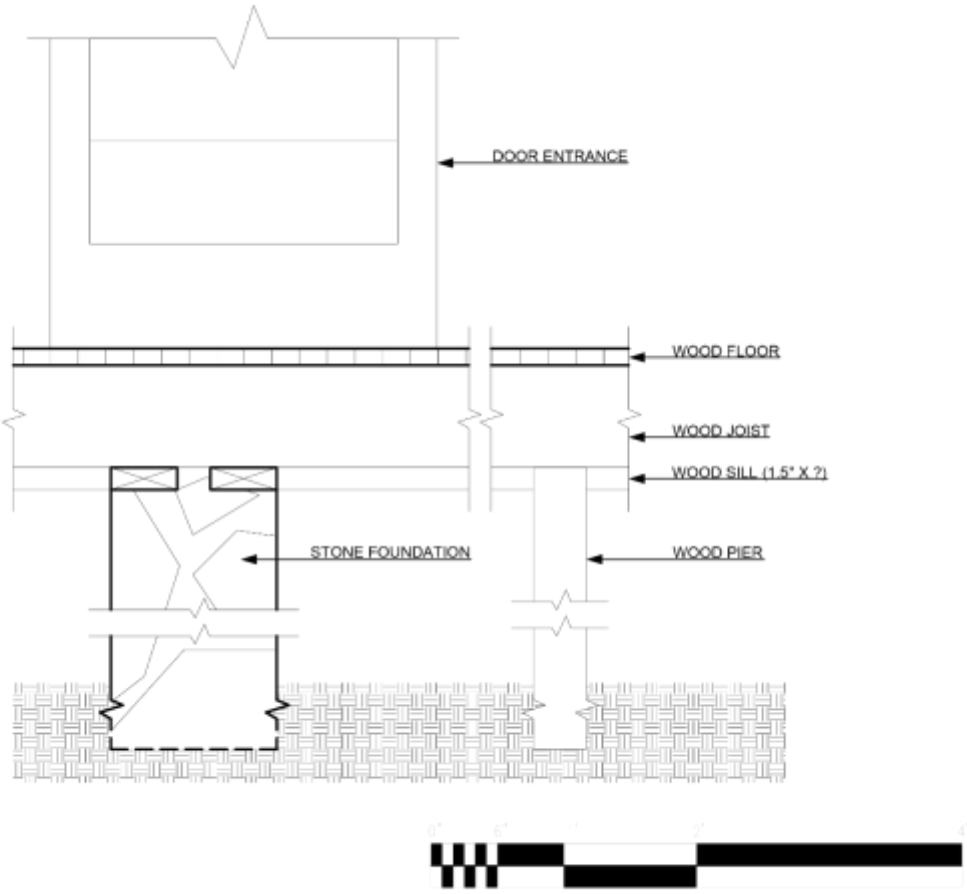
2 SUBFLOOR SECTION B

Subfloor – Section C



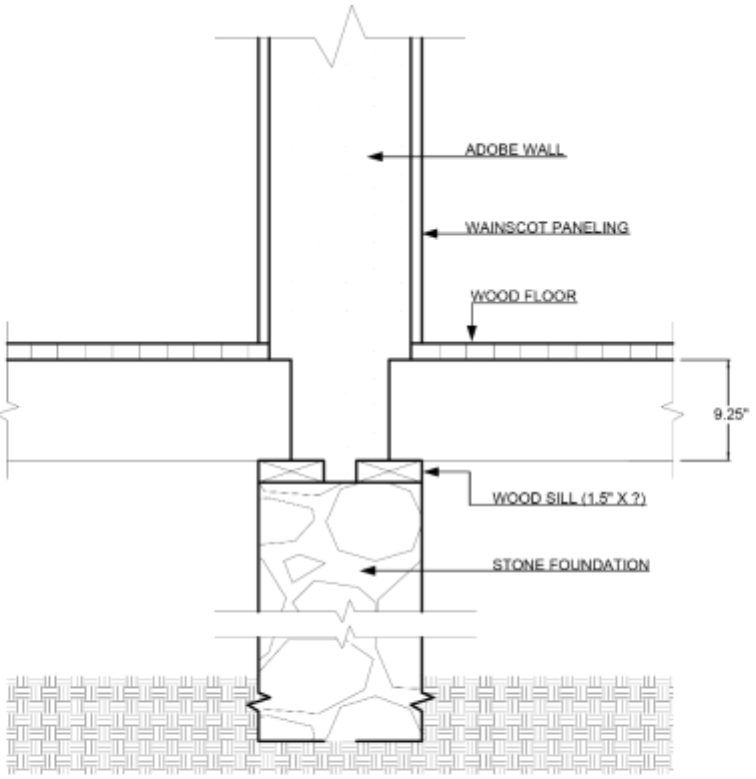
3 SUBFLOOR SECTION C

Subfloor Section D



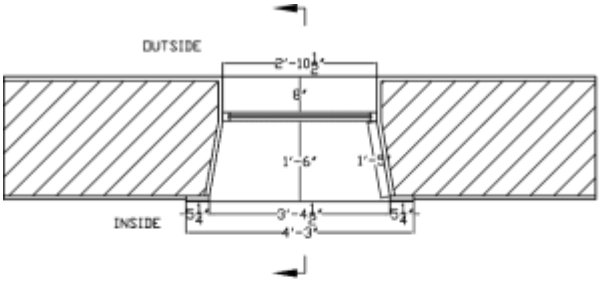
4 SUBFLOOR SECTION D

Subfloor - Section E

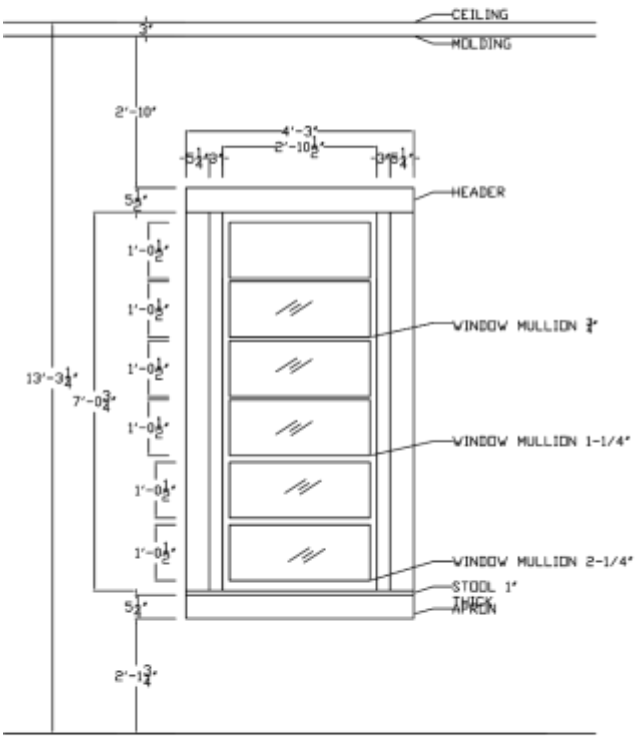


5 SUBFLOOR SECTION E

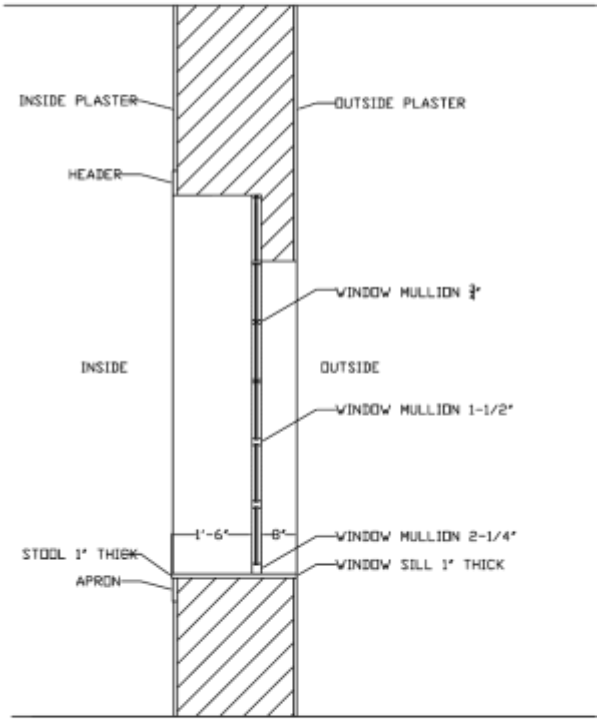
Window – A1



PLAN



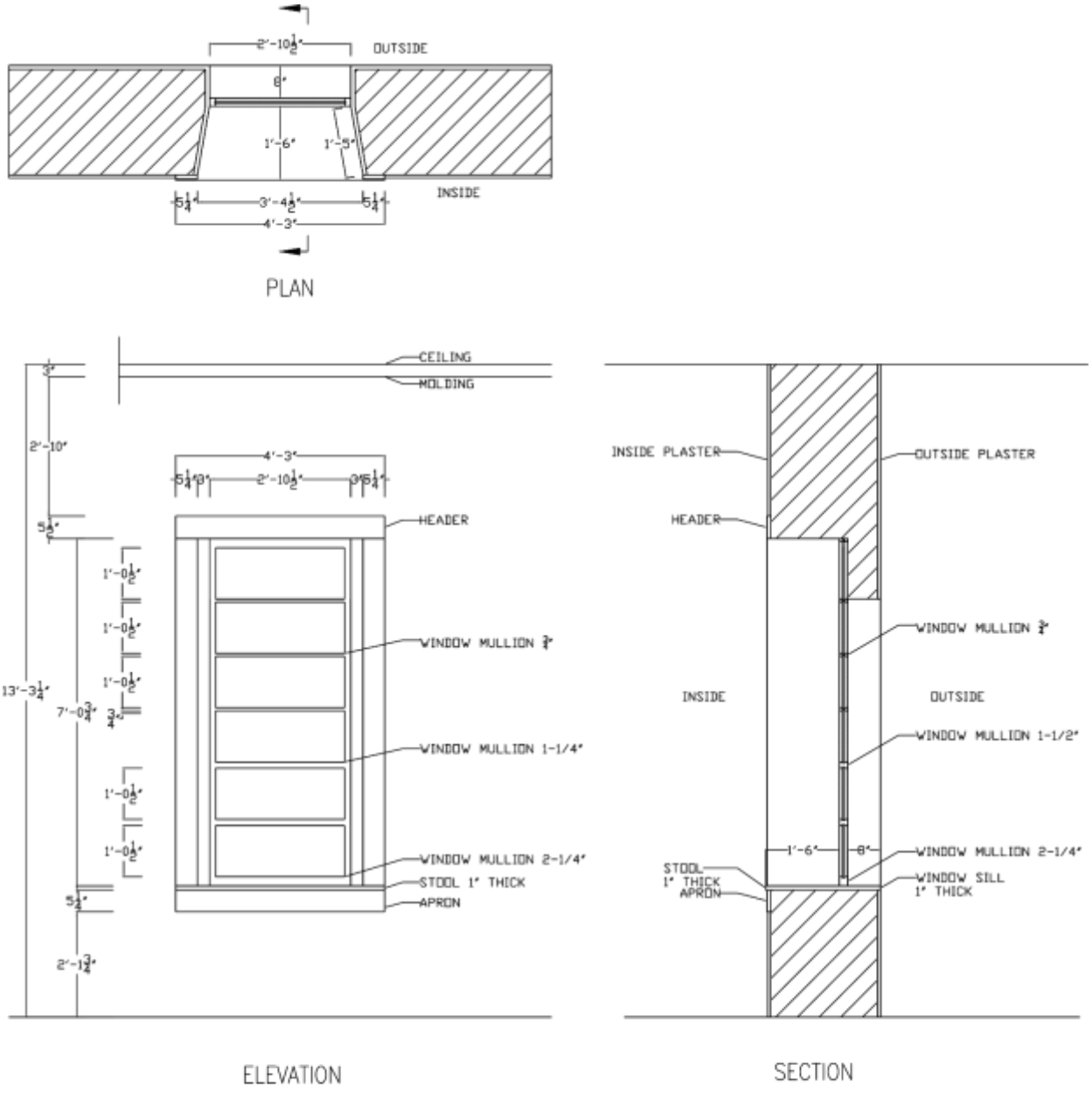
ELEVATION



SECTION

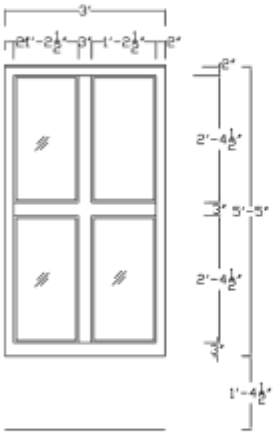
A1 PLAN/ELEVATION/SECTION WINDOW

Window – B1

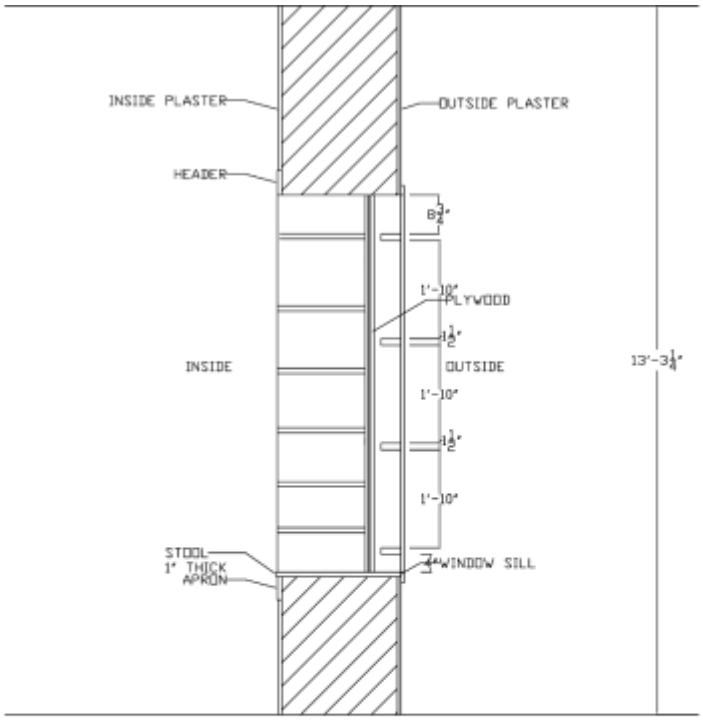


B1 PLAN/ELEVATION/SECTION WINDOW

Windows - B4 & A4

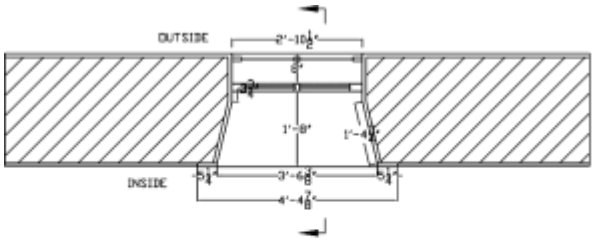


B4 ELEVATION WINDOW

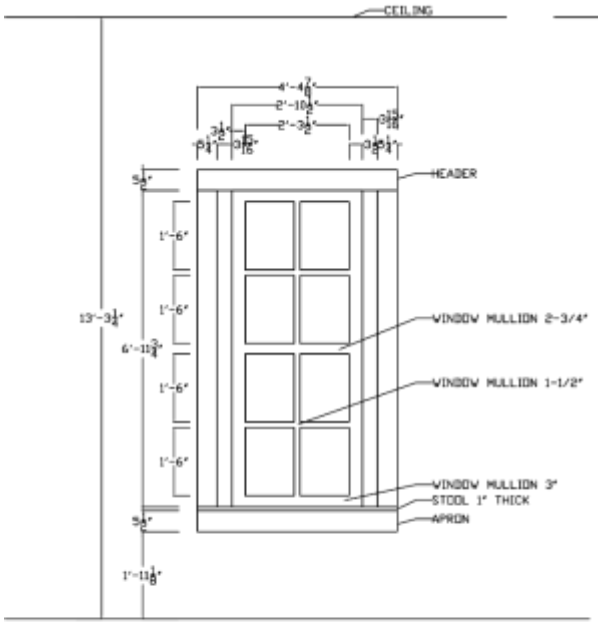


A4 SECTION WINDOW

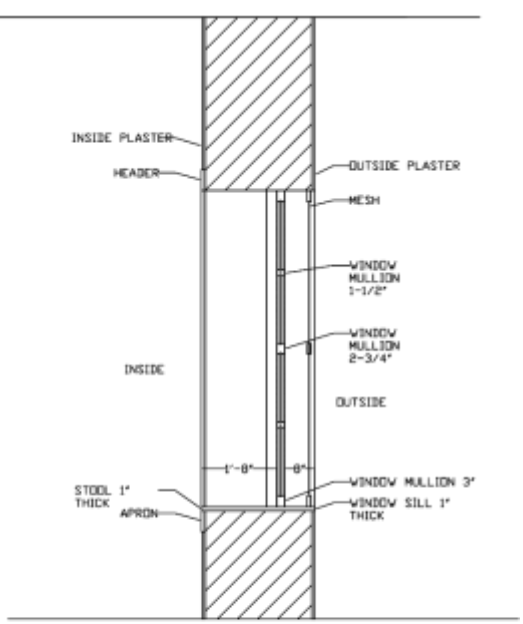
Window C1



PLAN



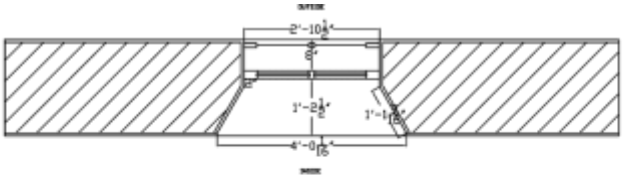
ELEVATION



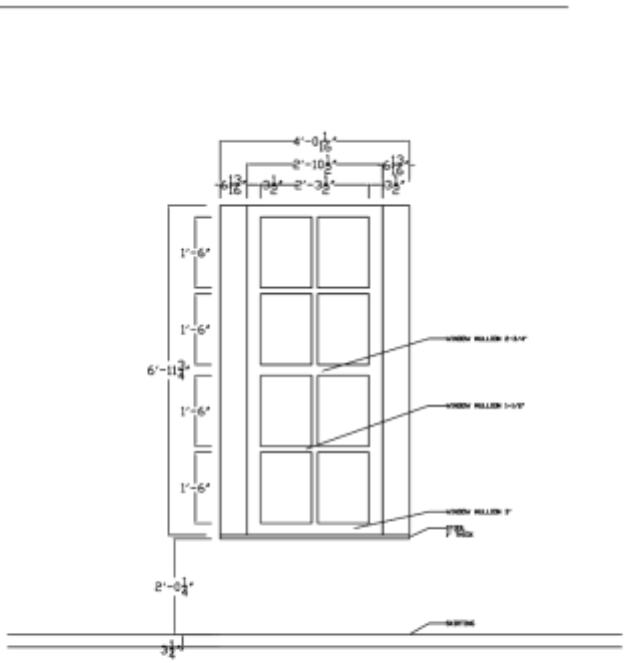
SECTION

C1 PLAN/ELEVATION/SECTION WINDOW

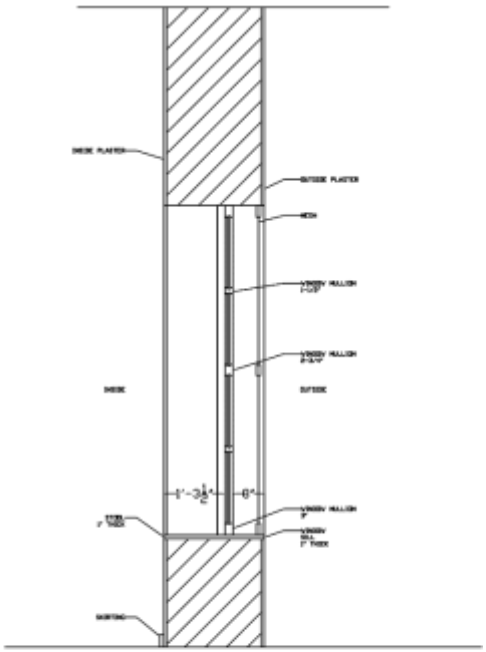
Window – C3



PLAN



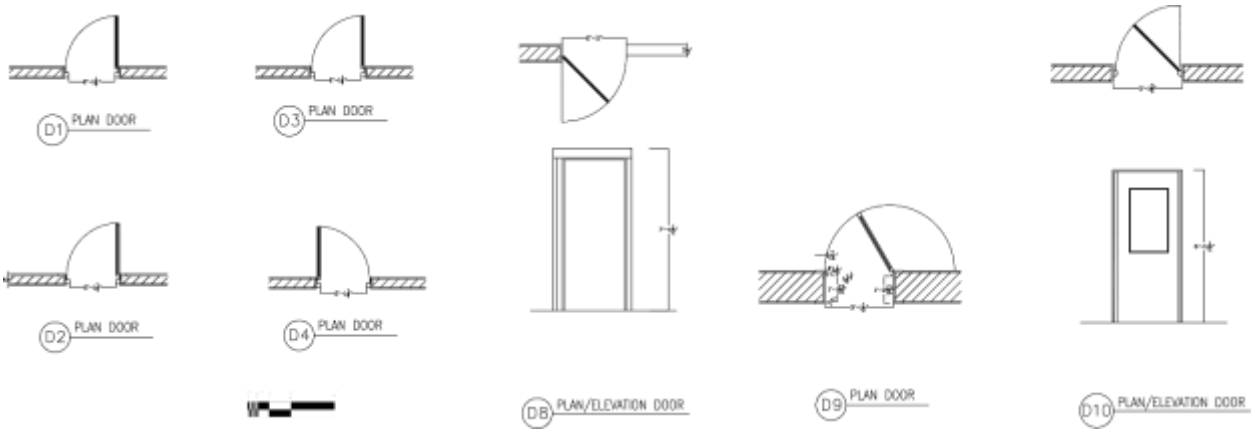
ELEVATION



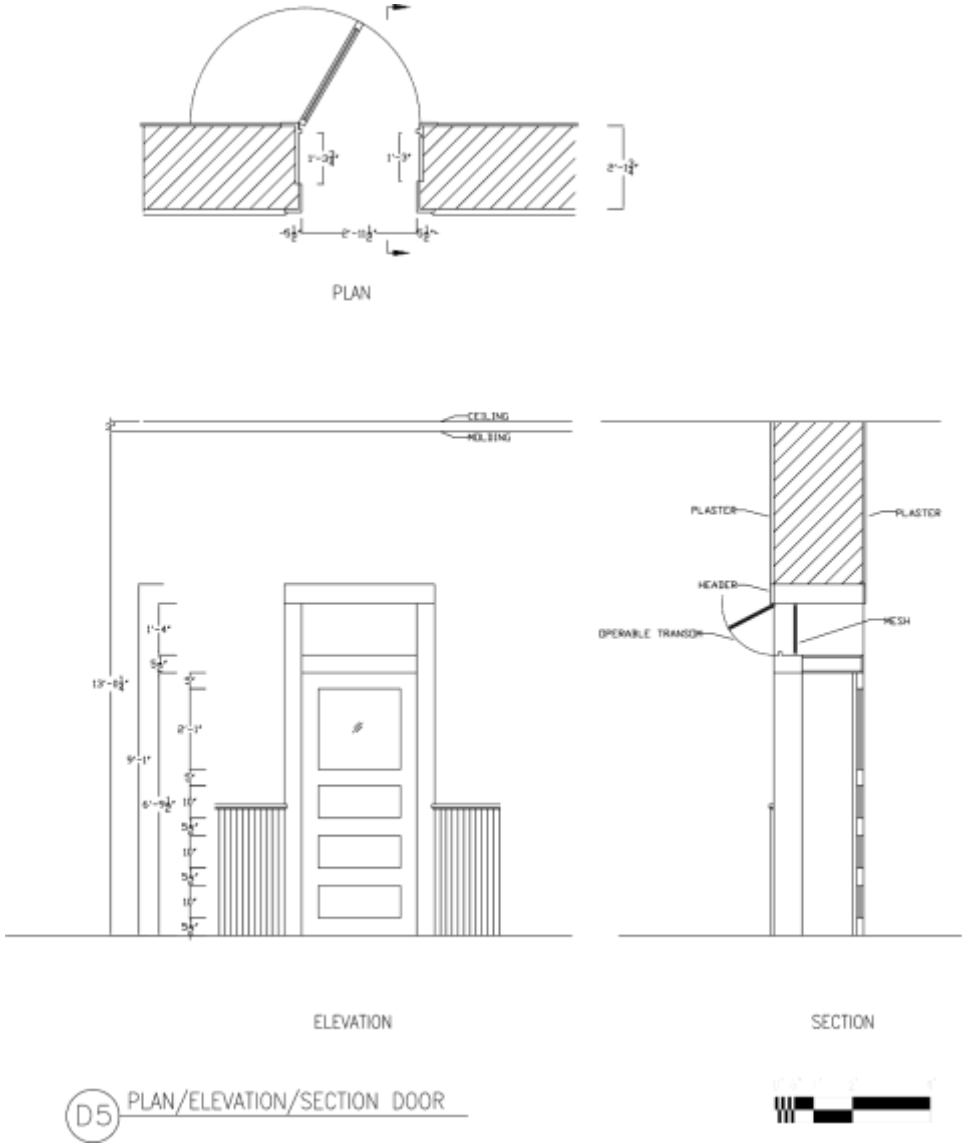
SECTION

C3 PLAN/ELEVATION/SECTION WINDOW

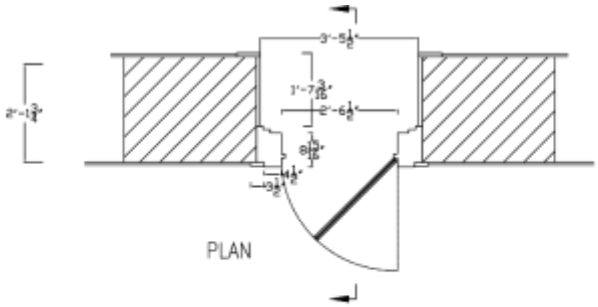
Doors

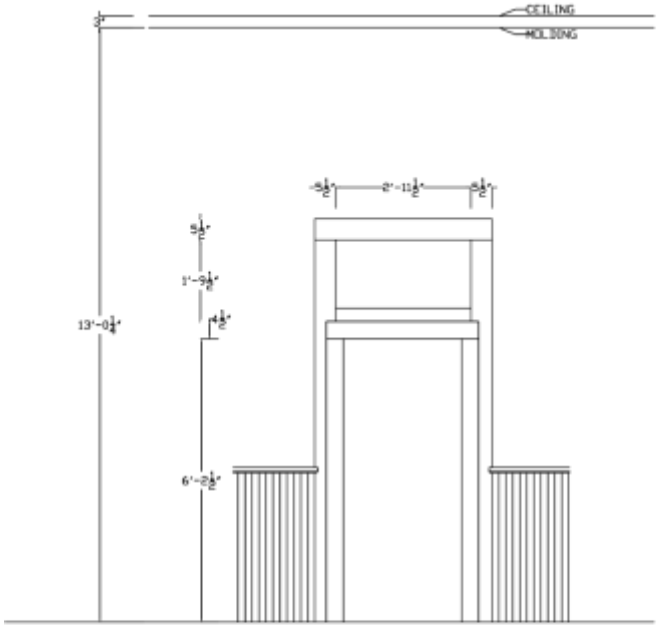


Doors – D5

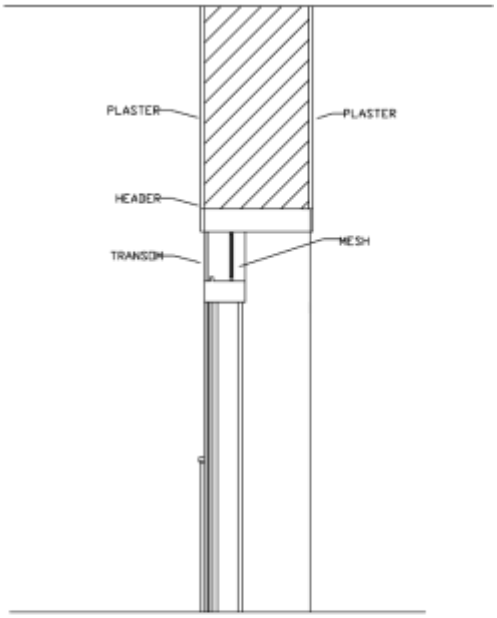


Door – D7





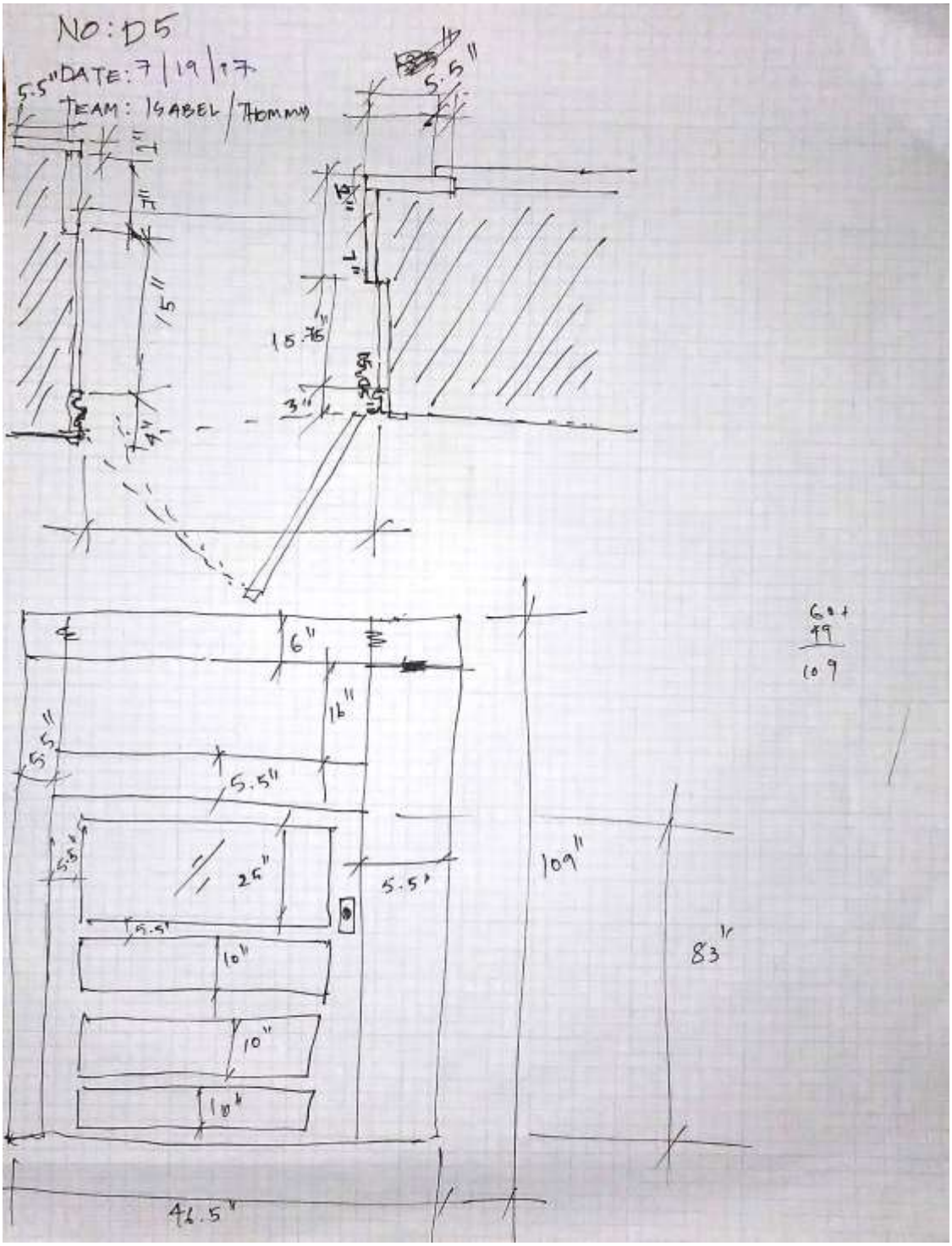
ELEVATION

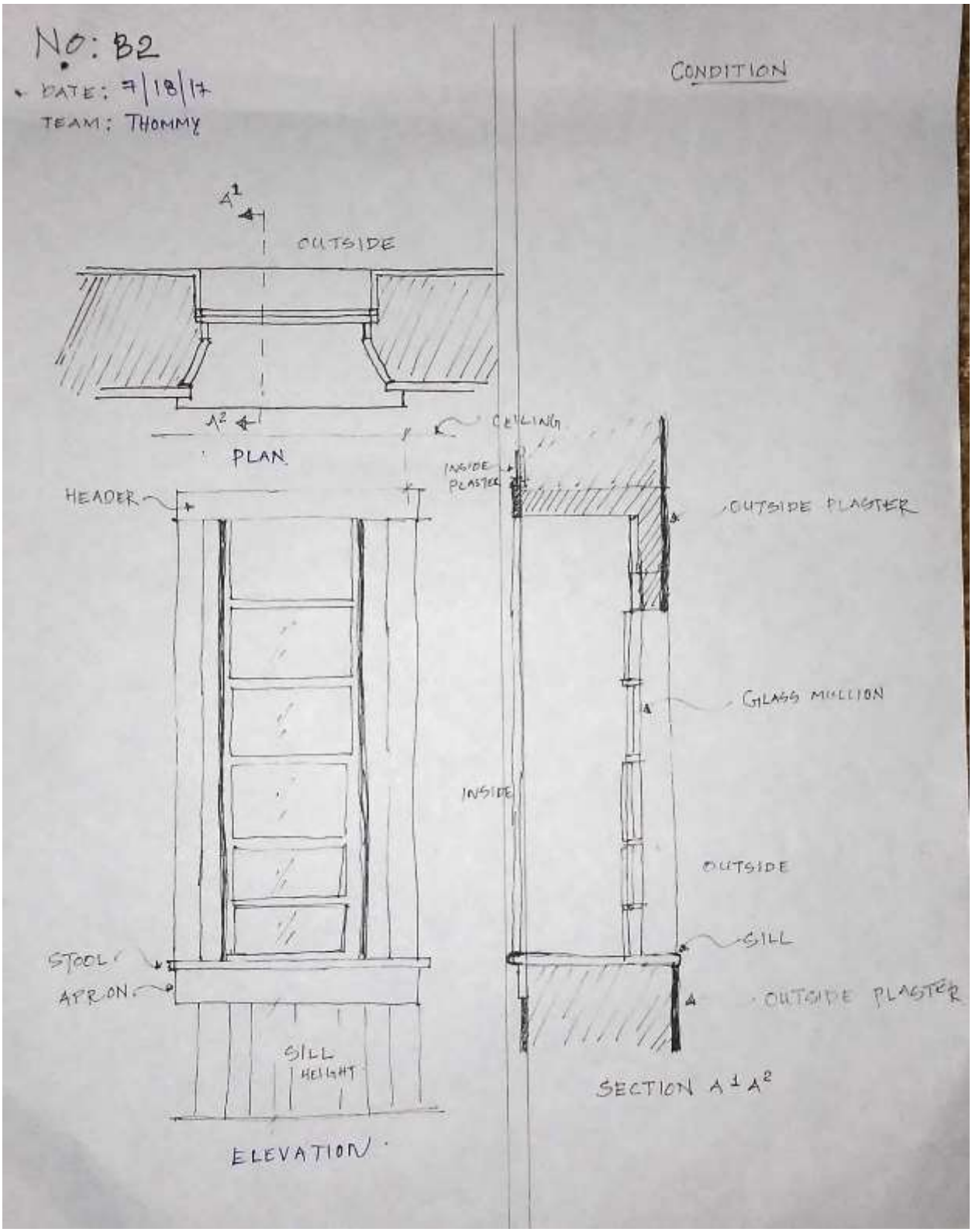


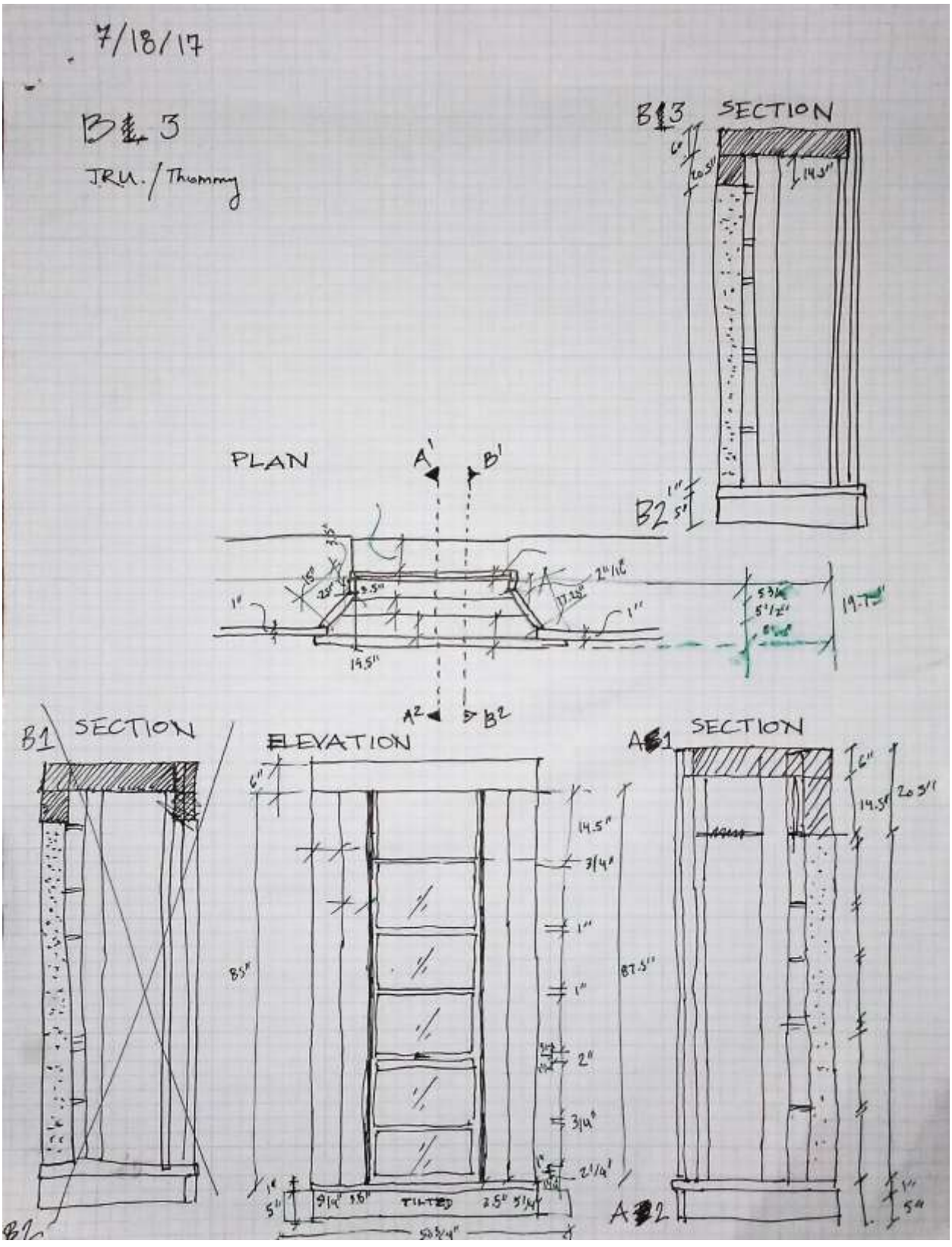
SECTION

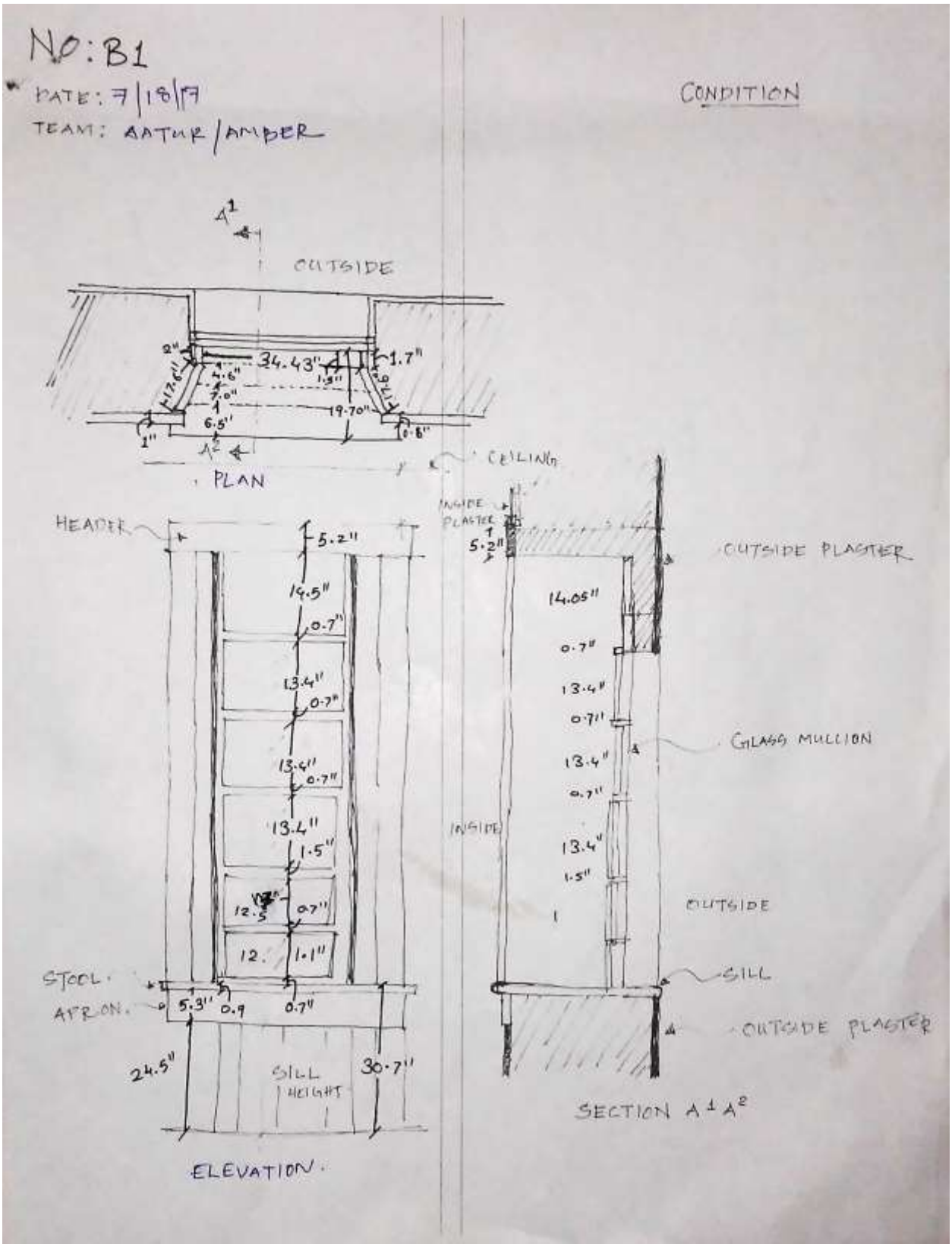
D7 PLAN/ELEVATION/SECTION DOOR

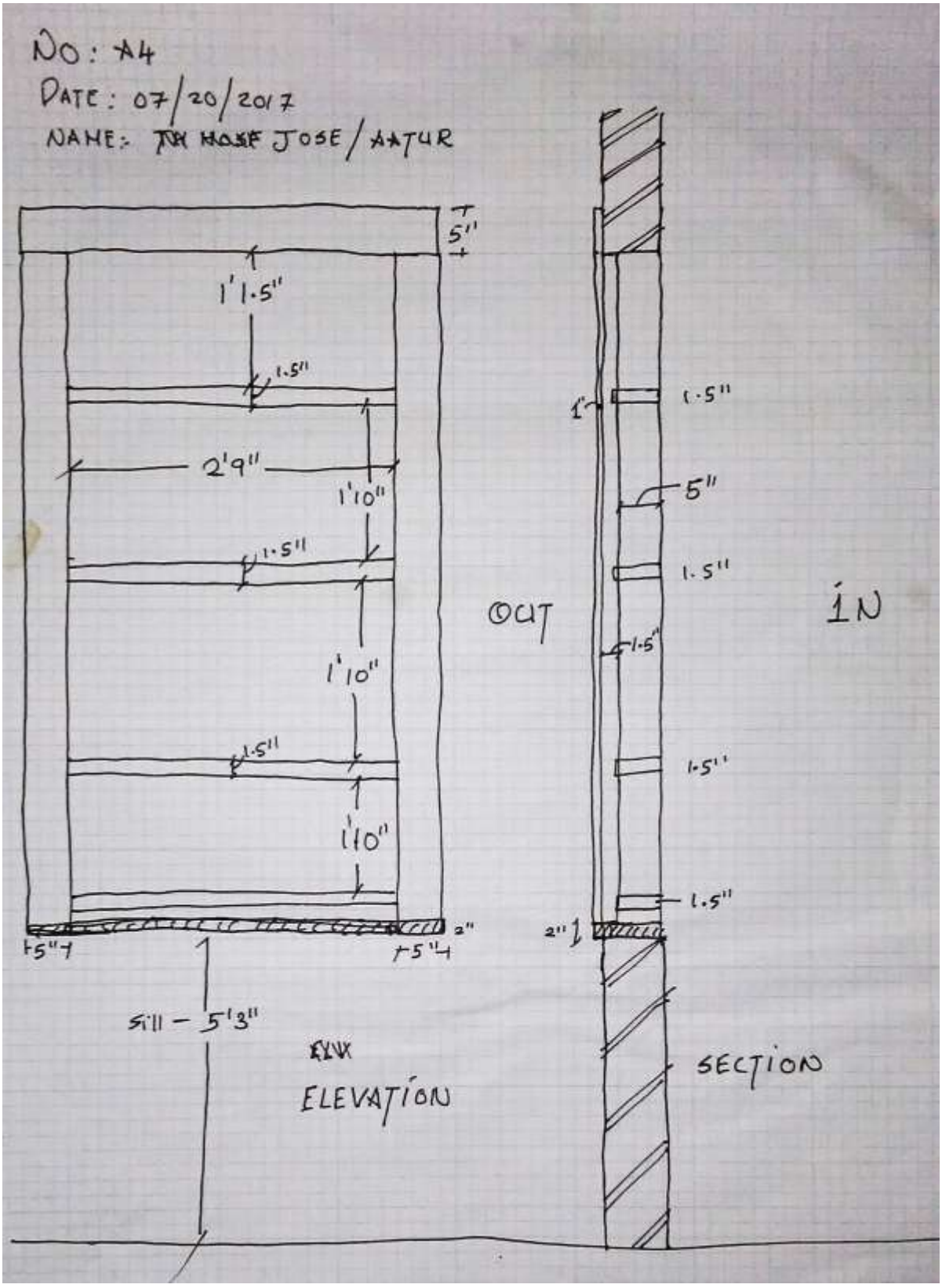
Field Sketches:

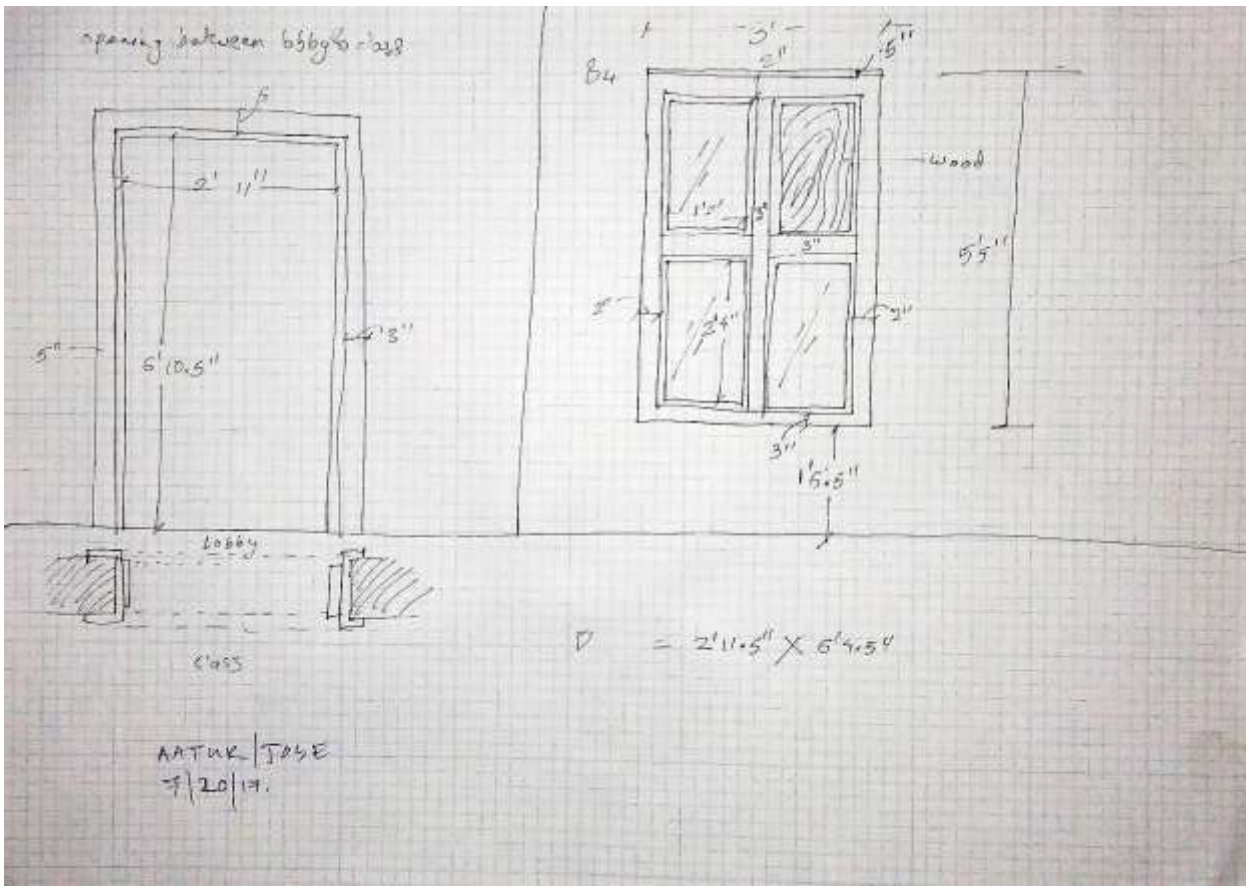



NO: B2
DATE: 7/18/17
TEAM: THOMMY
CONDITION
A1
OUTSIDE
A2
PLAN
CEILING
INSIDE PLASTER
HEADER
OUTSIDE PLASTER
GLASS MULLION
INSIDE
OUTSIDE
SILL
STOOL
APRON
OUTSIDE PLASTER
SILL HEIGHT
SECTION A1 A2
ELEVATION


7/18/17
B & 3
JRM. / Thommy
B3 SECTION
B2
PLAN
A1
B1
A2
B2
B1 SECTION
ELEVATION
A1 SECTION
A2
TILTED


NO: B1
DATE: 7/18/17
TEAM: AATUR/AMBER
CONDITION
A1
OUTSIDE
2"
34.43"
1.7"
4.6"
1.5"
7.0"
19.70"
6.5"
1"
0.6"
A2
PLAN
CEILING
INSIDE PLASTER
5.2"
OUTSIDE PLASTER
HEADER
5.2"
14.5"
0.7"
13.4"
0.7"
13.4"
0.7"
13.4"
1.5"
12.5
0.7"
12.
1.1"
14.05"
0.7"
13.4"
0.7"
GLASS MULLION
13.4"
0.7"
INSIDE
13.4"
1.5"
OUTSIDE
SILL
STOOL
APRON
5.3"
0.9
0.7"
24.5"
SILL HEIGHT
30.7"
OUTSIDE PLASTER
ELEVATION
SECTION A1A2


NO : A4
DATE : 07/20/2017
NAME: JOSE JOSE / ARTUR
5"
1'1.5"
1.5"
2'9"
1'10"
1.5"
1'10"
1.5"
1'10"
2"
5'4"
5'4"
sill - 5'3"
ELEVATION
1"
1.5"
5"
1.5"
1.5"
1.5"
1.5"
2"
OUT
IN
SECTION

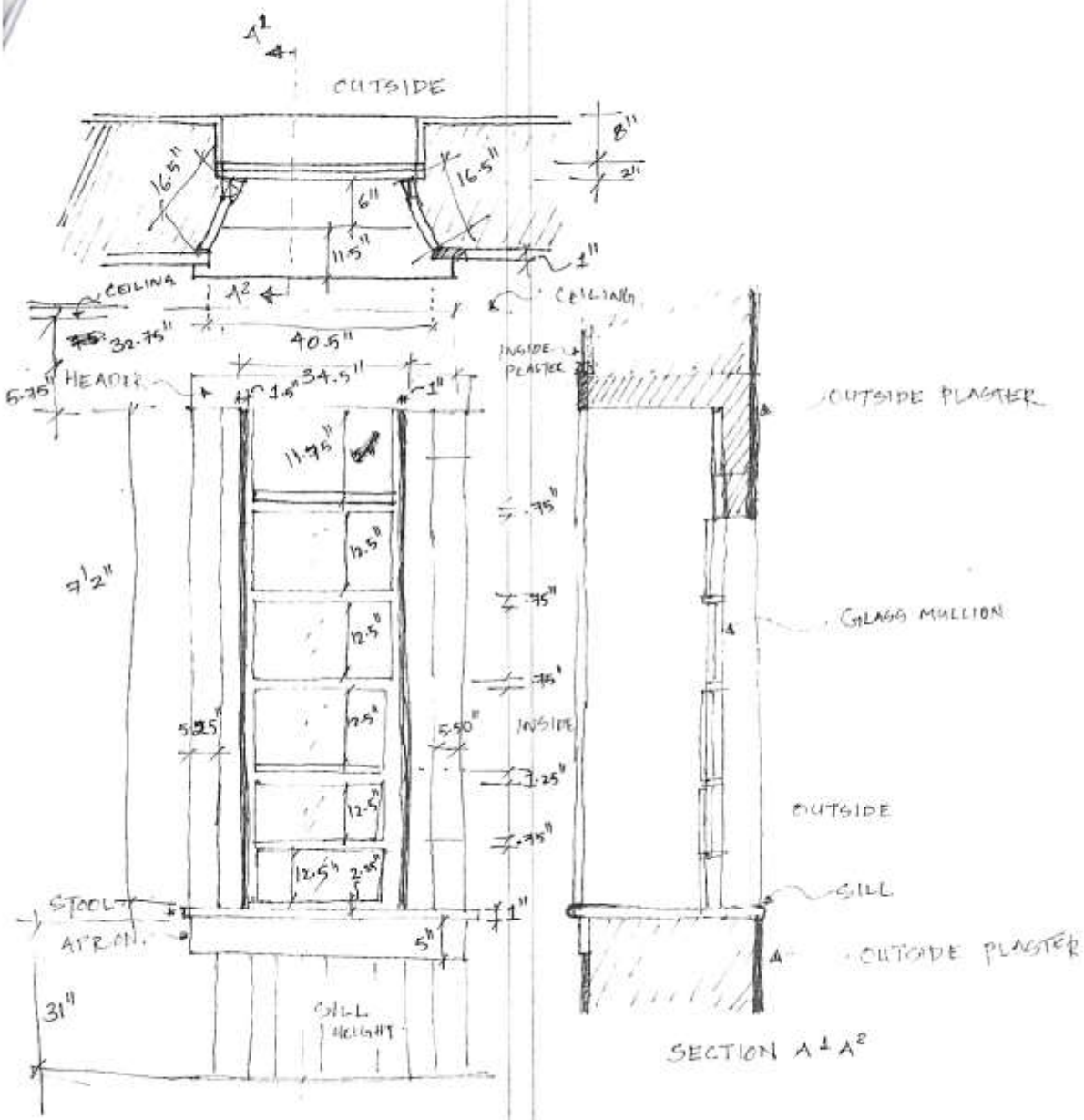

opening between lobby & class
2' 11"
5"
6' 10.5"
3"
Lobby
Class
B4
3'
2"
5"
Wood
5' 5"
3"
2' 4"
3"
1' 6.5"
D = 2' 11.5" X 6' 4.5"
AATUK JOSE
9/20/19.

: 13

TE: 7/19/2017

EAM: JOSE / THOMMY

CONDITION

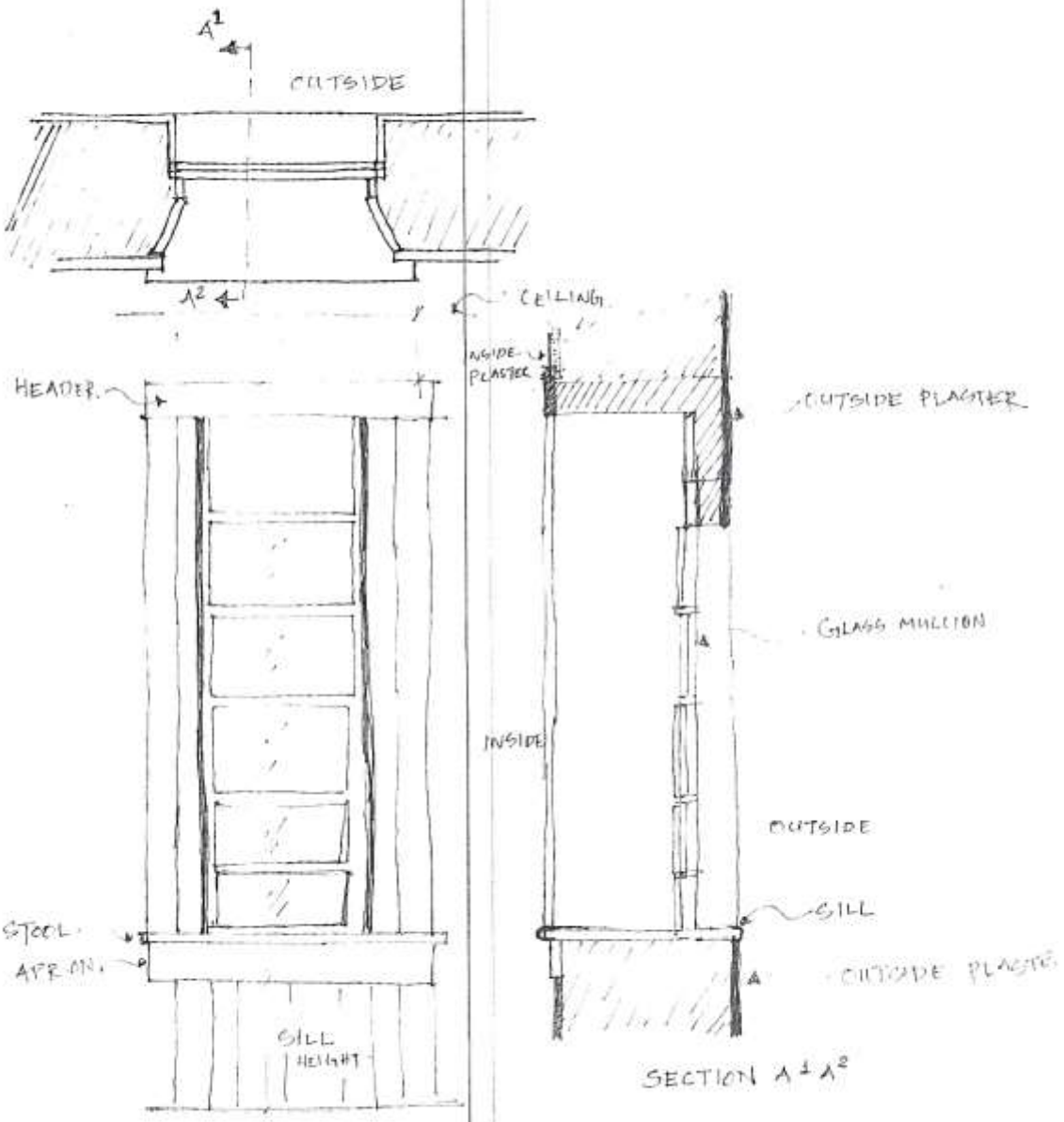


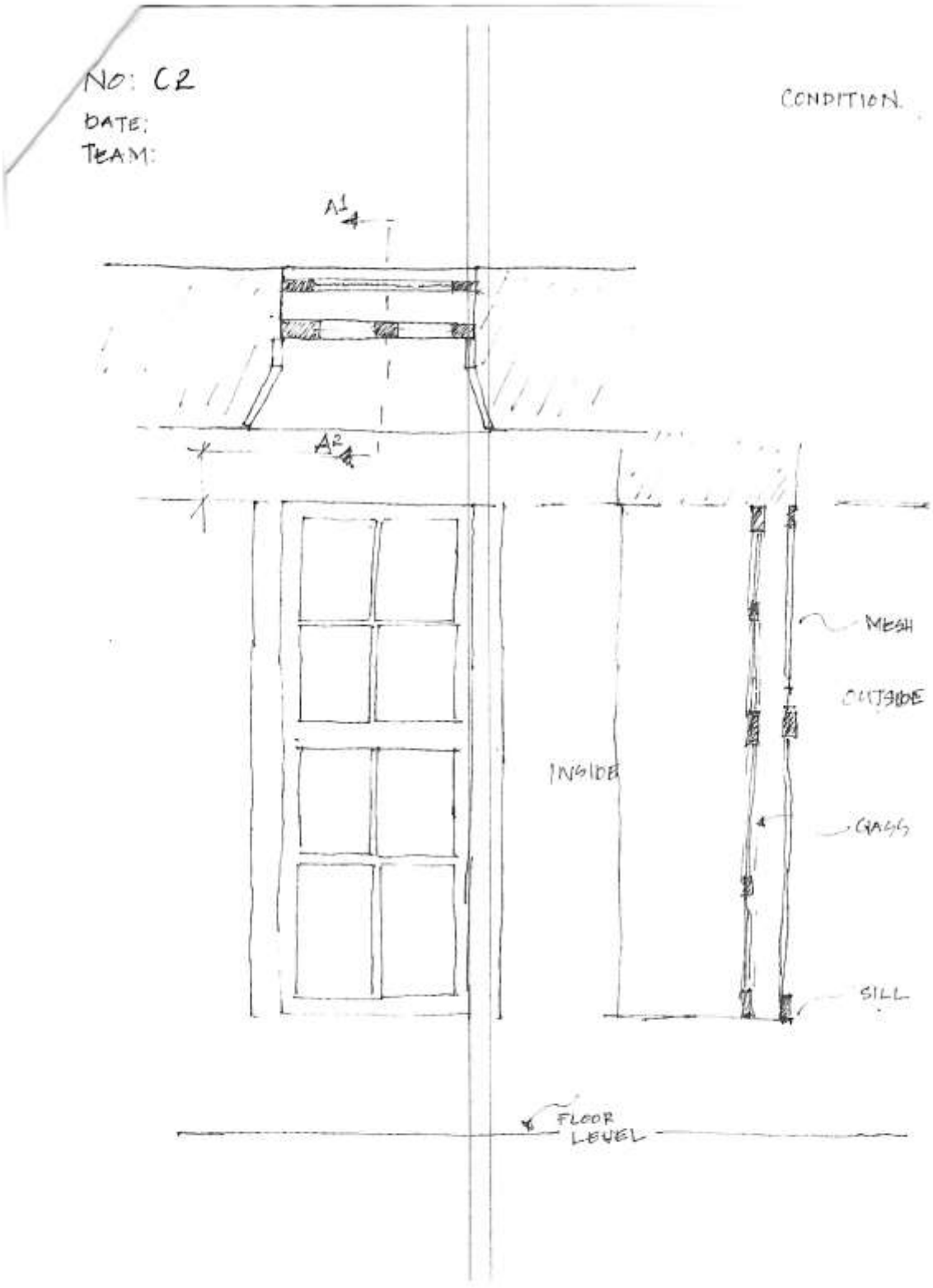
: A2

TE:

EAM:

CONDITION



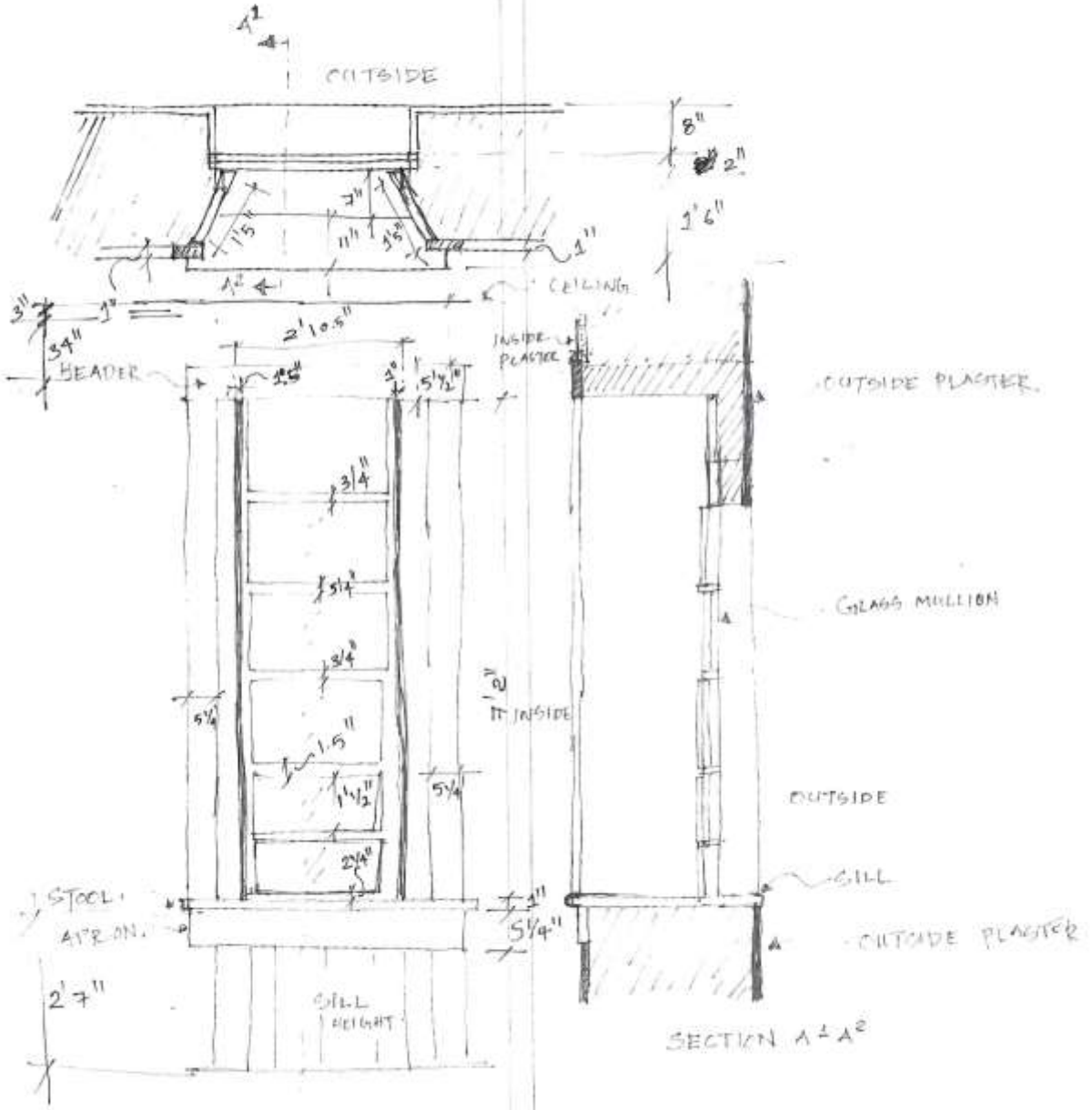

NO: C2
DATE:
TEAM:
CONDITION.
A1
A2
MESH
OUTSIDE
INSIDE
CAGE
SILL
FLOOR LEVEL

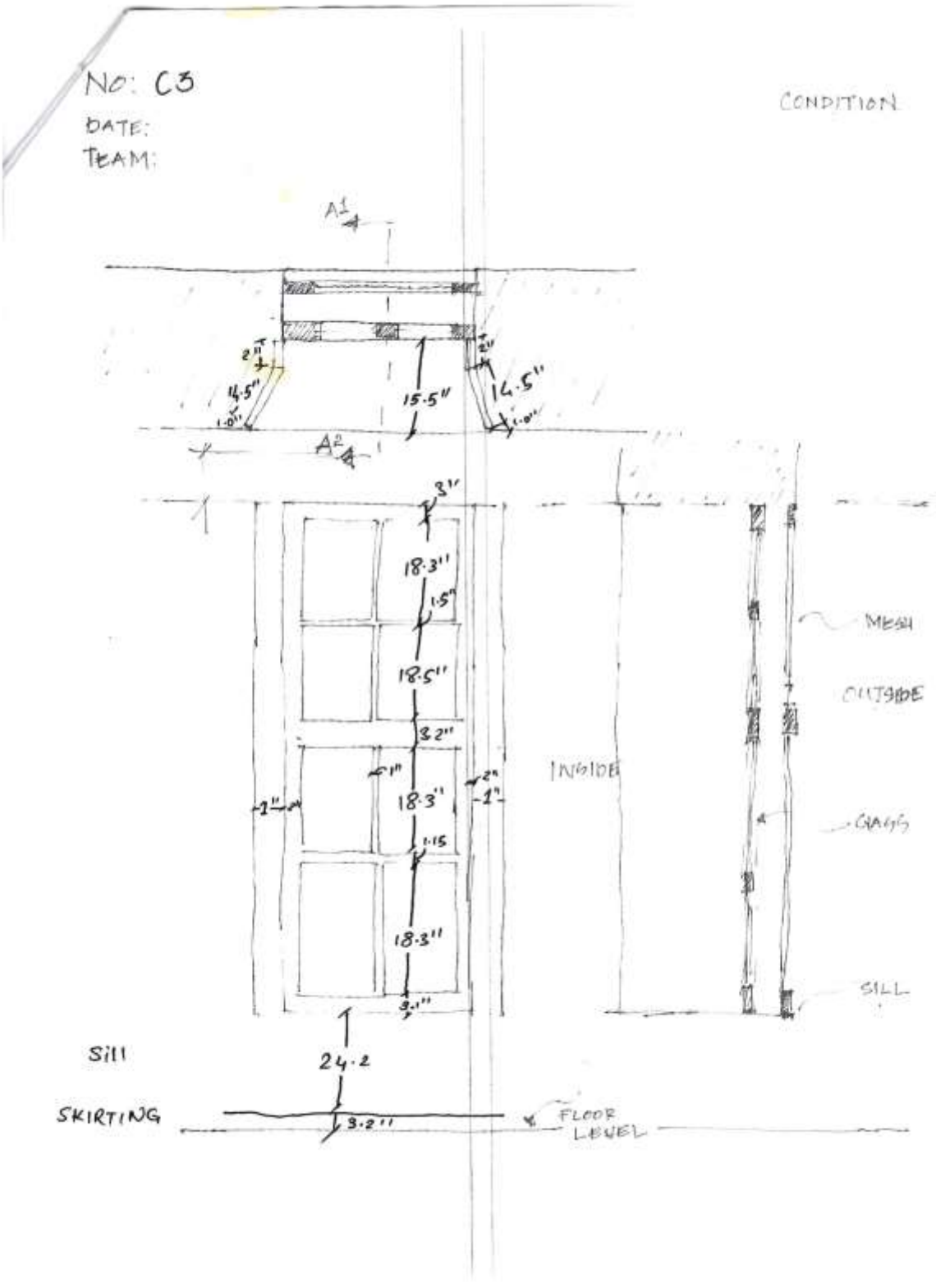
No: A1

DATE: 7/19/2017

TEAM: JOSE / THOMMY

CONDITION



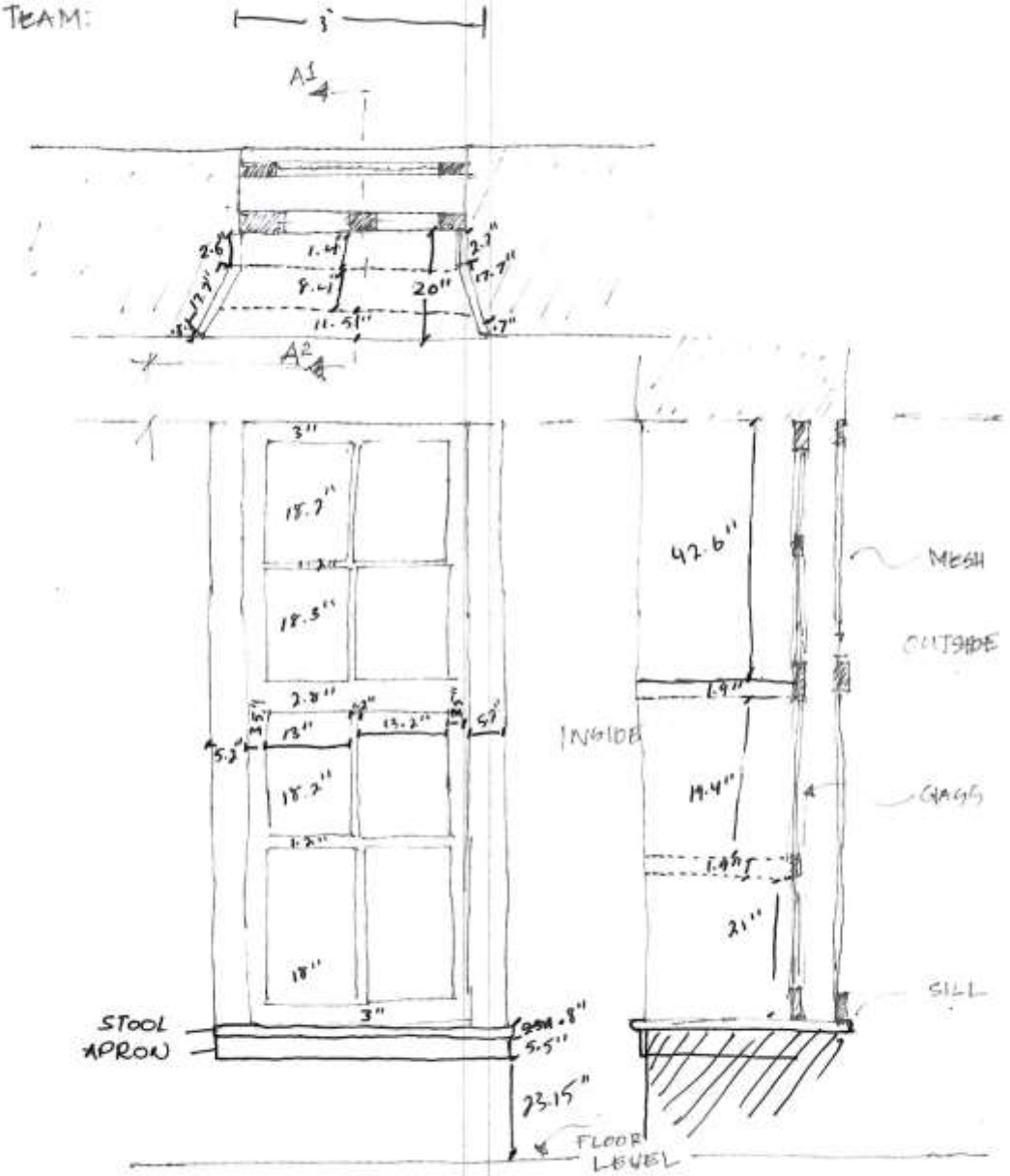

NO: C3
DATE:
TEAM:
CONDITION
A1
A2
2"
14.5"
1.0"
15.5"
14.5"
1.0"
3"
18.3"
1.5"
18.5"
3.2"
1"
18.3"
1.15
18.3"
3.1"
1"
2"
1"
INSIDE
MESH
OUTSIDE
GRATE
SILL
Sill
24.2
SKIRTING
3.2"
FLOOR LEVEL

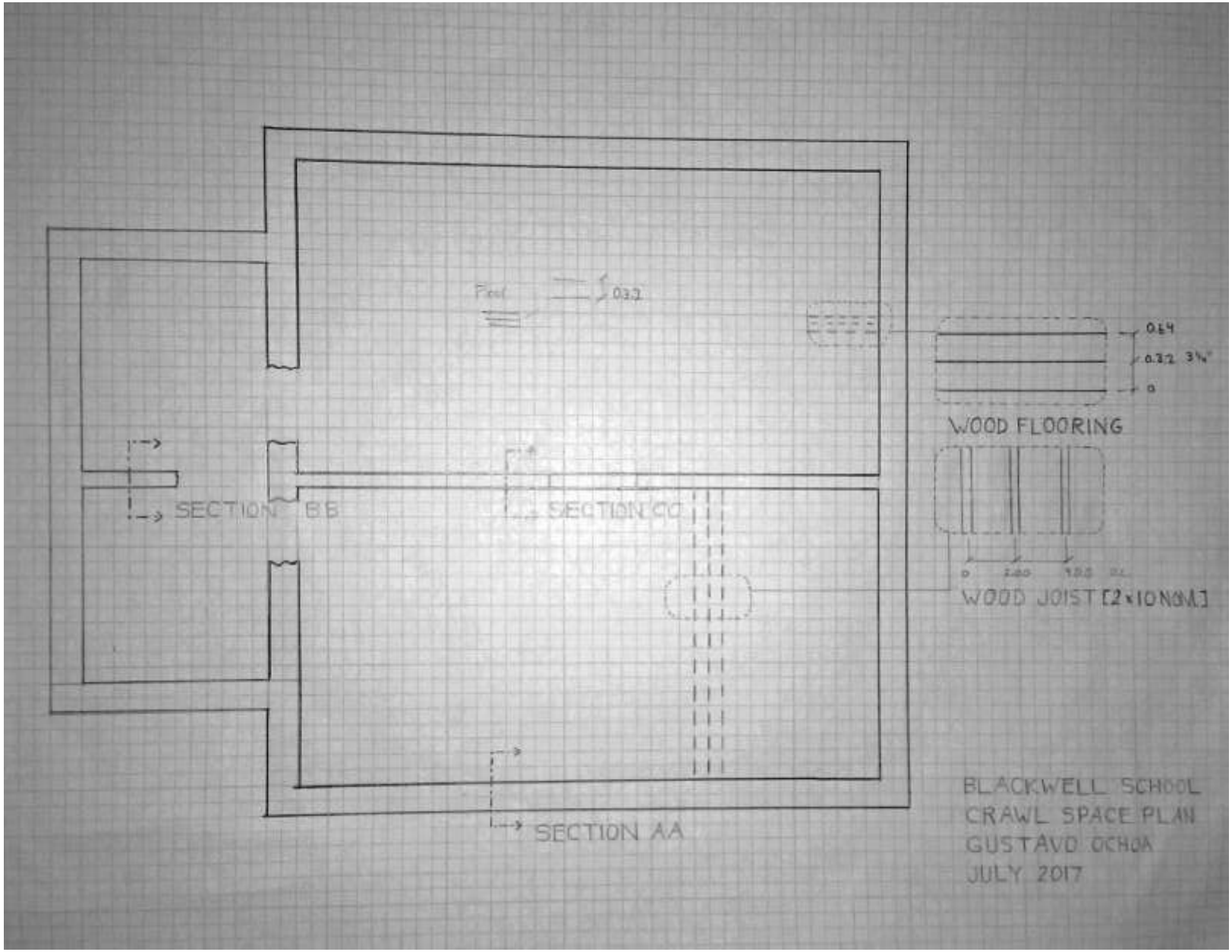
NO: C1

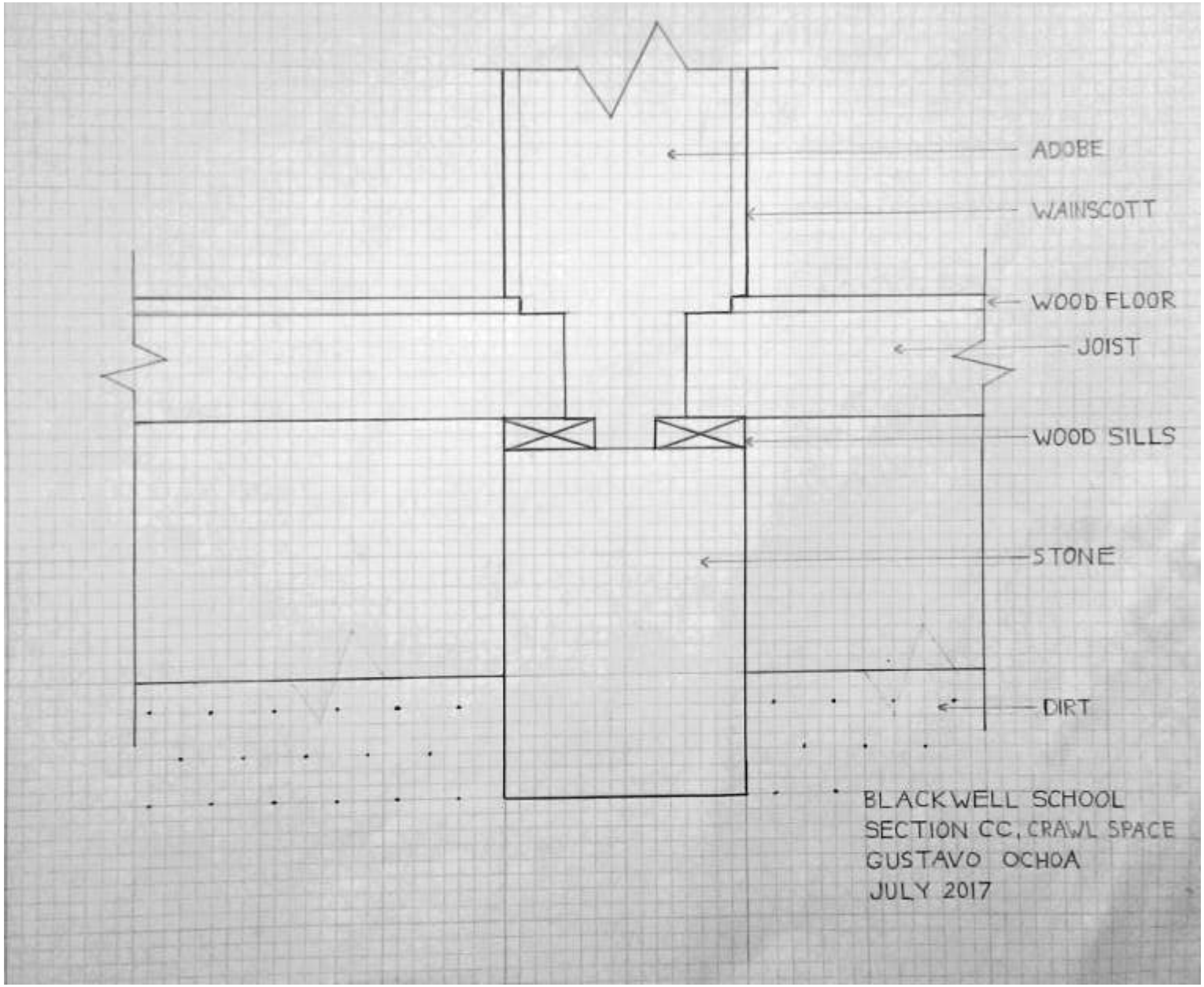
DATE:

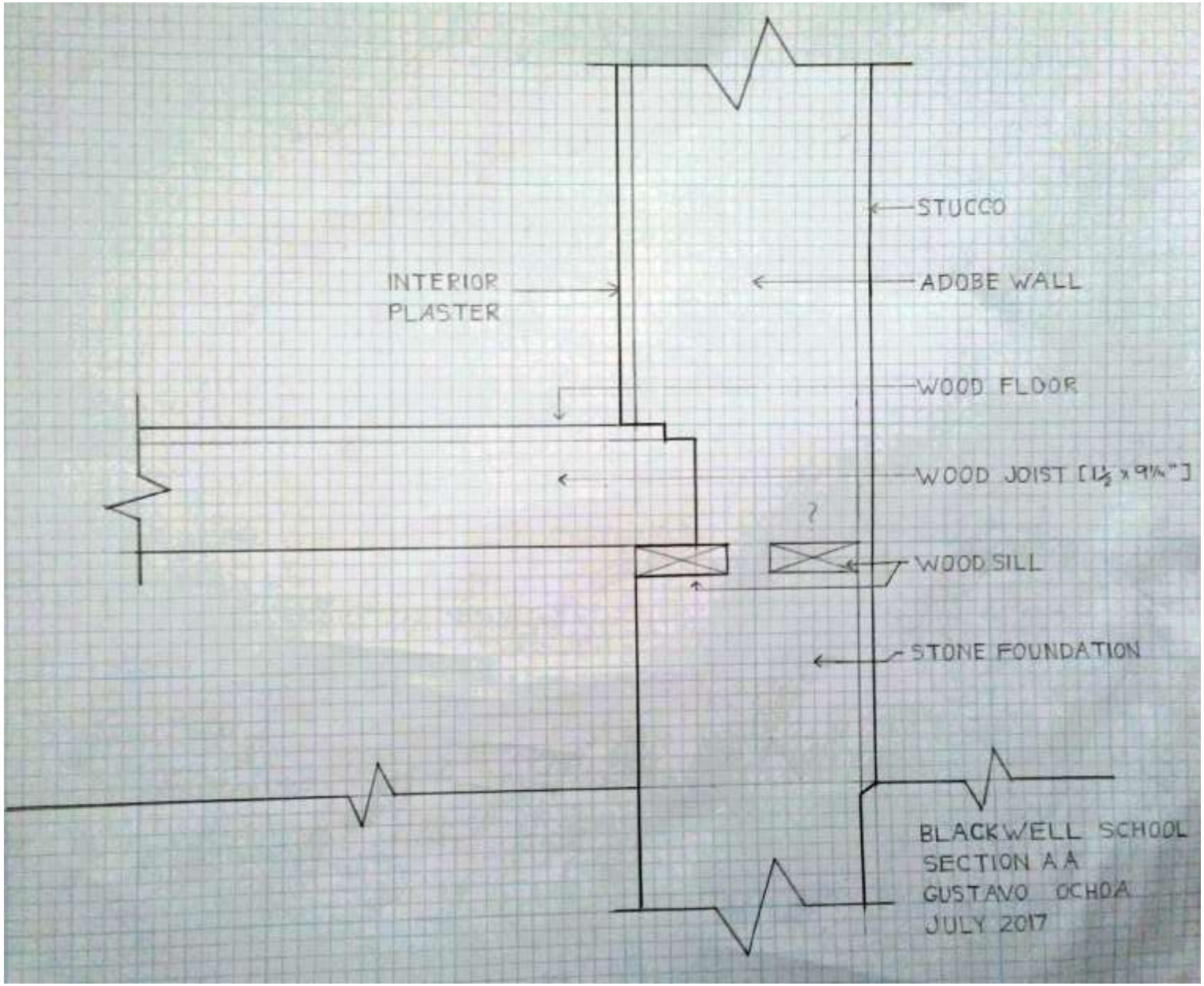
TEAM:

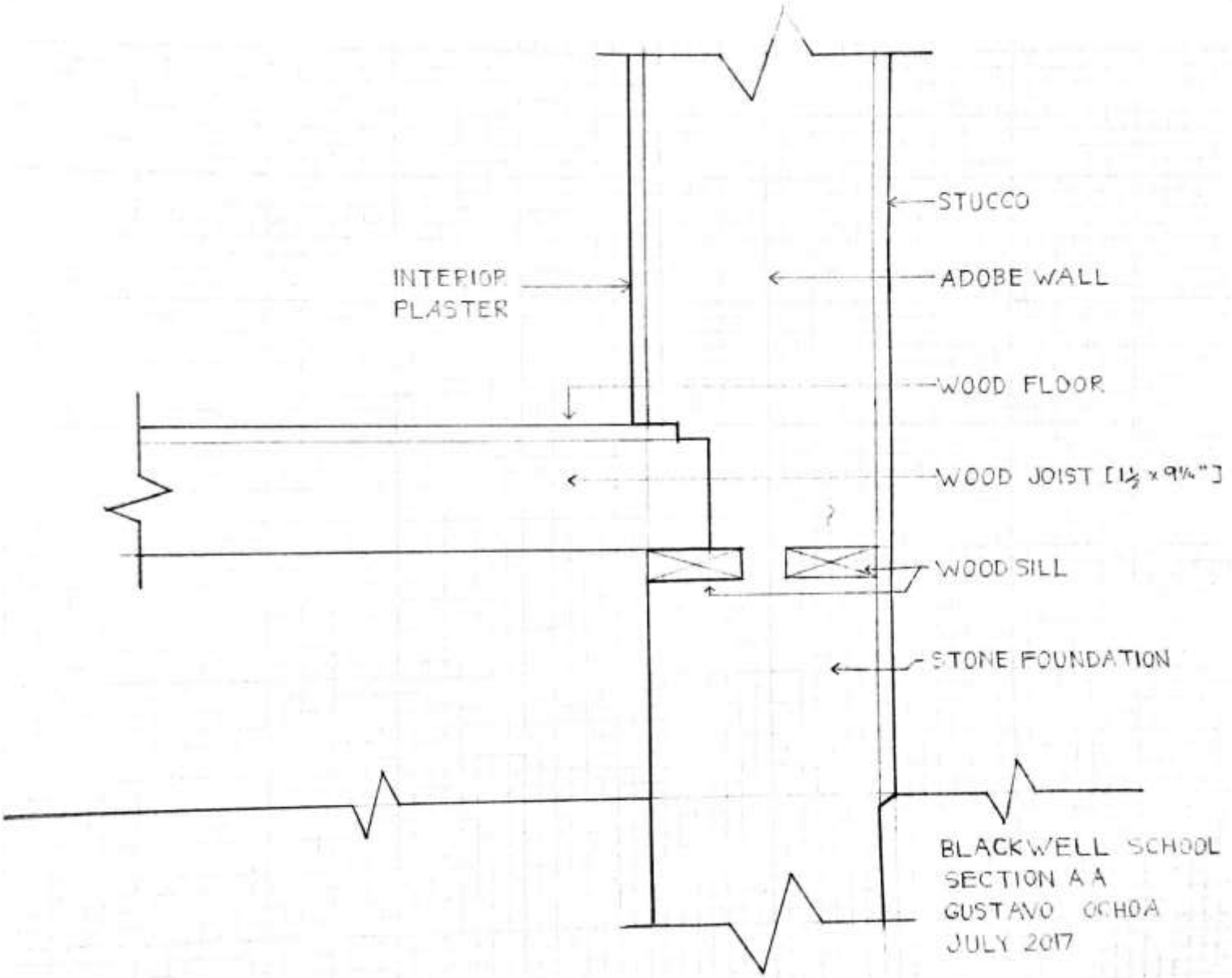
CONDITION

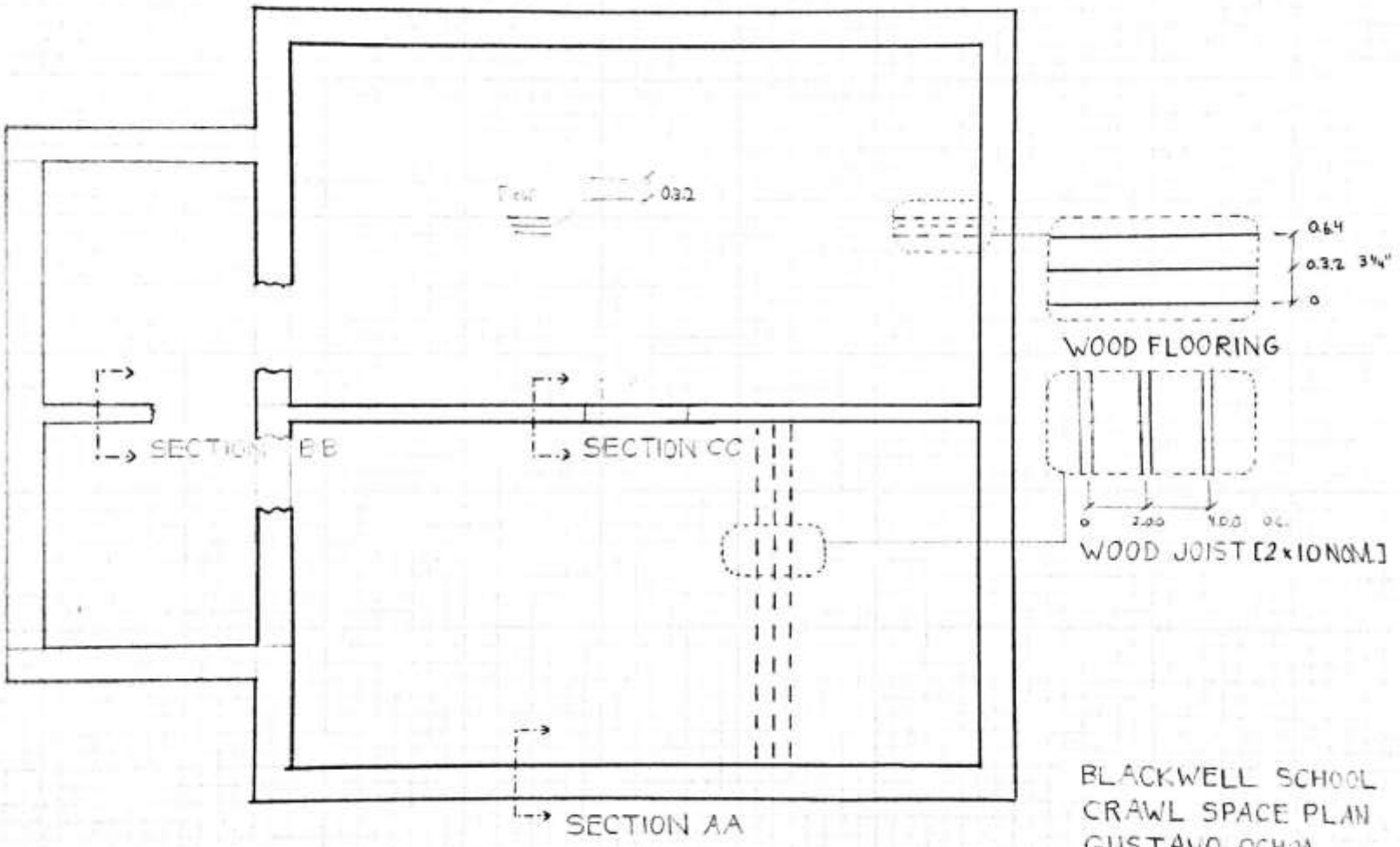


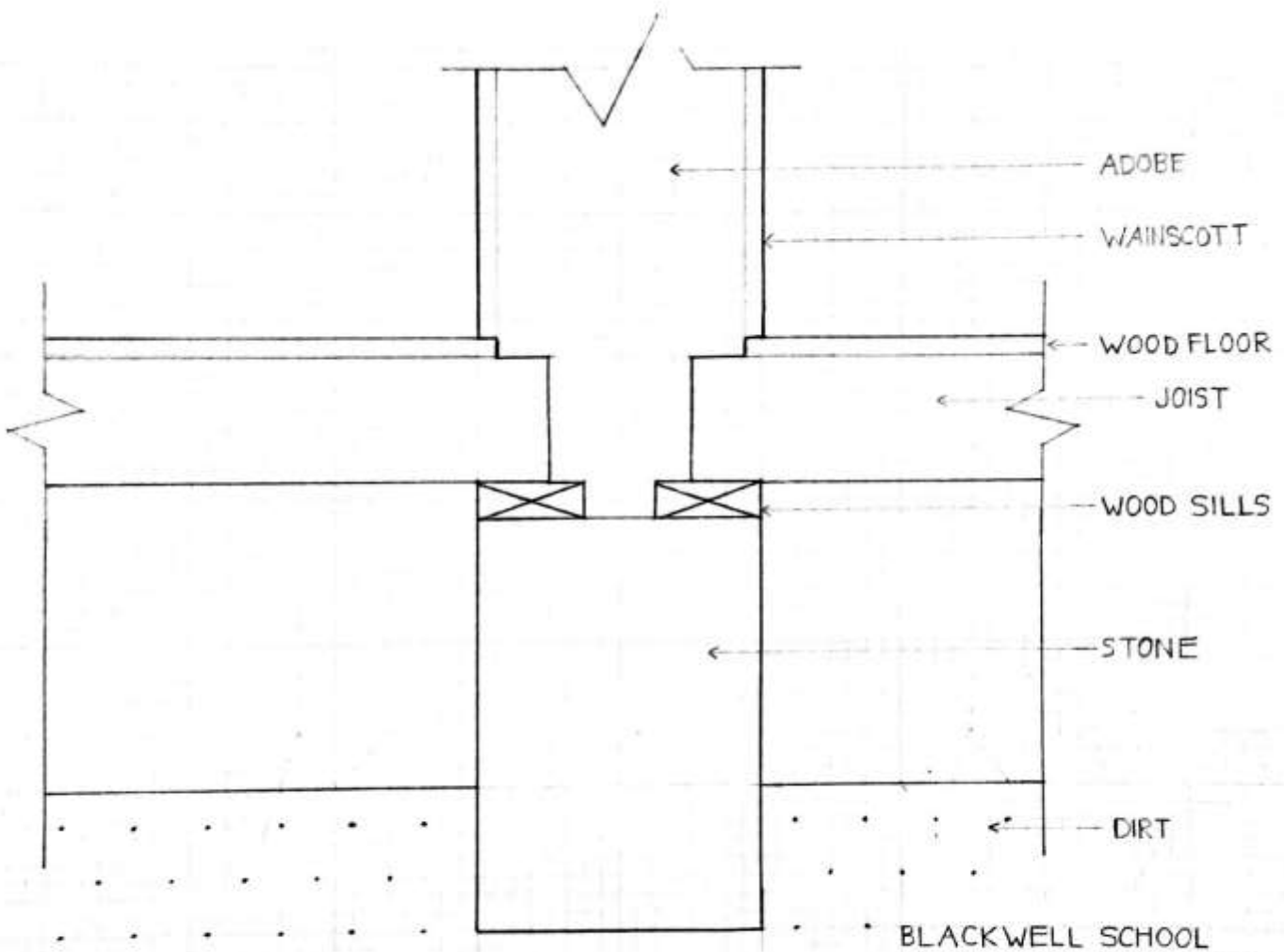

Pool
0.32
0.64
0.32 3¼"
0
WOOD FLOORING
SECTION BB
SECTION CC
WOOD JOIST [2x10 NOM.]
SECTION AA
BLACKWELL SCHOOL
CRAWL SPACE PLAN
GUSTAVO OCHOA
JULY 2017


ADOBE
WAINSCOTT
WOOD FLOOR
JOIST
WOOD SILLS
STONE
DIRT
BLACKWELL SCHOOL
SECTION CC, CRAWL SPACE
GUSTAVO OCHOA
JULY 2017


STUCCO
INTERIOR PLASTER
ADOBE WALL
WOOD FLOOR
WOOD JOIST [1½ x 9¼"]
?
WOOD SILL
STONE FOUNDATION
BLACKWELL SCHOOL
SECTION A A
GUSTAVO OCHOA
JULY 2017


STUCCO
INTERIOR PLASTER
ADOBE WALL
WOOD FLOOR
WOOD JOIST [1½ x 9¼"]
?
WOOD SILL
STONE FOUNDATION
BLACKWELL SCHOOL
SECTION A A
GUSTAVO OCHOA
JULY 2017


0.32
0.64
0.32 3/4"
0
WOOD FLOORING
SECTION BB
SECTION CC
0
2.00
4.00 O.C.
WOOD JOIST [2x10 NOM.]
SECTION AA
BLACKWELL SCHOOL
CRAWL SPACE PLAN
GUSTAVO OCHOA
JULY 2017



BLACKWELL SCHOOL
SECTION CC, CRAWL SPACE
GUSTAVO OCHOA
JULY 2017

Blackwell School Field Notes - Main Schoolhouse Attic

Friday, July 21, 2017
By Lisa Trail Garza

On Friday morning, John Lujan, William Dupont, and I researched the attic crawlspace above the boy's bathroom. There is evidence a brick chimney at one time penetrated the roof valley at the intersection of the gable roof and the hip roof. A section of the chimney remains and is visible from the attic crawl space above the boy's bathroom. This chimney has a circular opening for a flue pipe that would have been located within the width of the (now removed) adobe partition. The remaining section of chimney has partially collapsed and is unsupported at the base. The

adjacent adobe wall is exposed and after examining the connection between the adobe brick and the fired brick, it does not appear this chimney was part of the initial construction. The adobe bricks appear to have been cut to accommodate the brick chimney, and there is a gap between them.

At the roof above the chimney, there is evidence of water penetration on rafters and sheathing boards, however the wood shingle roof has been replaced and the new metal roof appears to be dry and watertight. The visible water damage may have been caused from deterioration of the (wood shingle) roof at the valley between the gable and hipped roof. Although roof rafters appear to be cut directly above

Metal strap hanging from rafter may have supported metal ducts.

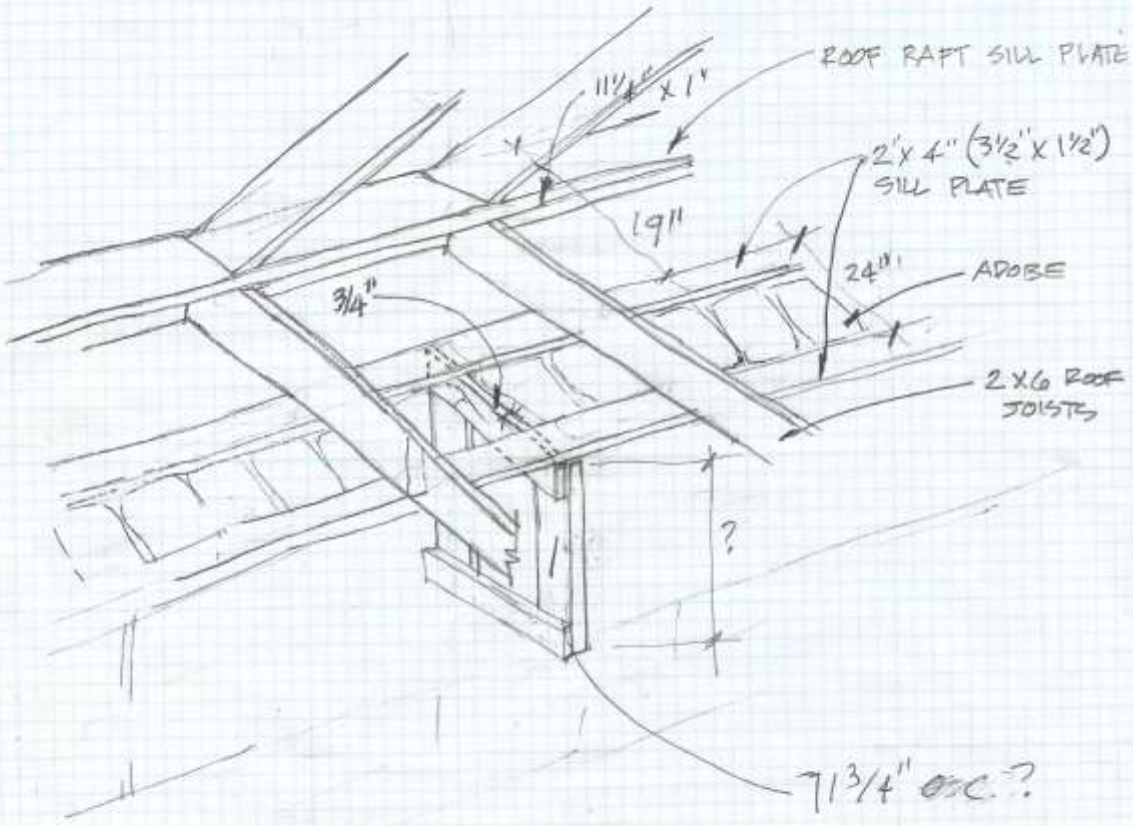
the chimney, it is difficult to determine if the chimney previously extended through the roof, or if the rafters were cut to accommodate metal ducting which may have extended from this chimney to the "east" chimney of the interior adobe wall. Existing metal "straps" anchored to nearby rafters may have supported a metal duct exiting the chimney and loose metal ducting was found in the attic nearby.

Disconnected metal duct found in attic near chimney.

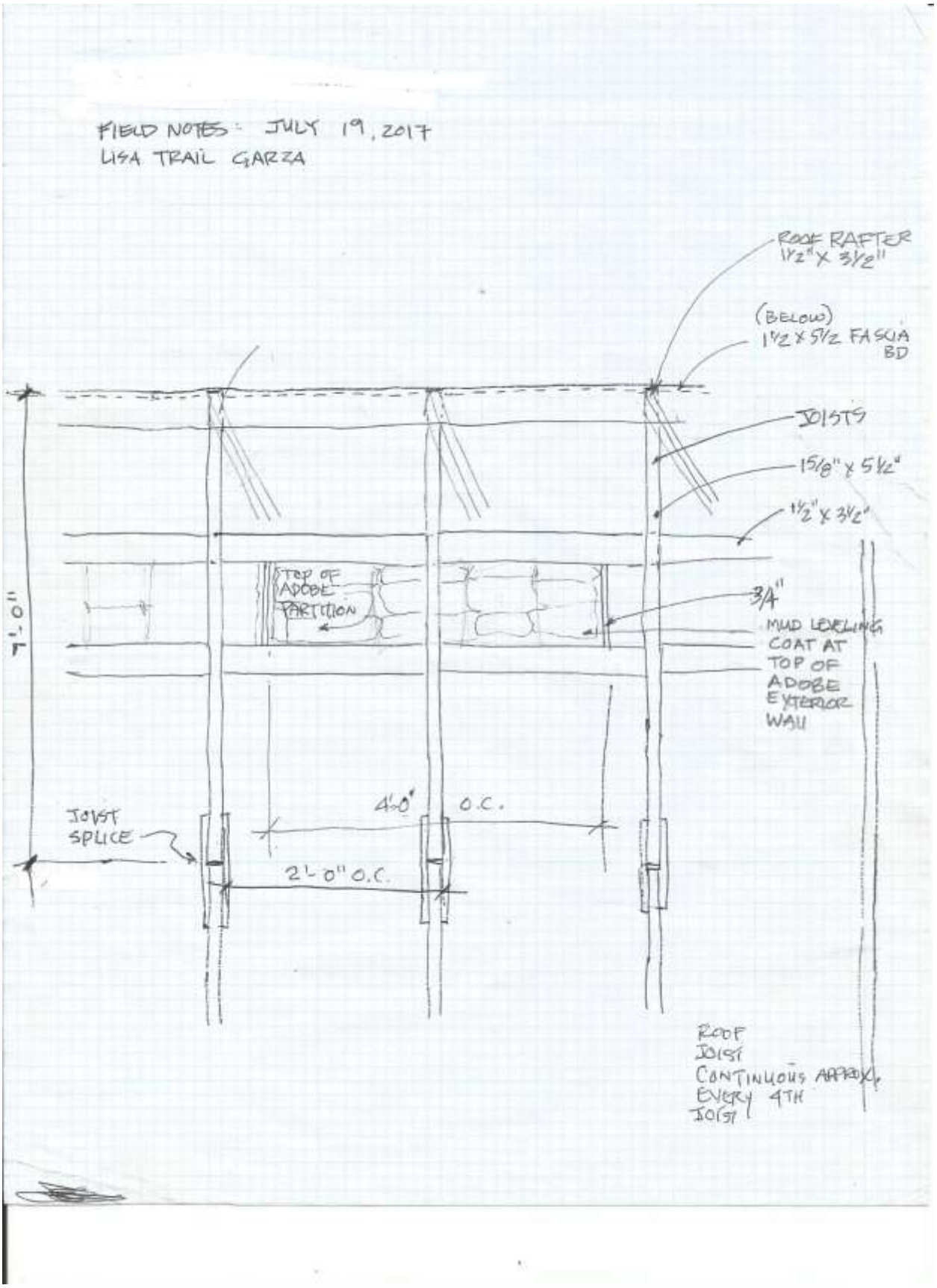
At the front gable a concrete beam the width of the adobe wall (24") has been installed just below the level of the roof joists. Further investigation is needed to determine the depth of the beam. It is possible the concrete beam was added to span the opening formerly spanned by the brick arch.

From the attic, gap between the brick chimney and the adobe is visible.

BLACKWELL SCHOOL
FIELD NOTES JULY 19, 2017
LISA TRAIL GARZA



FIELD NOTES: JULY 19, 2017
LISA TRAIL GARZA



6-25-

1909 → Dean sold lots to the school of trustees
- Mary Lee Harper says the school was built in 1908.

1910-1920 → Mexican Revolution
- race issues
- segregation

21-22 to 1940 → Marta Ward school

1940 → name change to Blackwell

1965 - school closes

1970s = Vocational school

1991 - present
- school closes

Questions

1) 1886-1892 → What is going on with the schools?

2) 1892-1900 → What transaction happened?
- written record trustees
- ~~of~~ memoir of Mary Kilpatrick

3) 1908 - school is built. Is the building the original. Was it built?

-7

1883 - Marfa, Texas, was founded by J. M Dean. According to the Timeline

1883 John M Dean founded Marfa. The Galveston, Harrisburg, San Antonio Railroad was a water stop going West. (Free Public Fort Davis -71883

1884 State of Texas sold land to Dean. John Dean founded Marfa

1885 The first Mexican School was founded (Kate Barnhart)

1886 - 1892 -7 1892
- selling of land (B F. Adams selling school lands
- 1891 -7 J. R. Marmon has patent for Persidio County
- 1891-1892 -7 School tax (12½ cents)
- 1892 -7 selling of lands

1892 - 1900 -7 Hiatus in written record
- 1892 -7 new brick building was built (segregation of Mex. and Anglos

conflict in the hist. record.

1900-1920 -7

1896 -7 The School Board organized & authorized Blackwell School

* 1896 -7 Mexican School continued on* after 1892, the trustees took action

1) Persidio county to william Wood (1879-1880) Sold land to John M. Dean + ~~of~~ Moses E. Kelley

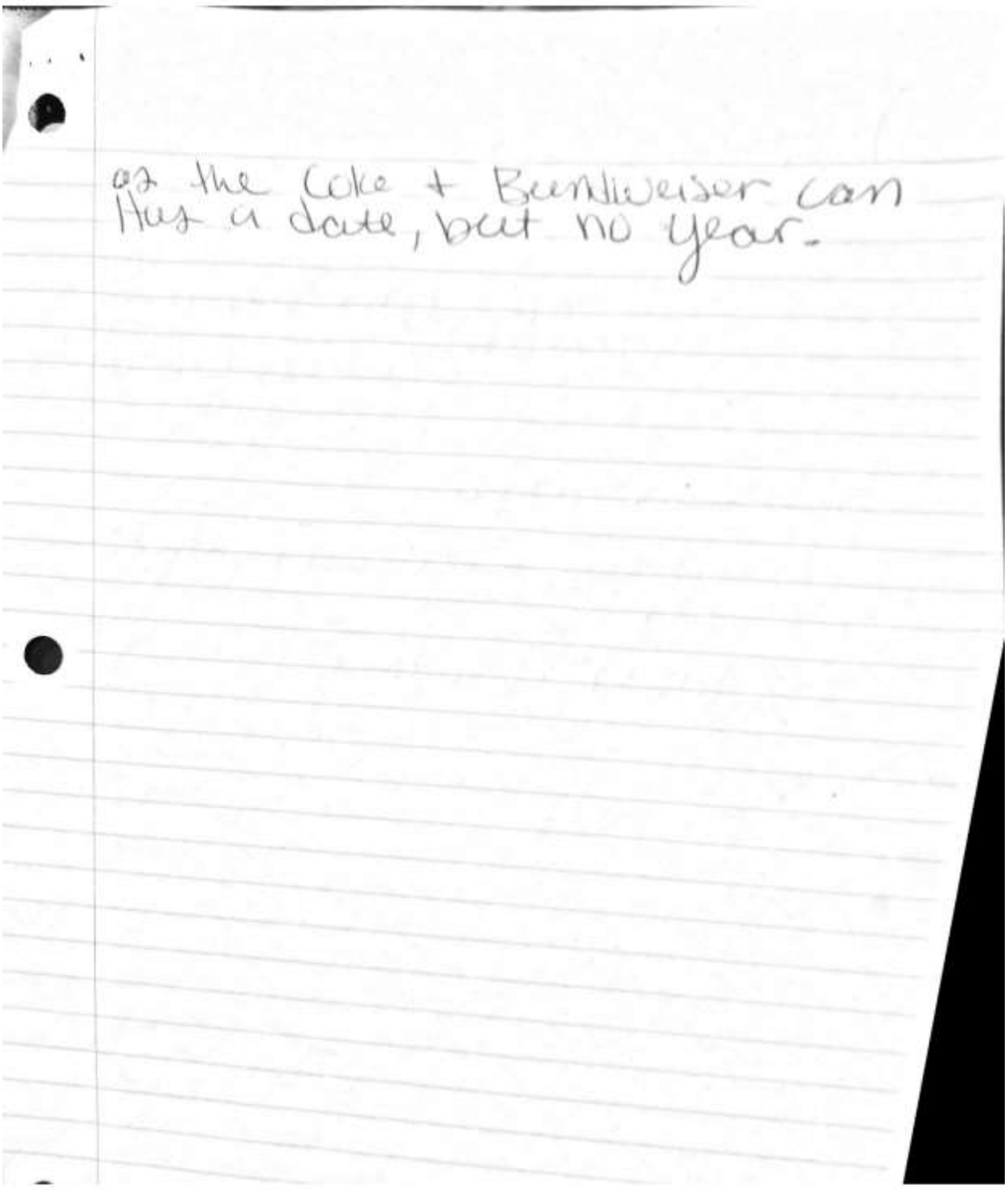
2) pg 130 (April 21, 1870)
pg. 144
J. M. Dean By B. J. adams
Sold land to Josita Alguin

3) pg. 136 (March 27, 1841)
J. M. Dean Sold land to
Adam Farmer in El Paso
County

4) pg. 148 (whole page)

5) pg. 152 (Jan 6, 1842)

6) pgs. 154-155


of the Coke + Budweiser can
Has a date, but no year.

for the C.V.A.E. Shop. When the Vocational School was operating. The gradebook is attached to chicken wire. A elastic substance is holding the artifact together. The gradebook has dirt and insect bite. Along the body the bite is curved. The artifact is in good condition. There are some tatters but still readable.

7) Iron handle ? (or
found: 7-20-17
excavated: Gustavo
pics: yes
measurements: none
dates: 1910s or 1900s

look at metals by Miranda

Iron handle found in crawl space The purpose is unknown, but the artifact is well perserved Finish is flaking. Maybe a white metal

~~8)~~ Doritos Bag
found: 7-20-17
excavated Gustavo
pics: yes
measurements: none
dates: 1970s to early 80s

don't add - mention in briefing

- Doritos bag from the same

Field Notes July 19-20, 2017

1) Budweiser can
found: 7-19-2017
Excavated by: Brandon, Kimberly
- picture: yes
- date: 1960s - 1970s
  - the pop top and design of the can indicates late 1960s to early 1970s
- goes along w/ the chronology of the building. [1970s, the Blackwell school underwent construct and changed to a vocational school. The Budweiser can is traced back to the ~~the~~ time period. Carl Robinson has addressed the change of Blackwell to the Vocational, as well as Gretel.]

add to timeline of paper

research the design + marketing

2) Oil can? (Tin can #1) < research
found: 7-19-17, Kimberly
- Picture: yes
- Date: 1900s - 1910s or 1910 - 1920
  - regular, standard tin can.
  - Before 1920s, but after 1910
  - could be used for oil,
  - made of aluminum? or tin
- the tin can was used for oil

7

or maybe head food. Additional research is needed

✓ measurements ⇒ height: 4 x 2 x 1.5 in
width

✓ idustrial ink or industrial oil?
found: 7-19-17
excavated: Kimberly
picture: yes - research any industrial uses
date: 1920s (Marta is a train town)

- label has the description of the artifact
  " _ARTER'S
  _ti-ist
  _dcilage
  press one of both halves and spread with top
  Quickly stays stuck
  _ applied for "

- the label is hard to read. The missing letters can't give a full description, but just enough to determine the purpose of the artifact. The label can't be read from the back of the glass. The artifact has amber glass shards ~~inside~~ ⇒

5) Wood shingles : original
found: 7-20-17
excavated by: Lisa Garza

date: 1908? / unknown
pictures: yes
measurements: listed below

description: original shingles to the building. The green coloring, in the wood, is a sign.
- Wood panel 1: original to building
- dark on the ends, (maybe water)
- Wood panel #2: original, but was revised. The paint (beige) is covering the original shingle

Wood panel #1 (measurements):
- length: 15.5in / thickness: 3/4 in

Wood panel #2 (measurements):
length: 18in
thickness: 3/4 in

16) Advertisements : x2
newspaper clippings : x2
found: 7-19-17 / excavated: Kimberly Brandon
dates: unknown
pictures: yes
measurements: none

knobs squeeze in and work.

Measurements: 3 x 1 x 3 in (re-measure)

14) Rope (two pieces) — mention in power point
found: 7-19-17
excavated: Kimberly, Brandon

- date: unknown
picture: yes

- The artifact was found in the attic, next to original bell tower (refer to picture). The rope may have rung the school bell to bring children to class. It's probable the ~~bell~~ rope may pre-date the collective memory. The rope, the material does stretch. Maybe made from straw or sunlight. Carl Isaacson confirms a bell (possibly).

Measurements:
- rope piece #1: 26 in
- rope piece #2: 6 in

→7

- Red cedar Shingles. They could use ments give the Manufacturer, location of Manufacturer site. Describes the type of wood, what nails to use and if has met the Standard requirements. (possibly have receipts or documents. But, the wood may have come from east Texas)

advertisment (set 2): article to buy State farm insurance. The article has been burned. The brownish, uneven edges indicate a burn or fire. The date of the article, the publisher and author are unknown

7) Wood shingles (Contemporary) endnote 2
found: 7-19-17 / pictures: yes / dates: unknown
excavated: Lisa Garza
measurements:
- Panel #1: thickness: ~~15 inches~~ 3/8 inch
  - length: 18 inches
- panel #2: thickness: 3/8 in
  - length: 18 3/8 inches
- panel #3: thickness: 3/8
  - length: 17 4/8 in

- Contemporary Shingles (unknown). Found in attic. May have been installed after 1970s. Maybe 2000s

8) Tin can #2 (cylindrical)
found: 7-19-17
excavated: Kimberly
pics: yes
measurements:
- height: 4 5/8 in
- width: 3 inches
dates: 1910s, Maybe early 1920s
description: aluminum or tin can. Appears to have some rust, looks crushed or smashed, the can is open. Maybe the date or initial date is 1910s. Further research is needed

9) Stones (Adobe + Volcanic)
found: 7-14-17
excavated: William Dupont + Nikki Cre
pics: yes / dates: unknown
adobe measurements:
- height: 7 4/8 in
- width: 6 4/8 in

Volcanic Stone measurements
heights: 4 in
width: 7 1/8 in

- adobe block is pink. triangular in shape. The block has notable pieces of straw coming out. Traces of black hair. The hair ⇒

Design and torn cut has aged significantly but still in good condition. → provide transcription

2) Coke can
found: 7-20-17
excavated: Thommy + Aartur
pics: yes
measurements: none
date: 1970s - 1980s

Coke can was found in the crawl space. The can has the same pop-top can as the Budweiser beer can. The can is made out of ~~tin~~ aluminum

3) Marlboro Cigarettes
found: 7-20-17
excavated: Thommy + Aartur
pics: yes
measurements: none
date: UNKNOWN

~~Pack of cigarettes found in crawl space. Don't think the pack is significant to the building~~ not going to add

4) Dr. Pepper Can
found: 7-20-17
excavated: Thommy + Aartur

→

Show in Power Point

and straw are used as a bending agent.

- Volcanic rock is from around the area. Grayish in color. Much lighter than adobe. Part of the original foundation. Sample of debris.

Artifacts Set #2
July 20, 2017 (Crawl Space)

1) Student note
found: 7-20-17
excavated: Jennifer
picture: yes ur.a
date: unknown (maybe 1970s)

Show in Powerpoint

transcription: author unknown

"12) What is a stop groove. A groove is a rectangular opening cut with the grain of wood. There are three simple ways of ___? this operation."

* "13) What is another name for a blind dado. Blind dado or grain is cut only partly across the board."

- the note was written by a student. The document is →

pics: ~~yes~~ no (artifact at BW ~~school~~ school)
Measurements: no
dates: 1990s, maybe 1991

- Maybe important. After the school ~~shut~~ shut down in 1965, the Vocational opened. The date of the Vocational school's closing is not known. The district used the Blackwell for storage.

5) Mortar (D'Hanis) ~~2~~ need pic!
found: 7-20-17
excavated: Isabel Howard ~~2~~
pics: yes ~~(no)~~
measurements: 3x3 approx
~~date~~ thickness: 3/4 in
dates: unknown (early

- Mortars found in crawl space of attic. "ANIS" is backward on the material. Assumption is D'Hanis, being imprinted

6) ~~Gradebook~~ show case in power-point
found: 7-20-17
excavated: Gustavo Ochoa
pics: yes
measurements: no
date: Aug 19, 1974

- Richard Gonzales was a teacher

Commissioner Court Minutes
Book 3

1) pg. 10 (May 11, 1891)
J. R. Marmon payment (deed records)

2) pg. 13 and 14 (May 12, 1891)
- bottom list of Taxes
- pg. 14 list 1 1/2 cent tax on $100
^ State School tax

3) pg. 16-21 (May 16, 1891)
- record of tax sales
- list school tax

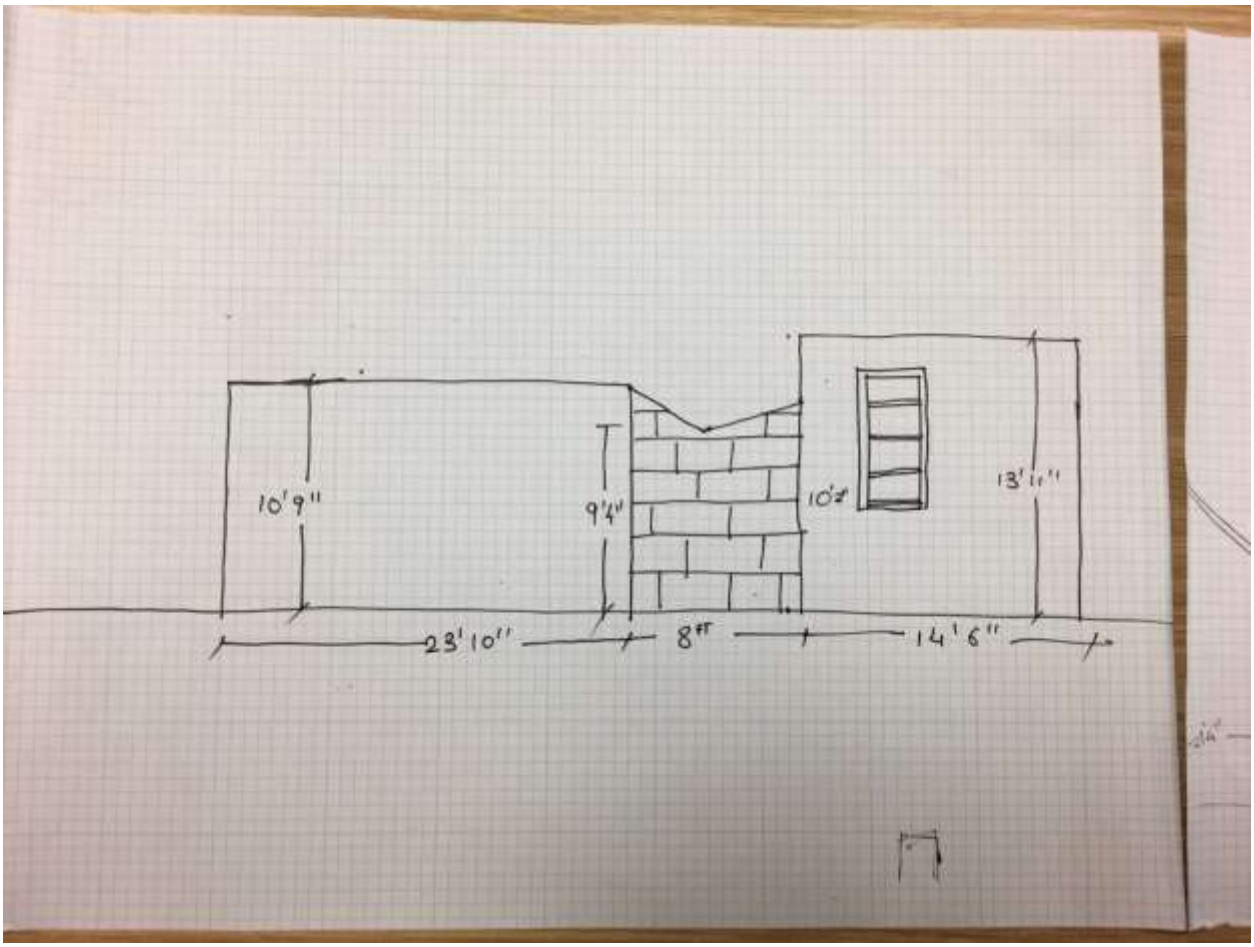
4) pg. 38 (Aug 10, 1891)
- J. R. Marmon Bond dispute

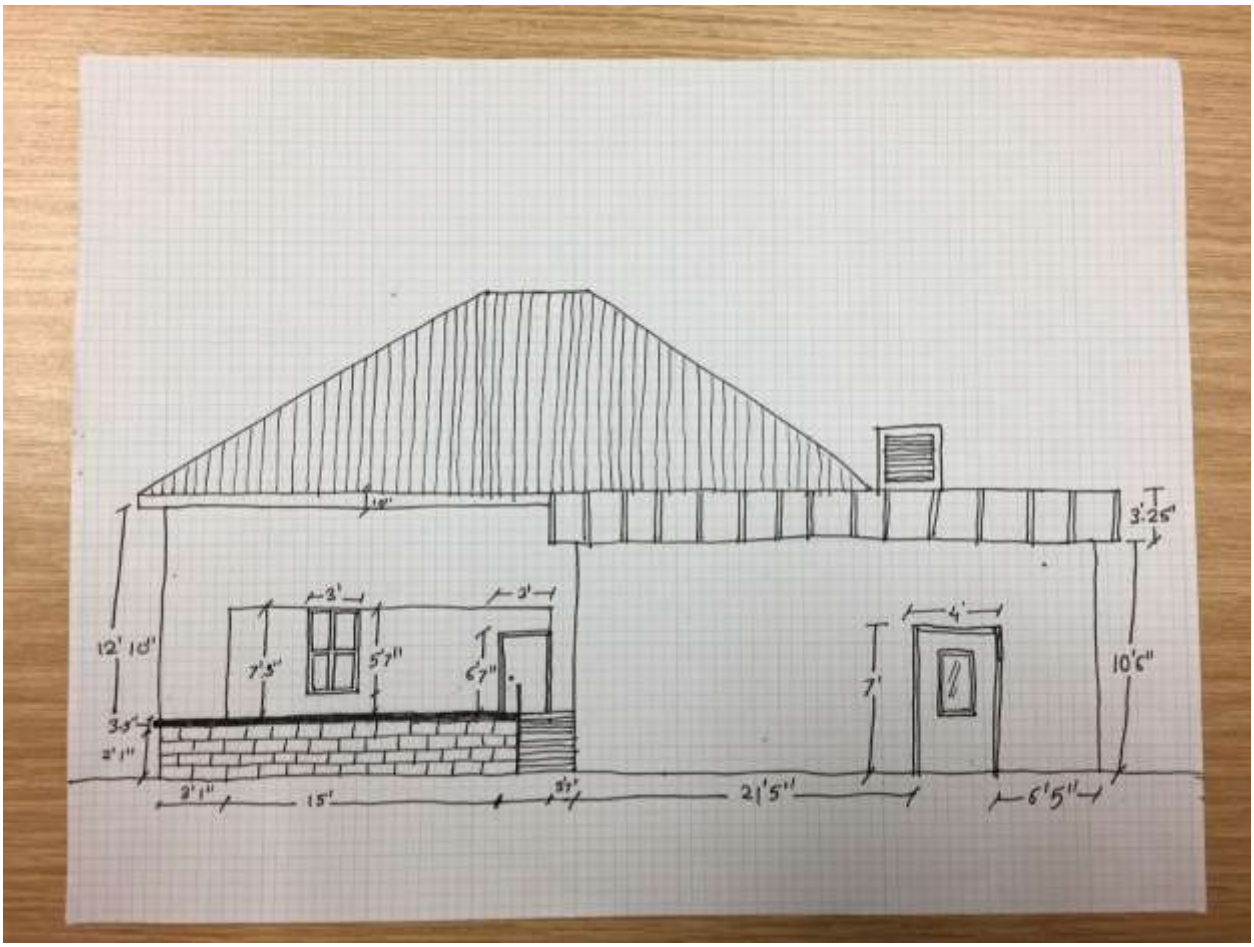
5) pg. 39 (Aug 10, 1891
- 1st full paragraph
- Persidio County School lands

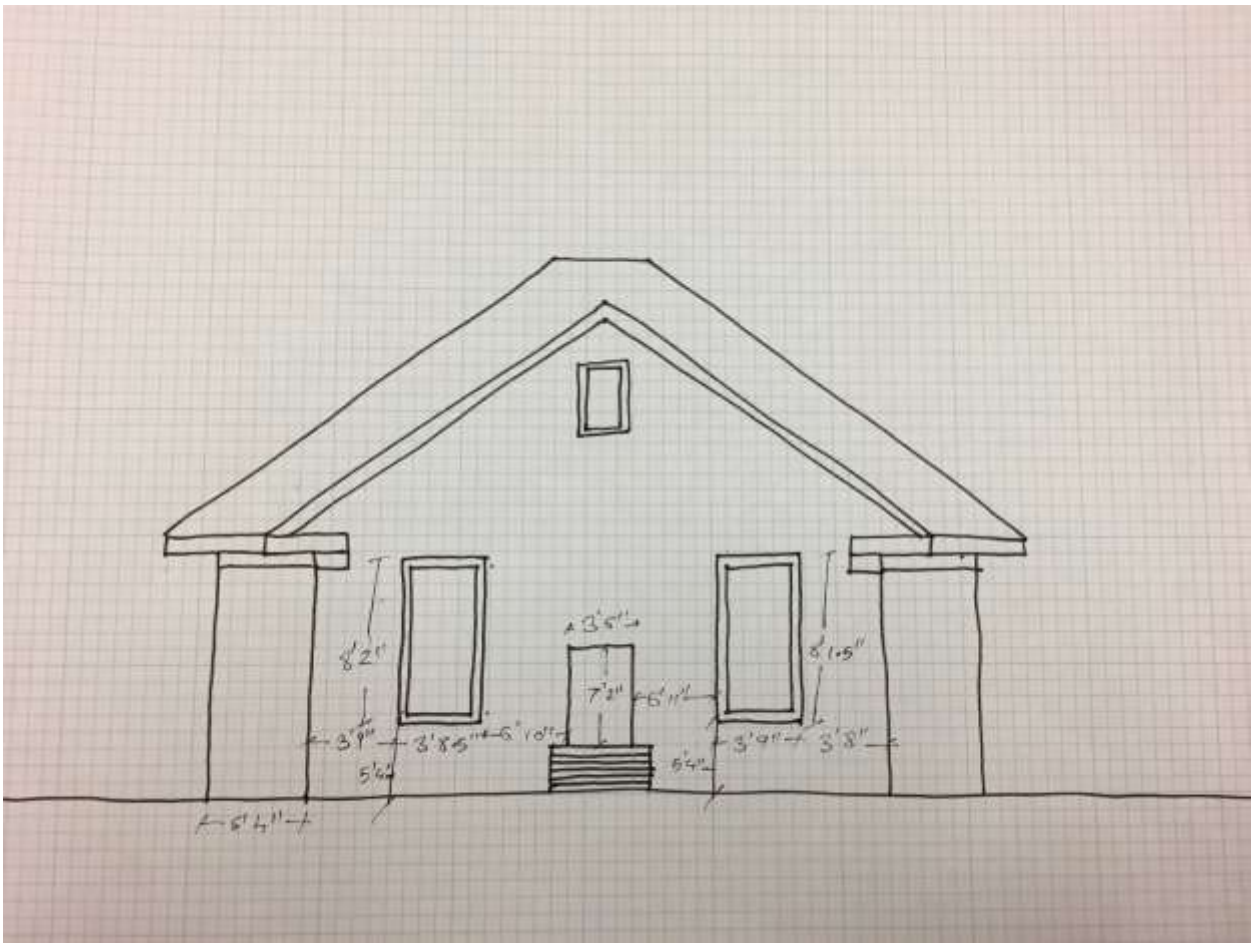
6) pg. 42 (Aug 15, 1891)
- whole page

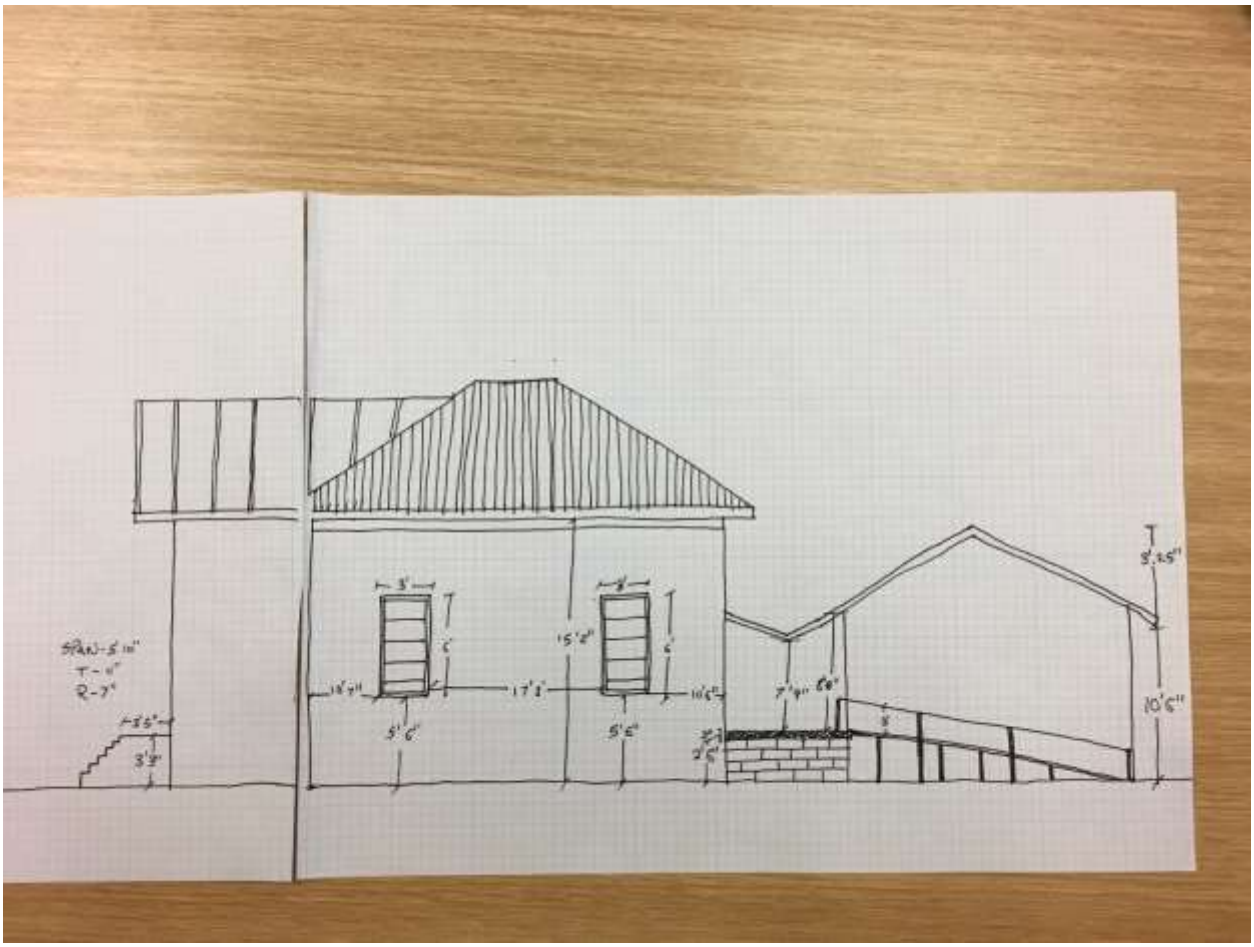
7) pg. 50 (Nov 9, 1891)
- B. Adams selling Persidio county school lands
- 5th pardgraph

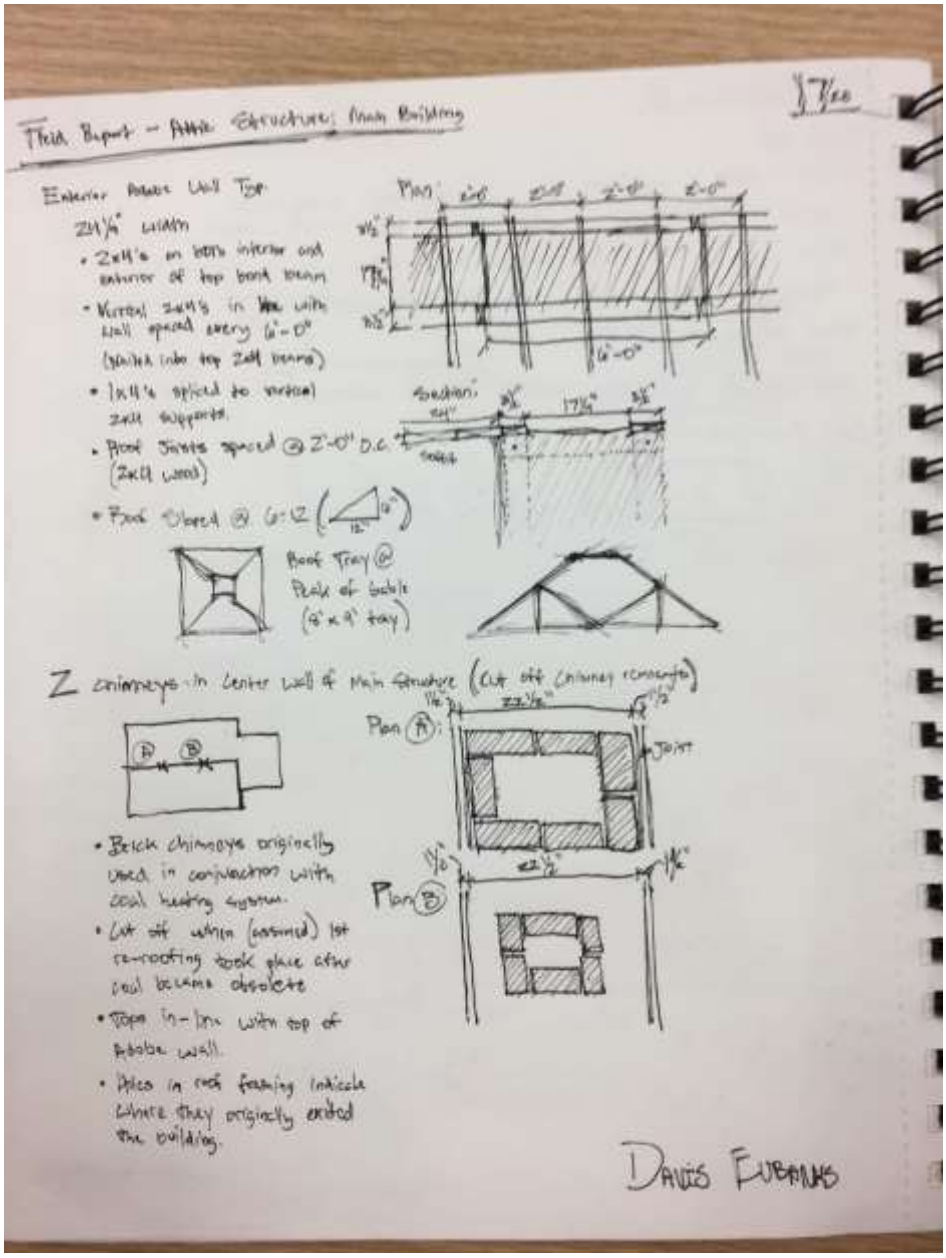
8) pgs. 76-84

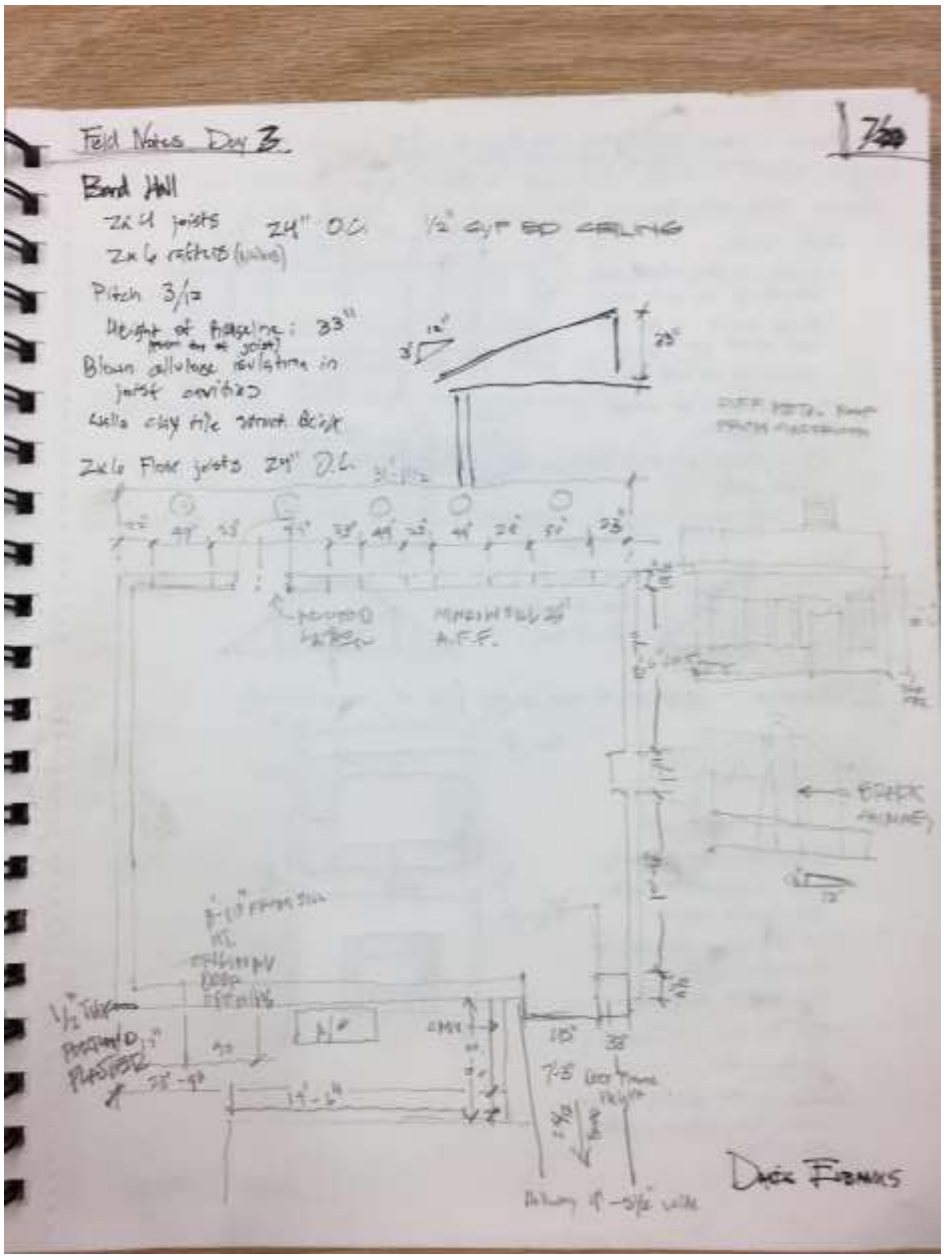

10'9"
9'4"
10'2"
13'10"
23'10"
8"
14'6"

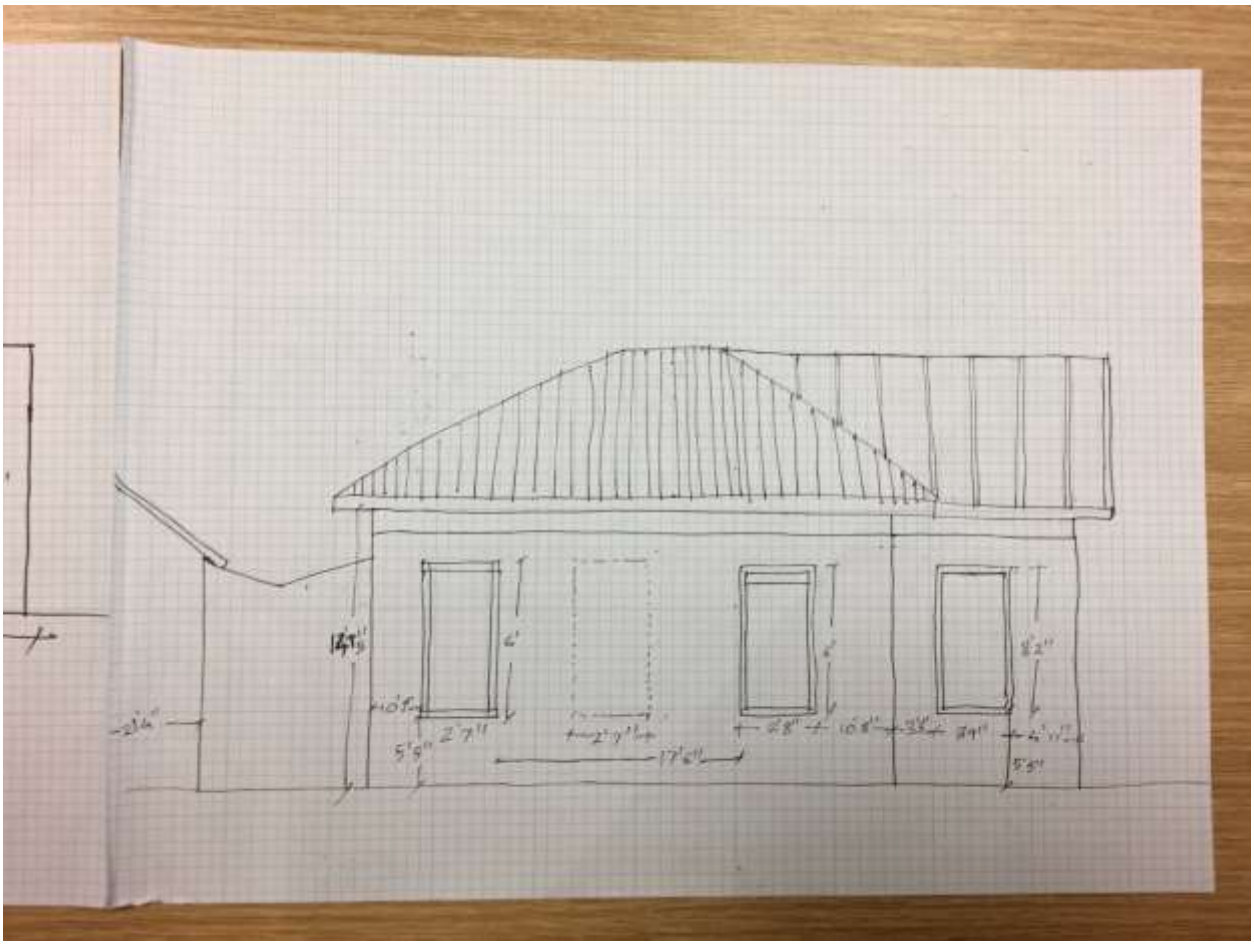

3'
3'
4'
7'3"
5'7"
6'7"
7'
10'6"
3'2.5"
12' 10"
3'5"
2'1"
2'1"
15'
5'7"
21'5"
6'5"


8'2"
3'5"
7'2"
6'11"
8'1.5"
3'9"
3'8.5"
6'10"
3'0"
3'8"
5'4"
5'4"
5'4"




Field Report – Attic Structure: Main Building
Exterior Adobe Wall Type
24½" width
• 2x4's on both interior and exterior of top bond beam
• Vertical 2x4's in the wall spaced every 6'-0" (nailed into top 2x8 beams)
• 1x4's spliced to vertical 2x4 supports.
• Roof Joists spaced @ 2'-0" O.C (2x8 wood)
• Roof Pitched @ 6:12
Roof Tray @ Peak of Gable (6' x 9' tray)
Plan
Section
2 chimneys in Center Wall of Main Structure (Cut off Chimney remnants)
Plan (A)
Plan (B)
Joist
• Brick chimneys originally used in conjunction with coal heating system.
• Cut off when (assumed) 1st re-roofing took place after coal became obsolete
• Tops in-line with top of adobe wall.
• Piece in roof framing indicate where they originally existed the building.
DAVIS EUBANKS


Field Notes Day 3.
Bard Hall
2x4 joists 24" O.C.
2x6 rafters
Pitch 3/12
Height of ridgeline: 33"
Blown cellulose insulation in joist cavities
Walls clay tile
2x6 Floor joists 24" O.C.
Dick Fowkes


6'
5'9"
2'7"
17'6½"
8'2"
5'5"