

United States Department of the Interior  
National Park Service

NR LISTED – Oct. 10, 2024

# National Register of Historic Places Registration Form

This form is for use in nominating or requesting determinations for individual properties and districts. See instructions in National Register Bulletin, *How to Complete the National Register of Historic Places Registration Form*. If any item does not apply to the property being documented, enter "N/A" for "not applicable." For functions, architectural classification, materials, and areas of significance, enter only categories and subcategories from the instructions. **Place additional certification comments, entries, and narrative items on continuation sheets if needed (NPS Form 10-900a).**

## 1. Name of Property

historic name Riggins High School

other names/site number Consolidated District #31 High School; Riggins School

Name of Multiple Property Listing Public School Buildings in Idaho

(Enter "N/A" if property is not part of a multiple property listing)

## 2. Location

street & number 121 N. Main Street

☐ not for publication

city or town Riggins

☐ vicinity

state Idaho code ID county Idaho code 049 Zip code 83549

## 3. State/Federal Agency Certification

As the designated authority under the National Historic Preservation Act, as amended,

I hereby certify that this X nomination    request for determination of eligibility meets the documentation standards for registering properties in the National Register of Historic Places and meets the procedural and professional requirements set forth in 36 CFR Part 60.

In my opinion, the property X meets    does not meet the National Register Criteria. I recommend that this property be considered significant at the following level(s) of significance:    national    statewide X local

Applicable National Register Criteria: X A    B    C    D

Signature of certifying official/Title: Tricia Canaday, Deputy State Historic Preservation Officer

Date

Idaho State Historic Preservation Office

State or Federal agency/bureau or Tribal Government

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

Signature of commenting official

Date

Title

State or Federal agency/bureau or Tribal Government

## 4. National Park Service Certification

I hereby certify that this property is:

   entered in the National Register

   determined eligible for the National Register

   determined not eligible for the National Register

   removed from the National Register

   other (explain:)

Signature of the Keeper

Date of Action

Riggins High School  
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## 5. Classification

**Ownership of Property**  
(Check as many boxes as apply.)

<input type="checkbox"/>	Private
<input checked="" type="checkbox"/>	public – Local
<input type="checkbox"/>	public – State
<input type="checkbox"/>	public – Federal

**Category of Property**  
(Check only **one** box.)

<input checked="" type="checkbox"/>	building(s)
<input type="checkbox"/>	district
<input type="checkbox"/>	site
<input type="checkbox"/>	structure
<input type="checkbox"/>	object

**Number of Resources within Property**  
(Do not include previously listed resources in the count.)

<b>Contributing</b>	<b>Noncontributing</b>	
<u>1</u>	<u>0</u>	buildings
		site
		structure
		object
<u>1</u>	<u>0</u>	<b>Total</b>

**Number of contributing resources previously  
listed in the National Register**

N/A

## 6. Function or Use

**Historic Functions**  
(Enter categories from instructions.)

EDUCATION / School

**Current Functions**  
(Enter categories from instructions.)

EDUCATION / Education-related

## 7. Description

**Architectural Classification**  
(Enter categories from instructions.)

No Style

**Materials**  
(Enter categories from instructions.)

foundation: CONCRETE

walls: WOOD: weatherboard;  
CONCRETE

roof: METAL: steel

other: \_\_\_\_\_

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## Narrative Description

(Describe the historic and current physical appearance and condition of the property. Describe contributing and noncontributing resources if applicable. Begin with a **summary paragraph** that briefly describes the general characteristics of the property, such as its location, type, style, method of construction, setting, size, and significant features. Indicate whether the property has historic integrity).

### Summary

The old Riggins High School is located at 121 N. Main Street in the heart of Riggins (pop. 383),<sup>1</sup> Idaho County, a community tucked deep in a canyon at the confluence of the Salmon and Little Salmon rivers in north-central Idaho. Main Street is U.S. Highway 95, the primary north-south route through Idaho County, and it parallels the Salmon River through Riggins. Completed in 1940 for Common School District #31, the old Riggins High School is an example of a mid-20th-century small-town public schoolhouse that also functioned as a community building. It is the oldest surviving school building in Riggins. A small rear addition was constructed in about 1970 around the same time the nearby elementary school was built.

The building is classified as a schoolhouse property type as identified in the Multiple Property Documentation Form (MPDF) *Public School Buildings in Idaho*. Its character-defining features include the rectangular plan and raised basement design, gable roof, projecting enclosed entryway, original wood windows, and wood clapboard siding with corner boards. The building is in good condition and retains good integrity of its historic design, materials, workmanship, setting, feeling, association, and location. Through its character-defining features and original materials, the building clearly conveys its original function as a school, as well as its historic associations and period of construction.

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## Narrative Description

### *Location and Setting*

Idaho County is the state's largest county, spanning some 8,500 square miles and touching both the Oregon and Montana state borders (figure 1). It is a rural county of approximately 17,040 residents. The county seat and largest city is Grangeville with a population of 3,431 individuals. More than 80 percent of Idaho County's area is federal land, and as a result, the population and development are concentrated in the west half. Two-lane highways connect towns within narrow canyons and across the Camas Prairie plains, while gravel roads lead away to smaller villages and remote areas beyond.

Located 45 miles south of Grangeville, Riggins is situated against a dramatic deep-canyon backdrop along the Salmon River (figures 2 and 3). Highway 95 parallels the river through Riggins and provides primary access to properties within the community. The former Riggins High School is located in the north part of town on the west side of the highway (also Main Street) and faces southeast. In the block to the north, modest single-family residences line the west side of Main Street. Across Main Street to the east of the school is Riggins City Hall and one-story commercial properties, some with small parking lots either in front or behind.

The nominated property occupies less than one acre of a larger three-acre parcel. School Road forms the school site's north boundary (figures 4 and 5). Behind the nominated school to the west are portable classrooms and a sprawling, one-story, brick and concrete elementary school building (1970) that is currently in use. South of the nominated school is a gravel parking area with tennis and basketball courts beyond (figure 6).

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<sup>1</sup> Population numbers here and throughout the document reflect 2021 statistics.

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*School Exterior (see figure 6 for a site plan)*

Although the exterior of the building reflects no particular architectural style, it clearly exhibits all the hallmarks of an early 20th century small-town schoolhouse, including its rectangular plan and massing, center entry vestibule, and bands of large windows on the side facades. The wood-frame building is clad in wood clapboards with a narrow reveal and cornerboards. It is situated on a raised basement foundation made of board-formed, cast-in-place concrete walls. The basement-level windows are intact but covered with a combination of plywood and insulation foam board. The side-gable roof was originally clad in wood shingles but today has standing seam metal. The original multi-light wood windows are intact, except where doors have been installed on the side facades. Main-floor windows are limited on the front and rear facades, reflecting the interior placement of chalkboards within the classrooms. Door and window openings have square wood trim. A one-story concrete-block addition with metal windows and roof extends from the rear elevation. Its lesser massing is secondary to the original building, and it is clearly differentiated in its placement, materials, and character.

The **primary façade** faces southeast toward Main Street (photo 1). An entry vestibule projects from the building (photos 1, 2, and 3). The entrance has replacement double doors with the original 5-light wood transom above. To the right of the doors is a small 4-light wood window. The vestibule sidewalls each have a similar 4-light wood window, providing ample natural light to the entry. These windows are hinged at the bottom on the interior and open inward (photo 12). The primary façade wall has just two main-floor windows, with 6-over-6 double-hung wood sashes, one on either side of the entry bay. There six basement-level windows with 9-light wood sashes that are covered.

The **northeast side façade** faces School Road (photos 3 and 4). Windows dominate the façade and are arranged asymmetrically, providing ample natural light into the main-floor interior classroom. A grouping of four tall windows with 9-over-9 double-hung wood sashes occupy the west half of the façade. There are three similar windows arranged singly on the east half of the façade, although one has been converted to an entrance and only retains its upper sash. A wood staircase supported by square posts accesses this side entrance. There are five basement-level windows with 9-light wood sashes that are covered. A rectangular louvered vent is located in the peak of the gable. The northeast façade of the rear concrete-block addition is recessed very slightly from the school building. It is unadorned and features two horizontal, single-light metal windows with concrete sills located just below the roofline.

The **rear façade** overlooks the school yard and parking area (photos 5, 6, and 7). There are no main-floor windows and just two basement-level windows on this side of the building. The concrete-block addition occupies the north half of the elevation. It has a low-pitched gable roof clad in standing seam metal. There is a square louvered vent in the peak of the gable. A single door at the right side of the addition is accessed by concrete steps.

The **southwest side façade** overlooks the school yard and parking area (photos 7, 8, 9, and 10). Much like the opposite side, windows dominate the façade, however here they are arranged symmetrically. There are two groupings of four tall windows with 9-over-9 double-hung wood sashes (photo 11). The third window from the right has been converted to an entrance and only retains its upper sash. A wood staircase supported by square posts accesses this side entrance. There are six basement-level windows with 9-light wood sashes that are covered. A rectangular louvered vent is located in the peak of the gable. The southwest façade of the rear, concrete-block addition is set back considerably from this side of the school building. It features one window centered on the elevation, a wood window with 1-over-1 double-hung sashes and concrete sill.

*School Interior (see below and figures 7 and 8 for interior sketch plans)*

Riggins High School  
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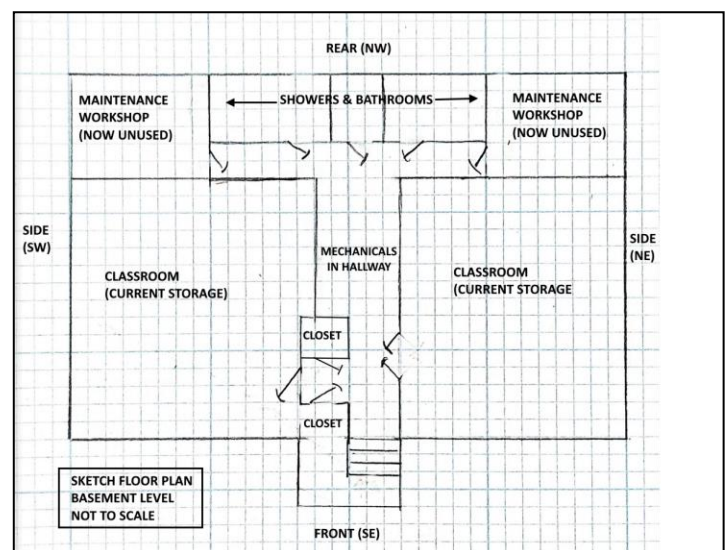
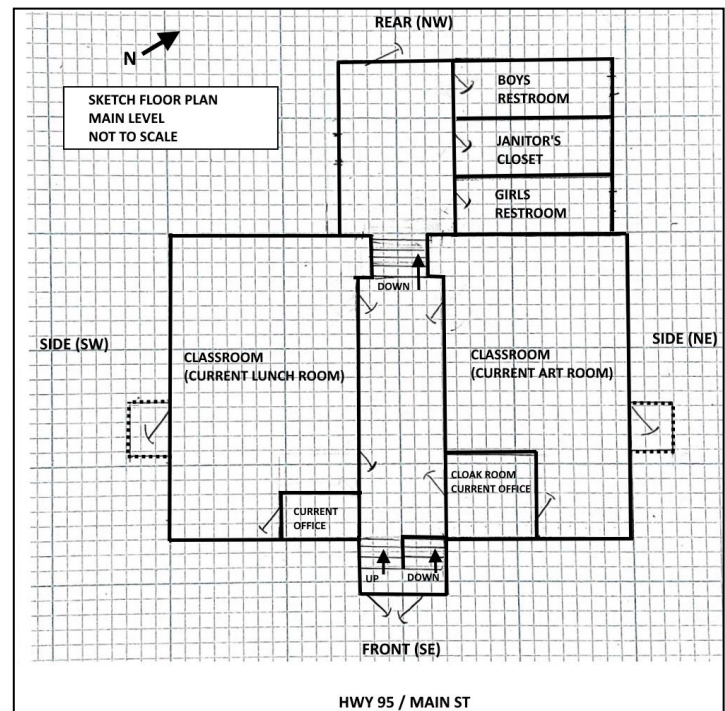
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The interior is characterized by functional spaces, features, and finishes with little-to-no stylistic embellishment. The main level retains the original wood-strip flooring throughout. Generally, walls are finished with wallboard paneling and wood wainscoting. Door and window openings have square wood trim. Several original 5-panel wood doors are intact. Most interior walls and woodwork are painted, with the exceptions being in the offices or cloakrooms on the main level. Most original light fixtures have been replaced with ceiling-mounted panels that have fluorescent tube lights, again with the exceptions being in the offices or cloakrooms on the main level. Ceilings consist of wallboard paneling.

The **primary entrance** is at grade through the double-door entry on the southeast side (photos 12 and 19). The entrance opens to a vestibule with a concrete floor and staircase landing where concrete steps lead up to the main floor on the left and down to the basement on the right. The staircase newel posts are square-block posts and the enclosed balustrade is clad in wood wallboard panels. Metal pipe railings are affixed to the outer walls and staircase balustrade leading up and down.

The staircase accesses a **corridor** on the main floor that bisects the building (photo 13). The wide hallway has a tall ceiling of approximately 13 feet. It features painted wallboard paneling and wood wainscoting finishes. There are two ceiling-mounted fluorescent light panels. Classroom spaces are on either side of the corridor. Two 5-panel doors on the south corridor wall access the south classroom, which currently functions as a lunch room. Between the doors are two original, wall-mounted porcelain drinking fountains (photo 14). On the opposite wall are two 5-panel doors, one accessing the north classroom and the other leading to an office or cloakroom space near the primary entrance (photo 13). The west end of the corridor terminates in steps that descend to the interior of the ground-level addition (photo 21).

Most of the main level consists of **classroom space** (photos 15, 16, and 18). The two classrooms are generally rectangular and are big enough to be subdivided by folding partitions when needed. Natural light comes through the tall windows on the north and south exterior walls, while chalkboards dominate the interior east and west walls of both classrooms. An exterior door has been added to each classroom also on the north and south exterior walls. Each classroom has a small enclosed space on the east exterior wall that now function as an **office**. These spaces appear to be original and may have functioned as an office or cloakroom. The office on the north side of the corridor is the most intact room in the school, with original unpainted woodwork and wainscoting as well as an original hanging light fixture (photo 17).



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The **basement** is accessed via the staircase at the primary entrance and has similarly apportioned spaces as above, with a center corridor flanked by large **classrooms** (photos 19 and 20). The basement is characterized by somewhat less finished spaces with concrete floors and walls made of wallboard, vertical wood strips, and concrete. Door and window openings generally feature the same square wood trim as is found on the main level. Various types of original paneled wood doors, including 5-panel, 2-panel, and panel-with-glass, are intact. Basement-level windows on the north, south, and east exterior walls once provided natural light to the classroom spaces, but the openings are now boarded. Chalkboards occupy the interior walls. The classrooms are now used for storage. Small **closets** are tucked under the front staircase and off the corridor. **Mechanical units** occupy the center corridor, where the wood-burning stove once sat. The rear wall of the basement includes **long-dormant bathrooms and showers** as well as former **maintenance workshops** in each rear corner space. These latter spaces are roughly finished with some exposed framing and retain some of the old built-in workbenches and drawers.

### *Change Over Time and Integrity*

Although the school district has used the building for a variety of education-related functions over the years, it has retained the key architectural features that reflect its original use as a schoolhouse. The following is a list of known changes to the building:

- Chimney removed, date unknown (figure 12 and photo 9)
- Doors and wood staircases installed on both side elevations, date unknown (figure 13a and photos 4 and 8)
- Rear entrance removed and rear addition constructed, ca. 1970 (figure 11 and photos 5, 6, and 7)
- Standing-seam roof installed; original roof appears to have been wood shingle, date unknown (figure 12 and photos 1, 2, and 5)
- Basement windows covered with sashes intact, 2022 (figures 12 and 13a and photo 20)
- Front doors replaced, date unknown (figure 12 and photos 1, 2, and 12)
- Fluorescent panel lights installed in main-floor and basement classrooms, date unknown (photos 15, 16, 18, and 20)
- Blackboards replaced with new chalkboards, date unknown (photos 15 and 16)
- Associated outbuilding that functioned as a garage and shop space demolished after 2013 (figures 13a and 13b)<sup>2</sup>

The former Riggins High School building retains a good degree of the seven aspects of integrity. The building remains at its original location in the deep river canyon setting where it was built in 1940, and thus its integrity of location is strong. The setting has been minimally impacted by the loss of a related ancillary structure and the construction of additional school buildings since 1970. Despite some change to the building and site, it clearly exhibits the characteristics of a mid-20th-century, small-town schoolhouse. It retains its historic massing, scale, key design features, and materials, including the exterior claddings, original windows, entry bay, general interior spatial arrangement, and many interior finishes. As a result, the building clearly conveys its historic associations with the development of public education in the community of Riggins during the middle 20th century.

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<sup>2</sup> The outbuilding appears in aerial images shown in figures 5 and 8, but field observation confirmed it is no longer extant.

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## 8. Statement of Significance

### Applicable National Register Criteria

(Mark "x" in one or more boxes for the criteria qualifying the property for National Register listing.)

- ☒ A Property is associated with events that have made a significant contribution to the broad patterns of our history.
- ☐ B Property is associated with the lives of persons significant in our past.
- ☐ C Property embodies the distinctive characteristics of a type, period, or method of construction or represents the work of a master, or possesses high artistic values, or represents a significant and distinguishable entity whose components lack individual distinction.
- ☐ D Property has yielded, or is likely to yield, information important in prehistory or history.

### Criteria Considerations

(Mark "x" in all the boxes that apply.)

Property is:

- ☐ A Owned by a religious institution or used for religious purposes.
- ☐ B removed from its original location.
- ☐ C a birthplace or grave.
- ☐ D a cemetery.
- ☐ E a reconstructed building, object, or structure.
- ☐ F a commemorative property.
- ☐ G less than 50 years old or achieving significance within the past 50 years.

### Areas of Significance

(Enter categories from instructions.)

EDUCATION

### Period of Significance

1940-1974

### Significant Dates

1940 – building completed, placed into service  
1958 – high school moves out; building begins  
use as elementary school

### Significant Person

(Complete only if Criterion B is marked above.)

N/A

### Cultural Affiliation (if applicable)

N/A

### Architect/Builder

Unknown

### Period of Significance (justification)

The period of significance begins in 1940, when Riggins High School was completed and placed into service, and ends in 1974, the 50-year cut-off date that is recommended by National Register guidelines for properties with continued importance where no more specific date can be defined. This period includes the building's use as a high school from 1940 to 1958 after which it was used by the school district for elementary school classes, and still later as a kindergarten, an After School program, as well as various community-related activities.

### Criteria Considerations (explanation, if necessary)

N/A

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**Statement of Significance Summary Paragraph** (Provide a summary paragraph that includes level of significance, applicable criteria, justification for the period of significance, and any applicable criteria considerations).

The former Riggins High School, located at 121 N. Main Street in Riggins, Idaho County, Idaho, is eligible for listing in the National Register of Historic Places for its local significance under Criterion A in the area of EDUCATION, as defined in the Multiple Property Documentation Form (MPDF) *Public School Buildings in Idaho*. Completed in 1940, the building served as the community high school until 1958 and then functioned for several years as classroom space for elementary education as well as various other education- and community-related functions. As the oldest surviving public-school building in Riggins, it embodies decades of local educational history that includes district consolidation and adaptation to evolving needs and standards.

**Narrative Statement of Significance** (Provide at least **one** paragraph for each area of significance.)

The Multiple Property Documentation Form (MPDF), *Public School Buildings in Idaho*, provides the context and history of the development of public education in Idaho from the 1860s to 1947. The MPDF further identifies the schoolhouse property type as the physical representation of this development. In order to be eligible for the National Register, a schoolhouse must exhibit its historic and architectural character in both physical and associative ways. The MPDF provides registration requirements for individual properties, which includes the retention of sufficient integrity to convey historic function and character.<sup>3</sup> Riggins High School meets these registration requirements and thus utilizes the historic context provided in the MPDF. The schoolhouse served an important role in the community both in educating the youth of the Riggins area as well as serving as a community space for many years.

Riggins School is locally significant under Criterion A in the area of EDUCATION for its association with the evolution of rural education in early- and mid-20th-century Idaho. As demonstrated in the narrative below and in the MPDF, schools and districts in Idaho County and the greater Riggins community followed broader statewide and nationwide settlement patterns, and the Riggins school fits into this context.

#### *Early History and Settlement of Riggins Area*

Riggins is situated at the confluence of the Salmon and Little Salmon rivers in north-central Idaho. It occupies the ancestral lands of the Nez Perce people, who have called this region home for more than 11,000 years. Today, the federally recognized Nez Perce Tribe is based in Lapwai, Idaho. Nez Perce settlement patterns traditionally consisted of both permanent winter villages in lower elevation canyons along such rivers as the Clearwater, Salmon, and Snake, and also temporary summer camps at higher elevations. Other Indigenous groups who interacted with the region included the Bitterroot Salish, Coeur d' Alene, and Northern Shoshone.<sup>4</sup>

Beginning in 1855, a series of treaties between the Nez Perce Tribe and the U.S. government brought steady encroachment and reduction of tribal lands, a trend that continued into the 20th century. Discoveries of gold at Pierce, in present-day Clearwater County, jumpstarted prospecting and soon mining districts popped up at Florence and along the Salmon River. This brought an influx of people to the region further encroaching upon the Nez Perce and prompted the territorial legislature in Washington to create Idaho County in 1861. The county had enormous boundaries that would change several times over the decades until taking its current shape in 1917.<sup>5</sup> This increased activity also led to the formation of Idaho Territory in 1863.

<sup>3</sup> Elizabeth Egleston, National Register of Historic Places Multiple Property Documentation Form, "Public School Buildings in Idaho," (Boise: Idaho State Historical Society, 1991), F-1-3.

<sup>4</sup> Kerry Davis, Preservation Solutions, LLC, *Idaho County, ID Historic Preservation Plan* (Prepared for Idaho County Historic Preservation Commission, 2013), 6. David A. Sisson, *Lower Salmon River Cultural Resource Management Plan* (Cottonwood, Idaho: U.S. Department of the Interior, Bureau of Land Management, Coeur d'Alene District, Cottonwood Resource Area Headquarters, 1983), 17.

<sup>5</sup> "Early Idaho County," Idaho State Historical Society Reference Series, No. 324 (Boise, ID: September 1968).



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The Salmon River valley was an important transportation corridor for native tribes and also for European-American fur traders, gold-seekers, and settlers in the 19th century. However, the lack of a developed transportation network attracted few to the large, rugged, and arid Idaho Territory, where only 14,999 residents lived in 1870. Although the Northern Pacific Railroad first surveyed areas along the Salmon River between Salmon and Lewiston in 1872, overland stage coaches and wagons over trails and military roads remained the primary means of transportation. A wagon road between White Bird and Riggins was completed between 1894 and 1898, opening the area to gradual settlement.<sup>6</sup> The road, noted as "state road" on a 1903 General Land Office survey map of the township (figure 9), ran parallel to the rivers and eventually became U.S. Highway 95 and Main Street through Riggins. The survey map also notes a handful of property owners in the river valley who were concentrated along the waterways, including H. C. Irwin in Section 15, J. O. Levander in Section 10, and E. R. Greenwell in Section 22. The map calls the area along the Salmon River in Section 15 Riggins Point, with a ferry just to the north. It was around this same time, beginning in 1896, that famed boatman Captain Harry Guleke began piloting people and supplies down the Salmon River to Riggins and beyond to Lewiston.<sup>7</sup>

The *Idaho County Free Press* provides snapshot of this early, turn-of-the-century development:

R. L. Riggins, of this city [Grangeville] is moving material to the new townsite along the Salmon river for the establishment of a blacksmith shop. W. A. Irwin is said to be the townsite proprietor and has laid out 100 acres four miles south of the Riggins ferry. A petition is being circulated for a post office and they expect to have one running soon.<sup>8</sup>

The same newspaper announced in August 1901 that a new post office had been established at Riggins, with Richard L. Riggins appointed as postmaster.<sup>9</sup> Later dispatches from Riggins record mining and bridge building activities, bringing more settlers into the rugged valley.<sup>10</sup> With the increasing activity, the need for lumber grew and eventually there were small sawmills dotting the banks of streams and rivers up and down the valley. Cattle and sheep ranching had been introduced by the earliest settlers, including August Berg and Charlie Clay. By the early 20th century, mining, lumber extraction, and ranching were the primary industries in the area.<sup>11</sup>

The New Deal brought considerable road development through the Civil Conservation Corps (CCC), which had camps at Riggins and near French Creek (figure 10). The road through Riggins, designated U.S. Route 95 in 1926, was finally paved in the mid-1930s.<sup>12</sup> The CCC constructed the road from Riggins to French Creek and from French Creek to near the community of Warren.<sup>13</sup> This infrastructure development enabled a major sawmill to open at Riggins in 1943, first operating on steam and then electricity when it became available in 1945. The sawmill was the backbone of the local economy for decades until 1982 when it burned to the ground. Losing the area's largest employer was devastating to Riggins, but the community soon pivoted to tourism and outdoor recreation to sustain the economy. Today, the Salmon River Heritage Walking Tour presents highlights of Riggins' history through a series of monument stations and plaques placed throughout the community in 2003.<sup>14</sup>

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<sup>6</sup> Sisson, 21.

<sup>7</sup> Elizabeth Smith, *A History of the Salmon National Forest* (Part 1), (U.S. Forest Service, 1973 [?]). Accessed August 22, 2023. <http://npshistory.com/publications/usfs/region/4/salmon/history/>

<sup>8</sup> [No title], *Idaho County Free Press* (Grangeville, ID), Jan. 31, 1901, p. 4.

<sup>9</sup> "Notes of a Week," *Idaho County Free Press* (Grangeville, ID), Aug. 15, 1901, p. 4.

<sup>10</sup> "Local Notes," *Idaho County Free Press* (Grangeville, ID), Mar. 10, 1904, p. 4.

<sup>11</sup> "Salmon River Heritage Walking Tour," City of Riggins website. Accessed Oct. 2, 2023. <https://www.rigginsidaho.org/community/page/salmon-river-heritage-walking-tour>

<sup>12</sup> Kerry Davis, *Cultural Resource Survey: Historic Rural Schools of Idaho County*, (Prepared for Idaho County Historic Preservation Commission, 2013), 34.

<sup>13</sup> Sisson, 22.

<sup>14</sup> "From Gouge-Eye to Riggins," *The Idaho Statesman*, Jul. 14, 2003, p. 4. "Salmon River Heritage Walking Tour," City of Riggins website.

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*Idaho County Public Schools in the Late 19th and Early 20th Centuries*<sup>15</sup>

As the nation developed and a public education system took root in the 19th century, Americans first constructed modest school buildings of locally available materials. Idaho and Idaho County settlers of the late 19th and early 20th centuries followed development patterns similar to those who settled other parts of the country. For example, demand for schools emerged as transportation networks incrementally improved and facilitated permanent settlement of newly arriving families, with school classes usually taking place first in a private home until a school building could be built. Early school buildings often doubled as a church or community building.

Following the establishment of the Idaho Territory in 1863 and the subsequent formation of a public school system, the first non-denominational school to operate in the territory was in the mining district at Florence in 1864.<sup>16</sup> In 1867, three public schools had been built in Idaho County, at Florence, Mt. Idaho, and Grangeville. By the late 1880s, there were 18 districts serving 660 pupils.<sup>17</sup> With steady population growth in the decades following statehood, Idaho County had an astounding 87 school districts, many with just one school building, serving 2,888 students in 1915.<sup>18</sup> These figures reflect the peak number of districts and pupils for the remainder of the 20th century. They also reveal an incredibly sparse distribution of settlements in the county at the time, which resulted in the incremental development of more than 100 rural schoolhouses.<sup>19</sup>

While the first community schools were typically one- or two-room log or wood-frame buildings, communities evolved to build more substantial and specialized buildings. The availability of mass-produced building materials via railroads and road networks expanded options for builders beyond locally available materials. As communities developed, schools were built reflecting a variety of popular styles, including Queen Anne, Prairie, Craftsman, and Spanish Colonial Revival. Often elements of several styles were evident in one building.<sup>20</sup> However, not all school buildings exhibited an architectural style, instead reflecting functionality, quality of materials, and economy especially when resources were limited. This was the case for the 1940 Riggins High School. Like many rural and small-town school districts, Riggins built its school to meet its immediate educational needs using materials that were inexpensive and readily available, erecting a structure that was sound, functional, and spacious but was without ornamentation.<sup>21</sup> It was constructed by local builders who likely followed a standard plan, perhaps even based on a plan recommended by state officials to small districts facing consolidation.

Standardized school plans emerged out of the early 20th century Progressive Era when education reformers drew nationwide attention to inequities between rural and urban districts through such publications as *Country Life and the Country School* by Mabel Carney and *Rural Life and Education: A Study of the Rural-School Problem as a Phase of the Rural-Life Problem* by Ellwood Patterson Cubberley. In particular, these and other studies identified school buildings as inadequate and advocated for standardization of education facilities. Reformers, for example, looked to improve dimly lit and poorly heated and ventilated classrooms. To address this issue in Idaho, where the vast majority of students attended rural schools, state education officials as early as 1912 began discussing school architecture and promoting standardized plans for one-, two-, and three-room schools.<sup>22</sup> When it came time for the Riggins community to build its new high school in 1940, there was plenty of guidance on the various types of school buildings. As Elizabeth Egleston notes,

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<sup>15</sup> This section is largely informed by Kerry Davis's excellent research presented in "Education in Idaho County: 1860 to 1960," a historic context included as part of her 2013 report *Cultural Resource Survey: Historic Rural Schools of Idaho County*.

<sup>16</sup> Egleston, E-3. Kerry Davis, Preservation Solutions, LLC, *Cultural Resource Survey: Historic Rural Schools of Idaho County* (Prepared for Idaho County Historic Preservation Commission, 2013), 37.

<sup>17</sup> Davis, *Cultural Resource Survey: Historic Rural Schools of Idaho County*, 38-39.

<sup>18</sup> *Ibid.*, 39.

<sup>19</sup> *Ibid.*, 2.

<sup>20</sup> Egleston, F-4.

<sup>21</sup> *Ibid.*, F-3.

<sup>22</sup> Eleventh Biennial Report of the State Superintendent of Public Instruction. (Boise, ID, 1912), pp. 12-13. "School House Plans: One and Two-room Buildings," *Idaho Bulletin of Education* (Boise, ID: State Board of Education, June 1918), Vol. IV, No. 3. "School House Plans: One, Two and Three Room Buildings," *Idaho Bulletin of Education* (Boise, ID: State Board of Education, June 1927), Vol.

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In 1927, the *Idaho Bulletin of Education* devoted an issue to "School House Plans," for schools of up to three classrooms. It indicates that the reforms in school architecture regarding lighting were recognized by the state, as the publication specifies that "all school rooms shall be lighted from one side only," and that light should come from the east or west, thus the school should face either north or south. ... The plans were very simple, and included entry halls and two cloak rooms, one for each gender. One plan included space for a library, and another indicated a stage at one end, stipulating that the building could then be used for community events. Drawings of the buildings were almost completely devoid of ornamentation; a few had exposed rafters or brackets, giving them a Craftsman air, and others had a blind rectangle on the windowless walls.<sup>23</sup>

Consolidation was another way to address inequity in funding and facilities, particularly for the smallest districts, and discussions were taking place in communities across Idaho County. For example, students in Pollock district 51 numbered so few in the 1930s that it was cost-prohibitive to make meaningful facility improvements. Many of them had already started attending school in nearby Riggins by the time the two districts consolidated in 1940 (more on this below). This scenario played out across Idaho where, in the mid-1930s, "65 percent of the students attended school in rural districts, and they received 75 percent of capital outlay."<sup>24</sup> Consolidation was further enabled by significant federal investment in rural electrification and transportation infrastructure through New Deal programs.<sup>25</sup>

Consolidation left many rural schoolhouses vacant, to be used for other purposes, or eventually to be demolished. A 2013 survey of rural schoolhouses in Idaho County revealed that although "some continued to be used as community centers, the vast majority have been lost," and fewer than 25 were thought to be extant.<sup>26</sup>

### *Riggins School History*

Local accounts suggest Riggins' first school was located in a log cabin "on a flat near the river in north Riggins," and a second school operated at the south end of present-day Riggins near Flume Gulch.<sup>27</sup> The second school is noted on the 1903 survey map south of Riggins Point as "schoolhouse" (figure 9). In 1904, school classes were briefly held in a small wood building that was located at today's 425 S. Main Street.<sup>28</sup> In 1905, local resident Charlie Clay donated land south of today's Salmon Street where a small, one-room, wood-frame schoolhouse was built. Additional property was acquired at this site in 1921 and a two-room schoolhouse was built, with a wide center entrance, cloakrooms, and foldable room dividers to facilitate the opening up of the space for community events.<sup>29</sup> Then known as Riggins School District 31, the jurisdiction extended south to the Pollock district, and north, down river, the district ran about half way between Race Creek and Cow Creek. This district and neighboring ones had little taxable land and, as a result, had few financial resources and were challenged in building, maintaining, and outfitting school facilities. Consolidation was long a looming possibility as a way to combine resources.

Consolidation became reality in 1940. A representative of the state school superintendent's office in Boise spoke on the topic at a community meeting in March 1940. At the meeting the representative emphasized that the state office "does not want to dictate, but they feel that consolidation offers a way to give the Salmon river children more education and better education for the money."<sup>30</sup> At issue were growing senior high school class sizes and the need for additional classroom space. The Pollock district to the south had apparently been

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XIII, No. 4.

<sup>23</sup> Egleston, F-2.

<sup>24</sup> Egleston, E-8.

<sup>25</sup> Egleston, E-7.

<sup>26</sup> Davis, *Cultural Resource Survey: Historic Rural Schools of Idaho County*, 2.

<sup>27</sup> Eunice Clay Manser and Murrielle McGaffee Wilson, *Riggins on the Salmon River* (Weiser, ID: Signal-American Printers, 1983), 30. "Salmon River Heritage Walking Tour," City of Riggins website.

<sup>28</sup> Until recently, this building was extant and had been incorporated into a residence, but it was destroyed by a fire.

<sup>29</sup> Manser and Wilson, *Riggins on the Salmon River*, 32.

<sup>30</sup> "Consolidation Topic of School Inspector," *Idaho County Free Press*, Mar. 7, 1940, p. 5.

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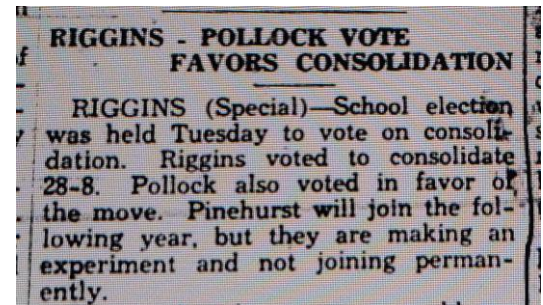
unofficially consolidated with Riggins for years, but the need for additional space prompted the need for formal consolidation. A petition circulated in June 1940 asking for the consolidation of Riggins district 31 and Pollock district 51.<sup>31</sup> Both communities voted favorably to consolidate. The tally among Riggins voters was 28 in favor and 8 against.<sup>32</sup>

The vote set in motion the work to build a high school for district 31. First, the district issued a notice to building contractors "for the construction of a high school building at Riggins, Idaho ... The cost of construction of the said building not to exceed \$7,500.00, and the contract to be let to the lowest bidder qualifying."<sup>33</sup> Next, voters approved of a bond to build an \$8000 high school," with the hope that work would start soon so as to use the building for the upcoming school year.<sup>34</sup> Then, a "travelling election," in which W. A. Egbert and Kenneth Doty carried the ballot box to every eligible voter, was held to determine where the new school would be built, and while initial reports suggest land owned by the Metal Recoveries Mining Corporation in the south edge of town was preferred, ultimately the high school was built on land in the heart of town on tract 3 purchased from Eph Holbrook for \$1,800.<sup>35</sup> The preexisting residence on the lot was reportedly planned to be moved across the road and used as a teacherage for the school, but it is not clear if this plan was carried through.

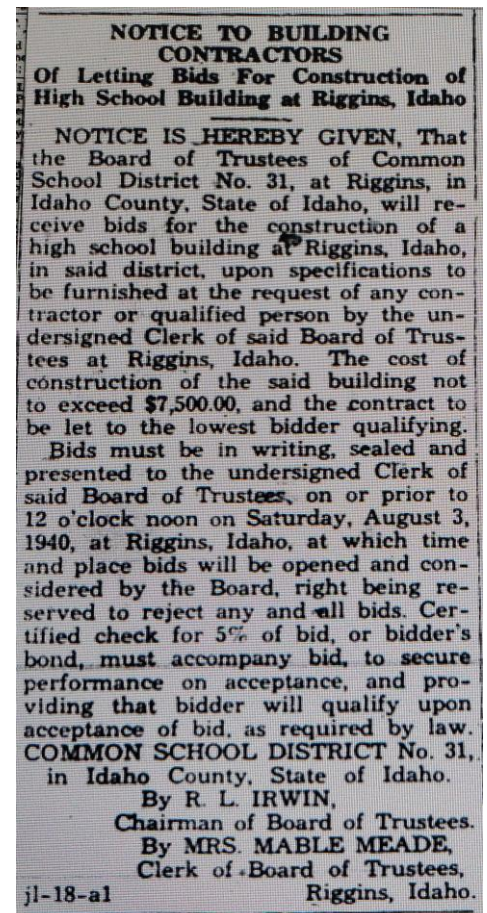
The 1940-41 school year began with a "large" enrollment of 99 students, with 40 enrolled in grades eight through 12.<sup>36</sup> As the school year began, so too did construction on the new school. Excavation of the building site was completed in early September and construction progressed through September and October. In preparation for the dedication and opening of the school, local men and high school boys donated their time and trucks to haul gravel away, build a septic tank, and tidy the site in late October.<sup>37</sup>

The community gathered on Saturday, November 2nd for a celebratory dedication event, described as follows in the *Idaho County Free Press*:

Practically all the townspeople helped out with the celebration either with donations, or work, or both, under the leadership of the following chairmen, Mrs. Clinton Reeves, serving committee; Mrs. Herb Brown, barbeque committee; Clinton Reeves, street entertainment; Mrs. Mabel Meade, dedication ceremony; James Wilson, dance entertainment. A great deal of credit goes to the teachers who worked steadily preparing, and then bore the brunt of the cleaning up afterward, but they profess to be well satisfied as the affair cleared between \$105 and \$110 which will buy basketball suits and several other needed things.



*Idaho County Free Press*, June 21, 1940, p. 1.



*Idaho County Free Press*, July 18, 1940, p. 8.

<sup>31</sup> "Pollock and Riggins to Unite Schools," *Idaho County Free Press*, Jun. 6, 1940, p. 1.

<sup>32</sup> "Riggins - Pollock Vote Favors Consolidation," *Idaho County Free Press*, Jun. 27, 1940, p. 1.

<sup>33</sup> "Notice to Building Contractors," *Idaho County Free Press*, Jul. 18, 1940, p. 8.

<sup>34</sup> "Riggins Votes bond For School House," *Idaho County Free Press*, Aug. 1, 1940, p. 3.

<sup>35</sup> "To Build New School South Side of Riggins," *Idaho County Free Press*, Aug. 8, 1940, p. 3. "Buy Site for Riggins School; Term to Begin Next Monday," *Idaho County Free Press*, Aug. 29, 1940, p. 1.

<sup>36</sup> "Large Enrollment at Riggins School," *Idaho County Free Press*, Sept. 12, 1940, p. 3.

<sup>37</sup> "To Dedicate School at Riggins," *Idaho County Free Press*, Oct. 24, 1940, p. 1.



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In spite of heavy rain a large crowd gathered to attend the dedication of the new high school, and the barbeque, Saturday. A steer, two venison, a mutton and a hog were expertly barbecued under the supervision of the Rev. Kelley Campbell, and disappeared just as expertly at noon when served with buns, baked beans, and salad.<sup>38</sup>

The dedication ceremony was held in the new school building. Participants included Mabel Meade, clerk of the school board, who introduced the speakers; Elta Arnold, county school superintendent, who gave a short talk comparing the present day school with those of 50 years ago; Wilber Campbell, a Grangeville attorney who had "handled the business papers and contracts concerning [the new building] and spoke of the value of education to a community, and to the country as a whole;" and Charles Clay, who presented the school with a framed enlargement of a picture of the first school held in Riggins. Five of the students in the picture were present at the dedication and included, "Mrs. Minnie Damon, Mrs. Howard Dryden, Mrs. Allan Riggles, Charles Clay and Dick Irwin."<sup>39</sup> Following the ceremony, roller skating and a film were held in the hall, and a carnival dance that night "drew an extra big crowd, with Miss Billie Chamberlin named carnival queen."<sup>40</sup>

Within a week, high school students were attending classes in the new building. The intermediate grades moved into the space vacated by the high school students, and the primary grades moved into the space formerly used by the intermediate students.<sup>41</sup> This was typical of small towns like Riggins, where classroom space was often shared and placed in extant community buildings as enrollments and class sizes changed.



*Riggins high school building, with ancillary building in the background, 1940s. Source: Rocke Wilson, private collection.*

<sup>38</sup> "Dedicate Riggins H.S. With Barbeque Sat.," *Idaho County Free Press*, Nov. 7, 1940, p. 6.

<sup>39</sup> *Ibid.*

<sup>40</sup> *Ibid.*

<sup>41</sup> "High School Moves to New Building," *Idaho County Free Press*, Nov. 14, 1940, p. 7.

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Riggins students who had helped in the school sitework and construction also helped install hardwood floors in nearby Clay's Hall for basketball games.<sup>42</sup> Located behind what is today's Summerville Steakhouse restaurant at 106 Main Street, the hall (not extant) was where sports teams practiced and played games. One former student recalled the race to get back to the showers at the high school building after practice because there was only enough hot water for one or two people.<sup>43</sup>

The class of 1941 was the first to graduate from the new high school. Senior class sizes remained fewer than 10 until 1953-54 and peaked at 21 in 1956-57, prompting the need for a new school building which opened in 1958 as the Salmon River High School.<sup>44</sup> It is still in use today. Following the old building's use as a high school, the school district used the building for elementary school classes and kindergarten, until a new elementary school was built in 1970. It then became an annex for art and music classes and was used as a lunchroom as well as space for after-school activities, various community meetings, and storage. Also in about 1970, a small rear addition was built to provide updated and more easily accessible restrooms. At one point in the early 2000s, the district leased the building for two years to a rafting company.<sup>45</sup> Today, the district uses the building for elementary school art classes, lunchroom space, and for storage.

### *Summary*

The 1940 Riggins High School is the oldest surviving public-school building in Riggins. It was built during an era of consolidation and has witnessed the transformation of the valley as transportation networks improved and the local economy evolved. The building is an important local example of the schoolhouse property type that is outlined in the MPDF *Public School Buildings in Idaho*. It has direct associations with the evolution of education in Idaho and Idaho County during the early and mid-20th century. The property retains good integrity, as defined by the MPDF, and it clearly communicates its significant historic associations with public education and community life in Riggins (Criterion A).

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<sup>42</sup> "Salmon River Heritage Walking Tour," City of Riggins website.

<sup>43</sup> Rocke Wilson, email to Sarah Martin, Oct. 5, 2023.

<sup>44</sup> Vera Schleicher, "History of Riggins-Salmon River Schools," This unpublished, two-page compilation of school statistics was compiled in 1960, and is in possession of the school district.

<sup>45</sup> "Salmon River Heritage Walking Tour," City of Riggins website.

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## 9. Major Bibliographical References

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- [No title], Jan. 31, 1901, p. 4. [about new town]
- "Local Notes," Mar. 10, 1904, p. 4. [description of Riggins]
- "2625 Children Enrolled in Idaho County Public Schools," Nov. 23, 1921, p. 1.
- "Will Build New Riggins School," Jun. 9, 1921, p. 1.
- "Consolidation Topic of School Inspector," Mar. 7, 1940, p. 5.
- "Pollock and Riggins to Unite Schools," Jun. 6, 1940, p. 1.
- "Riggins – Pollock Vote Favors Consolidation," Jun. 27, 1940, p. 1.
- "Notice to Building Contractors," Jul. 18, 1940, p. 8.
- "Riggins Votes bond For School House," Aug. 1, 1940, p. 3.
- "To Build New School South Side of Riggins," Aug. 8, 1940, p. 3.
- "Buy Site for Riggins School; Term to Begin Next Monday," Aug. 29, 1940, p. 1.
- "Large Enrollment at Riggins School," Sept. 12, 1940, p. 3.
- "To Dedicate School at Riggins," Oct. 24, 1940, p. 1.
- "Dedicate Riggins H.S. With Barbeque Sat.," Nov. 7, 1940, p. 6.
- "High School Moves to New Building," Nov. 14, 1940, p. 7.

### *Idaho Statesman, The* (Boise)

- "To Study Consolidation," Jan. 31, 1940, p. 3.
- "Talk of the Town," Sept. 2, 1940, p. 10.
- "New Meadows Teacher Confined to Her Home," Nov. 9, 1940, p. 3.
- "From Gouge-Eye to Riggins," Jul. 14, 2003, p. 4.

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Wilson, Rocke. Personal conversation and email communications with the author. Oct. 2023.

**Previous documentation on file (NPS):**

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

**Primary location of additional data:**

☒ State Historic Preservation Office  
☐ Other State agency  
☐ Federal agency  
☐ Local government  
☐ University  
☐ Other  
Name of repository: \_\_\_\_\_

Historic Resources Survey Number (if assigned): N/A

**10. Geographical Data**

**Acreage of Property** Less than one acre

(Do not include previously listed resource acreage; enter "Less than one" if the acreage is .99 or less)

**Latitude/Longitude Coordinates**

Datum if other than WGS84: \_\_\_\_\_  
(enter coordinates to 6 decimal places)

1 45.422816 -116.314861  
Latitude Longitude

2 \_\_\_\_\_  
Latitude Longitude

3 \_\_\_\_\_  
Latitude Longitude

4 \_\_\_\_\_  
Latitude Longitude



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**Verbal Boundary Description** (Describe the boundaries of the property.)

The nominated property is located on parcel of approximately 3.3 acres in the NE quarter of Section 15, Township 24N, R01E in Idaho County, Idaho. The parcel number is RPR00000150445A and is described as follows: RIGGINS PTN OF TRACTS 3 & 4 TAX #20, 302, N 109.4' TRACT 4. The nominated area includes only a portion of the parcel, approximately 0.55 acres at the north east corner of the property includes. See figures 4 and 5.

**Boundary Justification** (Explain why the boundaries were selected.)

The nominated property includes only a portion of a larger parcel, comprising the extant school building and surrounding recreational and parking area that are historically associated with Riggins High School. The boundary excludes modern school district facilities, including a later elementary school building, portable classrooms, tennis courts, and a ballfield.

**11. Form Prepared By**

name/title Sarah J. Martin, consulting historian date Dec. 2023  
organization SJM Cultural Resource Services LLC telephone \_\_\_\_\_  
street & number 3901 2<sup>nd</sup> Avenue NE #202 email SarahMartinCRS@gmail.com  
city or town Seattle state WA zip code 98105

**Additional Documentation**

Submit the following items with the completed form:

- **Regional Location Map (Figure 1)**
- **USGS Map (Figures 2 and 3)**
- **Tax Lot Map (Figures 4 and 5)**
- **Site Plan (Figure 6)**
- **Floor Plans (As Applicable) (Figures 7 and 8)**
- **Historic Images (Figures 9 through 14)**
- **Photo Location Map N/A** (Include for historic districts and properties having large acreage or numerous resources. Key all photographs to this map and insert immediately after the photo log and before the list of figures).

**Photographs:**

Submit clear and descriptive photographs. The size of each image must be 3000x2000 pixels, at 300 ppi (pixels per inch) or larger. Key all photographs to the sketch map. Each photograph must be numbered and that number must correspond to the photograph number on the photo log. For simplicity, the name of the photographer, photo date, etc. may be listed once on the photograph log and doesn't need to be labeled on every photograph.

**Name of Property:** Riggins High School  
**City or Vicinity:** Riggins  
**County:** Idaho County **State:** Idaho  
**Photographer / Date:** Sarah J. Martin / October 2, 2023

*All digital images labeled as follows: ID\_IdahoCounty\_RigginsHighSchool\_000#.tif*

Description of Photograph(s) and number, include description of view indicating direction of camera:

Photo #1	Primary (southeast) elevation, looking northwest.
Photo #2	Entry vestibule on southeast façade, looking west.

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Photo #3	Side (northeast) façade, looking west.
Photo #4	Side (northeast) elevation, looking southwest.
Photo #5	Overall view of the rear of the school from the north, looking south.
Photo #6	Rear (northwest) elevation and addition, looking southeast.
Photo #7	Overall view of the rear of the school from the west, looking east.
Photo #8	Side (southwest) elevation, facing northeast.
Photo #9	Overall view of the front of the school from the south looking north.
Photo #10	Side (southwest) façade in the foreground, with portable buildings behind and elementary school in the distance, looking northwest.
Photo #11	Close-up of a window on southeast façade.
Photo #12	Interior at the primary entrance.
Photo #13	Center corridor on main floor, looking toward rear exit.
Photo #14	Water fountains along center corridor wall on the main floor.
Photo #15	North classroom on main floor.
Photo #16	North classroom on main floor.
Photo #17	Office or cloak room on main floor.
Photo #18	South classroom on main floor.
Photo #19	Stairs leading from primary entry vestibule to basement.
Photo #20	South classroom in basement.
Photo #21	Stairs leading main floor corridor into rear addition.

**Paperwork Reduction Act Statement:** This information is being collected for applications to the National Register of Historic Places to nominate properties for listing or determine eligibility for listing, to list properties, and to amend existing listings. Response to this request is required to obtain a benefit in accordance with the National Historic Preservation Act, as amended (16 U.S.C.460 et seq.).

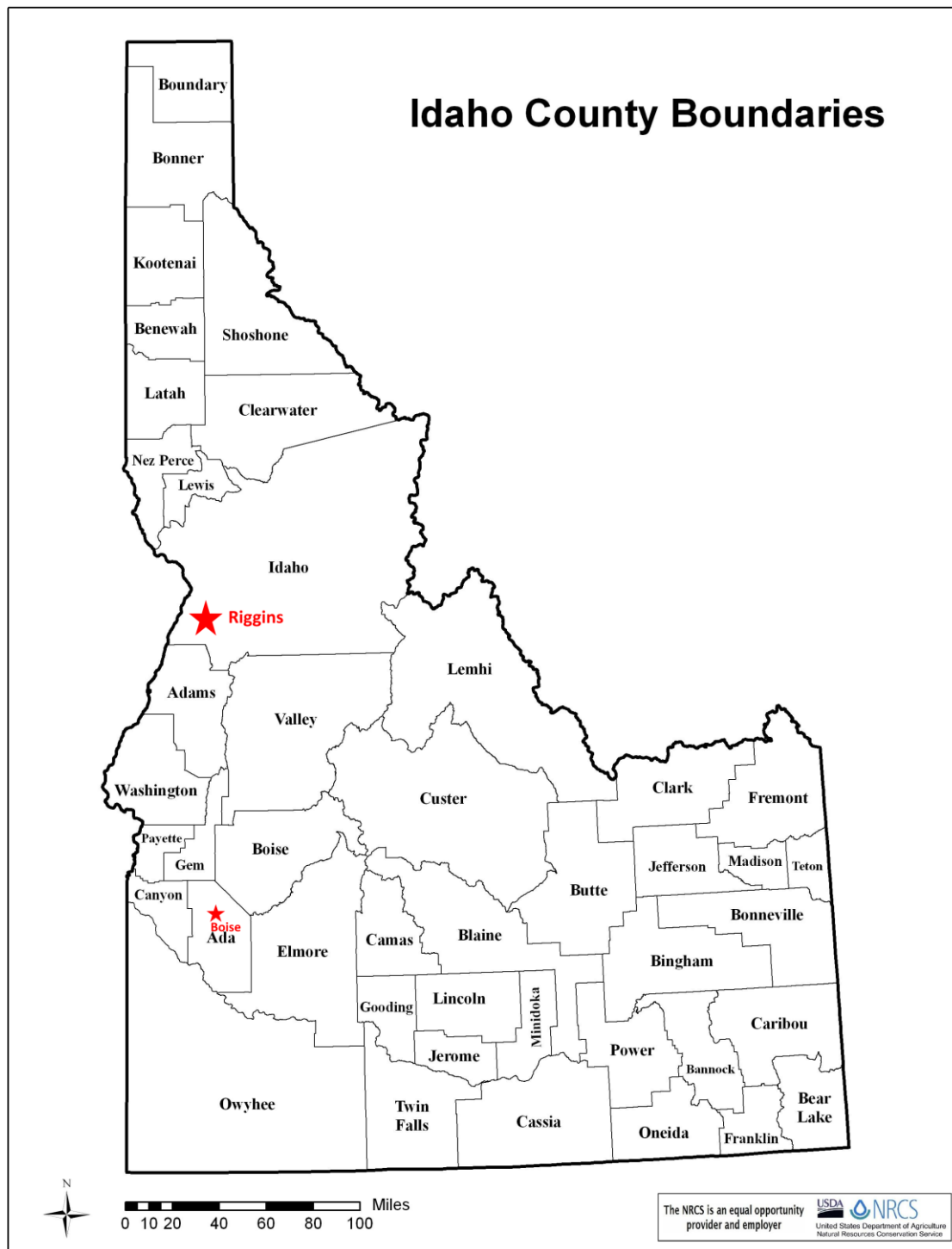
**Estimated Burden Statement:** Public reporting burden for this form is estimated to average 100 hours per response including time for reviewing instructions, gathering and maintaining data, and completing and reviewing the form. Direct comments regarding this burden estimate or any aspect of this form to the Office of Planning and Performance Management, U.S. Dept. of the Interior, 1849 C. Street, NW, Washington, DC

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### Figure 1. Regional Location Map

Map of State of Idaho showing counties, state capital, and the location of Riggins in Idaho County.



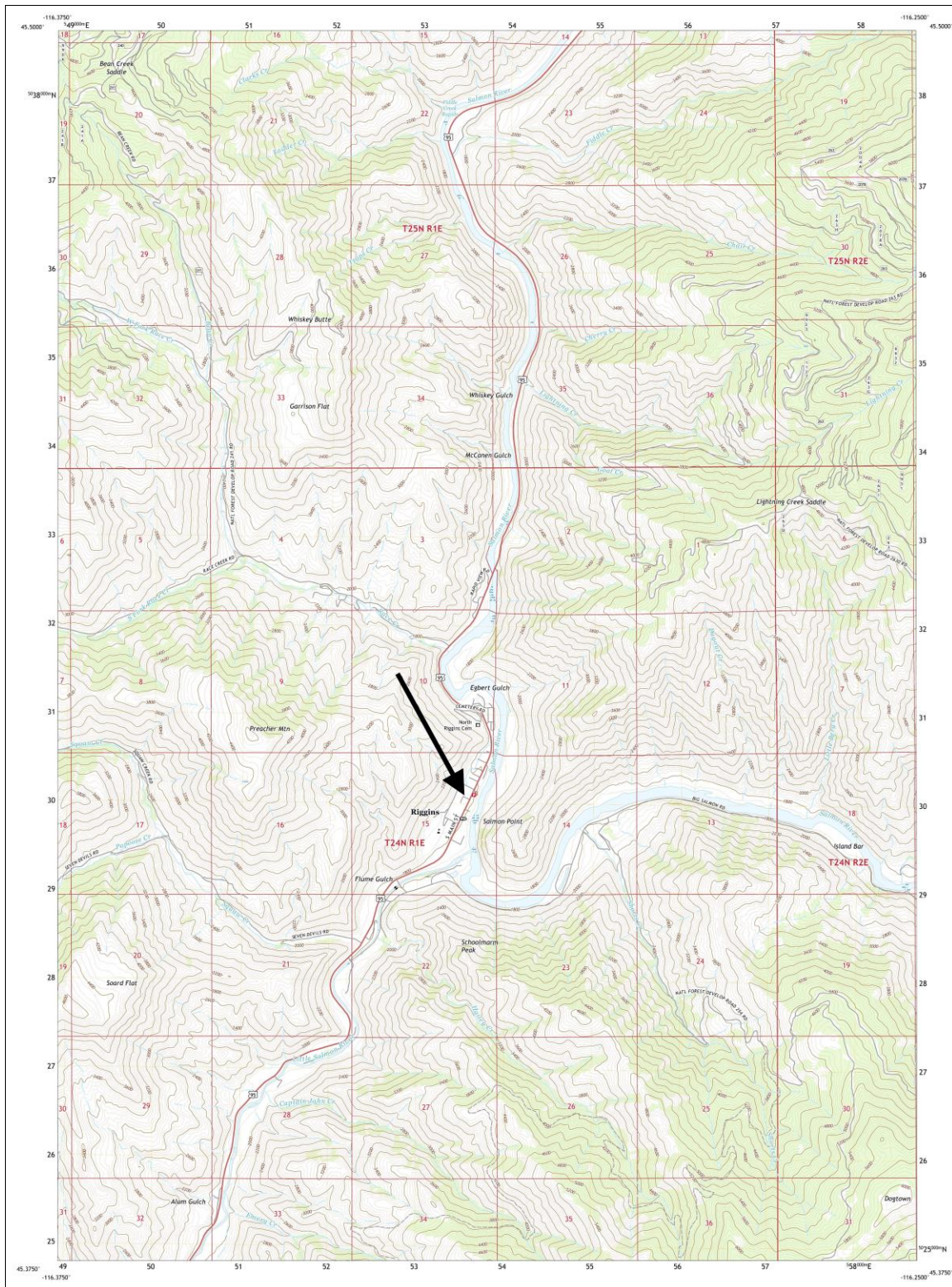
Riggins High School  
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## Figure 2. USGS Quadrangle Map

Riggins Quadrangle, 2020, 7.5 minute series, Scale: 1:24,000

T24N, R01E, S15 – Idaho County (North is at the top of the image.)

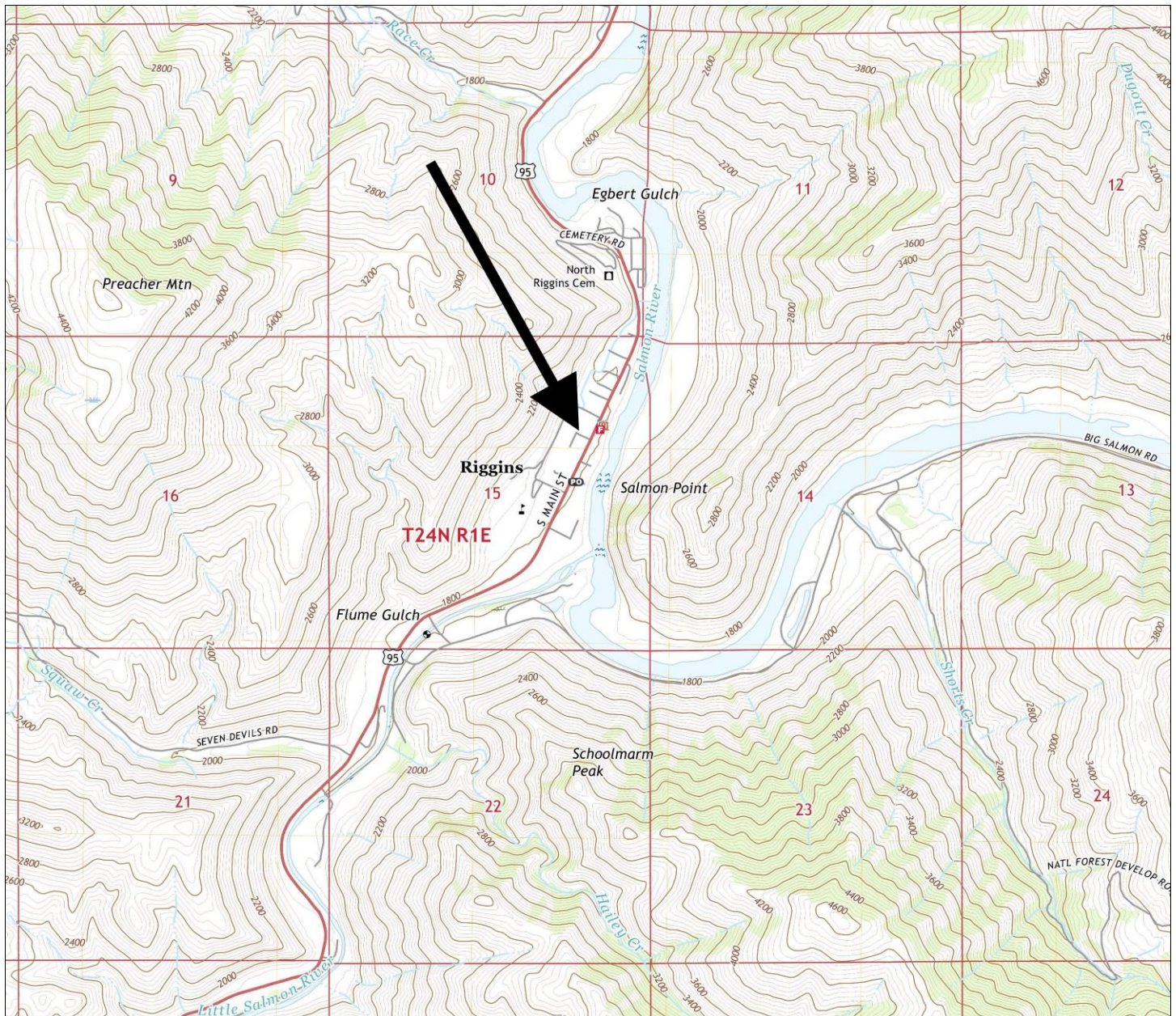




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**Figure 3. USGS Quadrangle Map (Close-in)**  
Riggins Quadrangle, 2020, 7.5 minute series, Scale: 1:24,000  
T24N, R01E, S15 – Idaho County  
North is at the top of the image.



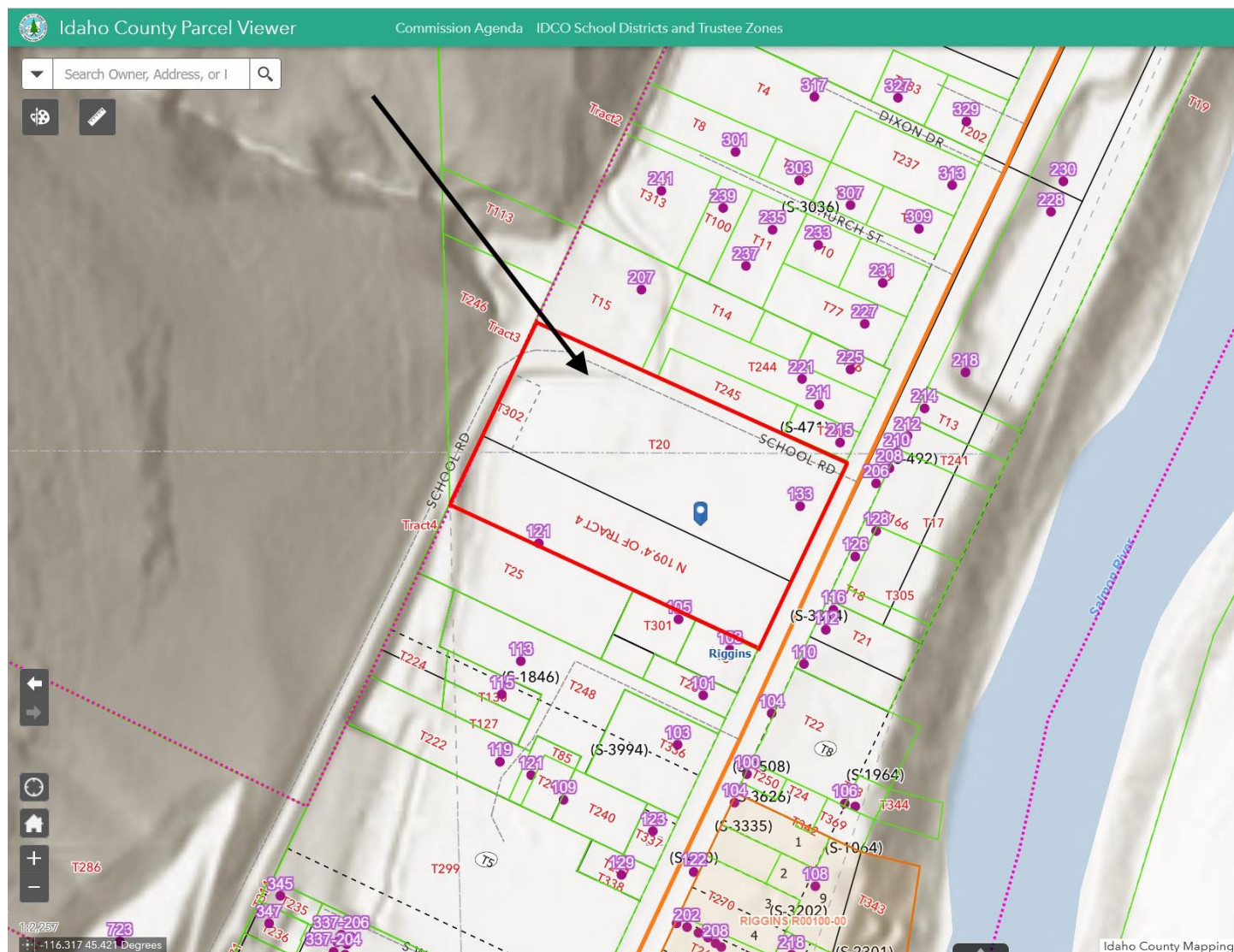


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#### Figure 4. Idaho County Parcel Map

Arrow points to Riggins school property, Parcel RPR00000150445A. North is at the top of the image. The school is in the top right corner of the parcel at latitude 45.422816, longitude -116.314861. Please reference Section 10 Geographic Data for a property boundary description and justification.





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**Figure 5. Aerial Image**

The parcel is outlined by a solid black line. The nominated area is outlined by a dotted black and yellow line.





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**Figure 6. Site Plan (Google Earth imagery)**

The image below notes various features of the nominated property observed during a site visit on Oct. 2, 2023. The dotted line reflects the nomination boundary. The school building is at latitude 45.422816, longitude - 116.314861.



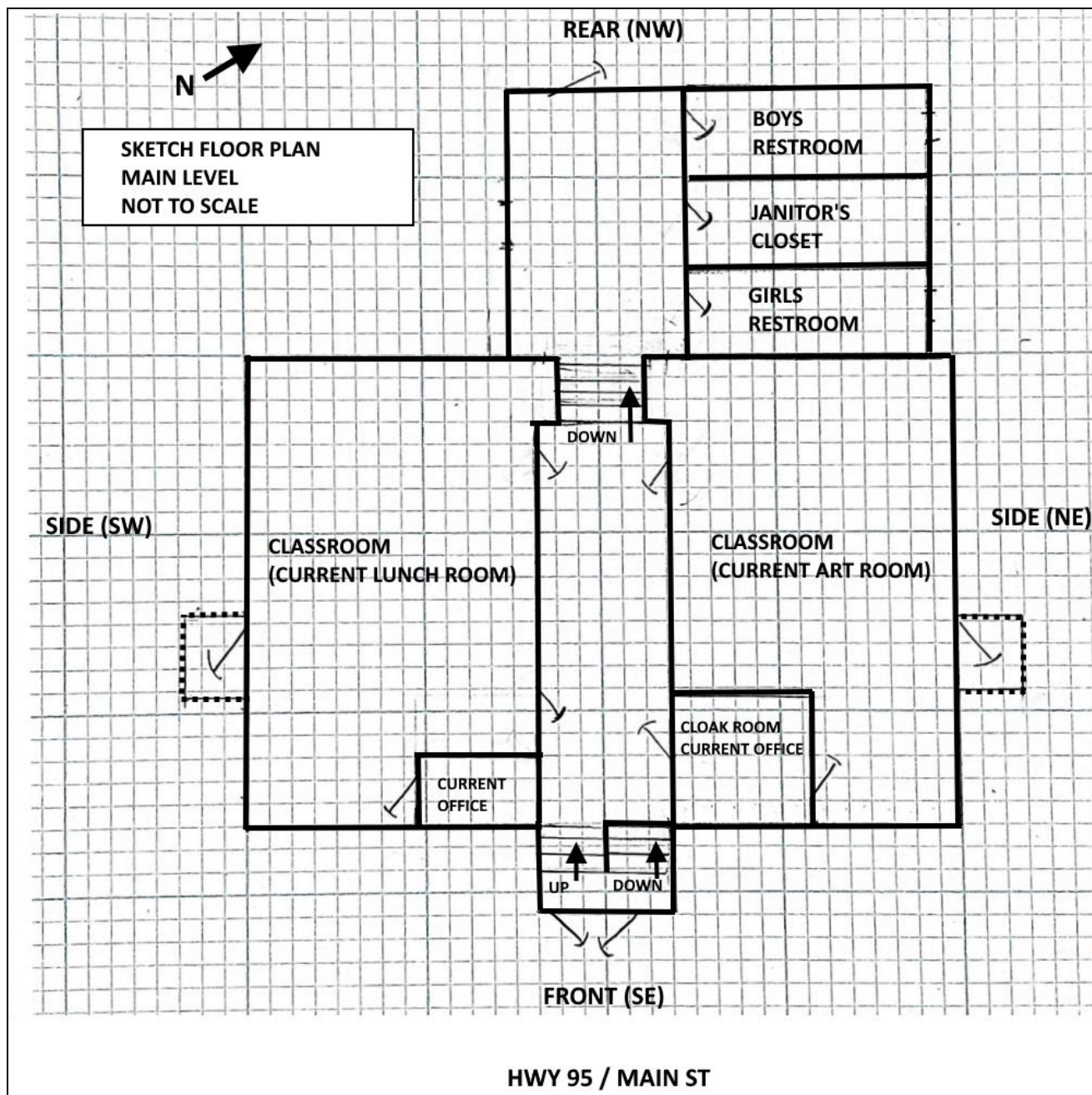


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### Figure 7. Main Level Sketch Plan

This sketch reflects an approximation of the current main level and rear addition floor plan. It is based on observation by the author during an in-person site visit on Oct. 2, 2023. The sketch is not to scale and wall and door placements are estimations.

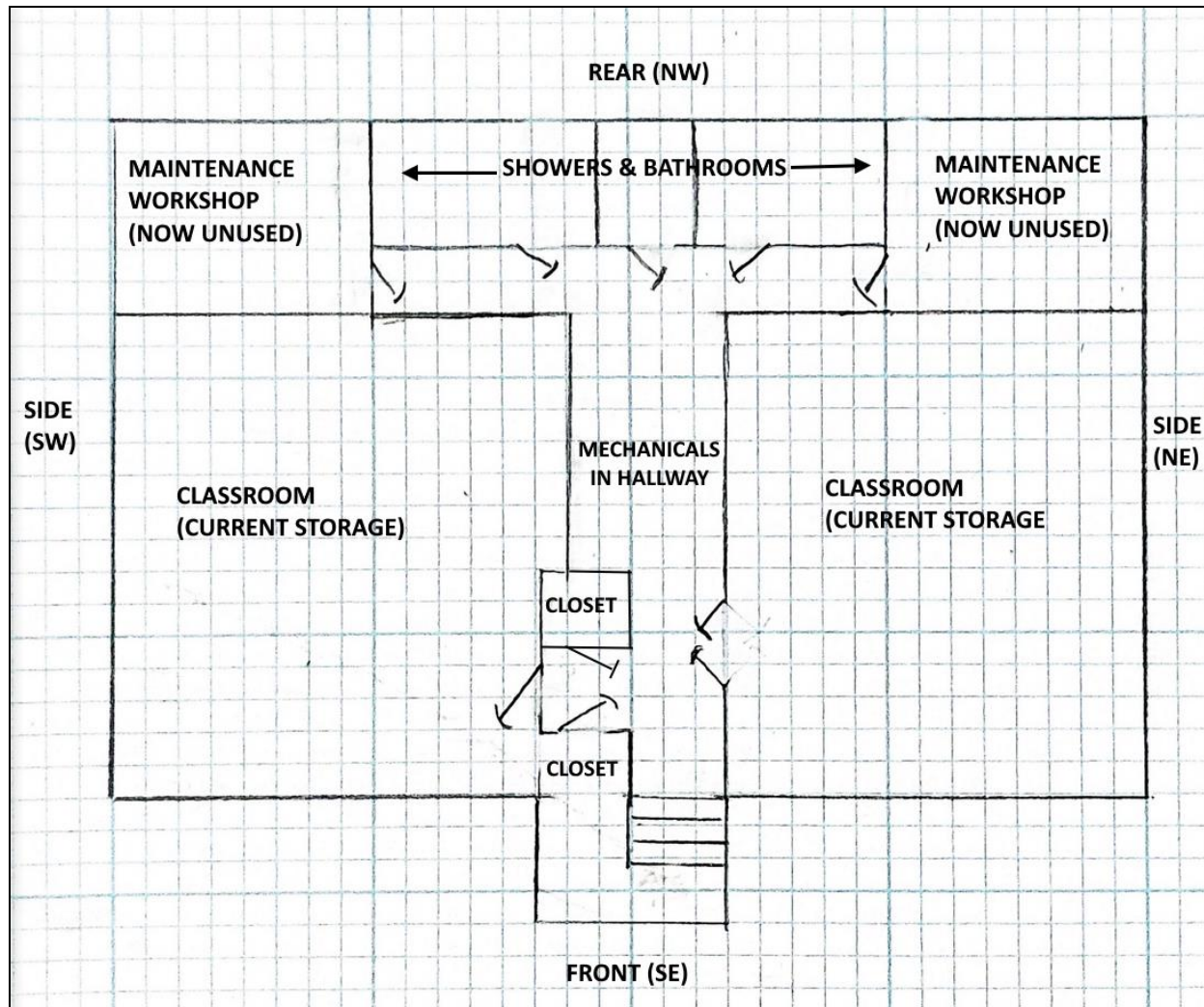


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### Figure 8. Basement Level Sketch Plan

This sketch reflects an approximation of the current basement plan and is based on observation by the author during an in-person site visit on Oct. 2, 2023. The sketch is not to scale and wall and door placements are estimations.





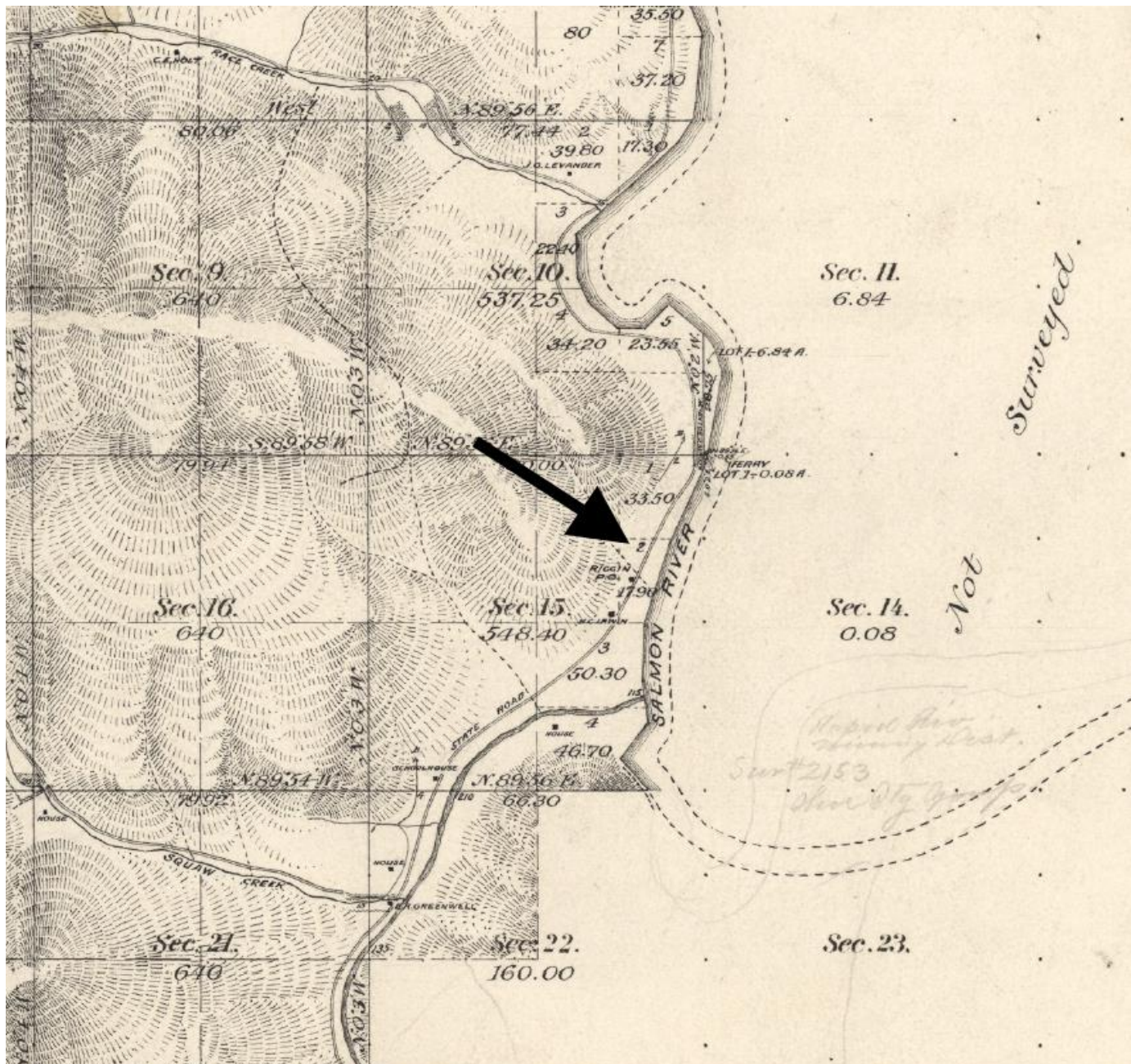
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**Figure 9. General Land Office Survey map (partial image)**

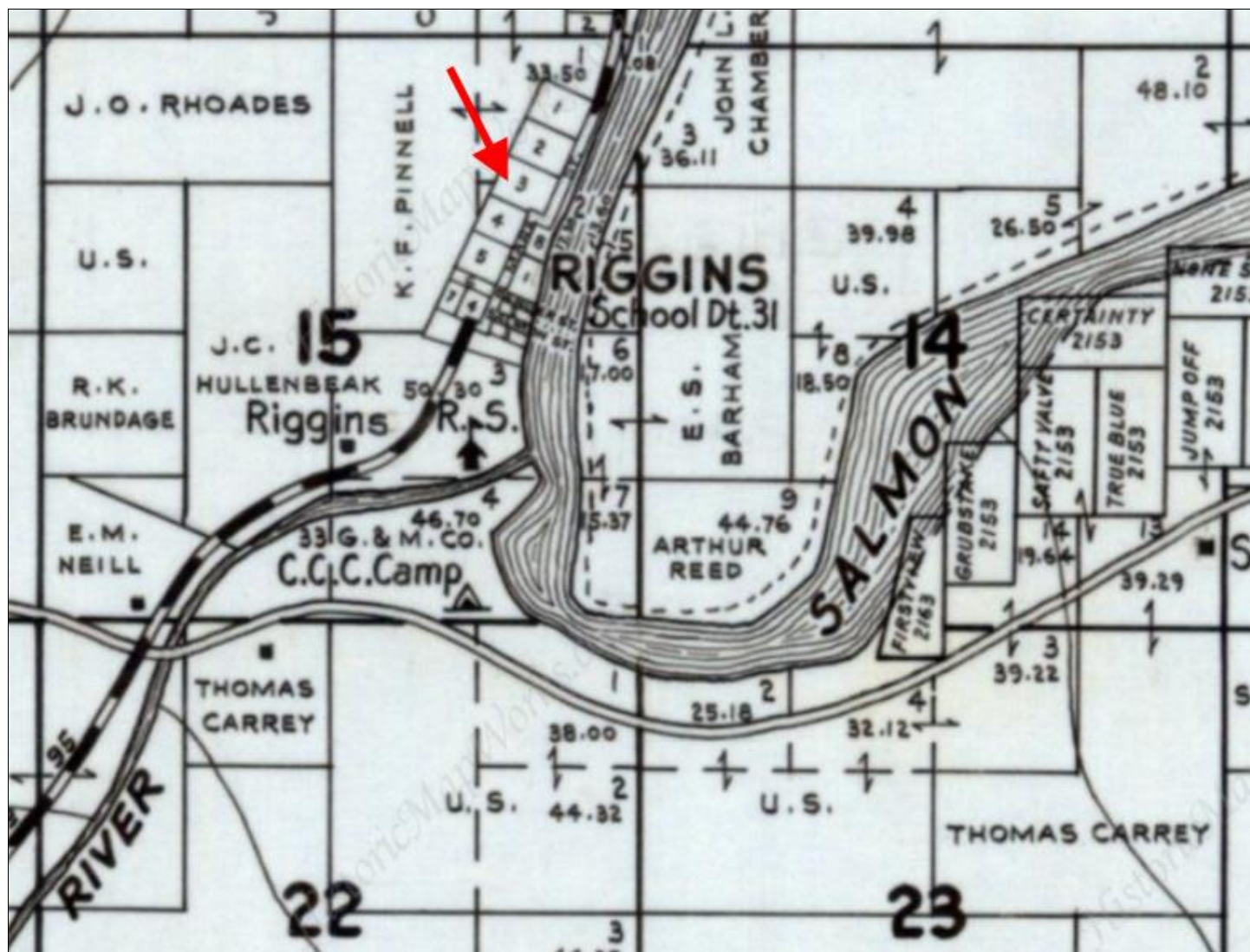
Surveyed 1902, map produced 1903. The map shows the area around the confluence of the Salmon and Little Salmon rivers. The arrow points to the approximate location of the nominated property. A road, labeled "state road" runs parallel to the rivers. Note the following: "Riggin P.O." (Riggins Post Office) and a ferry crossing in the northeast quarter of section 15 and a "schoolhouse" along the road in the southwest quarter of section 15. Source: General Land Office, Bureau of Land Management. Land Survey Map of Township 24N, Range 1E. Surveyed July-August 1901. Recorded September 2, 1903. Accessed Aug. 22, 2023.

<https://glorecords.blm.gov/search/default.aspx?searchTabIndex=0&searchByTypeIndex=1>





The community of Riggins is shown below. The map was published a year before the construction of the nominated school building. The red arrow points to the approximate location of the nominated school building. North is at the top of the image. Source: Charles F. Metsker, *Idaho County 1939*. Metsker Map Company, 1939. Accessed Aug. 1, 2023. <https://www.historicmapworks.com/Atlas/US/28987/Idaho+County+1939/>.

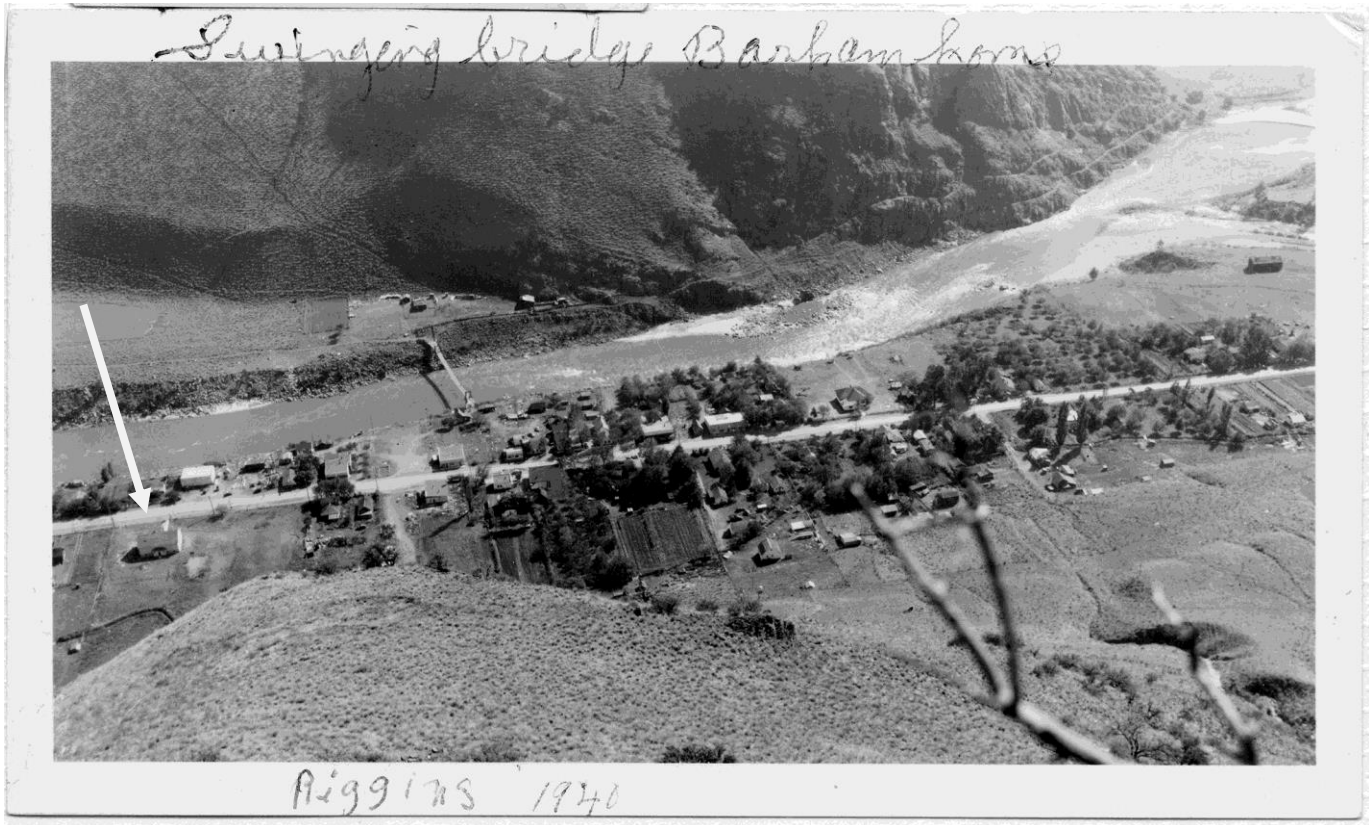


Riggins High School  
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**Figure 11. Riggins, 1940**

New high school building is shown in lower left corner. See zoomed image below.  
Source: Rocke Wilson, private collection.



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**Figure 12. Riggins high school building, undated**

Source: School District





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**Figure 13a. Riggins high school building, with ancillary building in the background, 1940s**  
Source: Rocke Wilson, private collection.



**13b. Ancillary building behind Riggins High School, 2013. It is no longer extant.**  
Source: Kerry Davis, *Cultural Resource Survey: Historic Rural Schools of Idaho County*, 18.



**Ancillary Building, Riggins School**

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**Figure 14. Rocky Smith and Glenn Barnard, with Riggins high school building at left, 1953.**  
Source: Rocke Wilson, private collection.





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**Photo 1 of 21. ID\_IdahoCounty\_RigginsHighSchool\_0001**  
Primary (southeast) elevation, looking northwest.



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**Photo 2 of 21. ID\_IdahoCounty\_RigginsHighSchool\_0002**  
Entry vestibule on southeast façade, looking west.





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**Photo 3 of 21.** **ID\_IdahoCounty\_RigginsHighSchool\_0003**  
Side (northeast) façade, looking west.



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**Photo 4 of 21.**

**ID\_IdahoCounty\_RigginsHighSchool\_0004**  
Side (northeast) elevation, looking southwest.





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**Photo 5 of 21.**

**ID\_IdahoCounty\_RigginsHighSchool\_0005**

Overall view of the rear of the school from the north, looking south.



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**Photo 6 of 21.**

**ID\_IdahoCounty\_RigginsHighSchool\_0006**  
Rear (northwest) elevation and addition, looking southeast.





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**Photo 7 of 21.**

**ID\_IdahoCounty\_RigginsHighSchool\_0007**

Overall view of the rear of the school from the west, looking east.



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**Photo 8 of 21.** **ID\_IdahoCounty\_RigginsHighSchool\_0008**  
Side (southwest) elevation, facing northeast.





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**Photo 9 of 21.**

**ID\_IdahoCounty\_RigginsHighSchool\_0009**

Overall view of the front of the school from the south looking north.



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**Photo 10 of 21.** **ID\_IdahoCounty\_RigginsHighSchool\_0010**  
Side (southwest) façade in the foreground, with portable buildings behind and 1970 elementary school in the distance, looking northwest.





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**Photo 11 of 21.** **ID\_IdahoCounty\_RigginsHighSchool\_0011**  
Close-up of a window on southeast façade.



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**Photo 12 of 21.**      **ID\_IdahoCounty\_RigginsHighSchool\_0012**  
Interior at the primary entrance.



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**Photo 13 of 21.**      **ID\_IdahoCounty\_RigginsHighSchool\_0013**  
Center corridor on main floor, looking toward rear exit.



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**Photo 14 of 21.**      **ID\_IdahoCounty\_RigginsHighSchool\_0014**  
Water fountains along center corridor wall on the main floor (now non-functioning).





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**Photo 15 of 21.** ID\_IdahoCounty\_RigginsHighSchool\_0015  
North classroom on main floor.



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**Photo 16 of 21.**      **ID\_IdahoCounty\_RigginsHighSchool\_0016**  
North classroom on main floor.



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**Photo 17 of 21.**      **ID\_IdahoCounty\_RigginsHighSchool\_0017**  
Office or cloak room on main floor.





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**Photo 18 of 21.**      **ID\_IdahoCounty\_RigginsHighSchool\_0018**  
South classroom on main floor.



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**Photo 19 of 21.**      **ID\_IdahoCounty\_RigginsHighSchool\_0019**  
Stairs leading from primary entry vestibule to basement.



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**Photo 20 of 21.**      **ID\_IdahoCounty\_RigginsHighSchool\_0020**  
South classroom in basement.





Riggins High School  
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**Photo 21 of 21.**      **ID\_IdahoCounty\_RigginsHighSchool\_0021**  
Stairs leading main floor corridor into rear addition.

