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Multiple Property Documentation Form

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

Rural Public Schools in Washington from Early Settlement to 1945

B. Associated Historic Contexts

Rural Public Education in Washington from Early Settlement to 1945

C. Geographical Data

The State of Washington.

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.

J. J. [Signature], DSHPO

5-20-87

Signature of certifying official

Date

Washington State Office of Archaeology and Historic Preservation

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.

see continuation sheet for signature

7-19-87

Signature of the Keeper of the National Register

Date

Cover only

E. Statement of Historic Contexts

Discuss each historic context listed in Section B.

Introduction

The history of public education in rural Washington closely parallels the history of American settlement in the state. Although a few schools were established by the British Hudson's Bay Company and by frontier missionaries before the Oregon Treaty of 1846, the common school system was a product of territorial and state laws and reflected the settlers' strong belief in universal free education.

Background

Permanent American settlement in Washington began in the years just prior to 1850 when the present boundary with British Columbia was established. Most early settlers to the Oregon Territory, however, followed the Oregon Trail west along the Snake and Columbia Rivers to the fertile Willamette Valley; only a few continued north to the prairies of the Cowlitz Valley or further north to the forested shores of Puget Sound. Subsistence farming provided a minimal standard of living for some pioneers; other small communities in western Washington developed around lumber mills or fishing operations. Geography kept these early settlements isolated, separated from one another by water and dense forests and hemmed in by the Cascade Mountains to the east and the Olympic Mountains to the west. Fewer than 1,000 settlers lived in the area in 1850.

East of the Cascades, settlement was effectively precluded before the end of the Indian Wars of the 1850s. Afterward, agricultural settlement slowly developed along the Spokane, Snake, Columbia, and other rivers. Encouraged by the Homestead Act of 1862, settlers in eastern Washington established livestock ranches and wheat farms. Rural communities developed as trading centers for the agricultural regions or as supply centers for the Northwest mining industry. But, even more than in the western part of the state, the communities of central and eastern Washington were widely scattered and economically isolated.

The real stimulus to growth--and the force that unified the region--was the arrival of transcontinental rail lines in the 1880s. As a result, the state's largest settlements grew rapidly into cities and rural areas were able to ship their natural resources or commodities to a national market. By the 1880s as well, irrigation systems (often promoted by the railroads) had begun to convert the arid central Yakima Valley into a prosperous fruit and vegetable region and new communities developed along the central spine of the state in the 1880s and later.

But, despite economic integration, rural areas throughout the state remained physically independent. In this context, the public school was an important focus of community life, an element of cohesion and identity. At the same time, it was a rare cultural link with the laws and traditions of the entire state.

Organization of Multiple Property Group

The multiple property documentation form identifies one historic context--rural public education in Washington--and several related but discrete property types which are significantly associated with the context. The three property types are the schoolhouse (which includes grounds, sheds, and privies), the teacherage, and the gymnasium. The context statement outlines general historic developments related to the theme. The discussions of the property types include a description of physical characteristics, an evaluation of significance, and a template of registration requirements for each property type.

Historic Context

The First Schools: Public education in Washington predated statehood by 40 years. In 1849, the Oregon Territorial Legislature enacted the first school law for the region and laid the foundation for a common school system in the Pacific Northwest. Even before that, however, schools had been built by pioneer settlers. The earliest school in the Northwest was reputedly established at Fort Vancouver in 1832 and was taught by John Ball, a Yankee settler who came west with the Wyeth party. The school, which served several

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dozen children of traders and laborers, did not last more than a few seasons. But it underscored the importance of education on the frontier.

The same concern with education was reflected in a school established in 1836 near present day Walla Walla by missionaries Marcus Whitman and H.H. Spalding. Whitman's work continued for the next decade; between 1838 and 1846, he established six schools for Indian children. Not all of the earliest schools were established by white settlers, either. Spokane Garry established a school near Spokane Falls in the 1830s; the schoolhouse was described as a 20 by 50 foot framework of poles covered with tule mats (Bolton and Bibb, p. 33-42).

Common Schools in the Oregon Territory: Although these early schools established a tradition of education in the area, a common school system was not created until the establishment of the Oregon Territory in 1848. Like other territories created after the passage of the Ordinance of 1785, Oregon was required to reserve the 16th section of each township for school purposes. In addition, for the first time in American history, Congress required the territory to reserve a second section--the 36th of each township--for school purposes. But it was left to the territorial legislature to implement an actual school system.

The legislature acted quickly. During its first session, the body enacted the School Law of 1849. The legislation reflected the precedents of Eastern states and provided the following: a common-school fund financed through the sale of school lands; the creation of school districts with the power to levy taxes; a territorial superintendent of schools to provide unity to the system; and district school boards and county school superintendents to hire teachers, erect schools, and develop curriculum.

Very few schools north of the Columbia River were organized under the provisions of the law because of the sparse population. The 1850 census of the Oregon Territory reported three schools in present-day Washington: two in Clark County (including a private school associated with the Hudson's Bay Company) and one in Lewis County. According to the census, the schools were taught by four teachers and enrolled 24 pupils (Bolton and Bibb, p. 44). Several other schools were established in the early 1850s, including the first so-called "American" school in Vancouver (1852-53) and several rural schools in western Washington. But, throughout the territorial period, distinctions between private and public schools were blurred. Some so-called "public" schools charged tuition from students before an official school district or a sufficient district fund had been established. However, these schools were often direct antecedents of the public schools that followed.

The impetus for creating a public school came from the settlers themselves. Settlers in Washington were aware of the Oregon school law and began to organize districts, sometimes before the need for schools arose. One Thurston County pioneer reminded his fellow settlers in 1852 that "there are several hundred dollars of school funds in the county treasury and that every district by organizing can have their share whether they have a school or not" (Bibb, p. 1).

The organization of the early districts followed a common pattern. "A group of settlers interested in the education of their children would call a meeting of the heads of the families in the neighborhoods, elect directors, secure a place for holding a school, raise money by taxation or voluntary contribution for support of the school, employ a teacher and open a school" (Bowden, p. 13). The group would then petition the county superintendent to form a district. Land was often donated by a settler and the first schoolhouse was built through community labor.

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The first true public school in Olympia--and among the first in the territory--was started in 1852 and followed the familiar pattern. A district tax was levied to finance construction of a frame schoolhouse and to pay a teacher's salary. The unusually heavy snows of the first winter, however, proved too much for the structure; the roof collapsed and the building lay in ruins the day after Christmas, 1852. Interestingly, the town's new Methodist minister preached his first sermon from the little building only hours before the collapse, illustrating the importance of early school buildings in the general social life of pioneer Washington communities (Bolton and Bibb, pp. 44-47).

Public Schools in the Washington Territory: When Washington was separated from Oregon in 1853, the new territory followed Oregon's lead. The organic act which established the territory required the reservation of two sections in each township for school purposes. At the first legislative session in Olympia in 1854, lawmakers called for a common school system and passed a basic school law that essentially duplicated the provisions of the Oregon law of 1849 (Rayner, p. 164).

The Washington law of 1854 established a common school fund accrued from (1) the sale of federal school lands, (2) a county tax, and (3) additional district taxes (used, among other things, to build schoolhouses). But despite different sources of funding, the law stressed local control under the administration of county superintendents. Elected by county voters, superintendents established district boundaries, certified teachers, apportioned school funds, and preserved school lands. Later legislation amended the act, but the law remained the basic doctrine during the territorial period (Bolton and Bibb, pp. 56-57).

As settlement grew, so too did the number of schools. Quality varied from county to county and district to district. But, in general, the territory's school system remained weak. Although the position of territorial superintendent was filled in 1861, the job was abolished a year later. Instead, the various county superintendents were given freedom to create a school system in their jurisdiction. County superintendents were ill-equipped and underpaid; standards for teachers and school buildings were lax; and many districts lacked money to conduct school more than one or two months a year.

Generally, the first public schools in western Washington were built about a decade earlier than the first schools in eastern counties, reflecting settlement patterns. By the mid-1850s, public schools were conducted in Clark, Cowlitz, Lewis, Island, Jefferson, King, Pierce, and Thurston Counties; in the 1860s the first public schools were established in Columbia, Skamania, Spokane, and Walla Walla Counties; and in the 1870s in Garfield, Stevens, Yakima, and Whitman Counties (Bolton and Bibb, pp. 65-72).

Historians have few clues about the condition of these early schools. The county superintendents almost uniformly failed to report to the governor concerning the status of education in their jurisdictions. However, a rough idea of these early schools can be gleaned from the comments of contemporary observers. That evidence suggests that the earliest public schools were located along well-travelled roads in rural regions or in towns. Initial monies often came in the form of voluntary donations. The earliest King County school, for example, was taught by Catherine Blaine and funded by "a subscription" from area residents because the school district had not yet been organized. "We have a few generous hearted men here," it was noted (Bibb, p. 89).

In many communities, the first public school classes were held in stores, courthouses, and churches until the official district school was built (Bibb, p. 95). For example, the first district in Garfield County was organized at a meeting in a blacksmith shop and the first school was held in a log cabin five miles south of Pomeroy. In Stevens County,

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public school was first held in the courtroom of the county courthouse in 1862 (Bibb, p. 94). The first school in Snohomish County was conducted at the school teacher's home (Bibb, p. 95). With the passage of time, of course, actual schoolhouses were built in many districts and records indicate that the structures were usually simple frame or log structures with a gable roof and a single, undivided interior classroom. The whole community helped with the construction and even made the furniture.

Without a territorial superintendent, the growth of public schools was haphazard. But the problem eventually attracted the attention of the territorial leadership. In 1871, Governor Salomon requested the reinstatement of a territorial superintendent, noting that without that position school "facilities are not what they might be" (Bibb, p. 75).

The governor's sentiments were widely shared, and in 1872 a territorial superintendent was appointed. The superintendent's first task was to discover the scope of public education in the territory. In his initial report, the superintendent recorded 222 districts, 157 schools, 144 schoolhouses, and nearly 4,000 pupils. School terms ranged from a single month to a half year, and conditions varied widely (Bolton and Bibb, pp. 75).

During the following decade, the quality of public schools improved and some degree of standardization entered the system. In 1877, the legislature established a territorial board of education, required greater responsibility for the county superintendents, and established a format for the first graded schools. One year later, the territorial board adopted a recommended course of study and further refined the division of graded schools into primary, intermediate, grammar, and high school sections.

The new system affected schools across the state but the establishment of graded institutions remained a mostly urban phenomenon. According to the superintendent's reports of 1881, the typical rural or small town public school was ungraded, with a term of about four months, and a single teacher. (Teachers were evenly divided between men and women.) Some rural districts received donations of schools and grounds; others rented space or built schools with money raised through district levies (Rayner, p. 166).

In any event, the costs were not great. For example, in 1881 the six schools and grounds in Clallam County were worth a total of about \$600. But if modest, rural school buildings were increasingly like those in Columbia County in which nearly all the districts had "neat and comfortable buildings." The Jefferson County report for that year presented an optimistic portrait of the school situation: "The schools in this district are in a flourishing condition at present....There are six organized districts in Jefferson County in all of which school has been taught three or more months a year....The district schoolhouses are so distributed over the county as to make nearly every man in reach of a schoolhouse and with few exceptions these schoolhouses are comfortable." Other county superintendents reported by the early 1880s that the schools were growing and improving even in remote logging regions although poor attendance, poor teachers, and poor conditions continued to plague a number of districts throughout the territorial period (Bolton and Bibb, pp. 77-82).

As population grew, schools grew in number and the role of the schoolhouse in rural areas expanded. The schoolhouse was commonly the primary civic structure for miles around and often the only local institution supported by public monies and labor. Community residents often helped maintain structures and board teachers. The schoolhouse commonly served as meeting place for political, religious, and other civic gatherings. As such, it assumed a role in the cultural life of rural Washington not unlike that of the small country church.

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Graded Schools and Rural Education: Territorial legislation divided graded schools into four broad classifications, each of which was further subdivided. The graded system began with primary school which was divided into two grades. Above the primary level was the intermediate level, which contained a succession of three grades. The next most advanced level was grammar school, which consisted of two grades. Finally, the system ended with high school which was initially divided into two grades. The system established the graded progression of academic studies which characterizes public education today.

Despite legislation, most rural Washington schools remained ungraded during the territorial period. Only ten schools located in urban districts in seven counties--King, Pierce, Thurston, Clark, Columbia, Jefferson, and Klickitat--were graded in 1881 (Bolton and Bibb, p. 82). But the evolution of graded schools was a significant trend that slowly grew in the 1880s and helped distinguish rural public schools from their urban counterparts.

As statehood approached, public schools in Washington cities became increasingly specialized, implementing graded curricula and building separate schools for the various levels. In this way, the familiar hierarchy of schools (primary, grammar, and high school) evolved. Indeed, in districts of 500 or more students, territorial law required the establishment of a graded school system. In recognition of the growing complexity of urban school systems, the territory also required cities to maintain independent school superintendents, freeing city schools from the regulation of county school administrators.

By contrast, rural schools remained largely ungraded. Even at statehood, most rural counties had no graded schools whatsoever. In 1887, on the eve of statehood, only 32 graded schools had been built in Washington, none in rural districts (Bolton and Bibb, p. 82). Although legislation of 1877 allowed the formation of "union schools"--that is, graded schools built to serve two or more districts--few rural areas took advantage of the law initially.

Even without adopting graded schools, however, standards in rural schools began to improve on the eve of statehood. Teachers, for example, were required to have training in reading, writing, orthography, arithmetic, English grammar, physiology, and U.S. history. In addition to these requirements, territorial legislation mandated that "manners, morals, health, exercise, ventilation, and temperature of the schoolroom" be considered in every classroom. Territorial textbooks were listed by the territorial superintendent and included Barnes' History of the United States. Rural schools followed this curricular program well into statehood, while city schools adopted graded plans that emphasized a more demanding progression of academic studies (Bolton and Bibb, pp. 98-99).

Rural Public Schools After Statehood: At the beginning of the territorial period, the few schools in Washington were scattered mostly in the southwestern counties. By the end of the period, hundreds of districts existed in 22 counties (Bibb, p. 79). By statehood, over 1,000 schoolhouses had been built across the state (although 117 districts were still without any structures). Fewer than 50 districts were graded; ungraded rural schools remained the norm. But other improvements were noted: by statehood, a state teachers' organization had been formed, the state had adopted an approved course of study, and teacher certification had been strengthened. (Indian children were educated largely outside the common school system in special boarding schools run by the various reservation Indian agencies. These schools are discussed in other parts of the statewide comprehensive plan and fall outside the theme of this context statement. However, some Indian children attended the local public schools, which received federal money in return. See Bowden, p. 479.)

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When the first state legislature convened in 1889, it adopted many of the territorial school laws with only slight modification. But the state constitution required a state superintendent of public instruction. The presence of the superintendent reinforced the trend for the state to assume more control of the school system and to relieve counties of some of their responsibilities. In addition, the first legislature created a system of state normal schools to train public school teachers.

During the first decades of statehood, rural schools improved markedly. Promoted by superintendent C.W. Bean and Governor John Rogers, the "Barefoot School Boy" law of 1895 helped insure that funding between rural and urban schools was more equal. Primitive early schools of log were gradually replaced by frame and, increasingly in the 20th century, by brick to meet demands for fire resistant building materials. In 1908, for example, 132 of the state's schools were log structures, 146 were brick, 2,604 were frame, and six were stone. As superintendent Henry Dewey commented in 1908, "Great improvement in school architecture has been made during the past 10 or 15 years." School buildings, he reported, are "more sanitary, better lighted, heated, and ventilated," reflecting a growing concern with the health and safety of school children. Dewey was especially concerned with increasing the number of brick and stone schoolhouses. As he noted in his report of 1908, "Not only does the erection of a frame building establish a serious fire hazard which menaces the lives of little ones, but when erected with borrowed funds constitutes an unethical practice for it leaves a debt without a compensating asset." Several years later, Dewey advocated the use of masonry schools patterned on standardized plans (Rayner, p. 178).

State superintendents proved to be strong figures who demonstrated a concern with the quality of rural education. In the early 20th century, the Progressive movement influenced the administration of superintendent Josephine Preston whose tenure (1913-1928) was marked by a concern for the quality of country schools. Preston initiated a movement to construct teachers' cottages--known as teacherages--which were built in hundreds of districts during her term (Bolton and Bibb, 116-118). Increasingly, rural schools built gymnasiums and other ancillary structures to address students' physical and social well being. New schools themselves were larger, hipped roof, multi-classroom structures with ample windows, indoor plumbing, and other modern features.

High Schools: The earliest high schools in Washington were established in the territorial period. Dayton in Walla Walla County established the first high school in the territory (1880). Seattle's first high school was established shortly thereafter. Both schools followed the suggested two-grade curriculum adopted by the territorial board of education. After statehood, a four-year high school curriculum was approved. But by 1892, only five communities had four year high schools: Fairhaven (now Bellingham), Olympia, Seattle, Spokane, and Tacoma (Rayner, p. 175). Only five other districts offered any courses beyond the two-year grammar school curriculum.

The initial slow growth of high schools in the rural parts of the state was understandable. The development of high schools was predicated on large student bodies and well financed districts. But as population grew and urban areas expanded, the number of high schools in Washington exploded. Although in 1889 there were only six high schools in the state, by 1900 there were 47. Remarkably, the next fall there were 76. By 1910 there were over 300 high schools in the state, and in 1915 over 500, some in rural areas. In fact by 1920, Washington had a greater percentage of its school age population in high school than any other state in the Union (Bolton and Bibb, pp. 174-176).

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Consolidation: Although most high schools were located in cities and towns, the state provided two mechanisms for the development of high schools in less populated districts. The union schools discussed earlier were re-established by state law in 1890, and some districts took advantage of combining resources to create "union high schools." Generally, however, these union schools appeared in rural areas and small cities where several districts within a single area would combine facilities. By 1937, 46 union districts had been established.

District consolidation was also a popular mechanism in rural areas because it allowed smaller districts to combine resources to create graded schools and high schools. First established in the early 20th century, consolidated districts could provide schools in areas with sparse population and little money. By 1903, legislation authorized consolidation of districts to support high schools and grammar schools (Rayner, p. 175). Unlike union districts, consolidated districts could share an entire system rather than a single school. Although adopted early, the trend toward large scale consolidation did not accelerate until well into the 20th century. Consolidation resulted in the construction of schools far larger in size than the one, two, and four room schools commonly found in rural areas. However, as of 1937, of 1,609 school districts, 1,279 were located in rural areas without high schools, 842 districts still had one room schools, and only 405 were consolidated.

The final step in the evolution of the public school system in the first half of the 20th century was the development of junior high schools. Unlike high schools, junior high schools were almost exclusively a feature of the state's largest systems. Arising in the 1920s, the junior high school was slow to gain acceptance. By 1932, only 50 junior highs existed in Washington, none of these in rural areas.

Rural Schools at Mid-Century: While urban schools developed increasingly integrated educational systems as the century progressed, rural schools retained their community importance. Legislation during the early 20th century encouraged districts to allow community use of school facilities, and many rural districts made the schoolhouse available to civic groups and social clubs. Historic records indicate that the rural schoolhouse was the primary focus of community life through the Depression era. After World War II, however, increased school consolidation, the growth of a better highway network, and the decline in rural population diminished the importance of the school as a local meeting place or as an educational facility.

A last burst of rural school construction occurred in the 1930s when federal assistance, administered through the Works Progress Administration, led to the construction of new schools (including some striking new designs using local materials). According to one source, the WPA program invested "approximately \$13 million worth of new buildings at a comparatively small cost to the school district" (Pearson and Fuller, p. 1329). But in general, rural schools declined in importance after World War II and the ungraded one or two room schoolhouse became a historic curiosity on the rural landscape.

F. Associated Property Types

I. Name of Property Type Schoolhouse

II. Description

The construction of schoolhouses reflected the general pattern of settlement in Washington. School districts, often conterminous with survey townships, were established as soon as settlers arrived. The earliest schools in the territory were held in makeshift classrooms. Temporary facilities included crude log or frame cabins as well as houses, churches, or other existing structures until more permanent facilities were complete.

The first permanent schoolhouses were not much more elaborate. Built by the settlers themselves and characterized by simplicity of form and expediency of construction, the prototypical schoolhouse of the mid and late 19th century was a rectangular frame structure (sometimes log) with a gable roof, central entry in the gable end, sash windows on the side walls, and sometimes a belfry. In the earliest schools, the interior was a single, undivided space.

III. Significance

The schoolhouse is closely associated with all aspects of public education in rural Washington. Often the first, sometimes the only, and probably the most important public building on the rural landscape, the schoolhouse served at once as a local reflection of the evolving common school system and a center of community life. Districts were established shortly after initial settlement and construction of the first and succeeding schools were important milestones in community history. In addition to its role as a center of education, the schoolhouse was frequently the site of public assemblies, civic celebrations, church services, and other important events. But most importantly, the schoolhouse reflected the widespread belief in the value of universal education. As one writer noted, "In the East the first structures raised by settlers were churches, but in the West, where ethnic backgrounds and religious beliefs were more varied, education took priority. A community with a school was a community with a future." (Gulliford, p. 160).

The evolution of rural schoolhouse design in Washington reflects changes in the state's educational system. Before statehood, schools were clearly the province of local communities, built by the settlers themselves on land donated to the district. Individual

IV. Registration Requirements

To be eligible for listing in the National Register, a rural schoolhouse must strongly convey its historic character in both physical and associative ways and must have documented historical significance when evaluated within the context of rural community history.

Given the simple yet distinctive form of the schoolhouse type, eligible schools must retain integrity of scale, massing, roof shape, exterior cladding and trim, and fenestration in order to convey their historic character. Many character defining elements--expansive windows, bellfries, roof shapes, pedimented porch entries--are integral to the school's function and eligible properties will retain those features. Alterations must be carefully evaluated to determine the impact to the significant character of the structure. Additions or alterations to the schoolhouse completed during the period of significance may reflect the evolution of local education and should be evaluated within that context.

Ideally, eligible schoolhouses retain interior integrity, too. Character defining features include original floor plan, flooring and wall materials, trim, and blackboards. Retention of those features is desirable in eligible properties, but alterations should be reviewed to assess the impact on the overall character of the building.

Because location and setting are central to the character of the rural schoolhouse, moved properties will not be eligible except under extraordinary circumstances when the school is of unusual historical value and where the new location is compatible with the

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.

The Rural Public Education in Washington Multiple Property Listing and Historic Context is a component of the Washington Office of Archaeology and Historic Preservation comprehensive preservation planning process which has identified broad themes or patterns in Washington history. Education is one of these themes and Rural Public Education has been identified as a sub-theme.

The multiple property listing of rural school structures in Pierce County, Washington is based on a comprehensive historic survey of Pierce County conducted in the early 1980's by Caroline Gallacci, Historic Preservation Planner for Pierce County. In this countywide survey, numerous school structures were identified. Among all school structures identified in the survey, structures associated with rural public education emerged as distinctive property types.

Note should be made, however, that the context statement and description of associated property types addresses rural school structures across the entire state. It is intentionally broad to allow for evaluation of all schools. Site specific information should be provided on supplemental survey forms.

The historic context and property type statements were based on a review of survey data and relevant literature. The period of significance and geographical limits of the thematic context and property type encompass the entire State of Washington through its historic phase of development. The period of significance and geographical limits are

See continuation sheet

H. Major Bibliographical References

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See continuation sheet

Primary location of additional documentation:

- State historic preservation office
 Other State agency
 Federal agency

- Local government
 University
 Other

Specify repository: State Library, University libraries, Superintendent of Public Instruction

I. Form Prepared By

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II. Description (continued):

In 1877, the territorial board of education established a format for graded schools and, by the turn of the century, the first multi-classroom schools were constructed in rural districts. These larger schools were hipped roof structures with rectangular or square plans and bands of large, multi-paned windows. The front entry was often flanked by windows, adding a symmetrical formality to the school's appearance.

After 1900, the availability of pattern books and the recommendations of educators made the hipped roof schoolhouse the prevalent model in the state. A variation on the basic hipped roof building featured a cross gable element at the front entry. In some cases, as schools grew, a wing was added to the original block, forming an L or T shaped structure. Frequently a pedimented porch sheltered the entry.

Rural schools in Washington State were typically built of frame construction and clad in a variety of horizontal bevelled and drop sidings. Other materials were used far less frequently, although masonry construction was advocated in the early 20th century to insure greater fire safety. In 1908, school officials counted 2,604 frame schoolhouses in the state, 146 brick, 132 log, and six stone. By the 1930s, some school buildings were faced in stucco. Increasingly, however, rural schools were constructed of brick as the 20th century progressed.

School buildings were roofed with cedar shingles (often replaced in later years with composition shingles). Early schools had wood post and pier or stone foundations; some later schools rested on concrete foundations. Trim included simple door and window frames, window sills and hoods, and sometimes a plain cornice, almost always executed in wood.

Occasionally, the simple utilitarian form was supplemented with ornamentation or stylistic references. Rural schoolhouses in the Washington State Inventory of Cultural Resources include examples of the Neoclassical, Queen Anne, Georgian Revival, Tudor Revival, Rustic, Moderne, and other styles. But in all instances, style is subordinate to simple massing, a straightforward interior plan, and ample windows. As a rule, more recent schools are more likely to exhibit stylistic influence. Some of the most ambitious schoolhouse designs are associated with the WPA program in the 1930s when local materials were employed in the "rustic" idiom.

Rural schools were invariably built on a small scale, comparable in size to the other pivotal structures of rural community life--the church, grange hall, and general store. Although most schools were one story, some later schools were two stories and some had basements. The one room schoolhouse of the 19th century often gave way to the two or four room school at the turn of the century reflecting the expansion of graded curricula and the development of high schools in rural districts by 1910. The growth of a district was also reflected in the construction of gymnasiums, auditoriums, and teachers' cottages on the schoolhouse grounds (see related property types). After World War I, the increased movement toward consolidation led to the construction of larger rural schoolhouses which served several districts.

Rural schools throughout the period typically were located at the intersection of section roads or other highways conveniently accessible to the student population. The structures were often surrounded by acres of agricultural land or forests with a clearing provided for the adjacent playfield. In other cases, however, schools were located at small crossroads communities with a few neighboring structures like a

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store, church, or house. The playfield sometimes included an open play shelter, and, in later years, playground equipment like jungle gyms and ball field fences.

The interiors of rural schools were simple in both plan and finish. Plaster and lath walls were trimmed with wood baseboards, wainscoting, chair rails, picture rails, and window and door surrounds. Blackboards were mounted to the classroom walls. Indoor facilities sometimes included a cloakroom, storage space, and (in larger schools) indoor plumbing. Schools with more than one classroom had a central corridor with one or two rooms to either side. In the largest schools, second floors or basement levels provided extra space.

Integral elements of the schoolhouse type include privies, sheds, and stables built alongside the schoolhouse. Privies were utilitarian in design and construction, located a discrete (and sanitary) distance from the schoolhouse and generally built of wood box construction with horizontal or board and batten siding, a square or rectangular plan, and shed or gable roof. Many privies were large enough to accommodate three seats and occasionally had storage areas.

Stables date from the years when students rode to school on horse or mule and sheds were common features used for storage throughout the historic period. All shed and stable structures were built of common box or plank construction with horizontal wood or board and batten siding, gable or shed roofs, and dimensions which varied according to use.

The school grounds are inextricably connected with the schoolhouse property type as well. Early schools in Washington State sometimes had a simple open space or "yard" adjacent to the building, with few intentional design or recreational elements. Some school yards included wood fences and primitive play structures like jungle gyms, teeter totters, and swings. In the early 20th century, as educational reformers stressed the physical health of students, the outdoors was viewed as a learning laboratory and not just a playfield. Playgrounds were developed to include specific areas for field sports, play areas for younger children, as well as more consciously landscaped front yards.

In view of the temporary nature of the first schoolhouses and the inevitable toll taken by climate, age, and administrative indifference, schools from the mid-19th century are rare and have often suffered a loss of integrity. Schools built between 1889 and World War I are more common. Schools built after that have survived in fairly large numbers.

Threats to historic rural schools come in a variety of forms. Abandonment of school property has occurred since the 1930s when consolidation, improved highways, and a decline in rural population started a long term decline for independent rural school districts. Once abandoned, fire, weather, and vandalism were more likely to attack the vulnerable structure.

Many schools are not abandoned, but continue to serve as schools (inevitably with additions) or as community centers, homes, or businesses. To some extent, the ability to adapt schoolhouses to new uses has insured the survival of many structures. Given the form of the schools, conversion to a community center often inflicts less damage to historic character than conversion to a home or business.

Although new owners have found new uses for old schools, many schools have been saved because of the strong sentimental values attached to the buildings. More than any other historic rural building type, the historic schoolhouse represents the cultural heritage of the surrounding community.

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III. Significance (continued):

districts and superintendents exercised considerable autonomy. The gable roofed, one room schoolhouse is a reflection of that era of independence. Not until the late 1870s did the territorial board of education require greater accountability and establish a format for graded schools.

After statehood, rural schools increasingly adopted graded curricula, standardized programs, and consolidated facilities (particularly to accommodate high school classes). The evolution of graded curricula led to the construction of larger, hip roof structures with multiple classrooms.

In the early 20th century as population increased, progressive legislators, state school superintendents, and normal school officials aggressively advocated standardized school design, better classroom facilities, fireproof construction, and facilities for physical education and teacher housing. As a result, schoolhouses from the early 20th century were built increasingly of brick and reflected the spacious, well-lighted designs advocated by the educational reformers. At the same time, classroom space expanded to meet state requirements and improved curriculum and the hipped roof structure of the period reflects that growth. At the same time, legislation encouraged the use of the schoolhouse for other community purposes.

As the state imposed more sophisticated educational requirements, and as transportation improved, consolidation accelerated. Many small district schools were usurped by larger facilities that accommodated more students and offered more diverse programs. But, during the depression, as some school districts curtailed construction of consolidated facilities, the WPA assisted in building a last group of distinctive rural public schools. These late rural schoolhouses are a significant harbinger of the role of the federal government in local education after mid-century. Ancillary structures included in the schoolhouse property type reflect the same pattern of educational development. Privies, for example, were a focus for educators concerned with the health and hygiene of students. Reformers in the early 20th century stressed the need for better sanitation and frequently linked the deplorable condition of privies with a decay in the morals of students. As a result, model privies were developed in the early 1900s and again during the WPA period, although it is unknown if these models were widely adopted. Nonetheless, the evolution of the facilities (and the adoption of indoor plumbing) conveys information about health standards of the period. Like privies, sheds and stables reveal information relating to the lives and activities of school children and the transportation modes of the era.

School grounds also evolved in a pattern that reflected the growth of the educational system. The simple yard of the one-room school often gave way in the early 20th century to more elaborately designed grounds, complete with fields for organized sports, playgrounds for younger children, and landscaped front yards. The grounds reflected the growth of organized sports, the emphasis on physical education, and the incorporation of outdoor activities into the school curriculum.

IV. Registration Requirements (continued):

historic setting. Properties moved during the period of historical significance may be considered for listing because survey data suggests that such moves were not uncommon.

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The schoolhouse property type includes privies, sheds, and stables as well as the schoolhouse, and an eligible school property ideally will contain well preserved examples of these integral features. Nevertheless, survey data indicates that the survival rate of these crude and sometimes temporary structures is not high, and a schoolhouse can be eligible even if the ancillary, utilitarian structures have been altered or lost. In addition to the structures, the schoolhouse property should ideally include the historic school grounds with sufficient integrity to reflect the period of development and the design intentions of the educators and builders.

Schools less than fifty years old will not normally be considered eligible for listing unless extraordinary historical significances justify inclusion. Structures associated with the WPA programs of the 1930s are exceptions to that rule because they reflect an important example of federal involvement in rural school design.

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I. Name of property type: Gymnasium and Play Shelters

II. Description:

The school gymnasium or play shelter is a building type associated with the expansion of rural education after the turn of the century and reflects increased concern with better school facilities, physical education, and the health of school children. Typically, the school gymnasium is a one story, rectangular structure with an undivided interior, high ceilings, and an unornamented exterior appropriate for both athletic activities and community assemblies. Although frame gymnasiums were common, many structures were constructed of brick, stone or cement. Roof forms include gable, hipped, and flat. Windows were often multi-paned and banded but are frequently placed high on the wall (in clerestory fashion) to minimize damage from athletic games. Play shelters are rectangular structures with gable roofs and open walls constructed of similar materials.

The gymnasium is a free standing structure often constructed later than the schoolhouse. Typically, the gym will share the scale of the school, but may reflect a different architectural character and employ different materials. A large number of gyms, for example, are constructed of masonry even when the associated schoolhouse is frame.

Frame examples generally feature the same horizontal wood siding that characterize the schoolhouse, but are rarely ornamented with applied details, like pedimented entries or cupolas. Occasionally, gymnasiums reflect particular styles. One of the most distinctive designs, for example, are the rustic gymnasiums built during the WPA era. But, regardless of period or style, architectural detail is secondary to functional concerns.

The interior of the gymnasium is often an undivided space, sometimes with storage rooms, closets, and lockers along the perimeter of the open court. The walls are often lined with wainscoting with multi-paned windows set high along the wall.

An unusual variation on the standard enclosed gymnasium building is the open sided, play shelter built in several Washington communities by the WPA. Typically, these structures feature massive gable roofs supported by heavy truss work with partial side walls constructed of native stone.

Since many gyms were constructed after the 1930s, many remain in good condition, although the structures are susceptible to deterioration when abandoned. Unlike the schoolhouse itself, the gym is rarely the focal point of community sentiment or pride.

III. Significance:

The school gymnasium or play shelter is a significant feature of rural school properties and is closely associated with the evolution of public education after 1900. Gymnasiums and play shelters represent an increased concern with the health and well being of school children, with the development of physical education, and with the increased use of schools for community gatherings.

Almost without exception, gymnasiums date from the 20th century and, as a result, represent the expansion and consolidation of rural school systems during that period. Progressive educational philosophies in the early 20th century viewed recreational facilities as a necessity for rural schools, and educators and state officials alike promoted the construction of gyms or shelters. After 1900,

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consolidation enabled more districts to provide separate gym buildings. Finally, the multiple uses of the enclosed gym--including its suitability as an auditorium and public meeting place--made gymnasiums an attractive feature to the community. During the depression, one of the main contributions of the WPA was to construct gymnasiums and play shelters in isolated rural districts where none existed.

IV. Registration Requirements:

To be eligible for listing in the National Register, a gymnasium or play shelter must retain its physical and associative characteristics and possess documented significance when evaluated in the context of rural education in the local community. Generally, gymnasiums and shelters are significant only when they are contributing elements of larger schoolhouse complexes. As such, the eligible gymnasium will be located on a property that includes a schoolhouse, school yard, and ancillary structures. But in certain exceptional cases the gymnasium may be individually eligible if the associated schoolhouse has lost integrity and the gym has discrete associations with the history of the school district.

Eligible gymnasiums and shelters will retain the utilitarian physical characteristics which define the type: simple massing; original roof shape; unornamented exterior of wood, stone, or brick; multi-paned windows; and an open interior with high ceiling. Gymnasiums with more distinctive architectural character, such as those constructed in the rustic style by the WPA, should maintain the characteristics of that style.

Gymnasiums which have lost some integrity (interior finishing or exterior trim, for example), but which are integral parts of well preserved school complexes, still contribute to the significance of the property. But gymnasiums evaluated for individual eligibility must retain a higher degree of integrity.

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intentionally broad so that the Multiple Property Documentation form is comprehensive in addressing all possible instances of associated property types throughout the state.

The typology of significant property types has been based on function and association with rural public education. The Multiple Property Documentation form has identified three discrete property types associated with the historic context. These property types were selected as a result of the close association of each type with rural public education. The school building is the obvious and most important manifestation of the historic context. Adjunct facilities, including the teacherage and gymnasium, important because they increase understanding of rural public education in Washington.

The standards of integrity for listing of representative properties were based on the National Register standards. In addition to National Register criteria, OAHP used information from research literature and survey information to arrive at specific standards of integrity.