

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

**National Register of Historic Places
Continuation Sheet**

Section number _____ Page _____

SUPPLEMENTARY LISTING RECORD

NRIS Reference Number: 92001592 Date Listed: 11/19/92

Loon Lake School
Property Name

Stevens County WA State

N/A
Multiple Name

This property is listed in the National Register of Historic Places in accordance with the attached nomination documentation subject to the following exceptions, exclusions, or amendments, notwithstanding the National Park Service certification included in the nomination documentation.

for *Antoinette Rice*
Signature of the Keeper

12/2/92
Date of Action

=====

Amended Items in Nomination:

Statement of Significance: The Period of Significance should be amended to read ca. 1929-1942.

This information was confirmed with Leonard Garfield of the Washington State historic preservation office.

DISTRIBUTION:

- National Register property file
- Nominating Authority (without nomination attachment)

United States Department of the Interior
National Park Service

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OCT 14 1992

National Register of Historic Places Registration Form

NATIONAL
REGISTER

This form is for use in nominating or requesting determinations of eligibility for individual properties or districts. 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. If an item does not apply to the property being documented, enter "N/A" for "not applicable." For functions, styles, materials, and areas of significance, enter only the categories and subcategories listed in the instructions. For additional space use continuation sheets (Form 10-900-a). Type all entries.

1. Name of Property Loon Lake School

historic name Loon Lake School

other names/site number n/a

2. Location

street & number 4000 Colville Rd not for publication

city, town Loon Lake vicinity

state Washington code WA county Stevens code 065 zip code 99148

3. Classification

Ownership of Property	Category of Property	Number of Resources within Property	
<input type="checkbox"/> private	<input checked="" type="checkbox"/> building(s)	Contributing	Noncontributing
<input checked="" type="checkbox"/> public-local	<input type="checkbox"/> district	<u>1</u>	<u>3</u> buildings
<input type="checkbox"/> public-State	<input type="checkbox"/> site	—	— sites
<input type="checkbox"/> public-Federal	<input type="checkbox"/> structure	—	— structures
	<input type="checkbox"/> object	—	— objects
		<u>1</u>	<u>3</u> Total

Name of related multiple property listing:
Rural Public Schools in Washington State

Number of contributing resources previously listed in the National Register N/A

4. State/Federal Agency Certification

As the designated authority under the National Historic Preservation Act of 1966, as amended, I hereby certify that this nomination request for determination of eligibility meets the documentation standards for registering properties in the National Register of Historic Places and meets the procedural and professional requirements set forth in 36 CFR Part 60. In my opinion, the property meets does not meet the National Register criteria. See continuation sheet.

Greg M. Sampson 9/29/92
Signature of certifying official Date

Washington State Office of Archaeology and Historic Preservation
State or Federal agency and bureau

In my opinion, the property meets does not meet the National Register criteria. See continuation sheet.

Signature of commenting or other official Date

State or Federal agency and bureau

5. National Park Service Certification

I, hereby, certify that this property is:

entered in the National Register. Autoniette de Leo 11/19/92
 See continuation sheet.

determined eligible for the National Register. See continuation sheet.

determined not eligible for the National Register.

removed from the National Register.

other, (explain): _____

fn Signature of the Keeper Date of Action

6. Function or Use

Historic Functions (enter categories from instructions)

education/school

Current Functions (enter categories from instructions)

education/school

7. Description

Architectural Classification

(enter categories from instructions)

Late 19th and Early 20th Century

American Movements: Bungalow/Craftsman

Materials (enter categories from instructions)

foundation poured concrete

walls unreinforced masonry

roof composition shingles on wood fra

other n/a

Describe present and historic physical appearance. The Loon Lake school is located in the south-east quarter of the southeast quarter of section 28, T30N, R41E, W.M., in the unincorporated community of Loon Lake, Stevens County, Washington. Dating from 1929, the building is a remarkably well preserved, largely unaltered example of an early 20th Century rural school house of vernacular style.

Oriented with its facade to the south, the Loon Lake school is a one story building with daylight basement of unreinforced masonry construction. It is built on a board-formed, poured concrete foundation. It is surmounted by a pitched, gable-ended roof covered with composition shingles; the gable ends of the roof are clipped, a feature often associated with the contemporaneous Bungalow residential style. The gables are wood-shingled from their peaks down to a line coincident with the eave line on the front and rear elevations. The facade features a gabled, projecting split-level entry centrally located. A pitched roof and clipped gable on the entry echo the roof treatment of the building's main body. The pedimented entry has double doors of single light design with a fixed-sash, twelve-light transom (glazing arranged in two rows of six lights each.) The doors are flanked by single double-hung windows of six-over-six design. A low, roofed belfry sits centrally over the doorway on the entry roof. The two wings of the facade feature three regularly spaced, six-over-six double hung sash windows each. In the exposed wall of the facade foundation are six nine-light sash windows, each centered under one of the corresponding main windows. The west elevation has no features other than two two-panel, horizontally sliding aluminum sash windows. In the foundation of the rear wall are three aluminum sash windows identical to those in the west elevation (a fourth was bricked in when the furnace room described below was added.) The main floor level carries ten nine-over-nine double hung sash windows. Located in the south end of the wall is a single door exit from the main floor. The door opens onto a small wood porch from which a single flight of wood steps leads down to grade. A pitched roof covering protects the porch and steps. In the center of the elevation is an attached, projecting, gable roofed furnace room, the majority of which is below grade. There is a chimney in the north pitch of the roof and in line with the furnace room. The east elevation is identical to the west elevation with the exception that in its north side is a main level exit which opens onto a masonry porch with steps leading north down to grade. This area is protected by an open, shed-roofed structure providing covered access to adjacent metal class room structures.

The dimensions of the main building are thirty feet by sixty feet; the main entry is eleven feet by sixteen feet. The exterior walls of the building are of multicolored brick, the foundation is painted brown and the shingles in the gable ends are stained a dark brown.

The split level front entry contains two sets of wide stairs which feature the original balusters and balustrade. Those on the left lead down to the

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basement while those on the right lead up to the two classrooms and restrooms on the main floor. The interior of the school is largely original. The greatest changes have occurred in the basement where what was once a single large room with adjacent kitchen facilities has been subdivided into one large and two smaller classrooms. Though no longer functional as such, the kitchen space (with some of its fixtures) remains. Also on the basement level a furnace room was added to the building at an unknown time subsequent to the original construction. On the main floor, the two classrooms retain their original blackboards and cabinetry. The walls are of lath and plaster, as are the ceilings. All four walls of each classroom demonstrate an unusual design detail: the intersection of the ceiling and wall is sloped at an angle which seems to reflect the rafter angle on the north side of the classrooms. It is noteworthy that the ceilings have never been lowered or obscured by false ceilings. Other interior features include wainscoting in the restrooms, simple wood trim at the baseboards, doors and windows, much of the original hardwood flooring still exposed, and wood five-paned doors (many of which retain their original hardware.)

To the rear of the school, and connected to it by a covered walk, are two slab-on-grade metal-sheathed buildings housing several classrooms and the library. Painted tan with green trim, these buildings date from the 1970s. They are not part of the significant historical or architectural fabric of the nominated property.

The Loon Lake School meets the registration requirements established for the property type in the Rural Public Schools Multiple Property Documentation Form.

8. Statement of Significance

Certifying official has considered the significance of this property in relation to other properties:

nationally statewide locally

Applicable National Register Criteria A B C D

Criteria Considerations (Exceptions) A B C D E F G

Areas of Significance (enter categories from instructions)

education

Period of Significance

ca. 1929 - 1992

Significant Dates

1929

Cultural Affiliation

N/A

Significant Person

N/A

Architect/Builder

unknown

State significance of property, and justify criteria, criteria considerations, and areas and periods of significance noted above.

The roots of Loon Lake school's historical significance lie in its status as an exemplar of evolving rural education in Washington, its architectural integrity, its intact nature and its focus as a local cultural anchor.

Substantial white settlement in the Loon Lake area commenced in the 1870s founded on a local economy of mining, agriculture, logging, lumber milling, and ice cutting. As in other developing regions, education was important to the local population as evidenced by a succession of attempts to establish a school. The effort succeeded in 1889 when, on May 6, a local district was approved (this was prior to the platting of any towns in the immediate vicinity.) A succession of improving school structures for the Loon Lake area continues the reflection of regional patterns. Classes were initially held in a log structure until a two-story frame structure was erected (date uncertain.) By the latter 1920s the school board determined that the second building itself required replacement (perhaps due to fire hazards and generally deteriorated condition). Bonds in the amount of \$8,000 were issued, probably in June of 1928, at a rate of 5.5% and redeemable on June 15, 1948. The new building seated its first classes in the 1930 academic year. Unlike its predecessor, the school offered those first classes modern conveniences such as indoor plumbing and electric lights.

Review of the 1930 County Superintendent's annual report from Loon Lake District to the State Superintendent of Public Instruction reveals a variety of data about the school which provides some perspective on its role in the early 20th century rural educational environment. In 1930 Loon Lake School District was identified as District 183, the result of a consolidation of districts 153 and 83 effective that year. A total of 69 students was distributed through grades one through ten; there were no junior or senior high school students that year. Instruction was offered by a staff of three, two female teachers (annual salary \$1,058) and a male who may also have served as principal (annual salary \$1,350.) The nine-month academic year comprised 174 actual days of instruction. Concerning the building itself, it had a seating capacity of 60, an estimated value (together with its site and unspecified related buildings and equipment) of \$8,600, and was insured (along with its contents) at \$6,000. Its inventory included 350 text books and 300 reference and other books. It cost \$4,754.10 to operate the school in 1930 in a district with an aggregate assessed valuation of \$300,590.

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It is interesting to note that, perhaps as a result of the onset of the Great Depression, the assessed valuation of the district as well as the level of teachers' salaries were substantially reduced from those cited in the 1928 Superintendent's report.

The school has served continuously from its opening through the 1991-1992 school year. While the Loon Lake district has an unbroken history of 100 years as a political entity, it has been involved in several consolidations. These have been reflected in changes in the school's level of service. At one time the school served classes through the tenth grade. This was reduced to eighth grade service at an undetermined time. In 1970 the school's scope was reduced again, offering classes only through the sixth grade. This year will mark the final academic use of the school (for kindergarten through second grade classes) when it is replaced by an adjacent new building, continuing the pattern of evolution which saw it supplant its predecessor.

The architectural fabric of the Loon Lake school demonstrates a remarkable degree of integrity, both inside and out; few changes distinguish it from its appearance when it opened in 1929. As the community's fortunes have waxed and waned, the school's constancy of form has been incorporated as a significant element in the local scale by which the measure of change is taken. Too, because of its age and its integration into the life of the community over time, it has become a revered landmark and, along with the nearby 1911 Congregational Church, is the only tangible link the local community has with its architectural heritage.

Many of the school's former pupils continue to reside in the area and of those who do not, many maintain an active interest in the building (demonstrated by the wide geographic distribution of requested information concerning efforts to preserve the school). In part these individuals relate to the school as the building in which they received the educational foundations of their lives. However, they also perceive it as a vital community nexus. Here they voted, attended dances, and held any number of other events which taken together go far in establishing and maintaining a sense of community. To them, Loon Lake school manifests many of the abstractions implicit in the concept of community.

A reverence for public education has been one of the hallmarks of American cultural expansion. Institutionalization of that reverence in the Northwest Ordinance of 1787 ensured that as American civilization moved westward, the process of settling public lands would fund the simultaneous establishment of schools to serve the new populations. The schools were accorded front-rank importance in inculcating and perpetuating the cultural values of the more settled regions. Thus, education as an institution was a strong influence in welding the huge area of the continental United States into a largely unified entity both culturally and politically. The Loon Lake school district is an excellent example of that process at work. Founded toward the end of the pioneer settlement

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period, it has survived into the present as a functioning entity. Its history demonstrates the evolution of one of our most fundamental cultural building blocks. The Loon Lake school building is significant as the manifestation of that phenomenon, providing a physical link with the community's educational history. However, the school has also served the community in a larger sense. Because it has endured over time as a center for community activities, the school has become important locally not only as a symbol of the concept of community but of the community itself. The remarkably intact nature of its architectural fabric substantially abets the intrinsic cultural value of this property.

The Loon Lake School meets the registration requirements established for the property type in the Rural Public Schools in Washington State Multiple Property Documentation Form.

9. Major Bibliographical References

Bonstrom, Sue Lani W., "Survey of Loon Lake School, Loon Lake, Washington for the Heritage Resource Center," ALSC Architects, P.S., Spokane July 16, 1990
"County Superintendent's Annual Report to Superintendent of Public Instruction, State of Washington," report for the year ending 1928
Travis, Lorinda, undated and untitled typescript

See continuation sheet

Previous documentation on file (NPS):

- preliminary determination of individual listing (36 CFR 67) has been requested
- previously listed in the National Register
- previously determined eligible by the National Register
- designated a National Historic Landmark
- recorded by Historic American Buildings Survey # _____
- recorded by Historic American Engineering Record # _____

Primary location of additional data:

- State historic preservation office
- Other State agency
- Federal agency
- Local government
- University
- Other

Specify repository: County school records
State archives

10. Geographical Data

Acreage of property 4.65 acres

UTM References

A	Zone 10	Easting 453020	Northing 5323320
C	Zone	Easting	Northing

B	Zone	Easting	Northing
D	Zone	Easting	Northing

See continuation sheet

Verbal Boundary Description That section of the Southeast quarter of the Southeast quarter of Section 28, Township 30, North, Range 41 East, W.M. in Stevens Co., Washington described as follows: commencing at the Southeast corner of said Section 28, thence along the East line of said Southeast quarter, N 0 degrees 2 minutes, 15 seconds W for 640 ft., parallel to the South line of said SE quarter, N 89 degrees, 46 minutes, 58 sec. W for 30 ft. to the Point of Beginning for this description; continuing N 89 deg.. 46 min., 58 sec W 610 ft; thence parallel to the East line of said See continuation sheet

Boundary Justification The legal description of the property is used as the boundary description because it includes the open area historically associated with the school in its period of significance. A surround of open space is essential to properly convey the school's traditional image. It reflects both the school's need for play fields and its heritage as a rural facility located in a sparsely populated area with a tradition of low density, large lot development patterns.

See continuation sheet

11. Form Prepared By

Name/title Brent Lambert
organization Loon Lake Historical Society
street & number Post Office 26
city or town Loon Lake

date May, 1992
telephone (509) 233-8232
state WA zip code 99148--0026

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Verbal Boundary Description (cont'd)

Southeast quarter, N 0 degrees, 02 minutes, 15 seconds W for 307 ft.;
thence parallel to the South line of said Southeast Quarter, S 89 degrees,
46 minutes, 58 seconds E for 610 feet; thence parallel to the East line
of said Southeast quarter, S 0 degrees, 02 minutes, 15 seconds E for 357.05
feet to the Point of Beginning.