

United States Department of the Interior  
National Park Service

# National Register of Historic Places 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.

Signature of certifying official

Date

5-20-87

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.

Signature of the Keeper of the National Register

Date

## 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

United States Department of the Interior  
National Park ServiceNational Register of Historic Places  
Continuation SheetSection number E Page 2

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.

United States Department of the Interior  
National Park ServiceNational Register of Historic Places  
Continuation SheetSection number E Page 3

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,

United States Department of the Interior  
National Park ServiceNational Register of Historic Places  
Continuation SheetSection number E Page 4

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.

United States Department of the Interior  
National Park ServiceNational Register of Historic Places  
Continuation SheetSection number E Page 5

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.)

United States Department of the Interior  
National Park ServiceNational Register of Historic Places  
Continuation SheetSection number E Page 6

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).

United States Department of the Interior  
National Park ServiceNational Register of Historic Places  
Continuation SheetSection number E Page 7

**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 coterminous 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

**United States Department of the Interior  
National Park Service****National Register of Historic Places  
Continuation Sheet**Section number F Page 2**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

United States Department of the Interior  
National Park ServiceNational Register of Historic Places  
Continuation SheetSection number F Page 3

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.

United States Department of the Interior  
National Park Service

## National Register of Historic Places Continuation Sheet

Section number F Page 4

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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.

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

**National Register of Historic Places  
Continuation Sheet**

Section number F Page 5

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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.

United States Department of the Interior  
National Park Service

## National Register of Historic Places Continuation Sheet

Section number F Page 6

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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,

United States Department of the Interior  
National Park Service

## National Register of Historic Places Continuation Sheet

Section number F Page 7

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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.

## 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

- Bibb, Thomas W., History of Early Common School Education in Washington, University of Washington Press, Seattle, 1929.
- Bolton, Frederick E., and Thomas W. Bibb, History of Education in Washington, Government Printing Office, Washington, D.C., 1935.
- Bowden, Angie Burt, Early Schools of Washington Territory, Lowman and Hanford, Seattle, 1935.
- Gulliford, Andrew, America's Country Schools, Preservation Press, Washington, D.C., 1984.
- Hanson, Howard, "Secondary Education in Washington Territory," Pacific Northwest Quarterly (41), October, 1950, pp. 342-351.
- Pearson, Jim B., and Edgar Fuller, eds., Education in the States, National Education Association, Washington, D.C., 1969.
- Rayner, George R., "Educational Development in the Territory and State of Washington, 1853-1908," Washington Historical Quarterly (18), July 1927, pp. 163-180.
- Schreibeis, Charles, Pioneer Education in the Pacific Northwest (1789-1847), Metropolitan Press, Portland, 1936.
- Troth, Dennis, History and Development of Common School Legislation in Washington, University of Washington Press, Seattle, 1927.

☐ 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

name/title Leonard Garfield, Arch. Historian, & Greg Griffith, Comp. Planning Spec.  
organization Archaeology & Historic Preservation date March 17, 1986  
street & number 111 W. 21st Ave., KL-11 telephone (206) 753-4011  
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United States Department of the Interior  
National Park Service

**National Register of Historic Places  
Continuation Sheet**

Section number   G   Page   2  

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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.

# SPECIFICATION OF LABOR AND MATERIALS

TO BE EMPLOYED AND USED IN THE  
CONSTRUCTION OF THE

## MODEL SCHOOL BUILDING

—FOR—

BOARD OF DIRECTORS

SCHOOL DISTRICT NO.

SCHOOL CLERK

---

HEATH & TWICHELL, ARCHITECTS

601 FIDELITY BLD., TACOMA, WASH.

## DEPARTMENT OF EDUCATION

### STATE OF WASHINGTON

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Olympia, March 1, 1908.

#### *TO SCHOOL OFFICERS:*

The legislature, at its last session, amended the Code of Public Instruction relative to construction of school houses. It is necessary that the plans and specifications of all school houses erected in this state hereafter (except in districts containing 10,000 or more inhabitants) shall be approved by the County Superintendent of Common Schools.

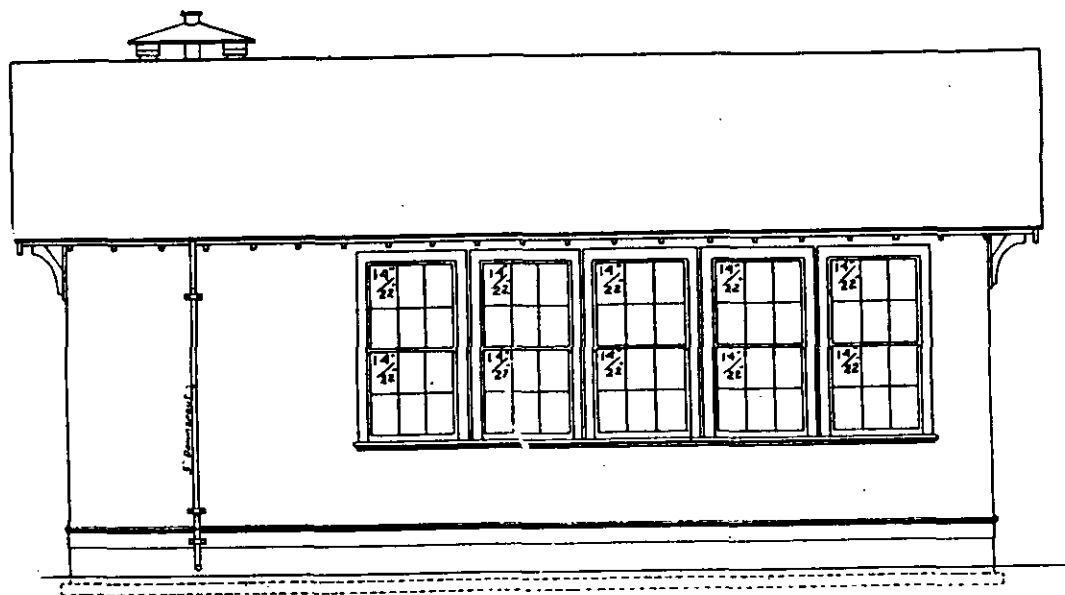
The plans and specifications for the Model One-Room Building were prepared by Mr. Frederick Heath, official architect of the Tacoma schools. He has given his services, without compensation, in the hope that the boys and girls of this state may be housed in buildings that are properly heated, lighted and ventilated.

As soon as practicable, pamphlets will be issued on School Room Decoration and School Grounds.

Is there any reason why such matters as School Architecture, School Grounds and School Room Decoration should not receive the careful attention of every school officer? By making our school houses and grounds more healthful and more attractive, we are helping to develop a higher citizenship. Let us remember that the boys and girls of today are the men and women of tomorrow.

R. B. BRYAN,

State Superintendent.



ELEVATION OF RIGHT SIDE.  
SCALE  $\frac{1}{4}$  IN = 1 FT.

· MODEL ONE ROOM SCHOOLHOUSE ·  
· FREDERICK HEATH · ARCHITECT ·  
· 504 FIDELITY BUILDING · TACOMA ·

# GENERAL CONDITIONS

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The Superintendent, employed by the Board of Directors, shall have full charge of the work, and work shall be executed under his direction and order. The Superintendent may require the contractor to remove from the premises such of his materials or work as in his opinion are not in accordance with the specification and drawings, and to substitute without delay satisfactory work and materials, the expense of doing so, and of making good other work disturbed by the change, to be borne by the contractor. He may require the contractor to dismiss forthwith such workman as he deems incompetent or careless. The contractor shall follow the Superintendent's instruction as to the time when various portions of the work are to be done, and as to the disposition and storage of materials. Any question arising as to the meaning and intent of the drawings or specification shall be referred to the Architect whose decision shall be final and binding.

The contractor is to provide all materials and labor necessary for the complete and substantial execution of everything described, shown or reasonably implied in the drawings and specification for his part of the work, including all transportation, scaffolding, apparatus and tools necessary for the same: all materials to be the best of their respective kinds, and all workmanship to be the best quality.

## MEASUREMENTS

The contractor is to set out his own work correctly and will be responsible for such measurements, and is to give it his personal superintendence, or keep a competent foreman constantly on the work.

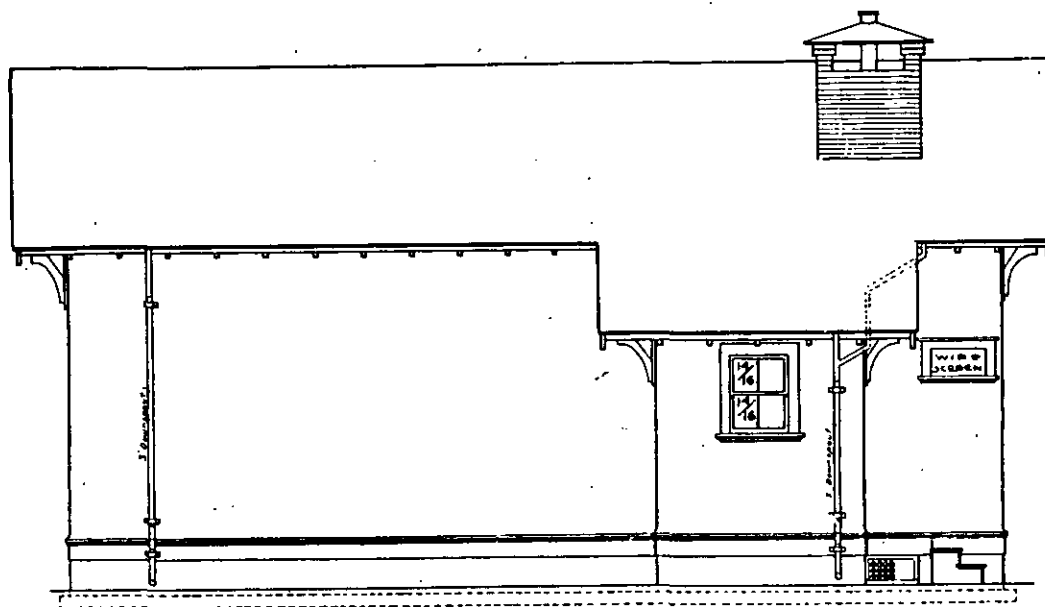
## ASSIGNMENTS

Sub-contractors or transfers of contracts shall not in any circumstances relieve the contractor of his liabilities under the contract.

Should any sub-contractor fail to perform in a satisfactory manner the work undertaken by him, the owner may annul and terminate such contract by giving the general contractor three days' written notice. The authorized superintendent of the owner is to have at all times access to the work. The contractor is to clear away from time to time the dirt and rubbish resulting from his operations, and to cover and protect his work and materials from all damage during the progress of the building, and deliver the whole clean and in perfect condition.

## NOTICE

Notice of any imperfection in the work given to the foreman in charge of any portion of the work, in the absence of the contractor, will be considered as notice to the contractor.



ELEVATION OF LEFT SIDE  
SCALE 1/4 IN = 1 FT.

MODEL ONE ROOM SCHOOLHOUSE  
FREDERICK HEATH ARCHITECT  
504 FIDELITY BUILDING TACOMA

#### **DAMAGES**

The contractor is to be solely answerable for damages to neighboring premises, or to the persons or property of the public, by himself or by his men, or through any operations under his charge, whether in contract or extra work.

#### **SMOKING**

All unauthorized lights and fires in the building, smoking, etc., and committing nuisance of any kind are prohibited, and the contractor and his foreman are expected to enforce these rules.

#### **DRAWINGS AND SPECIFICATION**

The drawings and specification are intended to co-operate, and notes and writings on the drawings concerning materials and workmanship are considered a part of the specification, whether mentioned in the specification or not.

### **INSTRUCTIONS TO BIDDERS**

The bids are to be delivered at the office of the Board of Directors, on or before.....

The successful bidder will be required to furnish a bond from a surety company for the full amount of the contract.

The owner reserves the right to reject any and all bids, and will accept the bid which in their judgment is the best.

### **FOUNDATION**

#### **FOOTINGS**

The footings for piers and walls to be of concrete, and to go to a depth to secure a solid foundation. The piers supporting center girder to be about 8 feet apart.

#### **CONCRETE**

The cement used to be "Alsen," "Condor" or other brand approved by the superintendent. All sand and gravel to be clean and gravel not larger than 1½ inches.

#### **MIX**

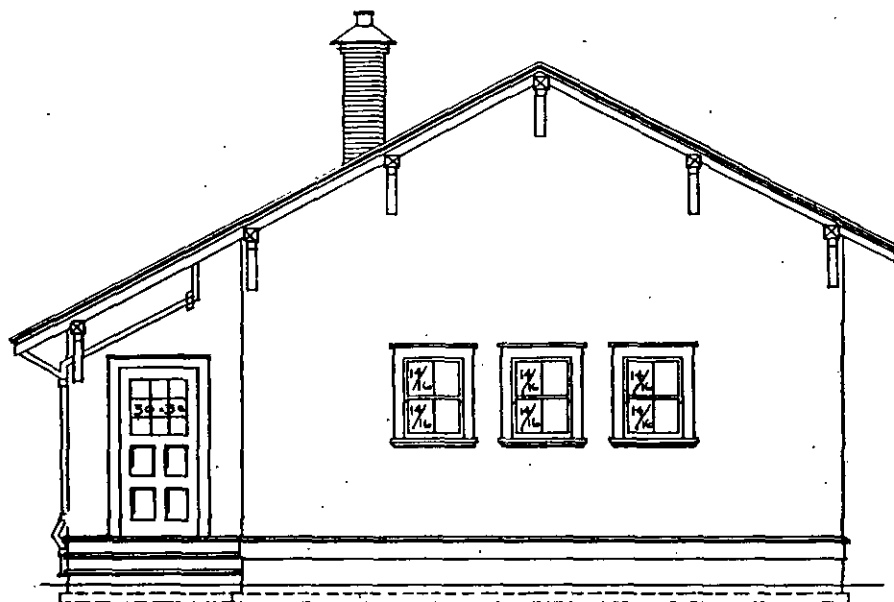
The concrete to be mixed 1 of cement, 3 of sand and 4 of gravel. All to be thoroughly tamped down. Turn over on the mixing boards three times and use plenty of water. Build the forms with well braced 1" stuff.

The outside face of walls to be plastered with cement mortar mixed 1 of cement to 2 of sand finished with float.

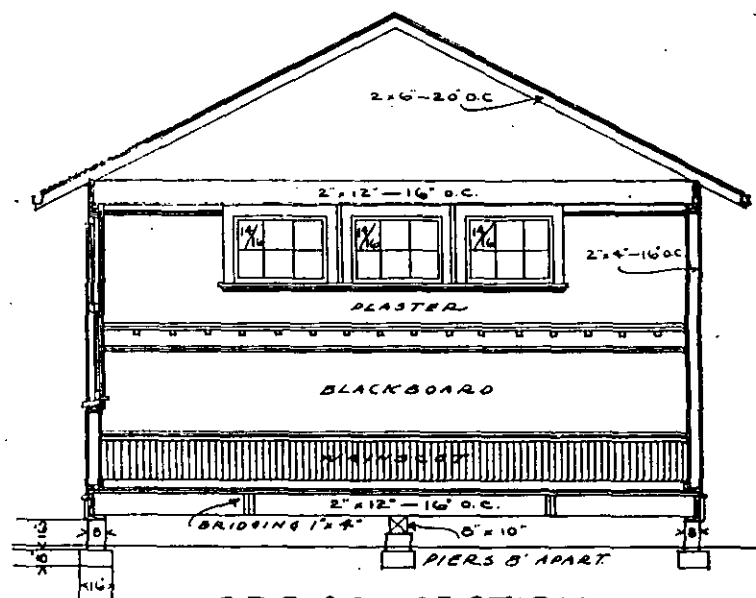
#### **BRICK WORK**

Build the heater room and chimney of well burned brick, laid in lime and sand mortar. Brick to be well bedded, and the end joints filled solid.

In the concrete foundation wall in front and rear put in 8x10-inch vent openings with galv. iron screens as shown.



FRONT ELEVATION  
SCALE 1/4 IN = 1 FT.



CROSS SECTION  
SCALE 1/4 IN = 1 FT.

MODEL ONE-ROOM SCHOOLHOUSE  
FREDERICK HEATH ARCHITECT  
504 FIDELITY BUILDING TACOMA



## SHEET METAL WORK

### SMOKE FLUE AND HEATER

The ceiling of heater room to be covered with  $\frac{1}{4}$ -inch asbestos boards, and then covered with bright tin with lock joints.

Over top of door place 32"x16" transom opening for admission of warm air to the room with No. 12 wire,  $1\frac{1}{4}$ -inch mesh screen.

Place a cast iron register in the cold air duct under the stove as shown. Register to be 18"x24" with revolving valves.

The stove to be heavy iron air-tight for wood, about 2' 8" in diameter, with cast iron bottom and top, lined with No. 18 iron, and to have a drum 2' 8" in diameter, and 3' high above. The fuel door to be in top of stove as shown.

For ventilating the room a 24"x18" cast iron register with valves is placed in the base of chimney between coat room and stove room at the floor level as shown. The smoke pipe is to enter the chimney as shown, and to be No. 20 black iron, with damper, and run up through the galv. iron cap on top to protect from weather. The door to the heater room to be covered on the inside with  $\frac{1}{4}$ " asbestos paper and then bright tin with lock joint. The jambs and the transom bar to be covered with the same material.

### DOWN-SPOUTS

Down spouts to be 3-inch No. 27 galv. iron, fastened to building with heavy straps, and turned out at grade with elbows.

### GUTTERS

The gutters to be hanging of No. 27 galv. iron, joints well soldered, carefully graded to down-spouts.

### FLASHING

Properly flash around chimney at roof line.

## CARPENTER WORK

### DIMENSION LUMBER

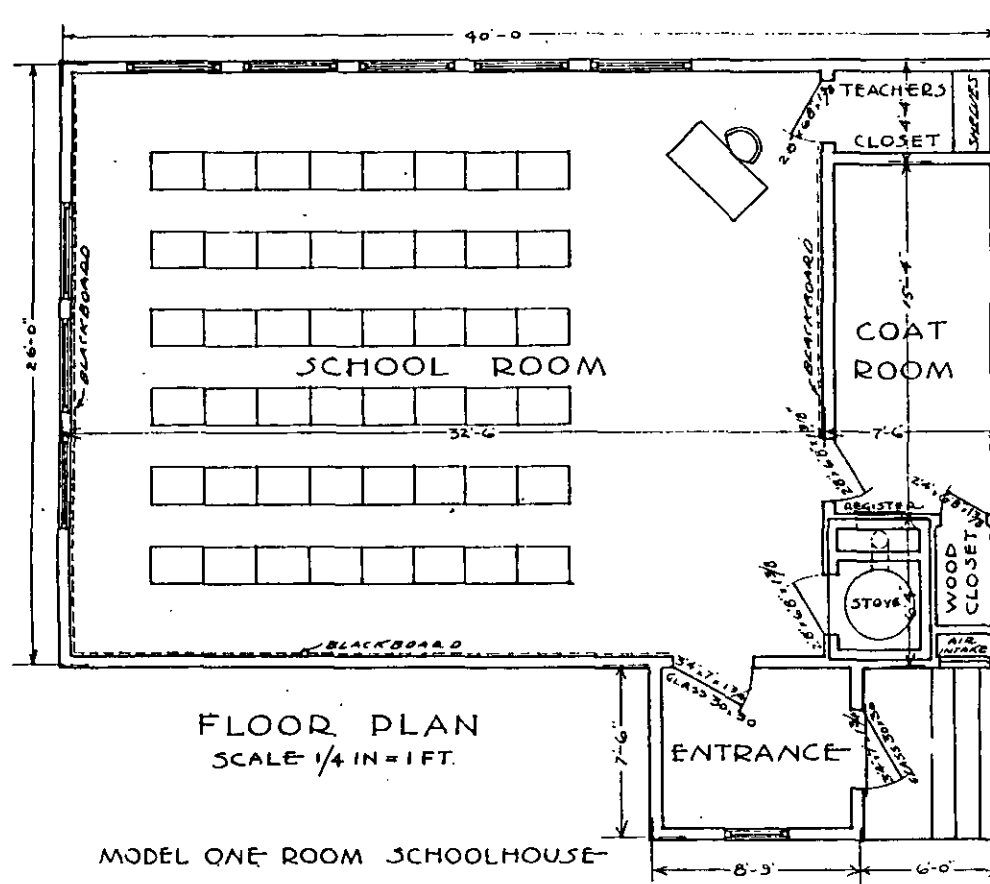
All framing lumber to be No. 2 common fir, free from knots and other defects that would materially weaken it for the various uses. All sized on one edge.

### JOISTS

Joists of floor to be 2"x12", 16" centers. 2"x12" for ceiling, 16" centers.

### BRIDGING

The joists to have two rows of 1"x4" truss bridging.



FLOOR PLAN  
SCALE 1/4 IN = 1 FT.

MODEL ONE ROOM SCHOOLHOUSE  
FREDERICK HEATH ARCHITECT  
504 FIDELITY BUILDING TACOMA.

#### STUDDING

All studding to be 2"x4", 16" centers. Double plates at top and single plate at bottom, cut in angle braces between studs at corners as long as space will admit. All corners to be framed 2" solid with long pieces and spiked every 2 feet.

Double stud around all door openings, the studs to be full length, the headers to be cut in between.

Properly trim for all register openings.

#### RAFTERS

Rafters to be 2"x6", 20" centers. Roof boards to be surfaced 1"x6" No. 2 common laid with 2-inch open joints, two 8d. nails to each rafter.

#### LINING FLOORS

The lining floors to be 1"x8" or 1"x10" surfaced No. 2 common and laid diagonally, nailed with two 8d. to each timber.

#### SHEATHING

The sheathing to be 1"x8" or 1"x10" No. 2 common surfaced, and nailed with two 8d. nails to each timber.

#### GROUND S

Put on 3/4" thick grounds for inside finish as shown by details. Put on with straight edge, and backed off and wedged out to form true lines. Place grounds for vent register.

#### FRAMES

The window and door frames to be made of thoroughly dry fir, stiles and sills V. G. No. 2 clear, 1 1/8" stiles, stiles housed into top of sills, door jambs 1 3/4", and all set in white lead. Prime all surfaces with white lead and oil before leaving shop. Sash to be fir, side stiles to extend below meeting rails. Sash to be oiled all over. Put in pockets for weights, cut in the inside run, all as per detail.

#### CORNICE

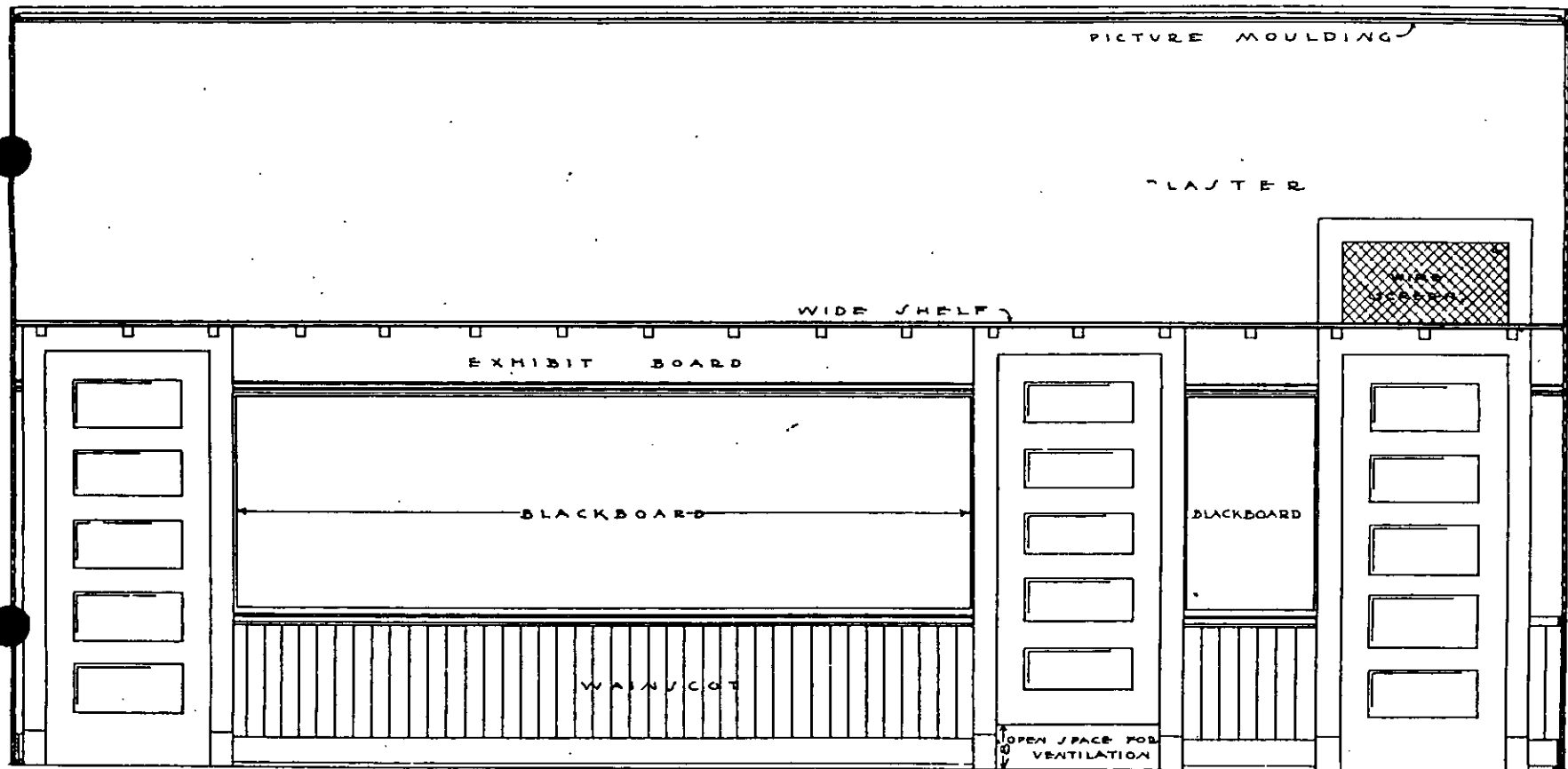
All the cornice material to be No. 2 clear fir. The gutter is to be hung as shown and carefully graded to downspouts. The rafter ends to be dressed.

#### SHINGLES

The shingles to be cedar, Star A Star, laid 4 1/2" to weather and nailed with two 3d. galv. nails to each shingle.

#### SIDING

Cover all the outside walls with 6" lap No. 2 cedar siding, laid 4 1/2" inches to the weather.



ELEVATION OF BLACKBOARD  
AND CLOSET DOORS.  
SCALE THREE QUARTERS OF AN INCH EQUALS ONE FOOT

MODEL ONE ROOM SCHOOLHOUSE  
FREDERICK HEATH ARCHITECT  
FIDELITY BUILDING TACOMA

## INTERIOR WORK

### FINISH WORK

All the interior finish to be No. 1 kiln dry fir, machine sand-papered and all places needing it to be hand smoothed on the job. Nail in place in the most substantial manner, setting nails for putty.

### FLOORS

The finish floors are not to be laid until all standing finish is on. All flooring to be strictly No. 2, V. G., 1"x4", M. & D. Matching shall fit tight so the surface will be even and smooth. High places to be smoothed off. The vertical grain shall in no cases be less than 45 degrees with the face. Nailed with 8d. common cut nails 16" centers.

### WOOD CLOSET

The walls of wood closet and air intake to be covered with 1"x4" No. 2 flooring.

### PAPER

For the 1st floor lay two-ply "Rex", P. & B., or other paper approved by the superintendent. Same paper under siding on outside walls, joints lapped 2".

### BASE AND WAINSCOT

Base and wainscot as shown on detail. The wainscot to be 1"x4", slightly rounded joint. The wainscoting in coat room to be 5' 6" high. Place 7/8" quarter round at bottom of all base, nailed to floor.

### BLACKBOARDS

The blackboards will be furnished and set by the contractor, to be 1st quality shaved slate, 42" high. The chalk trough to be placed 2' 6" from floor, above the black board place an exhibit board as shown with shelf above.

### PICTURE MOULDING

Picture moulding shall be placed in all rooms and hallway, one inch from ceiling line.

### CASINGS

Doors to have 1 1/8"x4 1/2" plinths, casings 7/8"x4 1/2", rounded corners. Windows stools 1 1/8" thick, V. G., apron and small moulding.

### DOOR

Door jambs 1 3/4" rabbeted. Door stiles V. G., panels slash grain, paneled as shown.

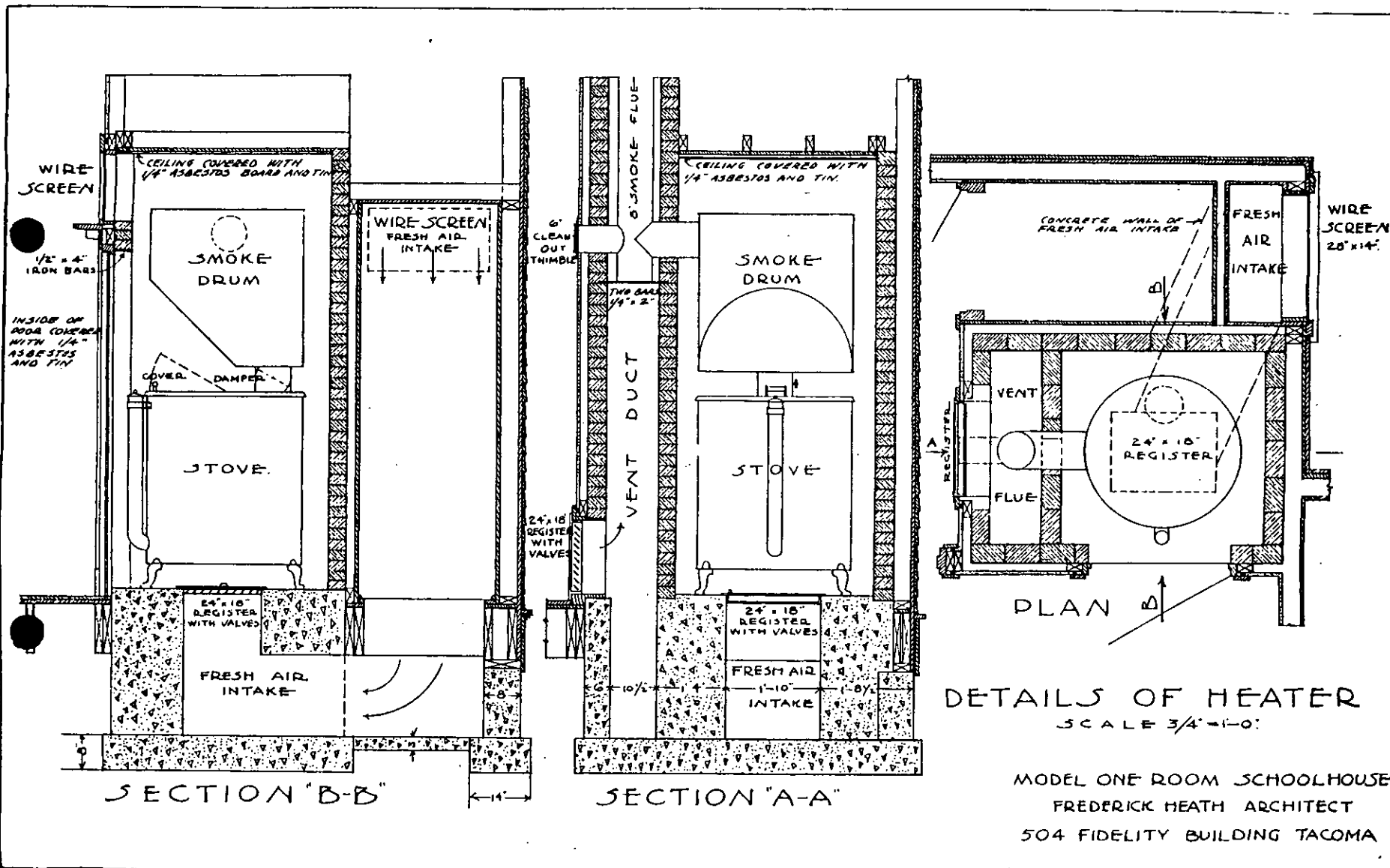
The door to coat rooms to be hung 8 inches above floor, the frames to be same as figured on the plans. This is to allow the air to flow from class room to coat room.

### REGISTER OPENINGS

Finish around all register openings with mitred casings.

### TEACHER'S CLOSET

Furnish the teacher's closet with five shelves and hook strips with 6 hooks.



## PLASTERING

### LATH

All lath to be fir, free from black knots, sap, bark and pitch streaks. Joints broken every 6th lath and nailed to every timber. Joints laid full  $\frac{3}{8}$ " open.

### PLASTERING

Contractor may use any of the following cement fibre plasters: Ivory, Aeme, Ideal, or Keystone. Mix one of plaster to three of sand. Applied strictly according to manufacturer's directions, and these directions shall be considered a part of this specification. Sand shall be sharp and clean. Use no lime. The work to be two coat work, the second coat to follow the first immediately, floated to an even and true surface with straight edge true to grounds, the finish surface to be made with a carpet float, special care being taken to make a perfectly even surface.

Plaster one coat back of all base and blackboards, and back-plaster back of wainscoting as shown.

### PATCHING AND REPAIRING

After the carpenter work and other finishing work is done the plastering contractor shall do all necessary patching and repairing free of charge, and in a very neat and workmanlike manner.

## PAINTING

### EXTERIOR

All work is to be primed within 48 hours after any portion of it is in place, this includes the siding.

All the exterior wood work and galv. iron work to have one coat of lead and oil paint, aside from the priming.

Putty all nail holes and other defects after priming.

### INTERIOR

The inside finish to have one coat of McCloskey's liquid wood filler, sandpapered, and one coat of \$2.25 interior finish varnish, well smoothed and left with gloss. The outside of entrance doors to be painted. Putty all nail holes carefully with yellow colored putty.

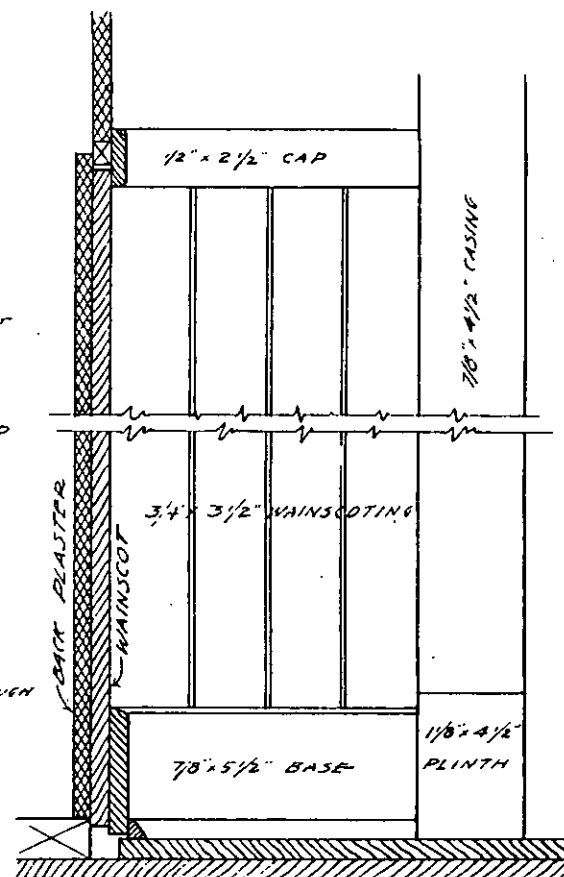
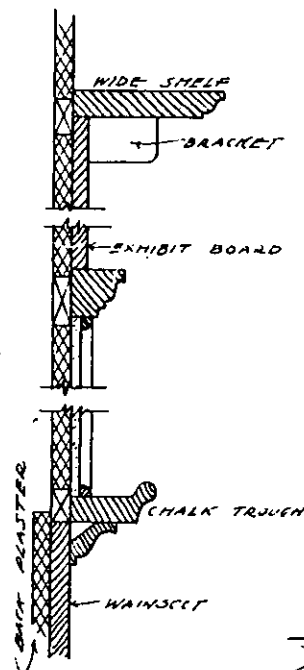
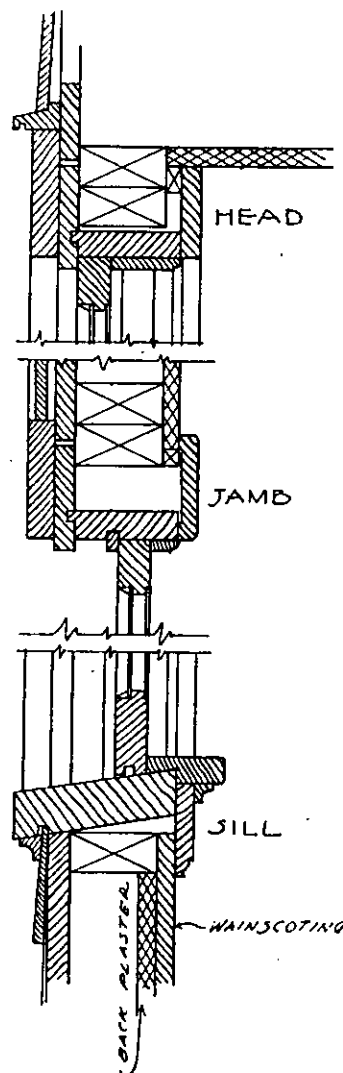
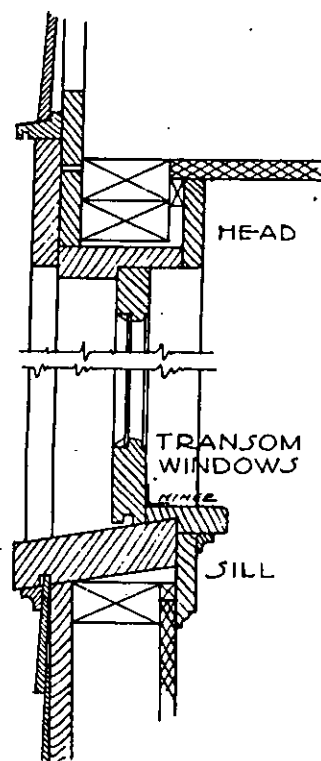
The wire screen of warm air opening over door to be painted with oil paint.

### FLOORS

Immediately after the floors are laid, thoroughly cover them with an extra heavy application of linseed oil and one-eighth coal oil.

### TINTING

All plastered walls and ceilings to be tinted in water colors as per colors furnished. Glue size all walls so as to insure



# DETAILS OF WINDOW FRAMES AND INTERIOR FINISH.

MODEL ONE ROOM SCHOOLHOUSE  
FREDERICK HEATH ARCHITECT  
504 FIDELITY BUILDING TACOMA.

SCALE 3 IN. = 1 FT.



a perfectly even color surface. All spots to be carefully removed from wood finish and floors. All rooms and hallways to be in two tints, nearly white for ceiling, grey-green for walls.

#### GLASS

All glass to be D. S. No. 2: bedded, bradded, puttied and back-puttied in. Clear glass in doors.

#### HARDWARE

The Nos. of hardware are from Sargent & Co. catalogue, pressed bronze, old brass finish.

The entrance doors are to swing out.

All doors to have three  $4\frac{1}{2}'' \times 4\frac{1}{2}''$  steel butts, old brass finish.

The outside door to have escutcheon No. 7758, page 38, lock No. 6001 P, page 196 A.

All other doors to have escutcheon No. 725 C. C., page 38, lock 5534, page 190.

Window sash to be balanced with weight, Samson Spot cords, Fitch pattern sash locks, pull sockets, and lifts No. 1887 C. C., page 39.

#### NOTICE TO BIDDERS

While the law does not require bids to be advertised for, it is usually best to do so. The following is a form for such an advertisement. It should be published three times, daily or weekly, in a local newspaper.

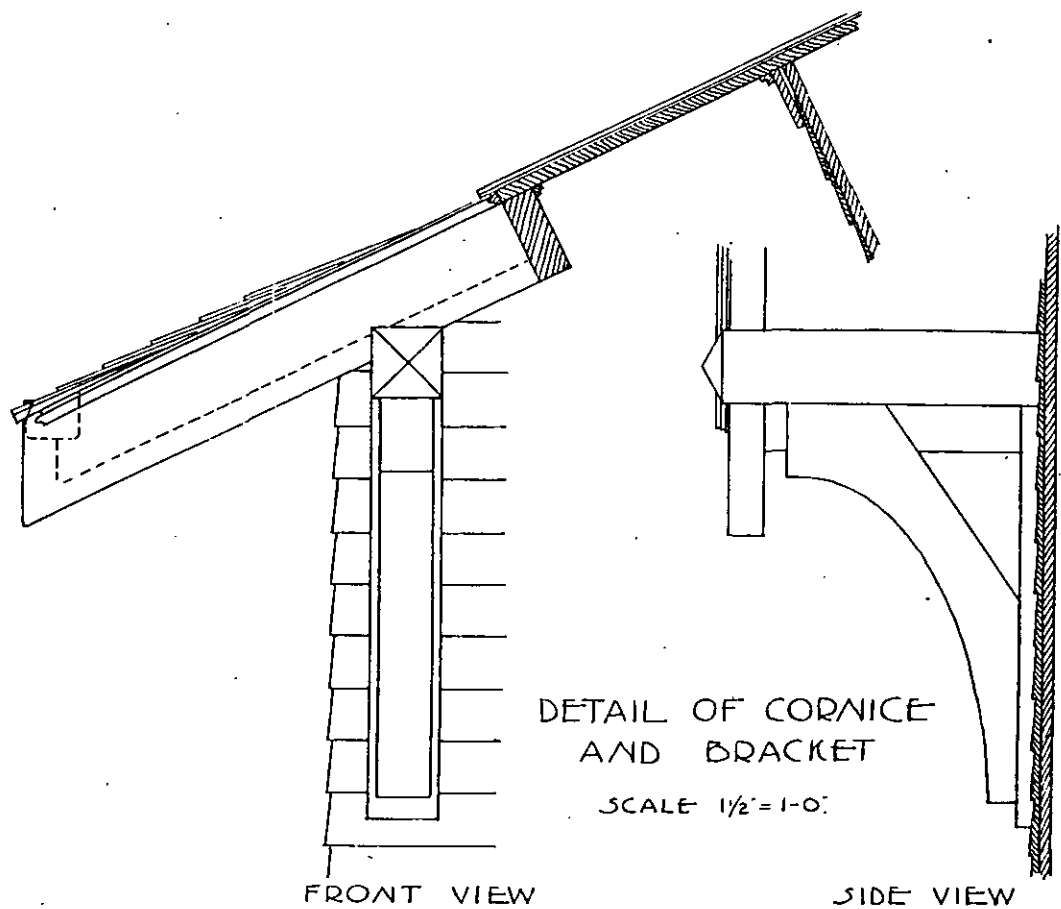
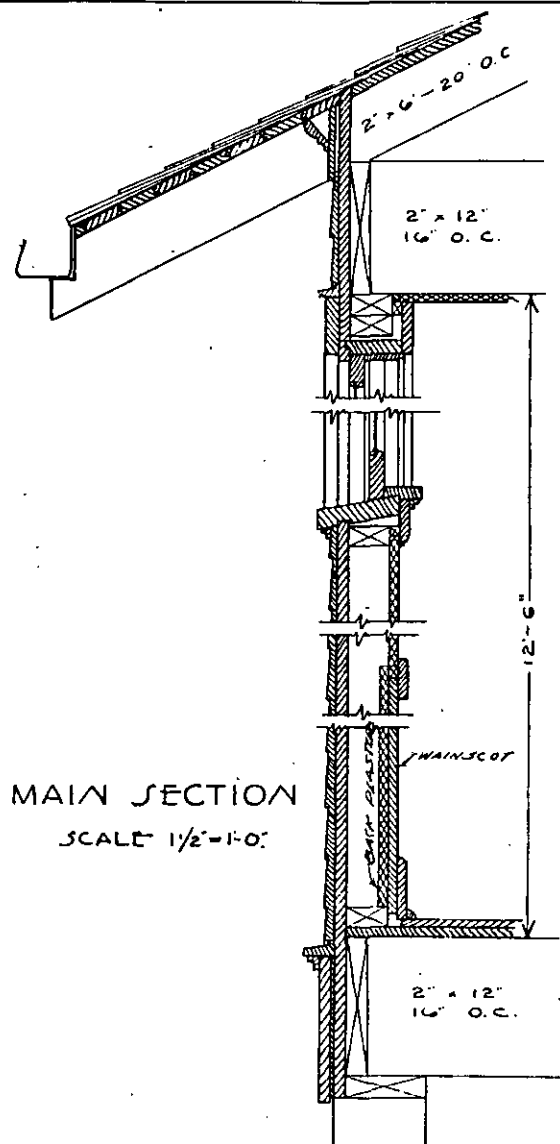
Sealed proposals will be received by the Board of Directors, School Dist. No. .... (Name of Town) ....., at the office of the school clerk up to noon, .... (date) ....., for the erection of a school building. Plans and specifications may be had from the school clerk.

..... (Name of Clerk) .....  
*School Clerk.*

The following is a form of contract:

**THIS AGREEMENT**, made and entered into by and between ..... (Name of Contractor) ....., party of the first part, and School District No. ...., a corporation, organized and existing under and by virtue of the laws of the State of Washington, in ..... County, Washington, party of the second part, **WITNESSETH:**

That the said party of the first part, for and in consideration of the covenants and agreements to be performed on the part of the party of the second part as hereinafter set forth, agree to furnish the labor and material necessary to construct and



MODEL ONE ROOM SCHOOLHOUSE  
FREDERICK HEATH ARCHITECT.  
504 FIDELITY BUILDING TACOMA

erect a School Building, all of said work, labor and material to be done, performed and furnished strictly in accordance with the plans and specifications on file with the school clerk and said plans and specifications are hereby referred to and by such reference are specially made a part of this contract.

The said party of the first part further agrees to complete the erection of the said School Building, according to the plans and specifications aforesaid, and all work, labor and materials thereon, on or before ..... (date).....; and the said party of the first part agrees to pay to the party of the second part as liquidated damages the sum of Five Dollars (\$5.) per day for each and every day after the above date for completion, in which said work is not completed in accordance with such plans and specifications and to the acceptance of the said party of the second part; and the said party of the second part, for and in consideration of the strict and faithful performance of the terms and conditions of this contract on the part of the party of the first part, agrees to pay to the said party of the first part the sum of ..... (write the amount of contract price)....., payable as follows, to-wit:

The School Clerk shall, every two weeks during the performance of said work, make an estimate of the material delivered and the work performed during the two preceding weeks, and eighty (80) per cent. of such estimate shall be paid on this contract to the said party of the first part, in warrants of the said party of the second part, drawn on its.... (write building or special).... Fund. The balance upon this contract shall be paid to the party of the first part upon the completion of

said work strictly in accordance with such plans and specifications to the acceptance of the said party of the second part, said final payment also to be made in warrants to the party of the first part, drawn on its.... (write building or special).... Fund, and all said work, labor and material provided for in this contract shall be done, performed and furnished in a thorough and workmanlike manner, strictly in accordance with the terms and conditions of said plans and specifications and to the acceptance of the said party of the second part, its superintendent, or architect.

IN WITNESS WHEREOF, the party of the first part has signed and executed this agreement, and the party of the second part has caused the same to be signed and executed by its duly authorized officers,.... (write date of signing)..... Executed and delivered in presence of

.....  
.....

.....  
*Contractor.*

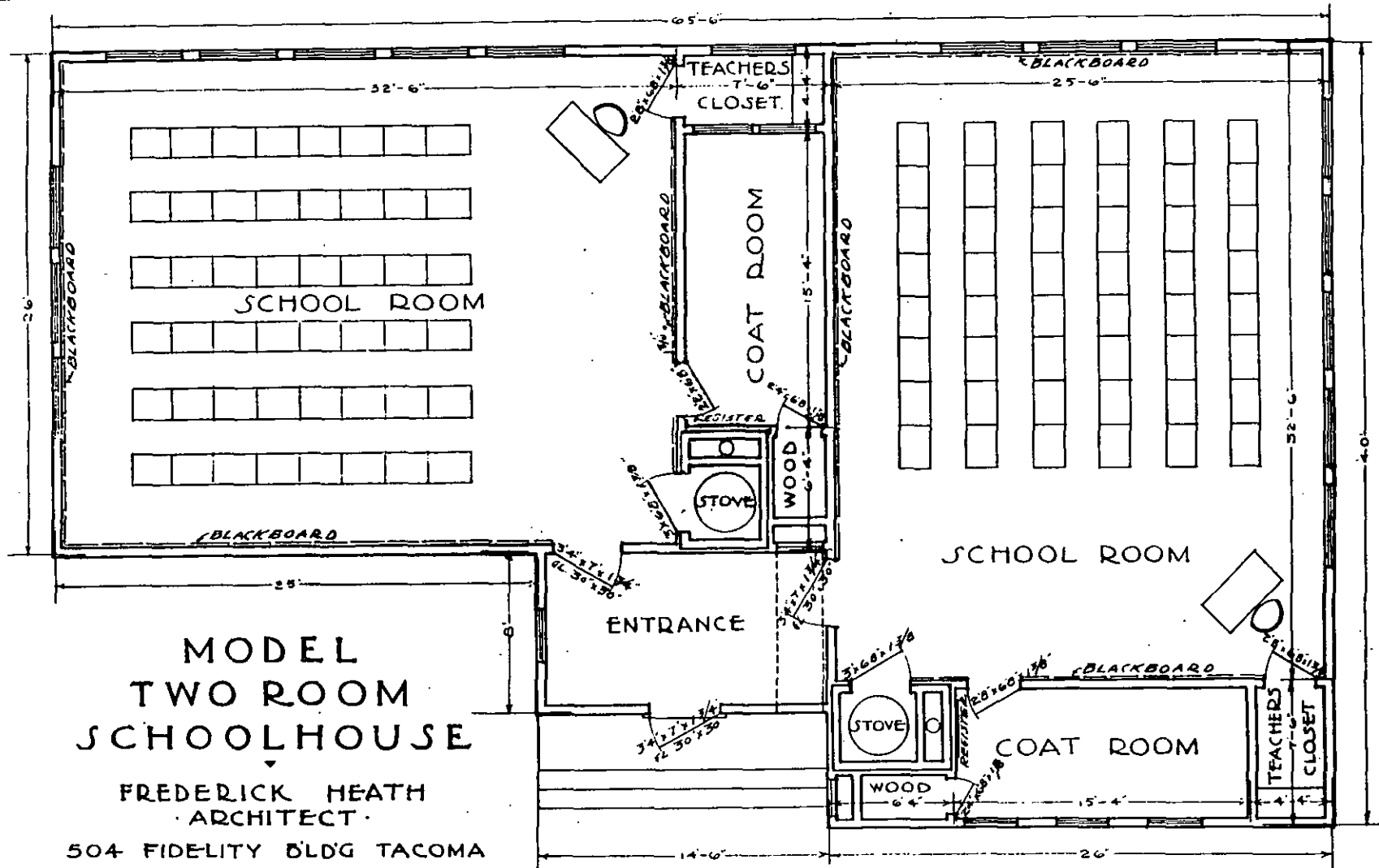
School Dist. No.....

By.....

*President.*

.....

*Secretary.*



## FORM OF BOND TO BE FURNISHED BY CONTRACTOR

The following is a form of bond to be furnished by the contractor:

KNOW ALL MEN BY THESE PRESENTS, That.....  
(Name of contractor).... as principal, and ..... (Name of  
Surety)..... as surety, are held and firmly bound unto the  
Board of Directors of School District No....., .....  
County, Washington, in the penal sum of..... (write amount  
of contract)....., lawful money of the United States, for  
the payment of which, well and truly to be made, we hereby  
bind ourselves, our heirs, executors, administrators, successors  
and assigns, jointly and severally, firmly by these presents.

Signed and dated this.....day of....., A. D.  
19.... The condition of the above obligation is such that,

WHEREAS, the above bounden... (name of contractor)...,  
has this day entered into a contract with the Board of Directors  
of School District No....., .....County, Wash-  
ington, for the construction of a School Building, in accord-  
ance with certain plans and specifications on file with the school

clerk, which said contract, plans and specifications are hereto  
attached and made a part of this bond.

NOW, THEREFORE, if the above bounden... (name of  
contractor).... shall pay all laborers, mechanics, sub-con-  
tractors and material men, and all persons who shall supply  
such person or persons or sub-contractors, provisions and sup-  
plies for carrying on such work, and shall faithfully, promptly,  
well and truly do and perform all the terms and conditions on  
their part to be done and performed as provided for in said  
contract, then this obligation to be void, otherwise to be and  
remain in full force, virtue and effect.

Executed and delivered .....  
in presence of: *Contractor.*

.....  
.....  
.....

*Sureties.*