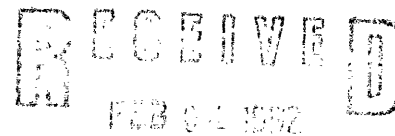


United States Department of the Interior
National Park Service

National Register of Historic Places
Multiple Property Documentation Form



NATIONAL
REGISTER

This form is for use in documenting multiple property groups relating to one or several historic contexts. See instructions in *Guidelines for Completing National Register Forms* (National Register Bulletin 16). Complete each item by marking "x" in the appropriate box or by entering the requested information. For additional space use continuation sheets (Form 10-900-a). Type all entries.

A. Name of Multiple Property Listing

Historic School Buildings in the Evolution of the Fifth Supervision School District, Nevada

B. Associated Historic Contexts

Education in Southern Nevada and the Evolution of the Fifth Supervision School District, 1861-1942
Schoolhouse Architecture in Southern Nevada's Fifth Supervision School District, 1870 to 1942

C. Geographical Data

The boundaries of the multiple property listing are the jurisdictional boundaries of Nevada's Fifth Supervision School District which existed from 1907 to 1956. This area includes the counties of Clark, Lincoln, Nye, and Esmeralda in southern Nevada.

☐ See continuation sheet

D. Certification

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

Ronald M. Jones
Signature of certifying official

1/31/92
Date

State or Federal agency and bureau

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

Antoinette J. Rice
Signature of the Keeper of the National Register

3/10/92
Date

E. Statement of Historic Contexts

Discuss each historic context listed in Section B.

See Continuation Sheets.

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E. Statement of Historic Contexts

EDUCATION IN SOUTHERN NEVADA, AND THE EVOLUTION OF THE FIFTH SUPERVISION
SCHOOL DISTRICT, 1861 TO 1942

Introduction

Education in Southern Nevada has been an important aspect of the region's cultural, social, and physical development since the Nevada Territory was established in 1861. From that time through the 1930s, the evolution of the educational system in Southern Nevada has paralleled the historic development of the area. That development was influenced largely by the harsh geography of the region, characterized by dry valleys and rugged terrain. That environment combined with the settlement patterns of ranching, mining, and other interests, created widely separated centers of population. The result was a diverse range of educational facilities in an equally diverse set of rural and urban environments, connected throughout most of their history by the jurisdictional entity called The Fifth Supervision School District.

The Fifth Supervision District, consisting of Nevada's four most southern counties of Clark, Nye, Lincoln, and Esmeralda, existed from 1907 to 1956. The Nevada Legislature, with the passage of the Reorganization Act in 1907, split the state into five supervision districts. Between 1861, when the federal government created the Nevada Territory, and the passage of the 1907 legislation, the Nevada educational system had been organized by county. In 1956, upon the recommendation of a study commissioned by the state government, the Nevada Legislature returned to the organization of school districts along county lines.

While the physical organization of Nevada's school system changed between 1861 and 1956, the method of funding education remained basically unaltered. In 1865, the first Nevada Legislature passed laws which provided both state and county tax money for education. However, this funding was never enough, especially in the less populated counties, like Lincoln and Nye, where tax revenues were lower. Therefore, it became the responsibility of local school districts to make up the difference. This resulted in a wide range of educational opportunity in Nevada based on the financial resources of the community a school served. Larger communities such as Las Vegas and Goldfield could afford better facilities and more educated staff than could rural communities such as Carp and Rose Valley. Until the Nevada Legislature passed reform legislation in the mid-1950s, education inequality based on local economic resources existed in Nevada.

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The boom/bust mining industry, the scattered agricultural population, the expansion of the railroad, and the growth of Las Vegas and Boulder City after 1930 constitute the main economic factors which have influenced education in southern Nevada for the past one-hundred years. First, with the discovery of the Comstock Lode in 1859, Nevada experienced the rapid growth and the equally rapid decline of mining towns. Miners built and abandoned schools in direct correlation to production at the local mines. Second, the more stable, yet less populated agricultural communities built schools for their children. Many schoolhouses were located on the ranch site itself. Third, in the early 20th Century, businessmen financed the construction of both transcontinental and local railroad lines throughout southern Nevada. The railroad not only bolstered the economy of existing mining and agricultural towns, but also created many new communities. Lastly, the population explosion in Las Vegas and Boulder City, sparked by the arrival of federal-aid money and the growth of tourism after 1930, directly affected educational policy and the construction of schools.

Although the economic character of local communities impacted schools in the Fifth District, Nevada's Legislature passed laws and the State Department of Education approved regulations which also affected educational policy. With the ideas of the Progressive Movement in mind, most of the policy approved between 1907 and 1956 was enacted before 1930, and dealt with some aspect of standardizing schools.

Lastly, in addition to these economic and governmental factors, Nevada's expansive geography has strongly impacted education in southern Nevada. "Nevada is a series of often dry valleys separated by rough terrain." Towns were therefore isolated and travel difficult. This physical reality influenced education in two ways. First, the creation of centralized schools was often impossible. Therefore, rural, one-room schools became commonplace. Second, the rugged and spacious countryside made it difficult for state officials to visit and evaluate remote and distant schools.

Early Education In Nevada

Mormon settlers established the first schools in Nevada in the 1850s. For example, Mormons formed a school in Mottsville, located in the central part of the Carson Valley, in 1853-54 while two official contingents of Mormon colonizers sent to Nevada by Brigham Young in 1855 had begun to establish schools in Carson City and the Las Vegas Valley when Young recalled them to Utah in 1857.

With the discovery of the Comstock Lode in 1859, the population and the settlement of Nevada increased rapidly. In response to an appeal by the

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ever expanding citizenry, Congress granted Nevada separate territorial status in 1861. The first Territorial Legislature established the offices of Superintendent of Public Instruction and County Superintendent. However, while the territorial government set up an education structure, it apportioned to specific funds for education. Instead, law required that ten percent of all monies paid into the county treasury be held in reserve for the hiring of school teachers. This left the burden of funding education on local communities.

The federal government granted Nevada statehood in 1864. The Nevada State Constitution addressed the issue of education in a variety of ways. Generally, it encouraged all forms of education. Specifically, it provided for the election (later amended to the appointment) of the Superintendent of Public Instruction and levied a State School Tax. The Nevada Constitution directed the state government to set aside five percent of all monies received as state tax for school purposes.

Despite the provisions made for education in the Nevada State Constitution, the financial burden for education still remained with the local communities. However, a boom in the mining industry which began in 1859 and lasted until the late 1870s and early 1880s provided many "local authorities" with the capital to construct new school buildings. For example, the towns of Virginia City, Austin, and Eureka built schools during this time frame.

A mining depression hit Nevada in the last two decades of the 19th Century. Most of the mining claims stopped producing and many mining towns disappeared. Consequently, Nevada's population fell dramatically. In 1880, Nevada boasted a population of 62,266 while by 1900 this figure had fallen to 42,335.

Obviously, this economic downturn affected education in Nevada. The most significant impact occurred in 1887 when the Nevada Legislature "in a move to economize...appointed the county District Attorneys as exofficio county superintendents at no extra pay." Not only were the District Attorneys already overworked, but they were also unqualified for the job. This move by the Legislature effectively removed all local supervision of schools for the next twenty years.

Consequently, State Superintendents spent much of this time lobbying for the reinstatement of professional supervision and the consolidation of school districts. For example, the State Superintendent in the '1890 Biennial Report stated, "The office of County Superintendent is a very important one...The law of 1887 making District Attorneys exofficio County

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Superintendents of Schools is vicious, retrograde legislation and a standing reproach to the state."

This call for consolidation of rural schools and rural school districts was not a theme just heard in Nevada, but rather one being discussed throughout the United States as part of the Progressive Movement at the turn of the century. Educators influenced by Progressivism believed that consolidation was the key to improving rural education through standardized textbooks and school buildings. With an eye towards finding solutions for the Nation's rural problems, including "the rural school problem," President Theodore Roosevelt formed the National Commission on Country Life in 1908. The creation of this commission sparked a bitter debate about rural school consolidation which lasted into the mid-1920s.

In the early part of the 20th Century, many states, in response to the Progressive Movement, consolidated their rural schools and rural school districts. In 1907, the Nevada Legislature responded to the pleas of educators by passing the Reorganization Act. The main feature of this legislation centered on the creation of five supervisory districts in place of the county supervision district. The law mandated that each district be governed by a deputy superintendent, who was required to be a professional educator with minimum qualifications including a Nevada teaching certificate and not less than forty-five months of successful Nevada teaching experience.

While this legislation effectively consolidated the county supervision districts into five statewide supervision districts, it did not address the issue of consolidating rural schools themselves. There are three reasons why this type of reform would not be implemented in Nevada until the mid-1950s. First, Nevada law provided for the establishment of a school district for as few as five students and maintained for as few as three. Therefore, despite its relatively low school age population, Nevada supported many small schools. Second, Nevada's rugged geography made it difficult for students to travel to larger, community schools. Rural schools would exist until the government improved the roads. Lastly, in many instances, rural communities fought school consolidation because many people realized that the loss of the local school meant the loss of a major part of their community identity.

The Fifth Supervision District

Created by the Reorganization Act of 1907, the Fifth Supervision District originally included all of Lincoln (later Lincoln and Clark), Nye, and Esmeralda counties. These four counties encompassed approximately 40,000

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square miles making the Fifth District the largest in the state. After 1918, the State Superintendent's Office took over the supervision of Esmeralda County and section of northern Nye county. In 1927, the boundaries of the Fifth District were again redrawn with all of Esmeralda county added and northern Nye county eliminated. Although this redivision effectively reduced the area of the Fifth District to approximately 30,900 square miles, it still remained the largest of the five statewide districts.

While the 1907 legislation provided an increase in the local supervision of school districts via the Deputy Superintendent, the Nevada Legislature did not appropriate any more funds for education. Consequently, local communities remained the primary funding source for schools. This meant that the quality of facilities and teachers depended heavily on the economic base and stability of a given town or region. The four principle economic factors in the Fifth District included the mining industry, the agricultural industry, the railroad industry, and the tourist and gambling industries in Las Vegas coupled with the impact of federal aid in both Las Vegas and Boulder City. The relative success and stability of each industry influenced not only educational policy in the Fifth District, but also the character of the local school itself.

The mining industry was the first major economic factor to influence education in the Fifth District. Mineral production had formed the backbone of Nevada's economy since it entered the Union. While mining in 19th Century Nevada experienced an initial twenty-year boom period starting with the discovery of the Comstock Lode in 1859, by the beginning of the 20th Century, Nevada's mining industry was in the process of recovering from a twenty-year mining depression.

This rebirth started with the discovery of huge deposits in Nye and Esmeralda counties in an area called the Bullfrog District in the early 1900s. Production in this area flourished until the mid-1920s. The boom/bust nature of mining in this and other areas resulted in speculators creating new towns almost overnight. These same towns disappeared just as quickly when production at the local mine stopped. While these towns existed, their large populations dictated the existence of equally large schools. Examples of schools which were constructed in the wake of this boom period include Goldfield High School in 1907, West Crook Street School in 1908, Silverpeak School and Manhattan School in 1912.

Although boom/bust mining towns existed in southern Nevada, their cycles were not as intense as those in the northern part of the state. The high was not quite as high and the low was not quite as low. Additionally, there existed in southern Nevada mining areas where a fairly stable

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population was maintained over a period of years. Production at the local mines fluctuated, but never to the extent that a bust resulted. Therefore, population went up and down, but a core community always remained. In this circumstance, schools existed over a relatively long period of time. The Pioche Elementary School (1909), the Goodsprings School (1913), and the Searchlight School (1942) represent schools which were located in such "stable" mining communities.

Lastly, in addition, schools being located in boom/bust mining towns and in more stable mining communities, some schools were also located at the mine site itself. Mine site schools became necessary when the mine was geographically isolated, which limited access to other schools. The only extant mine site school in the Fifth Supervision District is the Bristol Silver Schoolhouse built in 1929.

Agriculture also played a significant role in the character and development of education in Nevada's Fifth District. While Mormon colonizers established the first farms and ranches in southern Nevada with the opening of the Las Vegas Mission in 1855 and the settlement of Clover Valley, Eagle Valley, and Muddy River Valley in the mid-1860s, by the turn of the century ranch sites could be found scattered throughout southern Nevada.

Nevada's dry climate limited agriculture to areas where adequate water supplies existed. The availability of water also dictated what type of agriculture could be pursued. While hay and forage crops were produced, the majority of land was devoted to raising livestock. Mining areas and towns, containing thousands of prospectors, provided a ready market for agricultural goods produced by local farmers and ranches. For example, the agricultural town of Panaca grew in response to a mining boom in Pioche.

The agriculture industry fostered the development of two types of schools in the Fifth District. First, there were the schools located in towns which grew in response to the agriculture industry. These community schools could count on a stable enrollment and the school buildings usually had two or more rooms. Bunkerville, Mesquite, Overton, Logandale, Alamo, Panaca, and Pahrump are some agricultural towns which supported community schools. For example, the Logandale School was originally constructed in ca. 1910, with additions in ca. 1925 and 1938, while Alamo supported two schools in the Alamo Elementary School built in 1917 and the Alamo High School built in 1934. Additionally, as the 20th Century progressed, school officials in these agriculture communities found it necessary to expand their facilities. For example, school support

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buildings in the form of gymnasiums and/or auditoriums were constructed in Panaca, Overton, Bunkerville, and Mesquite during the 1930s.

The second type of school associated with agriculture in the Fifth District was the schoolhouse located on the ranch site itself. Nevada's expansive geography and arid climate resulted in the development of large ranches located hundreds of miles apart. This situation made it impossible for children to attend school at some central location. Therefore, ranch owners constructed and administered one-room school houses in their ranch compounds. Examples of schools located on a ranch site include the Hot Creek Ranch Schoolhouse built in ca. 1880, Robert's Ranch Schoolhouse built in 1890, and the Blue Eagle Ranch Schoolhouse built in ca. 1920.

The construction of transcontinental and local railroad lines through southern Nevada in the early 20th Century was the third economic factor to impact education in the Fifth District. Not only did the expansion of the San Pedro, Los Angeles, and Salt Lake Railroad from Salt Lake City to Los Angeles via Caliente and Las Vegas and the construction of local lines such as the Las Vegas and Tonopah Railroad increase the profitability of the mining and agricultural industries, the railroad also served to create new communities which eventually needed schools.

Caliente and Las Vegas represent large communities essentially created by the railroad. Construction on the SP,LA&SL started in 1890, but delays caused by financial and weather difficulties postponed its completion until about twenty years later. Despite these problems, the SP,LA&SL arrived in Caliente in 1901. Caliente, located at the crossroads of Clover Valley and Eagle Valley, was basically an agricultural area. However, the SP,LA&SL made Caliente a major railroad town by making it a division point for the railroad. Within the next five years the SP,LA&SL had also located a roundhouse, a repair shop, and administrative offices in Caliente. By 1908, Caliente boasted a peak population of 2,200. Its population remained steady at about 1,000 for the next three decades.

In January 1905, the SP,LA&SL reached Las Vegas. Railroad officials had decided that Las Vegas would also be a division point. Therefore, with its position as a transportation center secured, local lines such as the Las Vegas & Tonopah Railroad built a line from Las Vegas to Tonopah via Beatty and Goldfield making Las Vegas a true transportation hub. The fact that Las Vegas' population grew from 945 in 1910 to 5,165 in 1930 illustrates the affect the railroad industry had on this community.

In addition to larger towns like Caliente and Las Vegas, the construction of the SP,LA&SL Railroad also created smaller communities along the rail

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route. All along the route from Salt Lake City to Los Angeles, siding and pumping stations were required. The towns of Elgin, Carp, and Etna developed around such facilities.

While the relative size of these railroad communities differed, their existence necessitated the construction of local schools. Both Caliente and Las Vegas had small school houses by 1905, but the growth of each community due to railroad expansion forced town leaders to construct larger facilities in the following two decades. For example, the Caliente Elementary School was built in 1922. Additionally, the Westside School and the Las Vegas High School, built in 1923 and 1930 respectively, were constructed during the same time frame. At the other end of the spectrum, the fact that it was often difficult to travel to and from the small towns that evolved on the railroad because of their location in the flood-prone Meadow Valley Wash prompted these communities to build one-room schoolhouses in the 1920s, including the Elgin Schoolhouse in 1922, the Etna Schoolhouse in ca. 1925, and Carp Schoolhouse in 1926.

The fourth economic factor to affect education in the Fifth District was the growth and development of Boulder City and Las Vegas after 1930. In an effort to provide the western and southwestern United States with a stable water source, Congress passed the Boulder Canyon Project Act in 1928. While the dam was originally slated to be constructed in Boulder Canyon, in early 1930 the dam site was relocated to the more isolated Black Canyon. The fact that the newly selected Black Canyon was so remote and that thousands of workers needed to be housed both during and after construction of the Dam prompted the Bureau of Reclamation to determine that a new town needed to be built as part of the Boulder Canyon Project. The new town "would be planned along the most current city planning principles to support the construction and operation of the Dam and provide for the health, comfort and general welfare of its inhabitants."

As workers and their families moved to Boulder City, it became clear that school facilities were needed. However, the building and operation of a public school in Boulder City created a problem because Boulder City was located with a federal reservation and therefore tax-exempt. In order to solve this problem, Congress appropriated \$70,000 for the construction and the operation of an elementary school in Boulder City. This school opened in September 1932. High school students attended classes in Las Vegas until a high school was constructed in Boulder City in 1941.

The federal-aid money which resulted in the construction of Boulder City and its schools in the 1930's also had a role to play in the evolution of Las Vegas' economy during this time frame. From 1905 until the 1930s, Las Vegas was a railroad town. However, in 1931, Las Vegas became the supply

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center for the nearby Boulder Dam project which brought federal dollars and jobs into the local economy.

While this federal money helped diversify Las Vegas' economy, it was the decision to place defense bases and industries near Las Vegas coupled with the birth of the gambling and tourist industries which sparked Las Vegas' economy in the 1940s. First, during World War II, the federal government started to locate many defense projects in the western United States. The placement of the Las Vegas Army Air Field and the Basic Magnesium plant near Las Vegas brought many new workers to the region. Second, in 1931, the Nevada Legislature legalized gambling in an effort to revitalize the state's economy in the wake of a nationwide depression. However, the gambling industry did not take off in Las Vegas until the mid-1940s when a group of businessmen bought up land in Las Vegas

with the hope of creating a convention and gambling center which rival Reno. In 1945, these promoters started the construction of "the Strip," where casinos, hotels, and bars would make Las Vegas a huge tourist center. These new industries created many jobs which people from all over the United States came to fill. This migration was responsible for Las Vegas' population jumping from 8,422 in 1940 to 24,625 in 1950. In an effort to accommodate the children of these new Las Vegas residents, many schools were constructed in Las Vegas during the 1940's, including the Biltmore, Jefferson, and North Ninth Street Schools which were all constructed in 1942. Additionally, while the Washington School was originally constructed in 1932, school officials added on to this structure in 1942 and 1948.

Although local communities had a large role to play in the development and character of their schools, laws and regulations enacted by the Nevada Legislature and the State School Board also influenced education in the Fifth District. The majority of the policies these government bodies passed during the existence of the Fifth District concerned some aspect of school standardization. There were two reasons why school standardization received such attention. First, educators influenced by the Progressive Movement believed school standardization was important if rural schools were to be improved. Second, in approving standardization policy, the Nevada Legislature and State Department of Education were reacting to the pleas of their own appointed staff. The Deputy Superintendent of Education in each of the five statewide supervision districts made it clear through official channels that the quality of education and educational facilities in Nevada varied considerably, and that laws and regulations needed to be passed at the statewide level in order to deal with the situation effectively.

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In the Fifth District, there existed an enormous range in the variety of school buildings and quality of education. According to Deputy Superintendent Amy Hanson, in 1927-28, "Advantages vary from \$80,000 high schools, equipped to offer the best in vocational and cultural training, to one-room tent schoolhouses where one teacher bravely instructs." While most of the school facilities fell somewhere in between these two extremes, it was clear that many of the rural school buildings were not as suitable for education as they might be.

Therefore, in response to the observations of regional educators and with the ideals of the Progressive Movement ever present, the Nevada Legislature and the State Department of Education passed laws and regulations in an effort to improve schools through standardization. Three important policies were approved by these government entities in an effort to standardize rural schools. First, in 1916, the Department of Education published the New Course of Study for Rural Elementary Public Schools of Nevada. Recognizing the inherent difficulty of one teacher instructing children of different ages and of varying ability in a rural setting, the creators of this document suggested that the best results would be obtained if teachers concentrated on the "basics" of the curriculum.

Second, on March 23, 1917, the Nevada Legislature passed legislation designed to improve the quality of new school buildings by developing and distributing standard blueprints for a model school. This plan addressed the size, lighting, ventilation, and sanitation of rural schools.

Third, in 1924, the Department of Education published the Nevada Rural School Standards. These standards gave specific recommendations concerning teachers, buildings, and supplies. For example, at a minimum a school should provide fifteen square feet per pupil, and in order to provide the best light, windows should be placed on the left side of the building.

Despite the fact that these guidelines were in place, the only incentive state officials gave local school districts to follow them was honorary. However, some school districts made it mandatory that certain guidelines be followed. By 1920, the Fifth District required that light be exclusively from the left. The Carp School House and the Elgin School House were two of many schools in the Fifth District which implemented this requirement. By 1932, several schools in the Fifth District had "made application for recognition as standardized rural schools" at the state level.

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The Fifth District existed from 1907 to 1956. The Nevada Legislature created five statewide supervision districts in 1907 in an effort to reform a school system which previously had little professional organization or supervision. While this legislation was significant at the time, by the mid-1950s Nevada's school system demanded another major overhaul. Issues such as educational funding and rural consolidation needed to be addressed.

In 1956, the Nevada Legislature hired Peabody College, Nashville, Tennessee, to survey Nevada's educational system and offer recommendations for improvement. The legislature made wide-ranging changes based on the recommendations made in the Peabody Report. In addition to adopting a state sales tax and the levying of a mandatory county tax for education, the school districts were reorganized along existing county lines. This last measure effectively ended the forty-nine year existence of Nevada's Fifth Supervision District.

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Schoolhouse Architecture in Southern Nevada's Fifth Supervision School District, 1870 to 1942

The history of education in Southern Nevada is well illustrated by its schoolhouse architecture. Those buildings exemplify the evolution of educational architecture in Nevada, and parallel the historical trends in schoolhouse designs and styles found throughout the Western United States. The range of schoolhouse architecture in Southern Nevada is representative of the regional history of a mostly rural educational system that evolved in purpose and sophistication in much the same manner as other similar systems nationwide. Those buildings are also representative of the evolution of one of the most uniquely American architectural types, and accurately demonstrate the pattern of architectural development of schoolhouses nationwide.

The architectural history of schoolhouses in the United States can be differentiated using a classification system developed by education historian, Fred E. H. Schroeder. Those classifications are applicable to the historical schoolhouses of Southern Nevada's Fifth Supervision School District. The system divides the architecture of schoolhouses into four types, including Folk Vernacular, Mass Vernacular, Plan Book Designs, and Custom Architectural Designs. The four types generally, although not always, represent the chronological development of schoolhouse architecture in any particular locale, with Folk Vernacular school representing the first generation of schoolhouse construction, Mass Vernacular the second generation, and so forth.

In addition, each of the different classifications of schoolhouse architecture are divided into two major functional types. The first and most common is Schoolhouses, with various classrooms and office arrangements. The second is School Support buildings, primarily gymnasiums and auditoriums, but also including storage buildings and toilet buildings.

Folk Vernacular Schoolhouses represent buildings that were constructed with local materials using traditional hand methods. As defined by Schroeder, they are "traditional and native down to the very materials used such as sod, logs, hand-hewn planks, adobe, or fieldstone...The design of a Folk Vernacular schoolhouse is more likely to resemble an agricultural outbuilding or primitive dwelling..."

Folk Vernacular Schoolhouses represent the earliest form of school architecture not only in Nevada, but in all areas of the American western frontier in the 19th Century. As families moved westward across the United States, they used whatever resources were locally available to

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erect their initial schools. Additionally, the designs of these Folk Vernacular Schoolhouses were as eclectic as the materials used to build them. In general, builders of these schoolhouses constructed them to resemble what they remembered schools looked like and what the current method of building construction happened to be. In effect, early schoolhouse design was "transmitted westward by the process of cultural diffusion."

In Southern Nevada only four examples of Folk Vernacular schoolhouses have been identified in the Fifth Supervision District. One is stone, three are of log construction, and all are associated with ranches in Nye County, namely the Eden Creek, the Berdoni, the Uhalde, and the Hot Creek ranches. One additional log schoolhouse at Currant Creek has recently burned. All of the Folk Vernacular examples have lost some integrity, but because they represent the earliest (1870-1880) examples of schoolhouse architecture in the region, they are all rare examples of a once common type.

According to Schroeder, "The Mass Vernacular Schoolhouse is identifiable primarily by the use of commercial machine-made materials such as dimension lumber, standard-size bricks, concrete blocks, asphalt shingles, and commercial siding. (They) may have ornamental details or even fairly sophisticated architectural additions, but these will tend to be provincialized."

Therefore, the main difference between Folk Vernacular and Mass Vernacular schoolhouse architecture centers on the materials of construction. In most communities on the western frontier, the transition between these two types occurred when the railroad arrived which allowed for the transportation of commercial, man-made materials from the nearest distribution centers. In Nevada, commercially made construction materials began to arrive via the railroad beginning around 1900.

While materials of construction differentiated Folk Vernacular Schoolhouse architecture from Mass Vernacular Schoolhouse architecture, these two types were similar in that their designs were primarily determined by the vision and abilities of the local builder. However, the architectural styling of Mass Vernacular Schoolhouse was more pronounced because they were intended as permanent replacements of the "temporary" Folk Vernacular buildings and therefore, more symbolic of civic buildings.

Eleven examples of Mass Vernacular Schoolhouses have been identified in the Fifth Supervision District. Of the eleven, eight are of frame construction with various types of siding materials, one is an unusual

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example of stone construction, one is of brick construction, and one is an unusual example of wood-sheathed adobe. In all of the examples, architectural details and stylistic characteristics have been simplified and/or modified by local customs or abilities. The integrity level of these examples also varies widely; with none currently used as a school, and only two occupied.

Key early examples of the Mass Vernacular Schoolhouses include the Brick Schoolhouse at Tybo and the Frame Schoolhouse at Warm Springs. Representing the best example of a once common type, the schoolhouse at Pahrump is a well-preserved frame Mass Vernacular Schoolhouse. By far the most unusual example from this category is the Gothic Revival influence schoolhouse at Barkley in Clover Valley. The unique use of adobe sheathed with board and batten wood siding, along with its one-of-a-kind bell tower, make it the most significant resource in this category.

Plan Book Schoolhouses are identifiable in that they are derived from the application of certain design principles (or stylistic ideas), or the application of uniform education or state mandated design standards. These design principals or standards focus on both the exterior and interior of a school structure, and include references to building size, the direction and type of lighting, ventilation, and sanitation of schools.

The history of standard schoolhouse design in the United States began in 1832 when William A. Alcott published his essay entitled "Essay on the Construction of School-Houses." While Alcott's initial design theories were followed by a number of other commercial schoolhouse design guidelines which were published in the 19th Century, the advent of the progressive movement in the early 20th Century resulted in the institutionalization of "Plan Book" schoolhouse designs by both federal and state government agencies. This came in the form of government sponsored standard school design guidelines. For example, the U. S. Office of Education issued school design bulletins written by Fletcher B. Dresslar in 1914 and 1930. The result of this governmental involvement was that by the 1920's, vernacular school architecture had all but been replaced by Plan Book schoolhouse designs throughout the United States.

In Nevada, the official movement toward standard school design started in 1917 when the Nevada legislature passed legislation which provided for standard blue prints for a model school. This plan addressed the size, lighting, ventilation, and sanitation of rural schools. Additionally, in 1924 the Department of Education published the Nevada Rural School Standards. These standards gave specific recommendations concerning buildings along with teachers and supplies. For example, at a minimum a

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school should provide fifteen square feet of floor space per pupil, and in an effort to provide the best light, windows should be placed on the left side of the building.

Consequently, Plan Book Schoolhouses are identified not by the application of particular architectural styles or construction materials, but rather the use of specific design elements. In fact, the architectural style and construction materials will vary greatly based on local tastes. However, within these different styles will exist common standard design elements which identify the schoolhouse as Plan Book.

Within Nevada's Fifth Supervision District, the most commonly applied standard element found in Plan Book Schoolhouses centered on the placement of windows exclusively on the left side of the building. In fact, by 1920 the Fifth Supervision District required that light come from the left. Ideally these windows would be placed close together "producing the effect of one huge window." The common belief was that light from the left would eliminate shadows for right-handed writers, therefore reducing eyestrain.

A number of additional standard design elements as described in the 1924 regulations are also found in schools located in Nevada's Fifth Supervision District. These include a rectangular building shape, bathrooms (separate for boys and girls) attached to the main school building or located 75 feet from the building, satisfactory living accommodations for a teacher (i.e. a teacherage), interior walls constructed of beaver board or plaster board with wainscoting next to the floor, and cloakrooms. While the Nevada regulations only specified that the location of the cloakrooms "be under direct supervision of teacher," school cloakrooms were often placed along the front of the school building. According to S. A. Challman, who compiled model state schoolhouse designs in his publication entitled The Rural School Plant, cloakrooms were put on the front "so as to allow for a pleasing facade."

The largest number of historic schoolhouses within the Fifth Supervision District are representative of the Plan Book category. Of the nineteen identified examples, five were constructed before the production of the first state "standard plan" in 1917, nine were influenced by the first standard plan being constructed between 1917 and 1922, and five reflect the 1924 regulations being constructed between 1926 and 1942. Construction materials, architectural styles, and size vary the most within this classification. Three schoolhouses are constructed of stone, twelve have frame construction, two utilized early concrete block, one is cast-in-place concrete, one is constructed of brick with stucco, and one is constructed of late concrete block. Stylistically, eight schools have strong characteristics or at least influences of the Neo-Colonial Style,

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six are reflective of the residential Bungalow (or Craftsman) Style, two carry on local vernacular traditions, one represents Spanish Colonial Revival influences, and two have Minimal Traditional characteristics. Size varies from tiny one-room examples to the multi-roomed Caliente Elementary School.

An example within this classification include the Crook Street School in Goldfield. It represents the earliest remaining Plan Book school in the Fifth Supervision District. The high school at Eagle Valley is unique as the only rural high school in the Fifth Supervision District. Other unique examples within this category are the "all metal" school at Manhattan, the oldest continuously used school in Clark County at Goodsprings, and the earliest concrete block school at Alamo. The best remaining examples representing the influence of the 1917 state standard plan are the 1919 Eagle Valley Schoolhouse, the Crystal Springs Ranch Schoolhouse of concrete, and the Elgin Schoolhouse. Post 1924 schools of importance include the intact Bristol Silver Schoolhouse and the Beatty Schoolhouse.

Custom Architecturally Designed schoolhouses combine stylistic, educational, and functional criteria into a unified architectural statement. They tend to be the schools in larger communities having the need for multiple classrooms and unique architectural distinction.

The architecturally designed schools in the Fifth Supervision District are all located in communities, seven out of twelve in Las Vegas. Eight of the examples are elementary schools, while four are high schools. Stylistically, one school is Neo-Colonial (Georgian Revival), two schools are of Mission Revival Design, two are of Spanish Colonial Revival Design, one is of Moderne Design, and six are of Minimal Traditional Design. Four are constructed of cast-in-place concrete, three are constructed of brick, three concrete block, one stone, and one wood frame. The plans of these examples evolve from very compact designs to open and extended designs using courtyards and porticoes. Five of these examples remain in use as schools, while six have found adaptive uses. None are abandoned.

A key resource is the Pioche Elementary School; the oldest architect-designed grade school in the Fifth Supervision District, as well as the oldest continuously used schoolhouse in the District, and the oldest example of Mission Revival architecture remaining in Southern Nevada. Other examples are the Las Vegas High School, the largest and most unique example of Moderne Architecture in Southern Nevada; the Goldfield High School, the only stone school in this category, and although the architect is unknown, is the oldest "designed" high school in southern Nevada; and the Fifth Street School in Las Vegas, the best example of Spanish Colonial

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Revival Architecture in Southern Nevada. In addition to their stylistic design and high level of craftsmanship, the Boulder City Elementary and High Schools are significant for their role in the development of this unique federally funded town.

School "Support Buildings" are facilities constructed to expand the educational role of the school, primarily high schools, into program areas requiring gymnasiums and/or auditoriums. The recreational and presentation functions of these buildings require large open spaces, and therefore, large architectural manifestations. Because of the scale of these buildings and the general public's interaction with the events in these buildings, many times support buildings have taken on the role of community focal points where community events and meetings beyond the scope of their educational roles have taken place. In many communities these facilities are the largest indoor gathering places and have become identified with the community as a whole, as well as the school. In many cases, these buildings have had to serve multiple functions leading to gymnasiums having a stage attached to one end to allow for auditorium functions.

Six discrete Support Buildings, all designed by architects, have been discovered in the Fifth Supervision District. Five of these examples no longer have their associated historic school standing next to them. The Panaca High School Gymnasium and separate Auditorium are the oldest remaining example of this type in Southern Nevada. Constructed in 1930, they are almost identical in their design and size. The Panaca Auditorium is the only example of a discrete historic school auditorium in the Fifth Supervision District. The Overton, Mesquite, and Bunkerville Gymnasiums were all designed by Miles E. Miller in 1938-1939 under the federal PWA program. The Overton Gym is discrete with Romanesque influences in its Minimal Traditional design. The Mesquite and Bunkerville structures are identical, more reserved designs. All include the rare use of terra cotta for decorative entry surrounds and cornices, and the unusual use of brick size tinted concrete blocks.

Already on the National Register is the Las Vegas High School Gymnasium as part of the Las Vegas High School nomination. Although it has suffered some loss of integrity, especially through insensitive additions, its unique Moderne Design and elaborate detailing, especially on the northeast facade, make this a highly significant building. It is also the only Support Building associated with a standing school. Although the Boulder City High School Building has been discussed under Architect Designed Schools, in reality it is primarily a gymnasium with attached classrooms and should be viewed as a combined facility. Within the Fifth Supervision boundaries, the only support spaces associated with elementary school are

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integrated into or physically attached to the schools themselves. These include the remodeling of the original Logandale Schoolhouse into an auditorium, and the gymnasium with stage that is attached to the Fifth Street School in Las Vegas.

F. Associated Property Types

See Continuation Sheets.

I. Name of Property Type _____

II. Description

III. Significance

IV. Registration Requirements

☒ See continuation sheet

☒ See continuation sheet for additional property types

G. Summary of Identification and Evaluation Methods

Discuss the methods used in developing the multiple property listing.

See Continuation Sheets.

☒ See continuation sheet

H. Major Bibliographical References

See Continuation Sheets.

☒ See continuation sheet

Primary location of additional documentation:

- ☒ State historic preservation office
☐ Other State agency
☐ Federal agency

- ☐ Local government
☐ University
☐ Other

Specify repository: _____

I. Form Prepared By

name/title Patricia Osmon, Historian; James Woodward, Architectural Historian
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F. Associated Property Types

I. Name of Property Type: Schoolhouse: Folk Vernacular

II. Description:

The physical characteristics of this property type embody two major elements. The first is the use of native or indigenous building materials. The second is the basic form and design reflected in simple single room structures with little or no ornamentation.

Since the general historical purpose of this property type was as temporary pioneer buildings to be abandoned as soon as a more formal schoolhouse could be built, the design of the Folk Vernacular Schoolhouse resembled simple dwellings or agricultural buildings.

Materials used included logs, hand-hewn planks, fieldstone, adobe, and tamped earth. Partially dug out structures were not uncommon. Because of the limitations of such native materials, and considering the relatively few pupils the school initially needed to serve, the Folk Vernacular Schoolhouse was a small structure, typically 8 feet by 10 feet to 12 feet by 16 feet.

The Folk Vernacular property type was almost exclusively a one-room schoolhouse, with a single entrance and windows on at least one, but usually two sides. Architectural details were handmade, including window and door frames. Handmade window sashes and plank doors were often replaced by milled elements if the building continued to serve school functions for any length of time.

Fireplaces were not uncommon and usually located opposite the doorway wall. An interior wall finish of muslin or paper was common. Floors were earthen or wood planks laid directly on the ground.

III. Significance:

The Folk Vernacular Schoolhouse is significant for its association with the earlier development of education in the region of Southern Nevada that became the Fifth Supervision School District. Since the property type represents schoolhouse development from as early as 1870 to about 1910, and because the buildings were generally intended to be temporary, they are regarded as rare examples of a once common type.

The property type has particular historic connections to the development of agriculture, particularly ranching. Folk Vernacular Schoolhouses were often integral parts of ranch building complexes as the ranches were usually the centers of population of large surrounding areas. Children of

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ranch owners and employees attended the schools, and teachers lived on the ranches as well.

The short-lived use of Folk Vernacular Schoolhouses depended upon shifting or growing school age population in the area. Many were abandoned as other school structures took their place. Others were recycled as storage or agricultural buildings.

The following is a list of the five extant Folk Vernacular Schoolhouses in the Fifth Supervision District:

Eden Creek Ranch Schoolhouse
Berdoni Ranch Schoolhouse
Uhalde Ranch Log School
Currant Creek Schoolhouse (Site)
Hot Creek Ranch Schoolhouse

IV. Registration Requirements:

The architectural integrity that should be present as a requirement for listing in the National Register includes original indigenous materials, workmanship in terms of the expression of their handmade quality, design in relationship to evidence of the simple one room plan, location, and feeling. Retention of the characteristics of materials and handmade workmanship are important, although the building may be classified as a ruin and still meet registration requirements.

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I. Name of Property Type: Schoolhouse: Mass Vernacular

II. Description:

Two primary characteristics of this property type are the use of commercial or machine-made building materials, and the one-room floor plan. Another important characteristic of the Mass Vernacular Schoolhouse is its design reference to some stylistic image.

Construction materials are the most evident elements that distinguishes this property type from Folk Vernacular Schoolhouses. Dimensioned lumber, standard size bricks, concrete blocks, shingles, and commercial siding are typical building elements. The most common wall sheathing is weatherboard or board and batten. Roofs were framed with dimensioned lumber and finished with wood shingles or metal sheeting. Prefabricated millwork was standard including window sash, paneled doors, wood casings, and trim. Floor systems were almost always wood plank or tongue in groove strips. Additionally, built-in features were common. Typical examples included chalkboards and chalk rails, bookcases, and storage cabinets or closets.

The broad common link between this property type and the Folk Vernacular was the design of the schoolhouse as a one room structure. The one-room schoolhouse, especially in rural school systems, continued to be practical prior to the influence of the schools consolidation movement. The basic design was rectangular in plan, and sometimes reflected the forms used for other buildings in the neighboring area or community.

Attention to design is always present in Mass Vernacular Schoolhouses, even if simplified or subdued. The property type is likely to look more like a schoolhouse, resembling in design other rural civic structures. Design emphasis may be as simple as symmetry achieved with a formal central entry on a gable wall, porches or porticos, a dormer, and a bell tower or a roof ridge or gable-attached flag pole. Adherence to popular architectural styles is evident, but usually extremely simplified or provincialized. In the Southern Nevada schools, the stylistic basis for the Mass Vernacular included the Greek Revival, Gothic Revival, and Georgian (Neo-Colonial) Revival. Most allusion to style was in overall form and proportion, roof type, location and pattern of fenestrations, and details.

Design elements may include pitched or hipped roofs with enclosed soffits or boxed cornices, or facias with crown molding. Horizontal clapboard shiplap siding detailed with corner boards or cantons on vertical board and batten sheathing were common wall treatments. Porches or overhangs, symmetrically placed on the principal facade were often used with any detailing or reference to classical architecture kept very simple such as

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square columns, perhaps routed at the corners, or flat board pilasters with bead molding at the crown. Windows and doors may have pedimented casings, but usually had bead or crown molding or no articulation at all. Window sash typically had multiple lites and doors were stile and rail with four or five panels.

III. Significance:

The Mass Vernacular Schoolhouse is significant for its association with the development of education in Nevada's Fifth Supervision School District. The period when the property type was most common was from ca. 1890 to ca. 1920. Found primarily on rural locations, the property type is associated with the growth of the mining, ranching, and railroad industries in Southern Nevada. Although the Mass Vernacular schoolhouse tended to be the preferred model for school structures in rural areas after the turn of the century, the property type was eventually superseded by architect-designed schoolhouses and by the movement toward the ideas of school consolidation. The result is that the Mass Vernacular one-room schoolhouse is now a rare survivor of a once common type.

Its distinguishing characteristic of using commercial or machine-made building materials is directly associated with the advent of the railroad in Southern Nevada, which made brick materials available, economical, and preferable.

The palate of materials combined with the property type's forms on a distinguishable design treatment is the basis for the architectural significance of the Mass Vernacular Schoolhouse. The importance of these buildings is that they are traditional, not architect designed, but at the same time were in the national mainstream reflecting both trends in American education, and simplified attempts to copy architectural designs. These schoolhouses are an important link in the evolution of schoolhouse architecture because they were shaped by local traditions, but influenced by current styles that were imported from other places resulting in an architectural image that was uniquely American. No matter how sparsely populated the location it served, the Mass Vernacular Schoolhouse became an important architectural and cultural focus of the community, not only as a place for holding school, but also as a gathering place for other civic and social activities.

The following is a list of the eleven extant Mass Vernacular Schoolhouses in the Fifth Supervision District:

Tybo Brick Schoolhouse
Warm Springs Schoolhouse

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Silverpeak Schoolhouse (moved)
Twin Springs Ranch Schoolhouse
Robert's Ranch Schoolhouse (moved)
Barclay Schoolhouse
Pahrump Schoolhouse
Uhalde Ranch Schoolhouse
Caliente Stone School
Rose Valley Schoolhouse
Nelson Schoolhouse

IV. Registration Requirements:

The kinds of architectural integrity that should be present as a requirement for listing on the National Register are materials, design, and to a certain extent, workmanship. Important kinds of associative integrity are location and setting.

Commercial or machine-made building products must be present and largely intact. These should include wall and roof sheathing and elements of the doors and windows. Retention of overall original form is important since much of the buildings' stylistic reference is related to scale, proportion, size, symmetry, and roof form. Architectural details, usually limited to molding and trim, should be evident.

The property type's integrity of location is important, since most were built in rural areas. Integrity of setting is also important, especially those examples that were part of ranch complexes.

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I. Name of Property Type: Schoolhouse: Plan Book

II. Description:

The physical characteristics of this property type are identified from the application of certain design principals (or stylistic ideas) or the application of uniform educational or state mandated design standards. These design principals or standards focus on both the exterior and interior of a school structure and include references to the building size, floor plan, and the direction and type of natural lighting in relationship to window placement. The construction materials and architectural styles will vary considerably within this classification. The most common are the Neo-Colonial Revival, Mission Revival, and Spanish Colonial Revival styles.

III. Significance:

The Plan Book Schoolhouse property type is significant for its association with the development of education in the Fifth Supervision District in Southern Nevada between 1907 and 1942. The property type embodies the ideals of the Progressive Movement as they relate to the standardization of school buildings. In Nevada, official school building standardization took the form of a "Standard Plan" for school buildings passed by the Nevada Legislature in 1917, and the publishing of Nevada Rural School Standards by the Department of Education in 1924. The school buildings associated with this property type are important illustrations of this critical period in the history of education in Nevada.

The following is a list of the nineteen extant Plan Book Schoolhouses in the Fifth Supervision District:

Crook Street School, Goldfield
Logandale School
Manhattan School
Goodsprings School
Alamo Elementary School
Eagle Valley Schoolhouse
Blue Eagle Ranch Schoolhouse
Crystal Springs Ranch Schoolhouse
Tybo Frame Schoolhouse
Etna Schoolhouse
Duckwater Schoolhouse (moved)
Caliente Elementary School
Elgin Schoolhouse
Eagle Valley High School
Carp Schoolhouse
Bristol Silver Schoolhouse

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Beatty School
Round Mountain School
Searchlight School

IV. Registration Requirements:

The elements of architectural integrity for the Plan Book Schoolhouse property type that should be retained in order for it to convey its historic identity related to design, workmanship, materials of construction, and, where possible, location. Design is the crucial integrity factor, specifically, the retention of standardized elements in plan as well as architectural details and materials.

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Continuation Sheet**

Section number F Page 7

I. Name of Property Type: Schoolhouse: Custom
Architectural Design

II. Description:

The defining factor of the school buildings of this property type is that they were designed by architects. Consequently the stylistic, educational, and functional design criteria will be combined to form a unified architectural statement. The property type tends to include schools in larger communities having the need for multiple classrooms and unique architectural distinction. Architectural styles and construction materials will vary. The most dominant styles are Neo-Classical Revival, Georgian Revival, Spanish Eclectic, Modernistic, and Minimal Traditional.

III. Significance:

The Custom Architectural Design property type is significant for its overall association with an architectural statement placed within the contexts of stylistic and design theory and educational reform. The property type is associated with the development of education in the Fifth Supervision District in Southern Nevada between 1907 and 1942, and is exemplary of the movement toward specialized treatment of educational buildings. Custom architecturally-designed schools are significant as representative of the complexity and diversity of educational ideals in Nevada's larger 20th Century communities and the growth in the importance of educational buildings as statements of a community's identity. These buildings exemplify the transformation of the schoolhouse as simply a place for learning to an integral cultural component of the built environment.

The following is a list of the twelve Custom Architectural Design Schoolhouses in the Fifth Supervision District:

Goldfield High School
Pioche Elementary School
Westside School, Las Vegas
Las Vegas High School
Boulder City Elementary School
Washington School, Las Vegas
Alamo High School
Fifth Street School, Las Vegas
Boulder City High School
North Ninth Street School, Las Vegas
Jefferson School, Las Vegas
Biltmore School, Las Vegas

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IV. Registration Requirements:

The architectural integrity that should be present as a requirement for listing in the National Register include design, location, materials, feeling and workmanship. Since all examples will have been designed by an architect, integrity of design is the most crucial factor. Examples of high artistic merit, skilled craftsmanship, or unusual use of materials should all be evaluated in determining eligibility. In addition, integrity of the functional design of the schools, including classroom arrangement and other specialized amenities, is important to retain.

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I. Name of Property Type: School Support Buildings

II. Description:

The important physical characteristics of the School Support Building is its readily distinguishable architectural form. Usually designed to function as gymnasiums and/or auditoriums, the buildings are large physical manifestations with equally large open spaces. Within the functional context of serving large groups of people, these property types are distinguished by construction systems that allow for large floor to ceiling heights, and large roof spans. As a result the building will usually be constructed of brick, concrete block, or cast-in-place concrete. Roof structures will be wood or steel trusses. Architectural styles range from the Spanish Eclectic, Modernistic, and Georgian Revival influences of the Minimal Traditional Style.

III. Significance:

School Support Buildings are facilities constructed to expand the educational role of the school, primarily high schools, into program areas requiring gymnasiums and/or auditoriums. The recreational and presentation functions of these buildings require large open spaces, and therefore, large architectural manifestations. Because of the scale of these buildings and the general public's interaction with the events in these buildings, many times the support buildings have taken on the role of community focal points where community events and meetings beyond the scope of their educational roles have taken place. In many communities these facilities are the largest indoor gathering places and have become identified with the community as a whole, in addition to the school. The property type is associated with the development of education in the Fifth Supervision District in southern Nevada between 1907 and 1942.

The following is a list of the five extant School Support Buildings in the Fifth Supervision District:

Panaca High School Auditorium and Gymnasium
Overton High School Gymnasium
Mesquite High School Gymnasium
Bunkerville High School Gymnasium
Las Vegas High School Gymnasium

IV. Registration Requirements:

The architectural integrity that should be present as a requirement for listing in the National Register includes design, location, materials of construction, and workmanship. However, because all the examples of school support buildings have been designed by architects, design considerations are the most critical.

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G. Summary of Identification and Evaluation Methods:

The multiple property listing for schools in Nevada's Fifth Supervision District includes schoolhouses and school support buildings located in Clark, Lincoln, Nye, and Esmeralda counties in southern Nevada. The Fifth Supervision District existed from 1907 until 1956. The listing includes school properties which were either constructed during this time frame or were constructed before 1907 but existed under the administration of the Fifth Supervision District. All school properties included in this listing were identified in the Southern Nevada Historic School Survey conducted from March 1990 to July 1990 by Janus Associates Incorporated.

The Southern Nevada Historic School Survey was organized into three phases including research, field survey, and report preparation. The research phase involved both general historical theme research to establish historical contexts, and site specific research aimed at identifying construction dates and the architects/builders for each school property. Sources consulted included both scholarly secondary and primary historic accounts, historic photographs, newspapers, previous survey reports, and historic maps.

The five property types utilized in this multiple property listing were developed by Fred E.H. Schroeder. The typology of significant property types is based on the function and association of schoolhouses as they relate to the historic contexts of Education in Southern Nevada and the Evolution of the Fifth Supervision District, 1861-1942, and Schoolhouse Architecture in Southern Nevada's Fifth Supervision School District, 1870-1942.

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NATIONAL REGISTER OF HISTORIC PLACES
EVALUATION/RETURN SHEET

Historic School Buildings in the Evolution of the
Fifth Supervision School District MPS (COVER)

Clark, Lincoln, Nye, and Esmeralda Counties
NEVADA

Working No. 2/4/92

Fed. Reg. Date: _____

Date Due: 3/5/92 3/20/92

Action: ☒ ACCEPT 3/10/92

☐ RETURN

☐ REJECT

Federal Agency: SMTC

- ☐ resubmission
☐ nomination by person or local government
☐ owner objection
☐ appeal

Substantive Review: ☐ sample ☐ request ☐ appeal ☐ NR decision

Reviewer's comments:

This cover document covers the development of Southern Nevada's landscape and the educational facilities that accompanied mining, agricultural, federal government programs, and the development of cities and towns. The registration requirements are highly oriented to integrity objects, but are useful given the specialized nature of these properties. If an occasion arises in the future, the registration requirements might be amended to address physical characteristics & associative qualities.

Recom./Criteria Accept

Reviewer Antoniella / Bee

Discipline History

Date 3/10/92

☐ see continuation sheet

Nomination returned for: ☐ technical corrections cited below
☐ substantive reasons discussed below

1. Name

2. Location

3. Classification

Category	Ownership	Status	Present Use
	Public Acquisition	Accessible	

4. Owner of Property

5. Location of Legal Description

6. Representation in Existing Surveys

Has this property been determined eligible? ☐ yes ☐ no

7. Description

Condition

- ☐ excellent
☐ good
☐ fair

- ☐ deteriorated
☐ ruins
☐ unexposed

Check one

- ☐ unaltered
☐ altered

Check one

- ☐ original site
☐ moved

date _____

Describe the present and original (if known) physical appearance

- ☐ summary paragraph
☐ completeness
☐ clarity
☐ alterations/integrity
☐ dates
☐ boundary selection

8. Significance

Period Areas of Significance—Check and justify below

Specific dates Builder/Architect

Statement of Significance (*in one paragraph*)

- ☐ summary paragraph
- ☐ completeness
- ☐ clarity
- ☐ applicable criteria
- ☐ justification of areas checked
- ☐ relating significance to the resource
- ☐ context
- ☐ relationship of integrity to significance
- ☐ justification of exception
- ☐ other

9. Major Bibliographical References

10. Geographical Data

Acreage of nominated property _____

Quadrangle name _____

UTM References _____

Verbal boundary description and justification _____

11. Form Prepared By

12. State Historic Preservation Officer Certification

The evaluated significance of this property within the state is:

____ national ____ state ____ local

State Historic Preservation Officer signature

title

date

13. Other

- ☐ Maps
- ☐ Photographs
- ☐ Other

Questions concerning this nomination may be directed to _____

Signed _____ Date _____ Phone: _____

Comments for any item may be continued on an attached sheet

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Continuation Sheet

Section number _____ Page _____

Historic School Buildings in the Evolution of the Fifth Supervision School
District MPS Clark County, NEVADA

	Substantive Review	Date Accepted
COVER		3/10/92
1. Goodsprings Schoolhouse	Substantive Review	3/10/92
2. Mesquite High School Gymnasium	Substantive Review	3/10/92
3. Overton Gymnasium	Substantive Review	3/10/92
4. Washington School	Substantive Review	3/10/92



DEPARTMENT OF CONSERVATION AND NATURAL RESOURCES

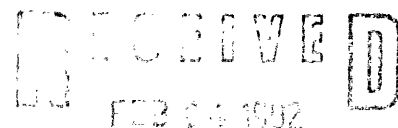
DIVISION OF HISTORIC PRESERVATION AND ARCHEOLOGY

123 W. Nye Lane, Room 208

Capitol Complex

Carson City, Nevada 89710

(702) 687-5138



January 31, 1991

NATIONAL
REGISTER

Carol Shull
Chief of Registration
National Register of Historic Places
National Park Service
P.O. Box 37127, Stop 413
Washington, D.C. 20013-7127

Dear Ms. Shull:

We are pleased to forward one multiple property documentation form and six registration forms for your review and listing on the National Register of Historic Places. On September 20, 1991, our Advisory Board on Historic Preservation approved the multiple property listing, "Historic School Buildings in the Evolution of the Fifth Supervision School District, Nevada" and four associated listings: Overton Gymnasium in Overton, Mesquite High School Gymnasium in Mesquite, Washington School in North Las Vegas, and Goodsprings Schoolhouse in Goodsprings, Nevada.

On January 24, 1992, our Advisory Board approved two additional listings, the Washoe County Library - Sparks Branch, in Sparks, and the Douglas County High School in Gardnerville. These buildings are additional properties nominated under "The Architecture of Frederick J. DeLongchamps" thematic nomination, listed on the Register on August 6, 1986. With regard to the Washoe County Library - Sparks Branch, please accept our apologies for the adhesive labels on the photographs. The prints were prepared several years ago and we are unable to duplicate them.

We look forward to the listing of these historic properties.

Sincerely,

A handwritten signature in black ink, appearing to read "Michelle McFadden".

Michelle McFadden
Architectural Historian