

CULTURAL RESOURCE SURVEY

HISTORIC RURAL SCHOOLS OF IDAHO COUNTY



Prepared for
IDAHO COUNTY HISTORIC PRESERVATION COMMISSION
GRANGEVILLE, IDAHO

By
PRESERVATION SOLUTIONS LLC
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Cover photos top to bottom: 1) Woodland School, October 1918 (courtesy Idaho County Historic Preservation Commission); 2) Big Cedar School, early 1950s. (Courtesy Thomas Reed Private Collection); and 3) Glenwood School, November 1917 (courtesy Idaho County Historic Preservation Commission).
This page: Stock Creek School, June 2013 (PSLLC).



INTRODUCTION

A community can take steps to protect its significant historic resources only if it knows what it has. Thus a cultural resource survey is a basic building block for any local preservation program. Information gathered through survey can form the foundation for nearly every decision affecting a community's historic buildings, guiding the planning, maintenance, and investment decisions of officials, property owners, neighborhood groups, and developers. The inventory and evaluation of community resources is the principal step to developing local public and private programs that not only preserve important historic properties, but also utilize preservation as a tool for economic development. Furthermore, survey can have the more intangible benefit of raising awareness and community pride among citizens for their shared history.

In Idaho County, the shared history represented by extant historic schools is palpable. A predominantly rural county since its establishment in 1861, the majority of Idaho County's citizens during the late 19th century and up through the mid-20th century were educated in rural school houses. Over time, more than one hundred rural schoolhouses accommodated pupils in eighty-seven districts, most of which were largely abandoned with the Consolidation Movement of the mid-20th century. Though some continued to be used as community centers, the vast majority have been lost. No more than about twenty-five are thought to be standing today – a loss of more than seventy-five percent.

The Idaho County Historic Preservation Commission (ICHPC) should be commended for their initiation of this documentation project. Their work increases public awareness for the need to preserve these increasingly rare resources and immediately identifiable artifacts of the county's past.

PREFACE

WHAT IS A CULTURAL RESOURCE SURVEY?

A cultural resource survey is the process of identifying and gathering information on a community's architectural and historical resources. To assess the significance of cultural resources, the survey process includes:

- a field investigation to photograph, verify the location, and determine the architectural character, associated features, and historical integrity of each resource;
- a literature search and archival research to gather information concerning the survey area's historical contexts and associated functional and/or architectural property types;
- analysis of the survey data and historic contexts to determine which resources appear to have historical/architectural significance; and
- formulation of management recommendations for future identification, evaluation, registration, and protection strategies.

Communities undertake cultural resource survey in response to the growing recognition that cultural resources have value and should be taken into consideration in planning processes. To this end, the information yielded in a cultural resource survey is important because it:

- identifies properties that contribute to the county's character, illustrate its historical and architectural development and, as a result, deserve consideration in planning;
- identifies properties or areas for which study and research may provide information about the community's historic growth and development;
- assists in establishing priorities for future survey, conservation, restoration, and rehabilitation efforts within the city;
- provides the basis for legal and financial tools to recognize and protect resources;
- provides planners with a property database and computer generated mapping to utilize for the establishment of preservation planning efforts;
- increases public and private sector awareness of the need for preservation efforts; and
- provides guidance in developing a comprehensive preservation plan, enabling local governments and federal agencies to meet planning responsibilities and review requirements under existing federal legislation and procedures.

Survey Products

Work products generated from the survey process include an inventory form for each property, photographs of each resource, and a survey report with maps outlining the survey area and findings. In Idaho, the inventory forms contain information specific to each property and are accessible to the public by request from the State Historic Preservation Office. The survey report is a technical document providing an understanding of the survey data and methodology, historic contexts, associated property types identified, and recommendations for future evaluation and protection of significant resources.

METHODOLOGY

SURVEY OBJECTIVES

The primary objectives of this project were to complete reconnaissance-level survey documentation and evaluate rural school properties across Idaho County to determine the potential eligibility of buildings, structures, and sites for listing in the National Register of Historic Places (NRHP).

An additional goal was to fulfill the Idaho County Historic Preservation Commission's duties as a Certified Local Government (CLG). The Idaho State Historic Preservation Office (SHPO) recognized Idaho County as a CLG in 1997 and, thus, a partner in the preservation of Idaho's historic resources. A key requirement of the CLG partnership, fulfilled in part by this project, is that a community must "conduct a survey and maintain an inventory of historic properties in the community."¹

Funded primarily by a Historic Preservation Fund Grant from the Idaho SHPO, this survey project identified broad historic contexts, individual building histories, functional property types, and eligible historic resources.

Project Area

The largest county in Idaho, Idaho County spans 8,500 square miles (approximately 5,440,000 acres; nearly the size of New Jersey) from the Oregon border to the Montana state line at the base of the state's panhandle. This vast county comprises a wide variety of landscapes – from evergreen forested mountains, to cultivated prairie, to steep arid canyons. A rural county of approximately 16,446 residents, the county seat and largest city, Grangeville, has a population of just over 3,100 individuals. More than eighty-three percent of Idaho County's area is federal land, largely under the management of the National Forest Service. As a result, population and development are skewed to the west half. Two-lane paved highways link various towns along narrow canyons and across the Camas Prairie plains, while gravel roads lead away to smaller villages and remote areas beyond. The twenty-three individual properties visited are scattered across an area encompassing approximately 1,891 square miles with more than 420 miles of roads between them.

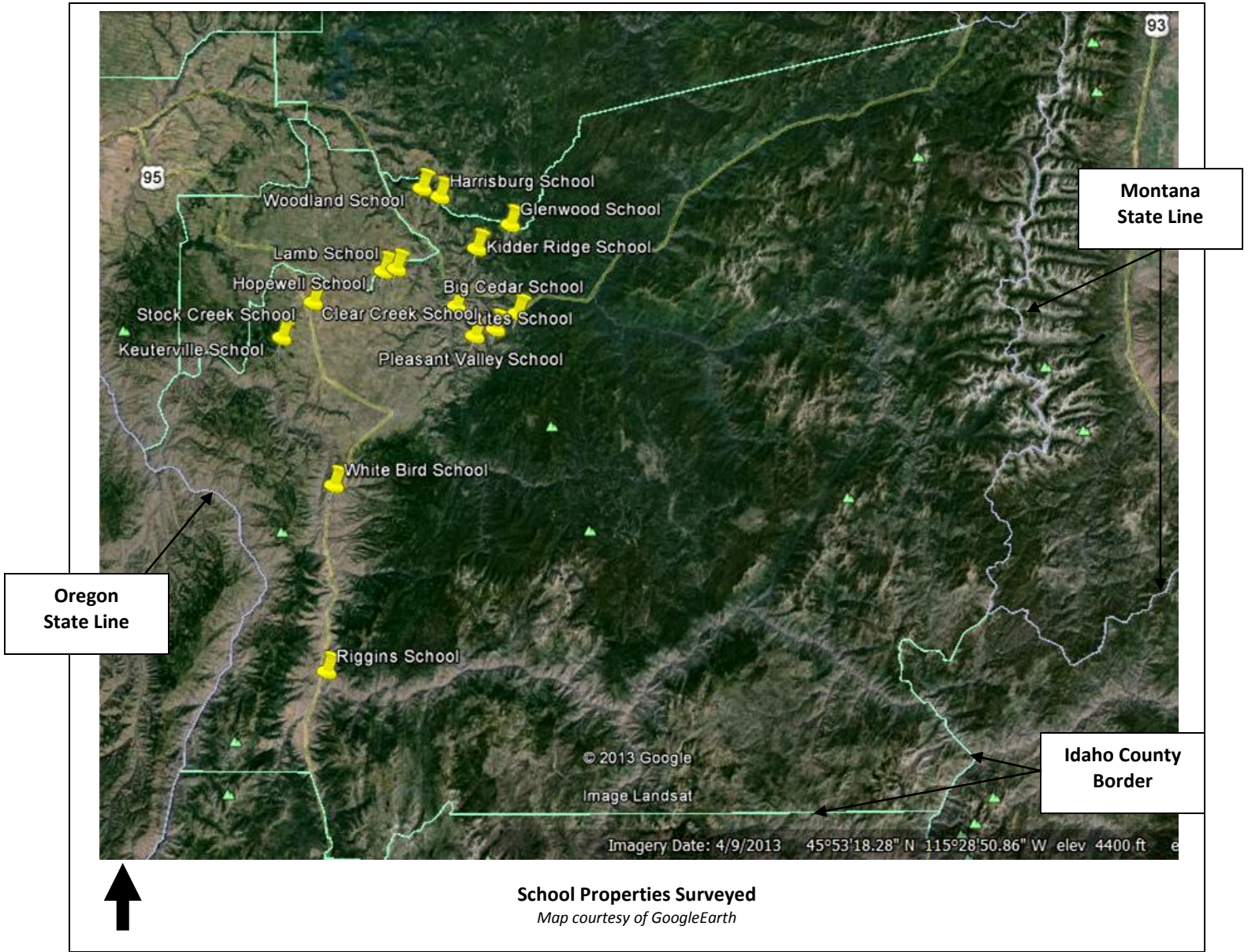
¹ This list of requirements is taken directly from the Idaho SHPO's Certified Local Government Program web page, http://www.history.idaho.gov/sites/default/files/uploads/CLG_PROGRAM_BOOKLET.pdf (accessed August 20, 2013).



Idaho Counties

Map courtesy of <http://www.censusfinder.com/mapid.htm>





METHODOLOGY

SCOPE OF WORK

This survey project launched in May 2013, with fieldwork, preliminary research, and the kick-off meeting conducted in mid-June 2013. Due to budget constraints and per consultation with ICHPC, only ten schools were to be surveyed to the full Idaho SHPO requirements for Reconnaissance Survey. Draft inventory forms were submitted to ICHPC and SHPO on July 30, 2013. Preservation Solutions (PSLLC) submitted the survey report on September 3, 2013.

Personnel

Preservation Solutions architectural historian, Kerry Davis, acted as the project lead and conducted all aspects of project planning, fieldwork, archival research, and report preparation. Project manager for the ICHPC was Cindy Schacher, Chairman, with assistance from Penny Casey, Secretary, and Jim Huntley. Project reviewers for the Idaho State Historic Preservation Office were Ann Swanson, Grants Operations Analyst, Belinda Davis, Historic Sites Registrar, and Tricia Canaday, National Register Coordinator.

Archival Research

Reconnaissance-level documentation of all historic buildings, structures, and sites within the scope of this survey project to sufficiently evaluate National Register eligibility required research of individual properties, as well as general community history to establish historic contexts. Archival research included both primary and secondary resources. The following repositories and collections were utilized: ICHPC records; Idaho County Genealogical Society Collection; Big Cedar Community Center Collection; Idaho State Historical Society archives; Idaho County Assessor Records; Idaho State Historic Preservation Office; and Mid-Continent Public Library, Midwest Genealogy Center, Independence, Missouri. In addition, longtime residents provided oral history interviews in the field.

While both are priceless sources, research and fieldwork revealed a number of conflicts and inconsistencies in the 1939 Metsker Atlas maps and *Pioneer Schools of Idaho County*. While the 1939 Metsker Atlas maps indicated historic schoolhouses, field findings revealed the map symbols for school locations should be interpreted as only as vicinity references. Additionally, several inconsistencies were discovered between individual school histories presented in *Pioneer Schools of Idaho County* and other primary resources and/or field findings. This observation does not discount either of these sources, however it is recommended that they be corroborated with other primary sources and field investigation prior to any final determination of whether a building is extant or not, or whether it has been moved. Additionally, these types of discrepancies should be resolved prior to and as part of any National Register nomination.

Fieldwork

Combined with the applicable research on Idaho County's past development, the fieldwork provided a basis for an accurate analysis of National Register eligibility. The consultant conducted a building-by-building assessment, which included field investigation and

documentation of the exterior of each of resource. The lead field investigator recorded all building information sufficient to complete the Idaho Historic Sites Inventory Form.

Fieldwork included on-site integrity assessments, location/address verification, and photographic documentation of all properties. Field analysis led to identification of eligible and ineligible resources in accordance with *National Register Bulletin 15: How to Apply the National Register Criteria for Evaluation*. Photographic documentation was in compliance with Idaho SHPO photography policies.

As mentioned above, due to budget constraints, only ten schools were to be surveyed to the full Idaho SHPO requirements for Reconnaissance Survey. ICHPC provided school location information and maps derived largely from review of the book *Pioneer Schools of Idaho County*.

In order to achieve a more thorough assessment of conditions and patterns, PSLLC exceeded the requirements and field verified twenty-three potential school properties based on information and maps provided by ICHPC. Eighteen of these sites had identifiable school buildings present in various levels of condition and integrity. Of these some had been previously surveyed. The remaining fourteen were documented and survey forms submitted. It should be noted that per budget constraints and consultation with ICHPC, archival prints accompanied only the required ten. A list of sites fully documented can be found in Appendix B and those visited but not documented can be found in Appendix C.

Compilation and Analysis of Data

Preservation Solutions used the Idaho SHPO Microsoft Access database template to compile survey information based upon information required by the Idaho SHPO Inventory Form. This included data fields for each building's historic and current function, physical features (e.g., principal materials, plan shape); architect and/or builder, if known; estimated or documented date of construction; presence of historic outbuildings; source(s) of historic information; and notes about the history of the property. In addition to these fields, the database includes fields for parcel identification numbers and assessments of eligibility. This database was then delivered to the Idaho SHPO Historic Sites Registrar for review and integration into the SHPO master property database.

Analysis

In order to accurately evaluate the eligibility of each resource and/or group of resources according to the criteria and standards for historic resources established by the Secretary of the Interior and the Idaho SHPO, the consultant analyzed the following four categories of data to identify properties that are potentially eligible for National Register listing. A detailed description of the four areas of analysis and results appears in the "Survey Results" section of this report.

- Date of Construction
- Original Building Use/Function
- Building Form
- Architectural Style

Evaluation

As defined by the National Register of Historic Places, “historic integrity is the authenticity of a property’s historic identity, evidenced by the survival of physical characteristics that existed during the property’s historic period.”² All properties eligible for listing in the National Register of Historic Places and for local designation as Landmarks or Historic Districts, whether for individual significance or as contributing elements to a district,³ must retain sufficient historic architectural integrity to convey the period of time in which they are significant.⁴ Thus, to be listed in the National Register, a property must not only have historic significance, but it must also retain integrity.⁵ The consultant visually inspected the exterior of buildings to determine the retention of integrity of each resource identified.

The National Register-significance of historic school houses lies in their association with public education in Idaho and their architectural form. Additionally, they reflect local settlement patterns and character of the community it served. While location is an important aspect of integrity, the Multiple Property Documentation Form for Idaho’s Public Schools acknowledges that for National Register eligibility, “moved properties will be considered when the new location is compatible with the historic character of the structure and the integrity of location and setting is still apparent.”⁶ As such, some schools that were moved only a short distance, such as Idaho County’s Big Cedar School that was moved just across the road, are still potentially eligible.

An elaborated discussion of NRHP eligibility can be found in Appendix F.

Photographic Prints

Per Idaho SHPO guidelines, the prints submitted that accompany each of the ten required inventory forms, meet and exceed the archival-quality 75-year-permanence standard. The digital photographs were printed on Moab Lasal Photo Matte 235 gsm paper, an acid free, lignin free, alpha cellulose paper exceeding the quality of the National Register’s recommend “BEST” inkjet papers. It tolerates handling well, holds pigment ink very well and demonstrates a level of waterproofness not found in other finishes. The ink is MIS Ultratone ink, a pigment ink set with no dyes and which uses a mixture of finely ground carbon and distilled water. These inks replace each color position in an inkjet printer so that only carbon pigment is used. Carbon is the gold standard of fade resistance, and this system provides a level of image permanence far

² National Park Service, *National Register Bulletin: How to Complete the National Register Registration Form* (Washington D.C.: U.S. Department of Interior, 1997), 4.

³ A contributing property to a historic district does not have to meet the threshold for individual significance, but it must contribute to the district’s area of significance. Properties contributing to a district’s significance for architecture must retain a higher degree of architectural integrity than in a district significant for associations with an important individual or with historical events or patterns of history.

⁴ Historic architectural integrity should not be confused with the physical condition of a building or structure. A building may be in excellent physical and structural condition, but may have lost its historical character-defining elements. Conversely, a building may retain all of its historical architectural features, but may be structurally unsound and, therefore, in poor condition.

⁵ National Park Service, *National Register Bulletin: How to Apply the National Register Criteria for Evaluation* (Washington D.C.: U.S. Department of Interior, 1997), 44.

⁶ Elizabeth Egleston, National Register of Historic Places Multiple Property Documentation Form, “Public School Buildings in Idaho,” (Boise, Idaho: Idaho State Historical Society, 1991), F-5.

above the National Register's 75-year standard. Each print was labeled as per Idaho SHPO standards.

Acreage

Per consultation with Idaho SHPO staff, the acreage indicated on each individual property survey form reflects only the area historically associated with the school. Since their closure as schools, some school properties have since been absorbed into much larger rural tracts, the remaining acreage of which was outside the scope of this project and not surveyed.

Addresses

Most school properties surveyed did not have addresses apparent on the property itself. As such, the address indicated on each survey form reflects what is on file with the Idaho County assessor for each respective parcel.

SURVEY FINDINGS

Per National Register guidelines, PSLLC identified and assessed resources according to construction date, original function, building form, and architectural style, thus recognizing both shared associative (functional), as well as physical (architectural style and building form) characteristics.

DATES OF CONSTRUCTION

Using the information provided by historic maps, city directories, and added secondary sources, as well as architectural style and building form, the consultant determined estimated dates of construction for the fourteen resources surveyed. The restricted type and number of resources surveyed limited thorough analysis of construction trends for this property type countywide. However, it can be noted that of the few schools remaining, most date to before the agricultural recession of the 1920s when the county's population growth of the previous decades stopped.

ESTIMATED DATE OF CONSTRUCTION	
ERA	NUMBER OF RESOURCES
c1890 - c1910	7
c1910 - c1925	5
c1925 - 1963	2
TOTAL	14

FUNCTIONAL PROPERTY TYPES

A property type is the categorization of resources that share physical or associative characteristics. Property types link historic events and/or patterns with actual resources that illustrate these contexts. This project scope restricted survey activities to documentation of rural school properties and thus the Educational Property Type.

Educational Property Type

The Multiple Property Documentation Form (MPDF) for Public School Buildings in Idaho identifies a single property type: the schoolhouse. Based on review of other statewide MPDFs for public schools, it is possible to further categorize schoolhouses into various subtypes. Some MPDFs break down the Educational Property Type into Country Schools, City Schools, and Town Schools, each with various subcategories of buildings forms and associated resources, among which are One- and Two-Room Schoolhouses. These rural school buildings are also commonly referred to as the one- (or two-) teacher schoolhouses.

In rural Idaho County, the One-Room and Two-Room schoolhouses are the dominant property subtypes, with the One-Room Schoolhouse Property Subtype representing the vast majority. For the purposes of this analysis, buildings were tallied based on original construction form.⁷

EDUCATIONAL PROPERTY SUBTYPE	NUMBER OF RESOURCES
One-Room	12
Two-Room	2
TOTAL	14

One-Room Schoolhouse Property Subtype

One-Room school buildings compose a subtype of the larger Educational Property Type. Their significance lies in the information they communicate regarding the settlement patterns and continuum of rural education in Idaho County. They represent the efforts of newly arrived settlers are the institutional resources that supported and enhanced domestic life. Often the heart of rural communities, this property subtype served as a gathering place for social events and governmental functions, as well as centers for education. The One-Room School building was frequently a landmark in its respective community and became an important symbol of the community as a whole.

Typically found in rural areas, One-Room school buildings are found at intersections along well-traveled roads. They often lacked a particular architectural style and featured the simplified gable-front form (discussed below).

⁷ For example, the Woodland School was originally a one-room school that sustained historic expansion over time as population grew. It is counted as a one-room schoolhouse for the purposes of this study.

BUILDING FORMS

In addition to functional property type categorization, building form classification provides insight into patterns of construction method, design, and materials. Despite the low numbers of resources documented, the survey documented a degree of diversity of building forms within the Educational Property Type. The categorization of building forms identified in the survey area follows the classification terminology required and accepted by the National Register of Historic Places program.

The surveyed properties included fourteen primary resources and an additional nine associated secondary buildings and structures of particular historical and/or architectural interest, including outhouses, sheds, and playground equipment. These twenty-three individual education-related resources reflect settlement patterns and are literal reflections of Idaho County's history and evolution. Furthermore, their significance lies in the information they communicate regarding the continuum of school buildings across Idaho County.

SCHOOL BUILDING FORMS	NUMBER OF RESOURCES
Gable-Front	11
Other	3
Ancillary Resources	9
TOTAL	23

Throughout the nation's history, Americans during early settlement periods constructed modest schools of locally available materials absent any stylistic embellishments. As the first Anglo-European immigrants had done when settling the East and the Midwest, when they came to Idaho, they built log buildings no more than one room deep as the first school building in a community. Typical school sites occupied a single acre often located at the corner of a section or at a well-traveled road intersection.

As the nation's railroad network finally extended into Idaho County at the close of the 19th century, builders no longer had to rely on local materials. Instead, railcars quickly and cheaply moved mass-manufactured construction materials (e.g. pre-cut lumber, nails, window and door frames, and ornamental details) from distant plants. Before long, vernacular school buildings of relatively light-weight framing replaced earlier hewn log schools. Among the first buildings constructed in a community, the earliest milled lumber schoolhouses reflected the expectation of area settlers as to what a school 'should' look like, and thus often express the influence of eastern and colonial aesthetics associated with civic buildings that typically featured a front-facing gable.⁸

⁸ Brenda Spencer, National Register of Historic Places Multiple Property Documentation Form, "Historic Public Schools of Kansas," (Wamego, Kansas: Preservation Planning and Design, 2005), 16.

Despite the advances in building materials and construction techniques of the early 20th century, the Gable-Front form persisted. Even after young communities became established, the form remained popular as an affordable alternative to more ornate and complex architectural styles.⁹ Nationally accepted standards developed in the Progressive Era – dictating building location, size, orientation, window location and size, and so forth – continued well into the 20th century, further extending the form’s persistence. As a result, rural school houses are defined by their plan, massing, general lack of identifiable stylistic elements, and relatively little change over time. Architecturally, Idaho County’s historic rural schools generally illustrate the continued use of the nationally recognizable gable-front form.

In Idaho County, stylistic influences were typically nonexistent, but when present, reflect Classical Revival, Queen Anne, or Craftsman influences, depending on local taste and era of construction. Of those surveyed, most were second or third generation school houses in their communities, having replaced earlier buildings that had been outgrown, were outdated, or lost to destruction by fire.

⁹ Virginia and Lee McAlester, *A Field Guide to American Houses* (New York: Alfred A. Knopf, Inc., 1984), 89-90.

GABLE-FRONT SCHOOLHOUSE FORM

The gable-front form has its origins in the Greek Revival stylistic movement that dominated American design from 1830 to 1850, which referenced the triangular pediment on the façade of a Greek temple.¹⁰ Originating in the Northeast, where simple gable-front folk houses, churches, and school buildings became popular in the pre-railroad era, the design persisted with the expansion of the railroad network in the mid-to-late 19th century, becoming a dominant form until well into the 20th century.¹¹

Often referred to as the ‘schoolhouse,’ the term directly correlates to the form’s historically domestic scale, form, and character. The **Glenwood, Kidder Ridge, and Stock Creek schools** are all good examples of this building form. Typical of their vernacular form, these school buildings featured little architectural ornamentation.

The gable-front shape persisted for school buildings into the early 20th century with the Craftsman movement, which typically used the front-facing gable form. Between 1910 and 1940, Craftsman treatments appeared on many modest school houses that otherwise lacked stylistic references. The 1920s addition to the **Woodland School** is a good example of this trend (see page 22)



Glenwood School



Kidder Ridge School



Stock Creek School

¹⁰ McAlester, 90.

¹¹ McAlester, 90, and Spencer, 16.

OTHER SCHOOLHOUSE FORMS

Though too few were identified to ascertain countywide patterns, other building forms in Idaho County include those reflecting communities that historically maintained larger pupil populations. The **Stites School**, **Harpster School**, and **Ferdinand School** all clearly reflect a departure from the standard gable-front form reserved for one-room schools in smaller rural communities. All feature hipped roofs sheltering multiple classrooms within and also express identifiable architectural style. All built between 1906 and 1912, they reflect the county's meteoric growth during the period and convey contemporary architectural styles of the time (e.g. Craftsman style at the Stites School and Prairie style at the Ferdinand School).



Stites School



Harpster School



Ferdinand School

ANCILLARY BUILDINGS & STRUCTURES

Ancillary resources provide important information relating to the development of education-related properties. Their function-specific forms augment the visual character of school settings, as well as enhance understanding of the primary structure.

Rural schools were historically beyond the reach of utilities. Most lacked electricity until the 1940s and many never enjoyed indoor plumbing before their closure with the onset of consolidation in the 1950s and 1960s. Carriage houses sometimes stood adjacent to the school building to accommodate horses ridden to school by pupils lucky enough to have access to such means of transportation.

As a result, common ancillary resources associated with rural school properties included an outhouse, a cistern or well, and a carriage house, as well as playground equipment and sometimes a multi-purpose shed.

The survey identified two examples of historic playground equipment, comprised of a see-saw and the remnant slide structure at the **Glenwood School**. Excellent examples of historic outhouses are intact at both the Glenwood School and the **Woodland School**. Ancillary buildings with good integrity stand behind both the Woodland School and the **Riggins School**, historically functioning as shelter for horses, vehicles, and/or maintenance equipment.



Outhouse, Woodland School



Playground Slide, Glenwood School



Ancillary Building, Riggins School

ARCHITECTURAL STYLES

In addition to functional property type and building form categorizations, resource classification of shared physical attributes typically includes architectural styles. The architectural styles identified in the survey and discussed below follow the terminology required and accepted by the National Register of Historic Places program. Of the fourteen resources surveyed, only three exhibit a discernable architectural style and one reflects a clear but limited stylistic influence. The architecture found in this survey includes examples reflecting the late 19th century Victorian Period's revivalism through post-World War II Modern Movement styles. Though public and institutional buildings commonly express identified "high style" designs, as discussed above, rural school houses are an anomaly in this respect and is reflected in Idaho County. For the purposes of this analysis, only those buildings that represent an identifiable style are tallied and due to the limited number, architectural styles are discussed only briefly below.

ARCHITECTURAL STYLE	NUMBER OF RESOURCES
Late Victorian	
Queen Anne	1
Late 19th & Early 20th Century American Movements	
Craftsman	1
Modern Movement	
Modern Movement	1
No Style	11
TOTAL	14

LATE VICTORIAN ARCHITECTURAL STYLES

During this period, builders' pattern books became increasingly available and thus spread the latest trends in building designs and styles to new and growing communities nationwide.¹² Victorian-era styled buildings enjoyed popularity from 1860 to about 1910 and include the Second Empire, Stick, Queen Anne, Shingle, Richardsonian Romanesque, and Folk Victorian idioms. Victorian-era buildings typically drew heavily on medieval building precedents for inspiration. These styles reflect a departure from the traditional American Colonial styles that previously dominated popular architecture for generations and a growing trend toward the presence of a variety of popular style options.¹³

¹² McAlester, 239.

¹³ McAlester, 239.

QUEEN ANNE

The Queen Anne style derives inspiration from late Medieval European architecture.¹⁴ As adapted to American design in the late 19th century, the distinguishing characteristic is an emphasis on irregularity. To achieve the desired aesthetic, designs incorporated a combination of irregular footprints, steeply pitched roofs with lower cross gables, patterned and varied wall materials, and ornamented porches. A highly variable style, common devices included the use of multiple wall claddings and porches with turned or jigsaw-cut decorative trim.¹⁵

While the form and footprint of the original one-room **Woodland School** does not reflect the Queen Anne style, various applied elements combine to convey a conspicuous attempt at evoking the style. Among those elements are the turned posts, dentils, and sawtooth trim on the bell tower, the cornice returns at the eaves, chamfered porch posts, and porch cross gables.



Woodland School



Woodland School, bell tower detail

¹⁴ McAlester, 268.

¹⁵ McAlester, 262-268.

LATE 19TH AND 20TH CENTURY REVIVALS

As evidenced by its name, the American Eclectic Movement of the late 19th and early 20th centuries drew inspiration from a number of sources, including American Colonial-era prototypes, as well as European architecture. At the same time and distinguished from the European and American Colonial-influenced aesthetics, designs emerged representing the burgeoning impact of the Arts and Crafts Movement, Frank Lloyd Wright's Prairie School style, and European Modernism.¹⁶

TUDOR REVIVAL

The Tudor Revival style became increasingly popular after World War I and persisted nationwide for half a century, from around 1890 through the 1940s, featuring various sub-types based on building materials and roof form.¹⁷ Though the survey did not identify a true example of Tudor Revival, its influence can be ascertained at the **Big Cedar School**. The character-defining features present include the multiple, steep, front-facing gables; arched porch openings; gabled entrance projection; and recessed entrance.



Big Cedar School

¹⁶ McAlester, 318-319.

¹⁷ McAlester, 355.

CRAFTSMAN

The Craftsman Style enjoyed popularity nationwide from about 1905 through 1930, inspired by the early designs of Charles Sumner Greene and Henry Mather Greene. Greene and Greene practiced architecture in California from 1893 to 1914 and designed both elaborate and simple bungalow houses that incorporated elements from the English Arts and Crafts movement and Central Asian architecture. Architectural magazines and builder pattern

books popularized the style and the one-story Craftsman house became extensively popular as the most fashionable smaller house in the country. Though typically executed on dwellings, the style appeared on institutional buildings and small commercial buildings as well. Character-defining features include low-pitched roofs; a wide eaves overhang, often with exposed roof rafter ends; decorative beams or braces under gable eaves; and full- or partial-width porches supported by heavy, often tapered, square columns.¹⁸



Stites School



Woodland School, 1920s addition

The **Stites School** exemplifies Craftsman design with its shallow roof pitch, open eaves overhang, exposed rafter tails, and decorative knee brackets. Similarly the front-facing gable addition to the **Woodland School** clearly reflects its 1920s period of construction through the incorporation of Craftsman-inspired exposed rafter tails, wood shingle gable wall cladding, and decorative knee brackets under the wide, open eaves.

¹⁸ McAlester, 453-454.

MODERN MOVEMENT

A distinct shift occurred in American architecture after World War II. Revivalist architecture popular in the first half of the 20th century gave way to Modern styling and simplicity. As opposed to the visually 'busy' features of previous styles, Modern Movement design reflected an affinity for smooth wall faces achieved through stone, stucco, or buff brick. The National Register of Historic Places categorizes these buildings as "Modern Movement," a style category that includes Art Deco, Moderne, and International Style, as well as more generic modern designs of the post-World War II period.



White Bird School

The **White Bird School** is a good example of the Modern Movement as it manifested in school buildings. Built in 1963, the building features the character-defining asymmetrical façade, one-story height, low-pitch roof with wide eaves, grouped windows, and shallow stoop entrance.

HISTORIC CONTEXTS

IDAHO COUNTY: A DEVELOPMENT OVERVIEW

To fully appreciate the significance of Idaho County's rural school resources, it is important to understand the forces that influenced the evolution of the county in general, as well as the development trends that occurred regionally, statewide, and nationally. The National Park Service defines historic context as “a broad pattern of historical development in a community or its region that may be represented by historic resources.”¹⁹ According to the Secretary of Interior's *Standards for Preservation Planning, Identification, and Evaluation*, proper evaluation of the significance of historic resources can occur only when they are assessed within broad patterns of a community's historical development. Only then may the National Register criteria for evaluating property eligibility be accurately applied.

Establishing historic contexts is a means of organizing information about properties that share common historic, architectural, or cultural themes. A preliminary historic context overview identifying themes representing Idaho County's development and settlement patterns, which drove the establishment of school districts and building, follows. The county's rural school property types, discussed in detail above, relate to these themes. When historic resources are viewed in relationship to the context within which they were built, it is possible to apply the established criteria for evaluating eligibility for designation to the national and local historic registers.

Historic contexts developed as part of this study or any future survey should not be confused with a comprehensive history of the community. Historic context development is one component of a survey report that assists in providing technical analysis of the resources identified. The establishment of historic contexts is a first step in targeting the survey effort and in determining recommendations for future identification and evaluation effectively. The resulting information relating to this context is far from definitive, but establishes areas of obvious importance in relation to National Register criteria and allows specific management recommendations for future identification, evaluation, and protection of cultural resources.

¹⁹ National Park Service, *National Register Bulletin: Guidelines for Local Surveys*
<http://www.nps.gov/history/nr/publications/bulletins/nrb24/chapter1.htm> (accessed June 2, 2013).

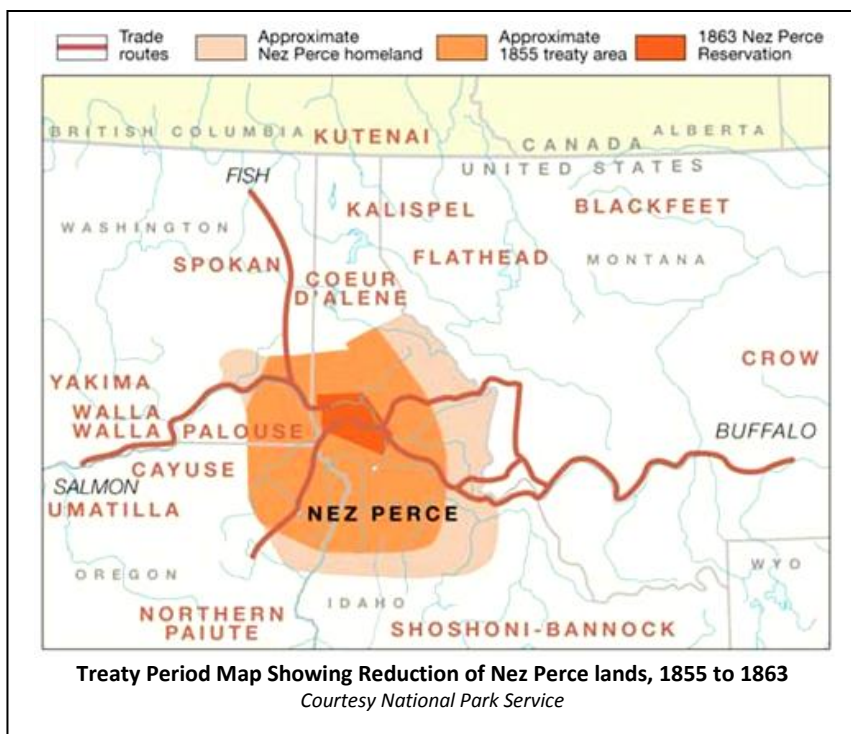
Establishment of school systems and schools followed nationwide settlement. As transportation networks took form and these routes facilitated more than just initial Anglo-European explorers and trappers into an area such as Idaho County, newly arriving families settled. Once an area maintained a sufficient population of children, establishment of schools predictably followed.

Settlement patterns have a direct correlation to school construction. Historically, the availability of water, land to cultivate or exploit in some fashion, and suitable building materials drove the location, configuration, and physical appearance of newly settled areas in remote and rural areas such as Idaho County, during the territorial period. The primary guiding factor in the layout of most communities was typically related to physical factors, such as the location of a river or the presence of an overland trail or wagon road. Idaho County's development patterns corresponded to these factors, with the initial settlements located at mining sites such as Florence, and supporting villages along the bottom lands and in narrow valleys along freighter trails. Each of these aspects influenced the locations and shapes of Idaho County's early communities and thus, where their respective rural schools were established. An elaborated discussion of these influential conditions follows.

EARLY SETTLEMENT PERIOD: 1840s TO 1890

Lewis and Clark passed along the north edge of present-day Idaho County during their 1804-1806 expedition and both fur trappers and missionaries came to the area during the early 19th century. However, the increasing use of the Oregon overland emigrant trails, as well as the establishment of the Oregon and Washington territories in 1848 and 1853 respectively, prompted the first major encroachment by non-Indians into the vast lands of the Nez Perce. Pressures created by these events resulted in what is known as the Treaty Period, during which the U.S. Government negotiated the Nez Perce tribe's relinquishment of 7.5 million acres of traditional homeland.

Despite an 1855 treaty defining the Nez Perce homeland boundaries that comprised most of present-day Idaho County and beyond, in 1860 trespassing miners discovered gold at Pierce, well within the boundaries of the reservation. In an effort to manage the subsequent flood of prospectors to the area, the U.S. military established Fort Lapwai on the Nez Perce reservation in 1862. To further enable access of non-Indians to area gold districts, the U.S. government negotiated the



Treaty of 1863, also known as the 'steal treaty' which drastically reduced reservation lands to a fraction of tribe's original homeland.²⁰

The discovery of gold at Pierce (present-day Clearwater County) spurred widespread prospecting in the region and within a year, the mining districts at Newsome, Elk City, and Florence (aka the Salmon River Mines) were in operation. By the end of 1861, more than 3,000 prospectors had flocked to the Florence area and a major gold rush was underway.²¹ The rapid and extensive additional intrusion by Euro-Americans into Nez Perce territory eventually led to war in 1877, with massacres and battles fought across Idaho County and beyond.²²

²⁰ National Park Service, "Nez Perce National Historical Park,"

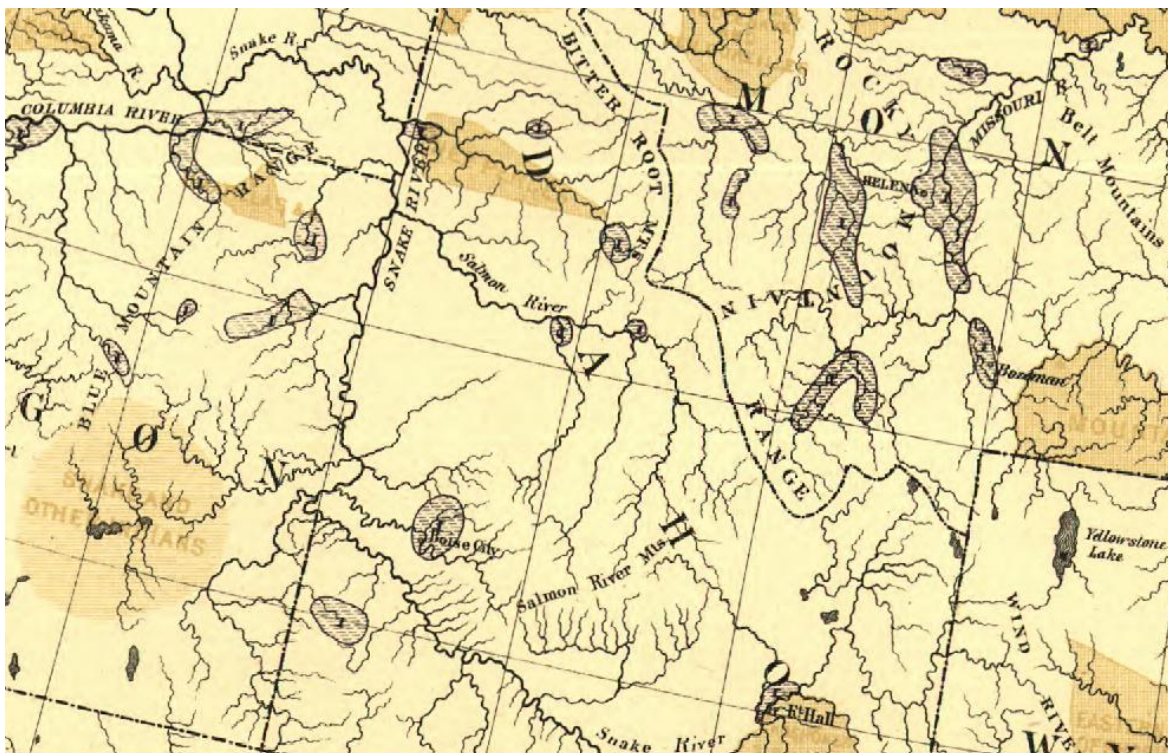
http://www.nps.gov/nr/travel/cultural_diversity/Nez_Perce_National_Historical_Park.html (accessed August 15, 2013).

²¹ *An Illustrated History of North Idaho* (Spokane, Washington: Western Historical Publishing, 1903), 86.

²² National Park Service, "Nez Perce National Historical Park,"

http://www.nps.gov/nr/travel/cultural_diversity/Nez_Perce_National_Historical_Park.html (accessed August 15, 2013).

By the end of 1861, the population influx and mining activity spurred the Washington Territorial Legislature to establish three new counties in the region – Shoshone, Nez Perce, and Idaho. The boundaries set for Idaho County were enormous – spanning from Florence in the northwest corner to Franklin at the south boundary and including much of what later became western Wyoming. Bordering Oregon, Nevada, Utah, Nebraska, and Dakota, it comprised approximately the same land area as the present-day state of Idaho.²³



Walker's 1870 Constitutional Population Distribution Map, detail

Note: black shading denotes areas with 2 to 6 inhabitants per square mile and no shading is 'Unsettled'

Map courtesy of http://www.census.gov/history/pdf/1870_Population_Density.pdf

Expansion of the mining activity in Idaho County reached stampede scale upon the new discoveries at Warren and the Boise Basin in July and August 1862 respectively. That same year, passage of the Homestead Act solidified the region's position as a destination point for prospectors, speculators, and settlers from all across the country and beyond. As a result, the Washington Territorial Legislature carved Boise County out of the south part of Idaho County in January 1863. Just a few months later, in March, the mining districts and surrounding vast wilderness and rugged terrain were all incorporated into the new Idaho Territory.²⁴

²³ For the purposes of this report, statistics and references to Idaho County refer to only the area of present-day Idaho County. Care was taken in research and analysis to eliminate data and information related to areas that are no longer within Idaho County as a result of boundary changes over time. "Early Idaho County," *Idaho State Historical Society Reference Series*, No. 324 (Boise, ID: September 1968).

²⁴ "Early Idaho County."

Those arriving to the area came by foot or horseback on overland trails, many of which were ancient Nez Perce trading routes. From these, miners and freighters improved trails leading directly to mining districts, such as the Milner Trail from Mt. Idaho to Florence, which the Territorial Legislature authorized as a toll trail in 1864.²⁵ The influx of prospectors increased demand for necessary agricultural goods and services, drawing non-miners to the area who established settlements along and at the intersections of these routes to provide services to the passing/area freighters and miners.

Analysis of population census records from this period conveys the sparseness and demographics of settlement in Idaho County. The 1870 census tallied a total of 14,999 Idahoans, but in the area that became present-day Idaho County it documented only five settlements – White Bird, Warren, Florence, Washington (part of the Warren community), and Slate Creek – with a total of only about 843 individuals. The Idaho County population was largely comprised of men in the mining industry, as well as those in related or supporting occupations such as mule packers/freighters and services such as baker, butcher, lawyer, blacksmith, merchants, musicians, and physicians. Of the 150 inhabitants of 1870 Florence, only twelve women are listed, ten of which have the occupations of “Hurdy Gurdy” or “Disrespectable.”²⁶ The lack of diversity of occupations and gender, combined with the broad diversity of places of origin – thirteen countries and twenty states represented – reflect a typical pattern of ‘boom’ settlement.

During these early territorial years, Idaho County’s boundaries changed a great deal as settlement patterns shifted rapidly and prompted the territorial legislature to establish new adjacent counties. By 1872, the Idaho County seat had been in three different locations, with Florence, Warren’s (aka Washington), and Mt. Idaho all enjoying time as county seat prior to 1902. By 1875, the present-day boundaries were largely in place.²⁷

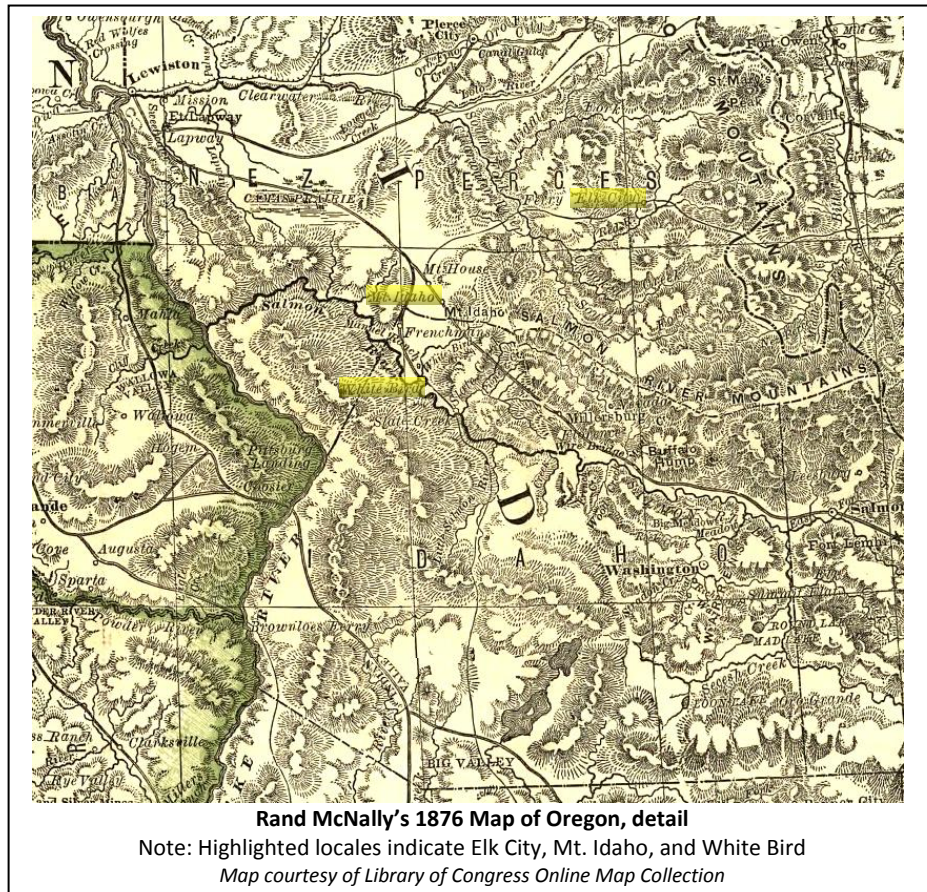
During the territorial period population boomed, increasing by 117 percent from 1870 to 1880 (to 32,610) and another 171 percent by 1890 (to 88,548). A review of the 1880 census shows Idaho County reflected this trend. At about 2,130 residents, it boasted more than twice its population of just ten years earlier. While the vast majority of Idaho County residents were miners, as the mining activity in the region experienced periods of ebb and flow, a number of miners cashed out and began to settle and homestead, while others found it more profitable to provide goods and services to area miners than to mine themselves. Among the other common occupations were farmers and those associated with the local lumber industry – loggers, lumberman, sawyers, sawmill laborers – which processed timber for the area boom in construction. As might be expected, the resident character of different communities in Idaho

²⁵ “The Lure of Gold: The History of Florence, Idaho and the 1861 Discovery of Gold,” (Grangeville, Idaho: United State Department of Agriculture, Nez Perce National Forest, 2012), 9.

²⁶ Due to the much larger county boundaries at the time, countywide statistics will not give an accurate representation of present-day Idaho County settlement patterns. As such, only the townships documented that are in present-day Idaho County were reviewed. Bureau of the Census, “Idaho County, Idaho” *U.S. Federal Population Census, 1870*. Database online, accessed July 27, 2013, <http://www.ancestry.com>.

²⁷ “Early Idaho County.”

County was specific to its economy. For example, around Mt. Idaho (pop. ~150) the population comprised predominantly farm families and farm laborers, while in the village of Grangeville (pop. ~130), the census documented a diverse set of occupations including store clerks, butchers, preachers, and carpenters. At the same time, Washington (which included the Warren district) was occupied miners, prostitutes, packers, and professional gamblers.²⁸

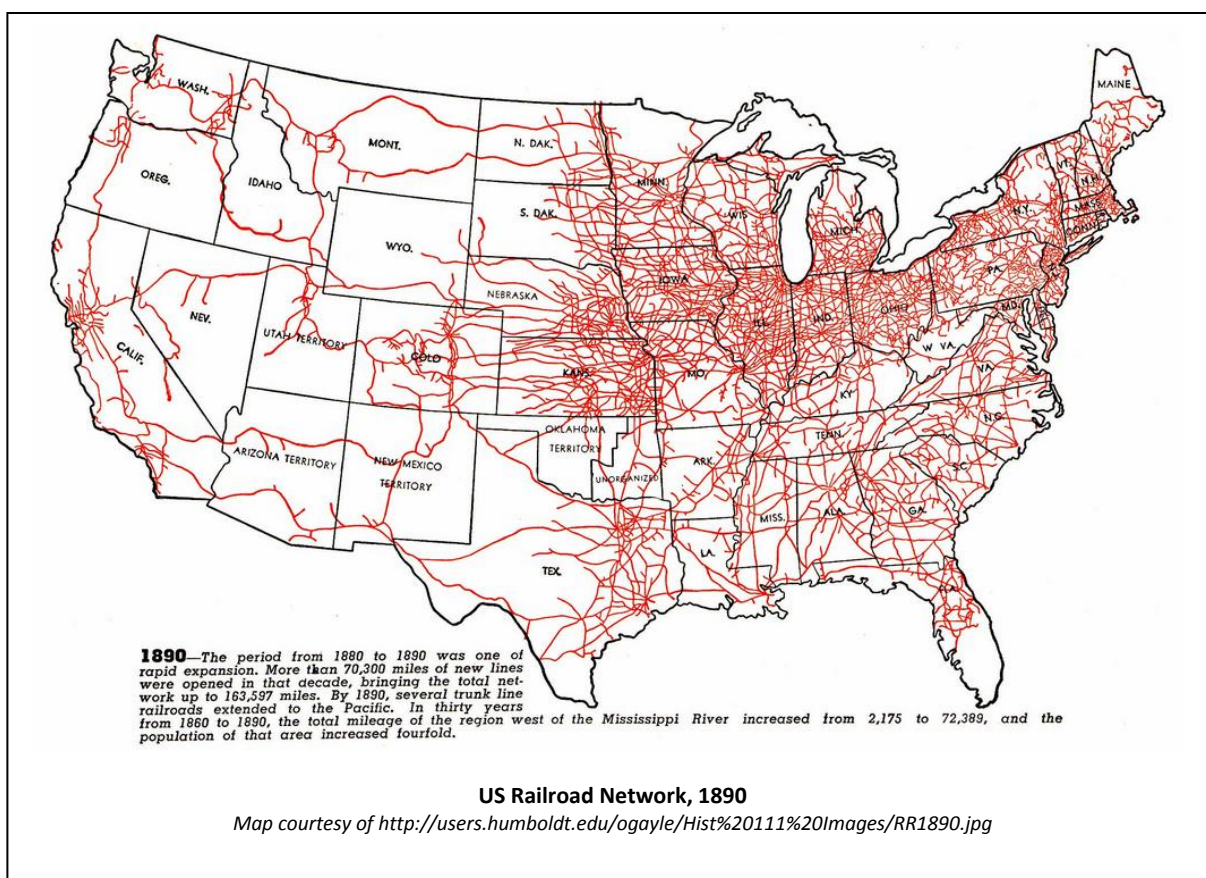


In the late 19th century, “railroad mania” swept the nation and railroad expansion revolutionized America by stimulating the growth of trade, settlement, and communication networks. Between 1880 and 1890, more than 70,300 miles of new lines opened, a 75 percent increase in track mileage nationwide.²⁹ At the same time, Idahoans welcomed two new railroads built across the territory – the Oregon Short Line across southern Idaho and the Northern Pacific across the panhandle through Sandpoint. However, in Idaho County, overland stage coaches and wagons remained the only means of transport and travel. Maps from the time show a conspicuous gap in the railroad network across the West in the region of and around Idaho County. It would not be until the late 1890s that sufficient economic growth and the promise of wealth in gold and agricultural products made financing of rail lines into to Idaho County feasible. Despite its

²⁸ ‘Gambler’ was listed as an occupation repeatedly. Bureau of the Census, “Idaho County, Idaho” *U.S. Federal Population Census, 1870*. Database online, accessed July 27, 2013, <http://www.ancestry.com>.

²⁹ Humboldt State University, “Industrialization, Urbanization, and Immigration in the Gilded Age,” <http://users.humboldt.edu/ogayle/hist111/industrial.html> (accessed August 13, 2013).

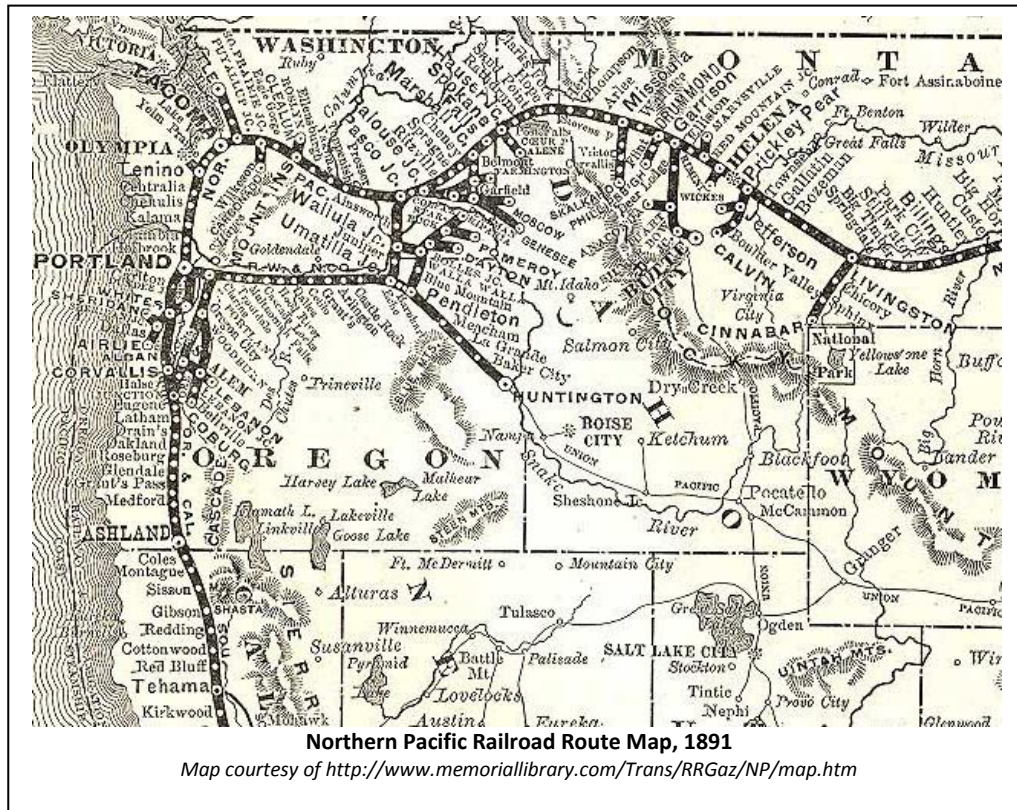
relative remoteness from trans-state and transcontinental trade, Idaho County's natural resources ensured that it entered statehood poised for promise..



STATEHOOD AND EARLY TWENTIETH CENTURY DEVELOPMENT: 1890 to 1920s

Following the boom period of the 1880s, the Panic of 1893 led to a serious nationwide economic depression that lasted most of the decade. While some Idahoans suffered as a result of these economic conditions, the Panic put only a slight damper on the previous boom times and the new state of Idaho continued to draw rapid immigration. An additional 73,224 residents arrived between 1890 and 1900, an 83 percent increase.

Idaho County's previous patterns of development shifted greatly in the 1890s due to several contemporaneous events. Despite previous treaties, in 1895 the U.S. Government assigned allotment lands to members of the Nez Perce tribe and subsequently opened up the remaining reservation lands to non-Indian settlement. A land rush ensued and by the end of the year several communities came into existence on what was former Nez Perce reservation land, such as Ferdinand and Kooskia.



This new availability of some of the best agricultural land in Idaho County took place around the same time as new area discoveries of gold at Buffalo Hump, Dixie, and others. The improvement of the Elk City Wagon Road in 1895 increased freighting traffic between Grangeville and Elk City and villages along this route sprang up, such as Harpster.

At the close of the 19th century the railroad expansion that had transformed America by linking previously isolated trade, settlement, and communication networks nationwide finally arrived to Idaho County. In 1898, the Northern Pacific railroad extended a line south to Kooskia. The promise of the railroad coming further south along the South Fork of the Clearwater River spurred the establishment of Kamiah and Stites, both of which welcomed the grade within a few years and became local trading centers with access to regional and national markets.

Drawn to the county's expanding agricultural and mining sectors and improved transportation networks, in the 1890s more than 6,100 individuals joined the existing 2,955 residents, more than tripling the Idaho County's population by 1900.³⁰

By the 1900 census, the six enumeration districts listed for Idaho County in 1880 had more than quadrupled to twenty-six. As with the 1880 census, the 1900 records show a very specific character of inhabitants in communities across vast Idaho County. Around Clearwater, Kamiah, Kooskia, White Bird, and Cottonwood, residents were primarily farm families with children listed

³⁰ University of Virginia, Historical Census Browser. Database online, <http://mapserver.lib.virginia.edu/php/county.php> (accessed August 11, 2013).



Northern Pacific Railway Map, 1900, detail

Map courtesy of Library of Congress Online Map Collection

as “at school.” In the John Day area, the population was nearly evenly split between mine and farm laborers. In contrast, the inhabitants of Elk City, Dixie, and Warren still predominantly made their living as miners and day laborers, with a few trappers, teamsters, and saloon keepers among them, some of which had families and children “at school.”³¹

Good agricultural production and demands for agricultural products created by the United States’ entry into World War I, spurred continued immigration and improvements in the first two decades of the 20th century. A shift from subsistence farming and supplying miners to a full-fledged export industry ensued with the arrival of railroad and access to distant markets. Particularly successful wheat production in the Camas Prairie drew more farmers and led to Grangeville’s ascension as *the* trading and commercial center of the surrounding agricultural area. As a result, in 1902, Mt. Idaho relinquished the county seat to Grangeville. For a few years a tram transported Camas Prairie grain to the mills and railroad at Kooskia until the arrival of a new railroad branch to Grangeville in 1908 – the Camas Prairie Railroad – solidifying Grangeville’s role as Idaho County’s hub for transport of agricultural products, timber, and minerals. Less than ten years later, with the 1917 establishment of Valley County, Idaho County’s boundaries were finalized as the largest county in Idaho.³²

By the time railroad lines penetrated north Idaho, the lumber sources of the upper Midwest had been largely depleted and Washington State was on its way to being the top timber producer nationwide.³³ Previously, logging had been a local endeavor primarily taking place on an as-needed basis to produce mining tunnel supports and lumber for early settlement construction. Access to rail lines facilitated extraction of timber and set the stage for Idaho to become a national competitor with the South and the Pacific Northwest in this market. As railroads connected north Idaho with distant markets at the turn of the 20th century, Saginaw Lumber, Coeur d’Alene Lumber, and prominent Midwestern lumberman Frederick Weyerhaeuser all

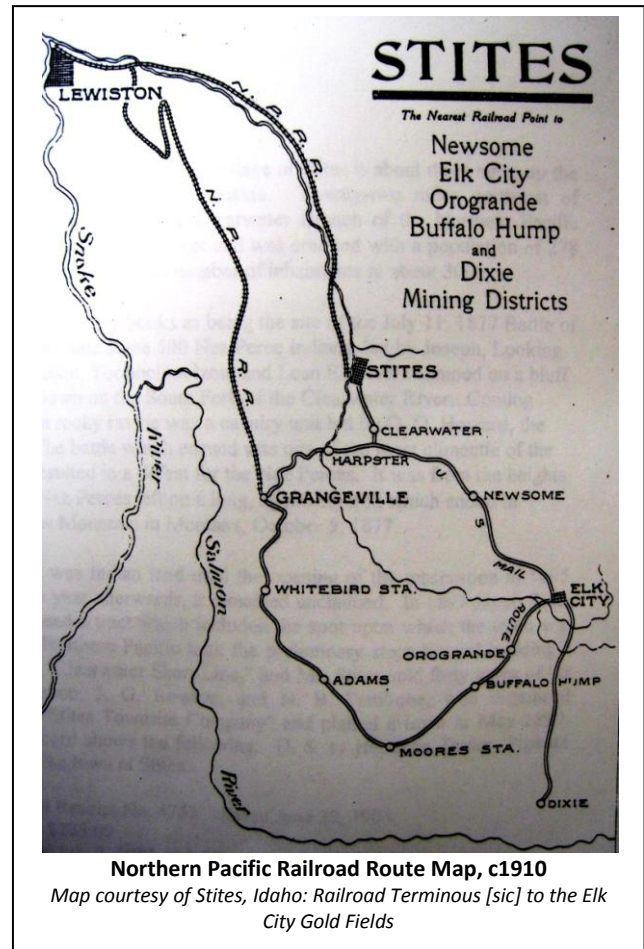
³¹ Bureau of the Census, “Idaho County, Idaho” *U.S. Federal Population Census, 1900*. Database online, accessed July 28, 2013, <http://www.ancestry.com>.

³² “Early Idaho County.”

³³ History Channel, “History of Logging,” <http://www.history.com/topics/history-of-logging> (accessed August 20, 2013)

amassed timber holdings in the region. By 1906 Weyerhaeuser had merged with associates and competitors to form Potlatch Lumber, which went on to operate the largest white pine sawmill in the world at their company town of Potlatch, Idaho.³⁴ In the next decade, the corporation expanded with additional operations in Elk River and Coeur d'Alene, and established headquarters in Lewiston. In Idaho County, the timbered areas east of the Camas Prairie supported new lumber mills that become significant economic drivers. For example, around Glenwood, while most inhabitants were farming, the remaining heads of household in 1910 generally worked at lumber mills.³⁵

The rapid exploitation of timber resources in the West prompted Roosevelt to establish the National Forest Service in 1905. By 1908, millions of acres of Idaho County had been drawn into Idaho National Forest, Nez Perce National Forest, Bitterroot National Forest, and Lolo National Forest. The 1910 census documented the new occupation of "Forest Ranger" in several communities in Idaho County, including White Bird.³⁶



During this period, automobile ownership grew at a rapid pace statewide as a result of improved roads and the increasing affordability of vehicles. With the 1913 formation of the State Highway Commission, a spike in Idaho's road building ensued and over 2,000 vehicles were in operation statewide.³⁷ By 1918, Idaho's state highway system boasted 2,255 miles of roads, though only five of which were paved or oiled. The only state highway route through Idaho County was along present-day U.S. Highway 95, which at the time was characterized as "unimproved." However, by 1922, the system had expanded greatly and in Idaho County it included the route between Grangeville, Kooskia, and Kamiah (present-day State Highway 13 and U.S. Highway 12) and much of the system countywide was complete or under improvement to state

³⁴ University of Idaho Library, "About Potlatch Forests, Inc.," <http://www.lib.uidaho.edu/digital/FamilyTree/about.html> (accessed August 20, 2013).

³⁵ Bureau of the Census, "Idaho County, Idaho" *U.S. Federal Population Census, 1910*. Database online, accessed August 10, 2013, <http://www.ancestry.com>.

³⁶ Bureau of the Census, "Idaho County, Idaho" *U.S. Federal Population Census, 1910*. Database online, accessed August 10, 2013, <http://www.ancestry.com>.

³⁷ 2,083 license plates were issued in 1913. Rebecca Herbst, *Idaho Bridge Inventory*, Volume 1 (Boise, Idaho: Idaho Transportation Department, 1983), 25, and Idaho Transportation Department, "Idaho's Motor Vehicle History," <http://itd.idaho.gov/dmv/dmvhistory.htm> (accessed August 15, 2013).

standards.³⁸ Such graded, “all weather” crushed rock roads between area commercial centers further stimulated automobile use in Idaho County.

By this time, auto tourists were becoming important travelers across Idaho and the identification of regional and transcontinental auto routes became vital. To provide tourists with a documented network of roads linking states and identifying roadside necessities along the route, town boosters and national automobile clubs planned touring routes and published guidebooks directing “autoists” from state to state.³⁹ Among the trans-state highways developed in the 1910s, promoters laid out cross-country route dubbed the Evergreen National Highway.⁴⁰ Idaho County was along this transcontinental route between El Paso, Texas, Tacoma, Washington, and British Columbia. With the coming of the U.S. Bureau of Roads numbering system in 1926, the 225-mile portion of the Evergreen Highway between Weiser, Idaho, and Lewiston, Idaho, was designated part of U.S. Route 95.



North and South Highway, c1935
Courtesy of Historical Museum of St. Gertrude

Passage of the Federal Highway Act in 1921 promised federal monies to aid state road and forest highway construction. Due to increased funding, during the 1920s Idahoans enjoyed completion of several long distance state highways, including the North and South Highway that

³⁸ Herbst, 52.

³⁹ Elizabeth Rosin and Dale Nimz, National Register of Historic Places Multiple Property Documentation Form (Draft), “Roadside Kansas,” (Kansas City, Missouri; Rosin Preservation, 2009), E-8.

⁴⁰ “Washington State News of Interest,” *Issaquah Press* (King County, Washington), May 30, 1919, and “Highway and Road Associations,” *The Highway Engineer and Contractor* 6, no. 1 (January 1922): 78.

finally successfully connected north and south Idaho.⁴¹ Service stations and other roadside businesses went up along the route in communities along the way to serve not only tourists, but the increasing numbers of local automobile owners and commercial users.

AGRICULTURAL RECESSION, DEPRESSION, AND WORLD WAR II : 1920s TO 1946

Though the onset of the Great Depression is typically defined as the October 1929 collapse of the stock market, a major agricultural recession was already underway throughout Idaho by the beginning 1920s. While the 'Roaring Twenties' took place in the general economy, Idaho farmers did not experience these conditions. Federal price supports during WWI caused farmers nationwide to expand their production, however these supports were withdrawn and prices for farm products plummeted. Despite the organizing and political efforts of the Grange, the Farmer's Union, and the national American Farm Bureau Federation, many farmers were forced into bankruptcy.

Many Idahoans tied to the agricultural sector left the state during the 1920s and Idaho experienced its lowest population growth to date, with an increase of only 3 percent between 1920 and 1930. During this period, Idaho County lost more than 1,640 residents. The number of farms statewide dropped for the first time in Idaho's history, with many of those lost or consolidated located in Idaho County, where there were 296 fewer farms in 1930 than in 1920 – a drop of almost 18 percent.⁴²

Despite the strained conditions during the Depression, Idaho saw a jump both in population growth and numbers of farms, indicating a pattern of return to farming and rural areas likely due to job scarcity in urban areas and as Dust Bowl refugees came to Idaho.⁴³ This pattern manifested in Idaho County as it welcomed nearly 2,600 new inhabitants – a growth of more than 25 percent – and it gained another 130 farms between 1930 and 1940.⁴⁴

Little private development occurred during the Great Depression and the only significant construction nationwide took place through public building projects. In Idaho, federal work programs spurred "the most active period of highway and bridge construction" to date."⁴⁵ Idaho ranked eighth nationwide in receipt of New Deal allocations through the PWA, WPA, and CCC programs that funded more than two hundred public buildings, including schools.⁴⁶ By 1940, the Idaho State Highway System had more than doubled its mileage since 1918, and the vast majority of its 4,857 miles of roads were graded with crushed rock, oiled, or paved thanks to New Deal money. During this period, Idaho County hosted a CCC camp east of Kooskia and

⁴¹ Herbst, 33.

⁴² University of Virginia, Historical Census Browser. Database online, <http://mapserver.lib.virginia.edu/php/county.php> (accessed August 11, 2013).

⁴³ "Dust Bowl Immigrants to Northwest Present Nation's Big Relief Problem," *Spokane Daily Chronicle*, April 8, 1937.

⁴⁴ University of Virginia, Historical Census Browser. Database online, <http://mapserver.lib.virginia.edu/php/county.php> (accessed August 11, 2013).

⁴⁵ Herbst, 33.

⁴⁶ Egleston, E-2.

saw both paving of U.S. Highway 95 paved and completion of the Lolo Motorway connecting the Clearwater Valley, to Montana (present day U.S. Highway 12).⁴⁷

The broad disruption of private construction resulting from the Great Depression continued after the United States entered World War II. As the nation refitted for wartime production, restrictions on construction materials and fuel led to a general cessation of private and public development. Wartime demand for materials, led to a boom in the timber industry statewide and Idaho County benefited financially as the sawmills of the Clearwater valley flourished. During the War, Potlatch Forest Inc. began cutting on the first major sites of the Meadow Creek-Cougar Creek area. By 1946, 75 million board feet had been harvested from the area.⁴⁸ The timber industry grew to become the second largest industry in the state, after agriculture, until the 1950s.⁴⁹

POST-WAR PERIOD: 1946-1950s

As the post-war economy stabilized around the country consumer demand increased, fueling production growth and contributing to a period of unprecedented economic prosperity. Wartime legislation, such as the GI Bill of Rights, provided subsidies for education, housing, and business endeavors, shifting the national economy away from its agricultural roots.⁵⁰ As the nation's standard of living rose, many smaller farmers found it financially difficult. By 1950, the median income of farm families was only sixty percent of the median income of American families nationwide.⁵¹ As numerous families left farming for the increasing opportunities in towns and cities nationwide, the remaining farms grew in size through consolidation and the sector as a whole expanded. This nationwide shift in settlement patterns manifested in Idaho County, which lost both population (-10 percent) and number of farms (-346) by 1950.⁵²

By the end of World War II, almost twenty years had passed during which the Great Depression and wartime restrictions had severely constrained construction, maintenance, and new development. Thus, there was a real and psychological need for new, clear symbols of progress. Deferred maintenance of the nation's buildings and infrastructure during World War II and improved economic conditions in the decade following the war led to road and building improvements nationwide. The auto industries refitted for automobile manufacturing, which had been ceased during the War, and consumer demand skyrocketed as Americans hit the road and the Baby Boom began. Statewide, Idaho experienced a 13 percent population increase during the 1950s. In Idaho County, population lost during the 1940s was more than made up for when

⁴⁷ Herbst, 53.

⁴⁸ Idaho County Commissioners, "Idaho County History," <http://www.idahocounty.org/resources/idaho-county-history> (accessed July 10, 2013).

⁴⁹ Idaho Museum of Natural History, "National Forests in Idaho," <http://imnh.isu.edu/digitalatlas/geog/forestry/econ.htm> (accessed August 20, 2013).

⁵⁰ Christy Davis and Brenda Spencer, National Register of Historic Places Multiple Property Documentation Form, "Historic Agriculture-Related Resources of Kansas," (Topeka, Kansas: Davis Preservation and Spencer Preservation, 2008), E-34.

⁵¹ Davis and Spencer, E-35.

⁵² University of Virginia, Historical Census Browser. Database online, <http://mapserver.lib.virginia.edu/php/county.php> (accessed August 11, 2013).

the county experienced a nearly 19 percent population increase during the 1950s, entering the 1960s with more than 13,500 residents, 2,205 of which – 16 percent – were school age.⁵³

EDUCATION IN IDAHO COUNTY: 1860 TO 1960

The idea of public education dates to the American Colonial period. However, it was not until after the American Revolution that the ideals of Benjamin Franklin and Thomas Jefferson solidified the concept of free, non-sectarian education. Jefferson's Land Ordinance of 1784 ensured that land be set aside for public education, with one section in every township allocated for common schools.⁵⁴ After withstanding early debates among statesman in eastern states, the question of public education was largely settled by the onset of the Civil War. By this time, a standard structure for educational systems comprised of a State Board of Education and State Superintendent of Public Instruction but favoring local authority by means of county superintendents.⁵⁵

Though a Nez Perce Indian Mission school at Lapwai dates to 1836, the first Euro-American school in what became Idaho started in the Mormon settlement of Franklin in 1860. As was common in early pioneer settlements nationwide, the first schooling took place in a private home before a permanent school could be constructed.⁵⁶

Upon establishment of the Idaho Territory in 1863, the first territorial legislature established a public school system based on a structure developed for the state of California and comprised of a Territorial Superintendent of Public Instruction and county-level superintendents of public schools. The responsibilities of the county superintendents were codified in 1866 and included responsibility for creating districts, appropriating school monies, visiting schools, hire teachers, and reporting to the territorial superintendent of public schools.⁵⁷ Due to lack of funds and organization, in many rural counties, such as Idaho County, the probate judge served as the ex-officio county superintendent.

The first non-denominational school to operate in the Idaho Territory under the new public school legislation was in the mining district in Florence. In the fall of 1864, six pupils received instruction under Statira Robinson in a 12'-by-14' log school building.⁵⁸ Within the year, school districts were established in Boise City, Paris, Bloomington, and in the Boise Basin around

⁵³ Bureau of the Census, "Idaho County, Idaho" *U.S. Federal Population Census, 1940, 1950, 1960*. Database online, accessed August 20, 2013, <http://www.ancestry.com>, and University of Virginia, Historical Census Browser.

⁵⁴ Spencer, 3. from Andrew Gulliford, *America's Country Schools* (Washington, D.C.: The Preservation Press, 1984), 36.

⁵⁵ Spencer, 3.

⁵⁶ J. Howard Moon, *A Centennial History of Schools of the State of Idaho* (Boise, Idaho: Idaho School Boards Association, 1990), 181.

⁵⁷ Jennifer Crabtree, "School Days in Idaho," Unpublished Manuscript. Boise, Idaho, n.d., 19.

⁵⁸ Sources suggest may be first public school in the state of Idaho, however the historic record suggests other possible school operating in the fall of 1864 as well, such as at Paris and Bloomington. Additional research is recommended to make this determination. Though the historic record school at Franklin is documented to have begun by 1860, it was Mormon and predated the 1863 establishment of a public school system by the Idaho Territorial Legislature. Crabtree, 2, and Egleston.

Idaho City.⁵⁹ By the end of 1865, eight public schools and four private schools reported to the territorial superintendent, operating across the territory in only three schoolhouses.⁶⁰

At the same time, the territorial legislature passed additional school-related legislation establishing a system of school funding. These laws set aside 5 percent of all county treasury income, as well as funds received from sale of public lands that had been allocated to the Idaho Territory from the federal government for school purposes. In addition, a 1 percent tax on toll roads, bridges, and ferries was to go to the general territorial school fund.⁶¹

Despite the territorial legislature's efforts, most county funds were insufficient to construct and maintain schools, so public contributions became critical for school establishment and survival. As a result, many early schools in the territorial period were private subscription or church-associated. The legislature recognized the situation and in 1866 established standard pupil rates for families to subsidize the cost to educate their children. Concurrently, the third territorial legislature passed a law establishing criteria for establishment of public school districts, initiating the policy that whenever eight heads of household petitioned to do so, the county board would create a new district.⁶² Thus when a public school opened it was a direct reflection of the motivation of local citizens to tax themselves and organize in the name of education.

In Idaho County, despite limited funding conditions, the residents of Mt. Idaho and Grangeville each had sufficient population by 1867 to establish and support a school, the second and third in the county. The following year, families of Warren established their school. With a limited population comprised almost entirely of single men working in an inherently transitory industry, the 1870 census for Idaho County showed very few families and only a handful of children, making the presence of schools all the more notable. For example, Florence at the time had a total population of 150, but only three residents under the age of ten. At the same time, of Washington's (part of Warren community) 583 residents, only six individuals under the age of ten were documented and several 12 and 13 year olds were listed as placer miners themselves.⁶³

During the 1870s and 1880s, the Idaho Territory's population skyrocketed, growing by 590 percent in two decades. In Idaho County, the population more than doubled in the 1870s and grew another 29 percent in the 1880s. While the vast majority of the county's residents were miners, farm families were becoming a more prominent component of the population.⁶⁴ By the late 1880s, Idaho County boasted eighteen districts educating 660 pupils and on a budget of

⁵⁹ Moon, 1, 45.

⁶⁰ Crabtree, 26-28.

⁶¹ Crabtree, 2-14.

⁶² Crabtree, 10.

⁶³ Due to the much larger county boundaries at the time, countywide statistics will not give an accurate representation of present-day Idaho County settlement patterns. As such, only the townships documented that are in present-day Idaho County were reviewed. Bureau of the Census, "Idaho County, Idaho" *U.S. Federal Population Census, 1870*. Database online, accessed July 27, 2013, <http://www.ancestry.com>.

⁶⁴ Bureau of the Census, "Idaho County, Idaho" *U.S. Federal Population Census, 1870*. Database online, accessed July 27, 2013, <http://www.ancestry.com>.

only about \$2,070.⁶⁵ Among the districts in operation were Glenwood, White Bird, John Day, Clearwater, and Keuterville.⁶⁶

In this period of rapid school establishment accompanying population growth, the Territorial Legislature passed laws creating more organization and oversight of schools. Among them, establishment of a State Board of Education, teacher

requirements, fines for county superintendents not reporting to the territorial superintendent, and enabling more local control to counties with at least five districts in place.⁶⁷



Keuterville School, April 1918

Courtesy Idaho County Historic Preservation Commission

Early Statehood Period

Upon entering statehood, Idaho boasted 497 public and thirteen private schools in operation within 315 schoolhouses, and 66 percent of the state's school age children attending school. The rate of population growth in recent decades had been so fast that school overcrowding was common.⁶⁸ And the rapid growth continued into early statehood, as the state population grew by 83 percent from 1890 to 1900 and another 101 percent in the following decade. In Idaho County, the growth rate was even more dramatic, with a 319 percent population increase during the same period. This trend was directly reflected in the school building boom that took place countywide. By 1915, Idaho County had eighty-seven school districts (most with one school building each) educating 2,888 pupils between the ages of 8 and 18. More than seven times the number of districts a decade earlier this would be the peak of pupil population and districts in Idaho County for the rest of the 20th century.⁶⁹

During the Progressive Era at the turn of the 20th century, a national movement formed in response to the inequity between schools in urban and rural areas. State legislatures established accreditation standards to equalize curriculum and instructor qualifications regardless of locale. In Idaho, in 1895 the state legislature set qualifications for county

⁶⁵ Zona Chedsey and Carolyn Frei, *Idaho County Voices: From the Pioneers to the Present* (Grangeville, Idaho: Idaho County Centennial Committee, 1990), 314-315.

⁶⁶ Upper Clearwater River Retired Teachers Association, *Pioneer Schools of Idaho County* (Kooskia, Idaho: Paradise Printing, 2004).

⁶⁷ Crabtree, 24-25.

⁶⁸ Crabtree, 26-29, 31.

⁶⁹ Idaho County School Superintendent, "Record of Teachers Employed and Superintendent's Visits," 1901-1902. Available from http://idaho.idgenweb.org/School/records_of_teachers_employed.htm (accessed August 14, 2013), and Idaho County Census Marshal's Report, Volume 1, School District #241 Archives, 1915, 1-3, 1924-25, 27-31, and 1929-30, 45-47.

superintendents, no longer allowing the county probate judge to serve ex-officio in this position. In addition, the Tenth Legislature initiated compulsory education through the 8th grade.⁷⁰

The movement culminated with President Theodore Roosevelt's 1908 formation of the National Commission on Country Life in an effort to find solutions for rural problems, in particular the "rural-school problem."⁷¹ At the time, more than 70 percent of Idaho's school population was rural. Authorities on the "rural school problem" published works, such as Mabel Carney's *Country Life and the Country School* (1912) and Ellwood Patterson Cubberley's *Rural Life and Education: A Study of the Rural-School Problem as a Phase of the Rural-Life Problem* (1914), citing Idaho and other states in the West in their discussion of the issues facing rural schools.

Among the issues facing rural schools were the building facilities themselves. Pressure to upgrade coming from publications such as the *American School Board Journal*, the *Better Rural School Bulletin*, and those listed above, led state superintendents and legislatures to establish standards addressing these issues. Additional pressure came from the U.S. Surgeon General and state boards of health who weighed in on public building construction, including schools, by establishing regulations on sanitation, ventilation, and location (e.g. away from marshy areas and railroads), as well as lighting.⁷²

In 1911, the Idaho Superintendent of Public Instruction followed suit and enacted basic standards for building ventilation, heating, sanitation and drinking water.⁷³ Because so many Idaho public schools continued to have substandard facilities, in 1921 the legislature set requirements including one that counties were to provide a separate outhouse for boys and girls set "at least twenty feet apart."⁷⁴ To further codify and raise the quality of school buildings, in 1923 the Idaho State Board of Education established specific architectural plans for new school buildings.⁷⁵ These dictated building footprint and materials, as well as window size and location. The generally accepted standard nationwide was that windows be to the left and/or rear of students and "on one side only."⁷⁶

As the new standards were enacted, existing school buildings were often retrofitted to meet the new guidelines. An example of this was the relocation of windows to one side only, as described in an account from a former one-room schoolhouse student in Lewis County:

⁷⁰ Crabtree, 38-39, 65-66.

⁷¹ Spencer, 4.

⁷² Taliaferro Clark, U.S. Public Health Service, "The Hygiene of Rural Schools," September 11, 1914, from Association of Schools of Public Health, *Public Health Reports 1896-1970*, 2364, and Minnesota State Board of Health Regulation, "School Buildings. Construction and Equipment," Adopted Jan. 9, 1912, 323.

⁷³ Crabtree, 64, from *Report of the Superintendent of Public Instruction, 1911-1912*, 49.

⁷⁴ Crabtree, 40.

⁷⁵ Crabtree, 63, from *Report of the State Board of Education, 1923-1924*, 20.

⁷⁶ William Sherman and Paul Theobald, "Progressive Era Rural Reform: Creating Standards Schools in the Midwest," *Journal of Research in Rural Education* 17, no. 2 (Fall 2001), 84-91, and "Notes on School Hygiene," *The School Journal*, 55 (September 4, 1897): 207, and Stuart Rowe, *The Lighting of School-Rooms: A Manual for School Boards, Architects, Superintendents and Teacher* (New York: Longmans, Green and Co., 1906): 42, and Van Evrie Kilpatrick, "A Schoolmaster's Idea of a Model Classroom for Elementary Schools," *The American School Board Journal* 1 (April 1915): 17

“When I went to school there were six windows, three on each side...Later on someone on the board of education decided that light from both sides was bad and all the windows should be on one side so the light shone on the student’s paper from the left. So the fathers of the students got together and with saws and hammers moved three windows to the east side of the building, saving the boards they cut out to patch the holes on the other side.”⁷⁷

In Idaho County, this took place at the Glenwood, Kidder Ridge, and Pleasant Valley schools, among others.

The agricultural recession of the 1920s followed by the austere conditions of the Great Depression significantly diminished the tax rolls and school funding suffered.⁷⁸ In response, the state legislature passed the 1933 School Equalization Law, which taxed chain stores and beer and pooled money statewide to



Kidder Ridge School, November 1917

Note: the three windows were relocated in the 1920s in response to new school board standards that windows be “on only one side”
Courtesy Idaho County Historic Preservation Commission

provide minimum allocations to each district based on pupil population. In addition, new school district classifications were instituted – common, joint common, rural high school, joint rural high school – to allow rural communities with little tax revenue and few students to pool resources. Limited resources caused school construction to all but stop aside from those projects – construction, additions, renovations – using Public Works Administration (PWA) funding or Works Progress Administration (WPA) labor.

Consolidation

By the end of World War II, the previous twenty years of limited resources resulted in a great deal of deferred maintenance of public buildings. Communities felt both a real and emotional need for symbols of progress as post-war economic conditions improved. Though consolidation arguments had been made in Idaho during the late 1930s, the onset of World War II delayed action as education funding was cut further than it had been during the Depression.⁷⁹ The inequity in funding, facilities, and education quality had persisted and were major issues consolidation efforts in Idaho arose immediately upon the close of the War.

⁷⁷ Account of Margaret Nell Longeteig of her time as a pupil in the Alpine School, a one-room schoolhouse in Lewis County from *School Bells and Ink Wells: Pioneer Country Schools in Lewis County* (Craigmont, Idaho: Ilo Vollmer Historical Society, 2011), 14.

⁷⁸ Crabtree, 59.

⁷⁹ Crabtree, 64.

In 1945 the state legislature allocated \$50,000 for an independent review of Idaho's education system. The report concluded the state's system was outdated, citing its inequity in financial support, county-level teaching certificates, continued use of normal schools to educate teachers (the last one in the nation still doing so), and the fact that two-thirds of the state's school buildings were rural one-and two-room schoolhouses.⁸⁰

The following year, the state legislature passed thirty new education laws reforming the state system. Among them, county boards of education were established and new school codes related to transportation of pupils, school lunches, curriculum standards, minimum teacher salary, and funding formulas. Additionally, a new school code dictated consolidation of the state's 1,110 districts.⁸¹ In Idaho County, a 1946 school district census shows consolidation already in process, with only 63 districts documented for 1,640 pupils.⁸²

An early 1950s study funded by the U.S. Congress documented a pattern of strained school resources nationwide and led most states to initiate comprehensive consolidation attempts, or continue and expand them if they'd already begun the process as in Idaho. The post-World War II Baby Boom underscored the argument for consolidation and dictated timely construction and improvement of schools nationwide, while transportation enhancements across the country facilitated the process of transporting students to distant consolidated schools.⁸³

In Idaho County, improved road conditions and economic changes in the county's primary industries spurred a population shift to less remote areas. Even despite consolidation, many rural school districts no longer maintained sufficient pupil population to justify a school. By 1954, Idaho County's consolidation process was largely complete with the establishment of districts 241 and 242.

In the second half of the 20th century, most rural school buildings fell into disuse as Idaho's Consolidation Movement expanded. In some instances, rural school buildings housed new uses in their original locations as community centers or gathering places for churches. In Idaho County, often they were sold to nearby ranchers for relocation and use as farm shops, which happened with the Lamb and Hopewell schools. The rest were abandoned, demolished, or dismantled and their parts used as part of new buildings in a nearby town.

Prologue

Idaho's 1,110 school districts present in 1945 consolidated down to 115 by 1989.⁸⁴ In Idaho County, the eighty-three school districts present in 1945 have been consolidated down to two. Of the over 100 school buildings that once stood throughout Idaho County at various times in the last 150 years, today only about twenty-five are thought to be standing, with the status of

⁸⁰ Crabtree, 69.

⁸¹ Crabtree, 69, 73, 77.

⁸² Idaho County Census Marshal's Report, Volume 1, School District #241 Archives, 1946-47, 52-53.

⁸³ Spencer, 4.

⁸⁴ Crabtree, 73.

some unknown. Considering the overwhelming loss of so many rural school buildings, the retention and preservation of the few remaining schoolhouses is of utmost importance. The Idaho County Historic Preservation Commission recognizes the importance of retaining the county's historic resources. It is as a result of their initiative and concern for their community heritage that this survey effort was conducted.

RECOMMENDATIONS

OVERVIEW

The Idaho County Historic Preservation Commission (ICHPC) has, over the years, initiated a number of preservation activities to document and the county's historic resources. Among them, are nominations to the National Register of Gold Point Mill, Elk City Wagon Road, Boise Trail, Clearwater Battlefield, and Tolo Lake, as well as brochures highlighting the county's NRHP-listed properties. These efforts recognize that the conservation of historic buildings and structures is one of the best tools for retaining the unique cultural landscapes that define Idaho County.

To aid the county's development and transformation in the future, the ICHPC should continue to implement public policy that promotes historic preservation in targeted areas, while integrating it into the county's planning and land use processes. The itemized list of recommendations below is meant to provide additional effective guidance toward the ICHPC's future identification, evaluation, registration, and protection strategies.

RECOMMENDATIONS

PRESERVATION PLAN – IDENTIFICATION AND EVALUATION

1. Preservation Plan

Prior to embarking upon further survey, the ICHPC should develop a preservation plan that prioritizes future survey work and identifies and refines as many of the community's historic contexts and property types as possible.

The recommendation to develop a preservation plan is important if the ICHPC desires to use preservation strategies as part of their planning and land use/development processes. Preservation planning organizes preservation activities (identification, evaluation, and protection of historic properties) in a systematic and strategic manner. The inventory and evaluation of community resources is the first step to developing local private and public programs that not only preserve important historic properties, but that also utilize preservation as a tool for economic development and the revitalization.

2. Survey Plan

This ICHPC should develop a phased survey plan to conduct a reconnaissance-level survey of the historic agricultural, residential, commercial, institutional, and industrial areas of the county not previously surveyed to identify properties potentially eligible for listing in the National Register of Historic Places.

To be effective, future survey efforts must be carefully planned – taking into account planning needs, legal obligations, the interests of citizens, available funding, and the nature of historic resources. At the outset, the survey plan should identify research sources, broad historical contexts, expected property types, and geographic areas from research and field inspection that appear to contain a high concentration of historic resources. In addition, the survey plan should prioritize survey efforts and recommend levels of survey activity. All recommendations should result from a public participation process and consideration of planning goals, staff resources, legal parameters, and public funding sources.

The National Park Service criteria for identification of cultural resources outline the information that should be documented as the result of survey activities. When such surveys are supported by grants-in-aid funds from the Department of the Interior's Historic Preservation Fund through the Idaho State Historic Preservation Office, such information must be recorded as a condition of the grant. Such documentation is basic to professional practice in the conduct of any survey regardless of its source of funding.

3. Additional School Survey

Due to budget constraints, only fourteen schools were surveyed as part of this project. Of the sites visited in this project, there are several that may warrant revisiting and others that have yet to be verified extant and documented.

Priority to Survey

- Dixie School – though minimally surveyed thirty-five years ago, this rare log school is a priority for documentation
- Joseph School
- Engle/Fitting – though moved, the historic record suggests this may be one of only two remaining log school buildings in the county and is thus a priority for survey
- Elk City – may still be standing and if not moved too far and could be NRHP eligible
- Red River – may still be standing and if not moved too far and could be NRHP eligible
- Gill Point – though reportedly moved and used as a farm shop, may warrant verification of location and integrity
- Banner Ridge – though reportedly moved and used as a farm shop, may warrant verification of location and integrity

Possible Resurvey

Within the limited time and budget constraints, fieldwork and reconnaissance-level research was unable to verify the location of the following schoolhouses. While it is possible each of these have been lost or remodeled beyond recognition, additional research and oral history interviews of local long-time residents may be warranted to verify beyond a doubt whether these buildings are extant and if so, their location.

- Mt. Idaho – historic record suggests it may still exist
- White Bird – historic record suggests it may still exist
- Nine Pipes – fieldwork identified a building strongly resembling a remodeled schoolhouse on the Old Stites Stage Road at the last 90 degree bend before descending down to the river, about 6 miles W-SW of Stites.

RECOMMENDATIONS

NATIONAL REGISTER DESIGNATION

Concurrent with identification is the need to target specific resources for protection through proactive measures such as nominating eligible properties for listing in the National Register of Historic Places and thus qualifying significant properties for voluntary participation in incentive programs. The list below itemizes NRHP listings the ICHPC should sponsor and/or support as identified in this survey project.

The National Register program provides several ways to nominate properties based on their level of significance, architectural integrity, and proximity to other historically significant resources. Properties can be nominated individually, as part of a thematically linked Multiple Property Documentation Form (MPDF), or as contributing elements to a historic district.

4. Individually Eligible Properties

The ICHPC should support property owners toward nominating individually eligible properties for listing in the National Register of Historic Places. The ICHPC can support registration by maintaining a list of potentially individually eligible properties and notifying owners of the benefits of listing, such as rehabilitation tax credit incentives, as well as the procedures for nominating properties. The survey identified nine properties that retain sufficient historic integrity to be eligible for individual listing in the National Register of Historic Places, listed below.⁸⁵ Nomination of these school properties can be done in a streamlined and timely fashion by nominating them under the existing MPDF “Public School Buildings in Idaho.”

- Big Cedar School, Stites vicinity, c1921
- Clear Creek School, Stites vicinity, c1922
- Glenwood School, Kamiah vicinity, 1910
- Kidder Ridge School, Kooskia vicinity, c1910
- Riggins High School, Riggins, 1940
- Stites School, Stites, 1912
- Stock Creek School, Cottonwood vicinity, c1905
- Woodland School, Woodland, 1904
- White Bird School, White Bird, 1963

⁸⁵ The National Register criteria also serve as the basis for local designation of historic properties. Additional research, evaluation, consultation with the Idaho State Historic Preservation Office’s National Register program staff will be necessary to pursue preparation of individual nominations for these properties.

5. Multiple Property Documentation Form (MPDF) Survey & Nomination

The ICHPC should sponsor a countywide survey as the basis for preparation of the Multiple Property Documentation Form (MPDF) “Historic Resources of Idaho County, Idaho.” Research and field study revealed the schools surveyed did not develop in a vacuum and there were numerous, distinct communities and resources countywide that directly reflect the development of Idaho County, Idaho.

Of the various types of nomination vehicles, the MPDF approach is best suited for Idaho County as it matches the scope and scale of the county, as well as the presence of scattered individual and small groupings of potentially eligible buildings with shared contexts. Throughout Idaho County, integrity is the primary limiting factor for eligibility and this manner of documentation allows for the comparison of these discontinuous resources, linking them with common themes and associations. Using professionally accepted standards, development of a MPDF can provide the ICHPC with a complete picture of the community’s historic resources so decisions to recognize specific buildings or areas will not be arbitrary.

A MPDF for the “Historic Resources of Idaho County, Idaho,” will treat the entire county as the subject area, with a variety of historic contexts and associated property types serving as the organization. The document might include contexts such as “Mining and Immigration Patterns of Idaho County,” and/or “Late Nineteenth through Mid-Twentieth Century Residential Resources of Idaho County.” The MPDF then identifies property types that have shared physical characteristics and/or historic contexts and provides integrity thresholds based on comparisons with similar resources located elsewhere in the county. With a MPDF cover document in place, property owners or the ICHPC can initiate NRHP nominations that require significantly less time, effort, and expense to prepare.

The MPDF format provides an economy of scale by allowing similar resources to be nominated under one cover document, thus avoiding redundancy. Furthermore, the ability to nominate similar properties over a period of time provides flexibility to a nomination process that is dependent on owner support.

Many communities nationwide and across Idaho now employ the MPDF nomination approach, which emphasizes the use of historic contexts as a streamlined way to organize research information and to evaluate potentially significant individual properties and districts as they are identified. With hundreds, if not thousands, of properties to survey throughout Idaho County, the MPDF approach will yield significant benefits in survey and evaluation consistency, quality, and efficiency. The standards for preparing a MPDF are presented in detail in the National Register Bulletin *How to Complete the National Register Multiple Property Documentation Form*, which can be found at <http://www.nps.gov/nr/publications/bulletins/nrb16b/>.

RECOMMENDATIONS

LOCAL LANDMARK DESIGNATION

Several resources identified in this survey do not currently meet the NRHP integrity requirements, but may merit protection by designation through overlay zoning as local landmarks. Currently, Idaho County's Historic Preservation Code gives the ICHPC broad powers to make recommendations to the Planning and Zoning Commission regarding the designation of landmarks and/or districts and the adoption of specific ordinances for properties having special cultural, historic, archaeological, community or architectural value.

Should it be deemed necessary for a landmark's protection, these local designations could require specific design review by the HPC prior to owners undertaking major alterations with the goal of stabilization and eventually qualification for NRHP listing and rehabilitation incentives. Creation of such local landmark designation would include the creation of overlay zoning and minimal guidelines to control future development that:

- protects loss of cultural fabric;
- promotes upgrading of properties not currently meeting NRHP criteria; and
- promotes appropriate new development and construction; and/or creates transitional buffer zones between national and/or local districts and non-historic areas.

6. Local Landmark Designation

It is recommended that the County designate local landmarks those properties not currently meeting National Register standards. Those listed as "Not Eligible" in Appendix B are significant properties that do not currently meet National Register criteria for integrity, but could be listed locally as individual landmarks. Should the ICHPC wish to protect further loss of cultural fabric overlay zoning could be put in place with design review as a tool for protecting and upgrading integrity. Future survey is likely to identify additional resources with similar conditions, which should be considered for local landmark designation at that time.

RECOMMENDATIONS

OTHER RECOMMENDATIONS

The Idaho County Historic Preservation Commission should be commended for their accomplishments as a CLG. Having received CLG status 16 years ago, the Idaho County HPC has clearly been active in their efforts. To date, 640 resources have been documented and 40 properties and/or districts listed in the National Register.

In order to continue this momentum of increasing community appreciation of the value of historic preservation, as well as to best utilize the benefits of all available preservation programs, the following recommendations should be considered.

7. Agricultural Resources Survey

During fieldwork across largely rural Idaho County, a great deal of historic barns and agricultural outbuildings were identified. Many of them are landmarks in their vicinity and retain a great deal of integrity. Additionally, they clearly communicate the significant agricultural history of Idaho County. It is recommended these resources be prioritized for survey.

8. Pending Demolition Survey

It is recommended that the ICHPC initiate a protocol of surveying any building more than fifty years of age prior to its demolition. Though sometimes necessary, demolition is irreversible. As such, reconnaissance-level survey should occur prior to a historic building's removal in order to at least minimally document the building. The process would include coordination with county and area municipal staff to notify ICHPC when issuing demolition permits.

9. Management of Survey Data

The ICHPC should work with SHPO and County staff to establish a computer database for all surveyed historic resources. This database should not only meet federal and state requirements for inventory of historic resources, but also present the type of information which would be useful to the citizens and staff of the County, as well as be compatible with the City/County GIS system.

As a CLG, the ICHPC agrees to be a partner with the Idaho SHPO in the preservation of the state's historic resources. One of the requirements of the program dictates that the CLG "maintain an inventory of historic properties in the community."⁸⁶ Property owners, developers, real estate professionals, educators, and public agencies frequently use historic resource data. It is recommended that an information management system be developed to make survey information is accessible to the public. Standardization of survey methods and procedures, along with improved sharing of information and resources, will expand dissemination of historic resource data.

⁸⁶ Idaho SHPO Certified Local Government Program,
http://www.history.idaho.gov/sites/default/files/uploads/CLG_PROGRAM_BOOKLET.pdf (accessed August 20, 2013).

It is essential to ensure that survey results and information can be easily transmitted in a usable form to those responsible for other planning activities. For example, the plans of agencies such as the School District #241 and the Idaho Department of Transportation could affect historic resources; the availability of historic resource survey data within the project area can streamline the planning process, as well as serve to protect significant properties.

Regular updating and maintenance of historic resource data will be extremely important to ensure that the county's records remain reliable. The county should develop standards for its historic resource data to be maintained and routinely updated. Simple methods to maintain results and add to the county's historic resource inventory could include the following:

- A mechanism could be developed for the Planning and Zoning Commission and municipalities countywide to flag historic resources when a building permit has been issued, so that its existing historic resource status can be evaluated and updated if necessary.
- When resources are identified and new surveys are conducted by other agencies (e.g., ITD, BLM, U.S. Forest Service, SHPO), current results could be integrated into the Idaho County/ICHPC database.
- Resources of a recent age or of a type not yet considered to be significant at the time of survey could still be surveyed to document their physical characteristics until their significance is recognized.
- Within the Idaho County community, the Idaho County Historical Museum, Grangeville Chamber of Commerce, and other knowledgeable groups and individuals could report to the ICHPC when their research and work identify previously undocumented historic resources or changes to those already documented.

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Previous documentation related to historic school resources in Idaho, and Idaho County in particular include the following:

- **Public School Buildings in Idaho, Multiple Property Documentation Form (MPDF)** (64500196). Elizabeth Egleston, SHPO Historian, authored this document in 1991. Documenting statewide contexts in education and school building architecture, the MPDF establishes integrity thresholds for NRHP eligibility, thus streamlining future school nominations.
- **Inventory.** Over time, several schools have been surveyed in Idaho County. Those previously documented are as follows:
 - (49-017995) Big Butte School
 - (49-017912) Harpster School
 - (49-002445) Dixie School
 - (49-001903) Ferdinand School
 - (49-017929) Riggins High School
- **National Register listings.** In Idaho County, only one building known to have an association with education has been listed in the National Register of Historic Places. The McBeth, Sue, Cabin (76000675) in Kamiah, served temporarily as a school in the 1880s and was listed in the National Register in 1976 for associations with the missionary efforts in the Nez Perce homelands during the late 19th century.

APPENDIX B**LIST OF PROPERTIES SURVEYED**

Field #	Name	Location	Construction Date	NRHP Eligibility
001	Big Cedar School	948 Red Fir Road, Stites (vicinity)	c1921	Eligible
002	Clear Creek School	511 Clear Creek Road, Stites (vicinity)	c1922	Eligible
003	Glenwood School	Glenwood Road at Old Schoolhouse Road, NW corner, Kamiah (vicinity)	1910	Eligible
004	Kidder Ridge School	1251 Kidder Ridge Road, Kooskia (vicinity)	c1910	Eligible
005	Lamb School	743 Thorn Springs Road, Winona (vicinity)	c1904	Not Eligible
006	Pleasant Valley School	456 Pleasant Valley Road, Harpster (vicinity)	c1904	Not Eligible
007	(49-017929) Riggins High School	133 North Main Street, Riggins	1940	Eligible
008	Stites School	408 West Street, Stites	1912	Eligible
009	Stock Creek School	Substation Road, 0.3 miles SW from Hwy 95, Cottonwood (vicinity)	c1905	Eligible
010	Woodland School	2070 Woodland Road, Woodland	1904	Eligible
011	Harrisburg School	1605 Woodland Road, Kamiah (vicinity)	1917	Not Eligible
012	Hopewell School	Thorn Springs Road, Winona (vicinity)	1918	Not Eligible
013	White Bird School	355 River Road, White Bird	1963	Eligible
014	Keuterville School	just W of Holy Cross Catholic Church (1131 Keuterville Road), Keuterville	c1895	Not Eligible

APPENDIX C**LIST OF SITES VISITED BUT NOT SURVEYED**

Name	Location	Reason Not Surveyed
Nine Pipes	Stites vicinity	Possible Building Identified; if so, Moved and Remodeled
Enterprise	Kooskia vicinity	No Building Resembling a Schoolhouse Located
Schroeder	Keuterville vicinity	No Building Resembling a Schoolhouse Located
Milt Springs	Stites vicinity	No Building Resembling a Schoolhouse Located
Mt. Idaho	Mt. Idaho	No Building Resembling a Schoolhouse Located
Harpster	Harpster	Previously Surveyed; Not Eligible
Big Butte	Winona vicinity	Previously Surveyed; Not Eligible
Ferdinand	Ferdinand	Previously Surveyed
Ferdinand Church School	Ferdinand	Research Showed Building Identified Never Functioned as a School

Preservation has intrinsic value in celebrating a community's history and enabling citizens "to understand the present as a product of the past and a modifier of the future."⁸⁷ Historic settings are increasingly sought after by the public because they offer quality craftsmanship and materials, provide authenticity and variety, and encourage human interaction in a familiar context. Moreover, preservation has demonstrated practical value as a tool for economic development and environmental stewardship. Studies conducted by the National Trust for Historic Preservation have shown preservation provides the following benefits.

- The physical appearance of buildings and streetscapes reflects a community's overall vitality and economic health.
- Maintaining the strength of older residential and commercial areas, including both rehabilitated historic buildings and well-designed new buildings, can attract larger commercial ventures to the community, even if they do not locate in the historic core.
- Rehabilitation of individual buildings can be more attainable and stabilizing to a local economy than a single large economic development project.
- Historic preservation consistently outperforms other industries in job creation, creation of household income, and impact on other industries.
- Comparatively, historic preservation activity creates more jobs than comparable new construction activity, and often produces more jobs per dollar spent than leading industries.
- Cultural resources reflect a community and region's evolution and differentiate it from other areas.
- The value of a property is determined by the buildings and public improvements around it. Rehabilitation of a historic property directly benefits adjacent property owners and nearby businesses.
- The value of rehabilitated properties in a community's historic core increases more rapidly than the real estate market in the larger community.

⁸⁷ John W. Lawrence from Preservation Plan Work Team, City Planning and Development Department, and Mackey Mitchell Zahner Associates, "A Plan for Meaningful Communities: the FOCUS Preservation Plan" Preliminary Report (Kansas City: City of Kansas City, Missouri, Planning and Development Department, 1996), 1.

Economic Benefits

Nationally known real estate professional Donovan D. Rypkema, author of *The Economics of Historic Preservation*,⁸⁸ emphasizes that commitment to preservation may be one of the most effective acts of fiscal responsibility governmental entities can undertake. Older neighborhoods and commercial centers represent considerable taxpayer investment in infrastructure and building construction. Conservation of the historic core, older neighborhoods, and sites of historic and aesthetic value can be one of the best tools in recovering and extending the worth of past investments while stimulating new economic activity.

Nationwide, the most successful revitalization efforts incorporate historic rehabilitation as the core of their strategies. These efforts demonstrate time and again that the most successful approach toward creating sustainable communities combines the old and the new; capitalizing on the aesthetics and craftsmanship of earlier eras and enhancing a community's fabric and character.

The State of Idaho and the federal government recognize the role rehabilitation of historic buildings can play in strengthening local economies. To encourage sustainable communities and preservation of important cultural resources incentives, investment tax credits for rehabilitation of historic buildings are available from the federal government. The amount of tax credits is calculated based on qualified rehabilitation expenditures at the end of the project. Properties must be eligible for and/or listed in the National Register of Historic Places.

The **20 percent Federal Rehabilitation Tax Credit** applies to owners, and some renters, of income-producing National Register-listed properties. More information relating to the federal program requirements can be found at the following National Park Service website: <http://www.nps.gov/tps/tax-incentives.htm>.

To qualify for the federal tax incentive programs, the rehabilitation work must comply with the Secretary of the Interior's Standards for Rehabilitation, which can be found at the National Park Service's website at <http://www.nps.gov/tps/standards/rehabilitation.htm>. The Secretary's Standards are designed to address changes that will allow older buildings to function in the twenty-first century.

In addition, a **10 percent Federal Rehabilitation Tax Credit** is available for the rehabilitation of commercial, non-residential buildings that are *not* eligible for listing in the National Register of Historic Places and were constructed before 1936. With no formal application process and limited restrictions to the design of rehabilitation work, this can be a good tool for locally designated buildings (see Recommendations for an elaborated discussion of local designation). For more information on the federal tax credit incentives, please visit <http://www.nps.gov/tps/tax-incentives.htm>.

⁸⁸ Donovan D. Rypkema, *The Economics of Historic Preservation: A Community Leader's Guide* (Washington, D.C.: National Trust for Historic Preservation, 2005).

FEDERAL, STATE, AND LOCAL PRESERVATION NETWORK

Nationwide, a variety of federal and state laws, as well as incentive programs protect many historic properties. However, in general, local preservation laws provide the most substantive protection.

Federal Framework

A number of federal laws affect historic preservation in various ways:

- by establishing preservation programs for federal, state, and local government agencies;
- by establishing procedures for different kinds of preservation activities; and
- by creating opportunities for the preservation of different types of resources.

The National Historic Preservation Act of 1966, as amended, is the centerpiece of the national historic preservation program. The primary mandates of the act of 1966 are as follows:

- Authorization for the Department of the Interior, National Park Service to expand and maintain the National Register of Historic Places;
- Provision for the establishment of State Historic Preservation Officers to administer federal preservation programs;
- Specification of how local governments can be certified for participation in federal programs;
- Authorization for preservation grants-in-aid to states and local governments;
- Provision of a process for federal agencies to consider and mitigate adverse impacts on historic properties that are within their control; and
- Establishment of a rehabilitation tax credit program for private property owners that is also part of the Internal Revenue Code. The tax codes also allow charitable contributions through façade and scenic easements.

National Park Service

All preservation programs are administered by the National Park Service (NPS), Department of the Interior. One component of this charge is the development of programs and standards to direct federal undertakings and guide other federal agencies, states, and local governments in developing preservation planning and protection activities on a local level.

Secretary of the Interior's Standards (<http://www.nps.gov/hps/tps/standguide/>)

The centerpiece of this effort is the Secretary of the Interior's Standards and Guidelines for Archaeology and Historic Preservation. These standards provide all federal agencies, state historic preservation officers, and other organizations with methodologies and guidelines for the preservation of historic and archaeological resources. They also address issues relating to preservation planning, which includes the identification, evaluation, and protection of historic/cultural resources. They serve as the standards for all projects undertaken with federal funding, incentives, loans, or action by the federal government that impact significant historic resources. They have been upheld in federal and state court decisions.

Perhaps most importantly, the standards serve as the basis for design guidelines in the majority of designated districts and sites throughout the United States. In the three decades the standards have been used, they have proven to stabilize and increase property values.

National Register of Historic Places (<http://www.nps.gov/nr/>)

The National Register of Historic Places is the nation's official list of properties important in the history, architectural history, archaeology, engineering, and culture of the United States. The National Park Service oversees the National Register program. In Idaho, the State Historical Society, through the State Historic Preservation Office, administers the National Register program. Properties of local, regional, state, and national significance may be nominated to the National Register. Resources listed in the National Register include districts, sites, buildings, structures, and objects. Listing a property in the National Register has a number of advantages, including:

- Recognition of the property's value to the community, state, and nation;
- Eligibility for grants and loan programs that encourage preservation;
- Qualification for participation in federal and state rehabilitation tax credit programs; and
- Consideration in planning for federal or federally assisted projects.

Section 106

Section 106 of the National Historic Preservation act of 1966, as amended, requires federal agencies to consider the effect of federally assisted projects on properties listed in or eligible for the National Register of Historic Places. If a project threatens to harm such properties, the federal Advisory Council on Historic Preservation may be consulted in a process designed to promote consideration of ways to avoid or minimize such harm. The federal Advisory Council on Historic Preservation (ACHP) provides a detailed summary at <http://www.achp.gov/106summary.html>.

Federal Law

Other federal laws protecting cultural resources include:

- National Environmental Policy Act of 1969
- Housing and Community Development Act of 1974
- Surplus Real Property Act of 1972
- Public Buildings Cooperative Use Act of 1976
- AMTRAC Improvement Act of 1974
- Emergency Home Purchase Assistance Act of 1974
- The Department of Transportation Act of 1966
- Archaeological and Historic preservation Act of 1974
- Archaeological Resources Protection act of 1979
- Antiquities Act of 1906
- Historic Sites Act of 1935
- Executive Order 11593, Protection and Enhancement of the Cultural Environment

Certified Local Government Program (<http://www.nps.gov/history/hps/clg/>)

The federal government established the Certified Local Government (CLG) program in 1980 to promote the preservation of prehistoric and historic resources and allow local communities to participate in the national historic preservation program to a greater degree. Prior to this time, preservation programs developed within a decentralized partnership between the federal and state governments, with the states carrying out the primary responsibility for identification, evaluation, and protection of historic properties. Through the CLG program, Congress extended this partnership to the local government level to allow local participation in the preservation planning process. Communities that meet Certified Local

Government qualifications have a formal role in the National Register nomination process, establishment of state historic preservation objectives, and participation in designated CLG grant fund.

Historic Preservation Fund/Grants-in-Aid Programs (www.nps.gov/history/hps/hpg/HPF)

The National Park Service provides grants-in-aid to states to promote preservation activities on the state and local level. In Idaho, grants are awarded for identification, evaluation, and protection of historic and archaeological resources according to federal and state guidelines.

Federal Preservation Incentives (<http://www.nps.gov/tps/tax-incentives.htm>)

Tax incentives for the preservation and rehabilitation of historic properties are among the most useful tools for a local government to encourage the protection of historic resources. The most widely used federal incentives are the historic Rehabilitation Tax Credits and the charitable contribution deduction. Since the passage of the Tax Reform Act of 1986, the most widely used federal tax incentives allowed under the Internal Revenue Code are the Rehabilitation Tax Credits, the Charitable Contribution Deduction (Tax Treatment Extension Act of 1980), and the Low Income Housing Credit.

State Framework

Each state has a State Historic Preservation Officer (SHPO) appointed by the Governor to administer federal preservation programs. The Idaho Historic Preservation Program is a division of the Idaho State Historical Society. The program's responsibilities include:

- conducting ongoing surveys to identify and evaluate cultural resources;
- preparing comprehensive statewide preservation plans;
- nominating properties to the National Register of Historic Places;
- reviewing federal projects for effects on cultural resources;
- administering the rehabilitation state and federal tax credit program;
- administering a range of assistance programs;
- providing public information, education, and training programs; and
- providing technical assistance to counties and local governments in developing local preservation programs.

Local Framework

As noted above in the discussion of federal programs, local governments strengthen their local historic preservation efforts by achieving Certified Local Government (CLG) status from the National Park Service (NPS). The NPS and state governments, through their State Historic Preservation Offices (SHPOs), provide valuable technical assistance and small matching grants to hundreds of diverse communities whose local governments endeavor to retain what is significant from their community's past for the benefit of future generations. In turn, the NPS and state governments gain the benefit of having a local government partnership in the national historic preservation program. Another incentive for participating in the CLG program is the pool of matching grant funds SHPOs set aside to fund CLG historic preservation sub-grant projects, which is at least 10 percent of a state's annual Historic Preservation Fund (HPF) grant allocation. Grant funds are distributed through the HPF grant program, administered by the NPS and SHPOs.

Jointly administered by the NPS in partnership with SHPOs, the CLG Program is a model and cost-effective local, state, and federal partnership that promotes historic preservation at the grassroots level across the nation. Working closely with such national organizations as the National Association of Preservation Commissions, the CLG program seeks: (1) to develop and maintain local historic preservation programs that will influence the zoning and permitting decisions critical to preserving historic

properties and (2) to ensure the broadest possible participation of local governments in the national historic preservation program while maintaining preservation standards established by the Secretary of the Interior.

PRESERVATION NETWORK	PUBLIC	PRIVATE
FEDERAL / NATIONAL	<p>NATIONAL PARK SERVICE (NPS)</p> <p>ADVISORY COUNCIL ON HISTORIC PRESERVATION</p>	<p>NATIONAL TRUST FOR HISTORIC PRESERVATION</p> <p>PRESERVATION ACTION</p> <p>NATIONAL ALLIANCE OF STATEWIDE ORGANIZATIONS</p> <p>AMERICAN ASSOCIATION OF STATE AND LOCAL HISTORY</p> <p>ASSOCIATION FOR PRESERVATION TECHNOLOGY</p> <p>SOCIETY FOR AMERICAN ARCHAEOLOGY</p>
STATE	<p>STATE HISTORIC PRESERVATION OFFICES (SHPO)</p> <p>REGIONAL OFFICES FOR THE NATIONAL PARK SERVICE (NPS)</p>	<p>PRESERVATION IDAHO</p> <p>REGIONAL OFFICES FOR THE NATIONAL TRUST FOR HISTORIC PRESERVATION</p>
LOCAL	<p>IDAHO COUNTY HISTORIC PRESERVATION COMMISSION</p>	<p>IDAHO COUNTY HISTORICAL MUSEUM</p> <p>OTHER LOCAL PRESERVATION AND HISTORY ORGANIZATIONS</p>

The physical characteristics and historic significance of a resource provide the basis for evaluating National Register eligibility. A property or district must be associated with an important historic context and meet a combination of the criteria outlined below. Opinions of potential eligibility should be approved by the Idaho SHPO prior to proceeding with nomination to the National Register of Historic Places (NRHP).

Age Requirements

To allow sufficient time to gain historical perspective, the National Register uses a minimum age guideline of fifty years before a resource is considered eligible. However, it should be noted that it also allows for the evaluation of resources that have achieved significance in the past fifty (50) years if they are of exceptional importance.

Significance Requirements

In addition to integrity, properties listed in the National Register must meet certain criteria of historic significance. Historic significance is the importance of a property to the history, architecture, archaeology, engineering, or culture of a community, a state, or the nation. To be listed, properties must have significance in at least one of the following areas:

Criterion A: Association with events, activities, or broad patterns of history.

Criterion B: Association with the lives of persons significant in our past.

Criterion C: Embody distinctive characteristics of construction, or represent the work of a master, or possess high artistic values; or represent a significant and distinguishable entity whose components may lack individual distinction.

Criterion D: Have yielded, or be likely to yield information important in prehistory or history.

Integrity Requirements

A property's level of integrity — the degree to which it retains its physical and historic character-defining features and is able to communicate its significance — is a key factor in determining whether it may be eligible for listing in the National Register. The National Register defines seven physical aspects of integrity against which a property or district must be evaluated:

- | | |
|-------------|---------------|
| ▪ Location | ▪ Workmanship |
| ▪ Design | ▪ Feeling |
| ▪ Setting | ▪ Association |
| ▪ Materials | |

To maintain integrity, a property must possess at least several of these aspects, enough so that the essential physical features that enable it to convey its historic significance remain intact. Determining which aspects are important to integrity requires knowledge of why, when, and where the property is significant. For additional information about the National Register of Historic Places, visit <http://www.nps.gov/nr/>.