

United States Department of the Interior
National Park Service

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.

1. Name of Property

Historic name: Hammett School

Other names/site number: ISHI# 39-16953

Name of related 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: 499 S. School House Rd.

City or town: Hammett State: Idaho County: Elmore

Not For Publication: N/A Vicinity: N/A

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 X C D

<p>_____ Signature of certifying official/Title: <u>Tricia Canaday, Deputy SHPO</u></p> <p><u>Idaho State Historic Preservation Office</u></p> <p>State or Federal agency/bureau or Tribal Government</p>	<p>Date</p>
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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

5. Classification

Ownership of Property

(Check as many boxes as apply.)

- Private:
- Public – Local
- Public – State
- Public – Federal

Category of Property

(Check only **one** box.)

- Building(s)
- District
- Site

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Structure

Object

Number of Resources within Property

(Do not include previously listed resources in the count)

Contributing	Noncontributing	
<u>1</u>	<u>3</u>	buildings
<u> </u>	<u> </u>	sites
<u>3</u>	<u>1</u>	structures
<u>1</u>	<u>2</u>	objects
<u>5</u>	<u>6</u>	Total

Number of contributing resources previously listed in the National Register 0

6. Function or Use
Historic Functions

(Enter categories from instructions.)

EDUCATION: School
SOCIAL: Meeting Hall

Current Functions

(Enter categories from instructions.)

DOMESTIC: Single Dwelling

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7. Description

Architectural Classification

(Enter categories from instructions.)

LATE 19TH AND EARLY 20TH CENTURY AMERICAN MOVEMENTS: Prairie School

Materials: (enter categories from instructions.)

Principal exterior materials of the property:

Foundation: CONCRETE

Walls: BRICK

Roof: METAL: steel

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 Paragraph

The Hammett School, originally constructed in 1911, is a two-story Prairie School-style building featuring asymmetrical massing and a low-pitched hip and valley roof with widely overhanging eaves and paired decorative brackets located at 499 S. School House Road in Hammett, Idaho. Built of yellow brick on a concrete foundation and partially raised basement, the building is T-shaped in plan and features large bands of five tall windows in the classrooms on the first and second stories of the east, north, and west elevations. The interior is organized into three levels. Primary spaces include a kitchen and cafeteria in the partial basement; two classrooms and restrooms on the first floor; and a classroom, assembly room, and principal's office on the second floor. The property meets the criteria for listing established in the Multiple Property Documentation Form (MPDF) *Public School Buildings in Idaho*. Despite minor alterations, the property retains integrity across the seven aspects and clearly conveys its original function, historic associations, and period of construction.

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Narrative Description

Location and Setting

Hammett (population 224) is situated in the Medbury Valley, a fertile agricultural area along the Snake River in southwest Idaho. Located in Elmore County, the unincorporated farming community is nestled amidst fields of hay, wheat, and sugar beets. Mountain Home, the county seat, is located approximately 19 miles to the northwest while the state capital, Boise, lies approximately 62 miles in the same direction.

Located at 499 S. School House Road, the Hammett School sits on a 2.28-acre property within the township of Hammett, Idaho, approximately four blocks west of the original center of the town. The community is rural in character with dispersed residences, a few scattered commercial buildings, and agricultural fields. Bounded by Old U.S. Highway 30 on the south side, School House Road on the east side, vacant land to the north, and a modern residence on the west side, the property is rectangular in shape. The mainline railroad tracks and Interstate 84 are located further to the north at the periphery of the community.

The Hammett School occupies the northeast quadrant of the original school property amidst manicured lawns on its east and north sides and scattered mature trees. A concrete walk extends westward from a dirt parking area off School House Road to the front stairs of the school. Another concrete walk wraps along the south, west, and north elevations of the building, intersecting with the entry walk. In addition to the school building, additional resources are located throughout the grounds. A concrete irrigation ditch (c. 1911) provides water to the lawns on the east and north sides of the school building. Several sections of wood and metal fencing on the south and west sides of the school building define a roughly rectangular yard at the rear of the school building. On the south side of the grounds, a well pressure tank (c. 1911) sits between the school building and the southern property line. A course of relocated concrete guard railing (1931) salvaged from a nearby highway railroad overpass defines a portion of the southern property line. To the west of the school building, a large, rectangular concrete pad (c. 1911-1920) formerly used as a tennis court dominates the northwest quadrant of the property. A metal shipping container (2019) used for storage sits on the north end of the concrete pad. Between the school building and concrete pad, a pair of T-shaped metal posts formed a clothesline. Three relocated subsidiary buildings are located around the concrete pad: a railroad outhouse (c. 1911-1920) at the southeast corner, a railroad toolshed (c. 1911-1920) immediately to the south, and a second railroad toolshed converted into a guest house (c. 1910-1920) on the west. The metal base for a drinking fountain (c. 1911) is located adjacent to the outhouse at the southeast corner of the concrete pad. Metal posts (c. 1911) topped with finals at the northwest, northeast, and southeast corners of the property serve as boundary markers.

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Resources

RESOURCE 1: Schoolhouse

Contributing

Date of Construction: 1911

Exterior

The Hammett School is a two-story Prairie School-style building with asymmetrical massing and a low-pitched hip and valley roof with widely overhanging eaves supported by paired decorative corbelled brackets at each corner. Built of yellow brick laid in common bond on a concrete foundation, the building is T-shaped in plan and features a partially raised concrete basement and projecting brick water table. Its asymmetrical floorplan and massing reflect the original intent that the building would be the first unit of a larger schoolhouse; the 7,200 square foot building represents one-third of the original scheme and would have would been the north wing of the fully completed school. The east, west, and north elevations feature bands of five one-over-one replacement vinyl windows in the classrooms on the first and second story. Each band of windows on the first floor features a continuous concrete sill with six evenly spaced decorative brick pendants and a continuous concrete lintel. Second story bands of windows feature a continuous concrete sill with decorative brick pendants of the same design but no lintel. The roof is standing seam metal with a small central wooden cupola with horizontal vents on each side and capped by a hipped standing seam metal roof.

East (front) Elevation: The facade faces east and features asymmetrical massing reflecting the building's T-shaped floorplan, with the south wing of the building on the left side of this elevation projecting forward (east) from the section of the building on the right (north) with the main entrance. A concrete stair consisting of five steps and a solid railing on the right (north) leads to the main entrance. The latter is centered on the façade and consists of a concrete lintel and concrete threshold that frame replacement oak double front doors, each with two panels and a two-over-two upper glazed panel, and overhead transom windows. On the second floor, directly above the main entrance, is a one-over-one replacement vinyl window with a concrete sill featuring decorative brick pendants in the corners that allows light into the former principal's office.

To the left of the main entrance, the north-facing wall of the projecting south wing has a first story one-over-one replacement vinyl window with a concrete sill featuring decorative brick pendants at the corners, which allowed light into a cloakroom (no longer extant) in the east classroom. The east-facing wall of the projecting south wing features a band of five large one-over-one replacement vinyl windows on the first floor, and an identical set on the second floor. The partially raised basement of the projecting south wing has two replacement vinyl windows, and a concrete stairwell, with original metal rail, and steps leading down to an original metal exterior door. To the right of the main entrance, the first and second stories each have a decorative rectangular extruded brick panel resembling an infilled band of windows.

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North (side) Elevation: The north elevation features a band of five one-over-one replacement vinyl windows on the first and second stories. A small rectangular vent is located at each end above the continuous concrete lintel of the first-floor band of windows and just above the water table. The partially raised basement has a central access opening at the ground level to a 4-foot-high crawl space, which totals approximately 830 Square feet.

West (rear) Elevation: The west elevation is a mirror image of the east (front) elevation in terms of its asymmetrical massing reflecting the building's T-shaped floorplan, although it is not identical due to differences in the fenestration pattern and having fewer decorative details. The south wing of the building on the right side of the elevation projects forward (west) from the section to the left (north) of the rear entrance to the school. A stair consisting of six concrete steps and a brick railing on the left leads to the rear entrance. The latter is centered on the elevation and consists of a concrete lintel and concrete threshold that frame replacement oak double doors, each with two panels and a two-over-two upper glazed panel. On the second floor, directly above the main entrance, a one-over-one replacement vinyl window with a concrete sill featuring decorative brick pendants in the corners allows light into the stair landing between the first and second floors.

To the right of the rear entrance to the building, the north-facing wall of the projecting south wing has a first story one-over-one replacement vinyl window with a concrete sill featuring decorative brick pendants at the corners, which allowed light into a cloakroom (no longer extant) in the west classroom. Directly below, a window in the partially raised basement provides light into the furnace room. The west-facing wall of the projecting south wing features a band of five large one-over-one replacement vinyl windows on the first floor, and an identical set on the second floor. The partially raised basement of the projecting south wing has a wooden door centered directly below the bank of first floor windows, with concrete steps running parallel to the building and leading into basement furnace room. To the left of the door is an original wooden one-over-one window that allows light into the furnace room. To the right of the door, an opening (currently boarded over with wood) functioned a coal chute to the basement coal storage area. The first and second stories of the section of the building to the left of the rear entrance feature a single replacement one-over-one vinyl window and a concrete sill featuring decorative brick pendants at the corners. These windows allowed light into cloakrooms in the classrooms formerly on each floor.

South (side) Elevation: The south elevation has a different architectural character than the other sides of the building, featuring lower quality yellow brick and limited fenestration. This elevation would have served as an interior wall between the extant building and a large unrealized addition to the south planned at the time of the original construction. To accommodate this expansion, the first and second floors each feature a central rectangular area defined by brick laid to form a continuous vertical joint from the floor to the ceiling of each level, which could be removed to connect the building to the planned addition. The first floor "punch out" features a six-brick high segmental arch that frames a replacement one-over-one vinyl window with a concrete sill featuring decorative brick pendants at the corners that allows light into the former teacher's office. Directly below, a three-brick high segmental arch frames a replacement single-pane vinyl window in the partially raised basement that provides light into

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the former school kitchen. To the right of the windows are electric fuse and circuit breaker boxes mounted on the wall. Three modern heating pumps are located along the south wall. An original two-story circular fire escape slide contained in a metal cylinder-shaped structure is attached with metal rods to the southeast corner of the building. The fire escape has an interior door leading into the southeast corner of the second story, and an exit door at the bottom level faces east.

Interior

The interior is functional in character with little stylistic embellishment but accommodates a variety of generously proportioned spaces in its 7,200 square feet, including two classrooms and two restrooms on the first floor; a third classroom, large assembly room, and principal's office on the second floor; and a kitchen and cafeteria in the partial basement. The first and second stories retain original fir floors throughout. Most interior walls feature picture rails, and the hallways also have chair rails. Door and window openings have square wood trim. Interior doorways feature transom windows and retain their original wooden doors with five horizontal panels. Light fixtures are a mixture of original hanging pendant lights and replacement hanging panels with florescent tubes. The ceilings are plaster except for the assembly room with its asbestos panels.

The main entrance accesses a **corridor** with a T-shaped configuration; the main section bisects the building from east to west, leading directly through to the rear entrance on the west elevation and contains the staircases to the second floor and basement along its north wall. A secondary segment of the corridor runs north-south, intersecting the main section midway along its south wall, and provides access to the two classrooms located on the first floor of the south wing. This secondary corridor terminates at the former **teacher's office** (currently a bedroom) at its south end; a partial height wall with a central door separates the latter space from the corridor. The wide corridor has a tall ceiling of approximately 13 feet high and features a chair and picture rail. In the east-west section of the corridor, the original drinking fountain is located on the south wall immediately inside the main entrance. Doors on the north wall at either end of the staircase in the east-west section of the corridor access **restrooms** that occupy the north wing of the first floor in a space that originally was a classroom; the door to the girls restroom is located near the main entrance on the east end of the hall and the door to the boys restroom (now storage) is located near the rear entrance at the west end of the hall. The staircase to the second floor is oriented to the main entrance, facing east. Located beneath the second-floor stair, the basement staircase is accessed from the west end of the east-west corridor. The wooden staircases are of the same design, featuring decorative carved newel posts and open balustrades. In the north-south section, the corridor has a single door on either side to access the east and west classrooms; a second door to each classroom is located in the former teacher's office. Lighting in the hallways is provided by a pair of hanging pendent lights.

The two **classrooms** in the south wing (currently living room/bedrooms) are rectangular in plan; the east classroom is situated in the southeast corner of the building and the west classroom is in the southwest corner. A band of five tall windows in each classroom provides natural light, which is supplemented by replacement hanging panels with florescent bulbs. Each classroom

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also features a single window on the north wall that formerly provided light into a non-extant cloakroom in each space. The two first floor classrooms both retain original chalk boards.

The staircase to the **second floor** consists of two flights; a landing between each flight has a west-facing window and a narrow opening on the south interior wall with a short set of stairs leading to a door to the assembly room stage. At the top of the stairs, a landing has doors leading to the three rooms on the second floor. The ceiling of the landing has an access panel to the attic and a single hanging pendent light. Directly opposite the stairs is a small room that functioned as the **principal's office** (currently a bedroom). This space features a window on its east wall that is positioned directly above the main entrance, a picture rail, and a built-in bookcase along a portion of the south wall. The north side of the second floor contains a **classroom** that is rectangular in plan. This space (currently storage) is the largest of the three extant classrooms in the building but similar in architectural character to its two counterparts on the first floor, with plaster walls and ceilings, a picture rail, and original chalk boards. A tall band of five north-facing windows provides ample natural light, which is supplemented by five hanging panels with florescent bulbs mounted on the ceiling. This space is the only one of the three classrooms to retain its original cloakroom configuration. Located in the southwest corner, the cloakroom consists of a partial height dividing wall parallel to the south wall that screens this space from the remainder of the room. A single west-facing window provides natural light into the long and narrow space, which is open on its east end.

The **assembly room** is the largest interior space, occupying the entirety of the second story of the south wing. Entered from the landing through a pair of wooden double doors with five horizontal panels, the assembly room has five tall windows its east and west exterior walls that provide natural light, supplemented by a series of hanging panels with florescent bulbs. Throughout, the walls have chair and picture rails while the ceiling has asbestos panels. A low portable wooden stage sits on the west end of the room under remnants of stage curtains. To the right of the stage, near the northwest corner of the room, a narrow wooden door with five horizontal panels on the north wall provides access to the stair landing. A door accessing the circular slide fire escape is located on the south wall in the southeast corner of the room.

The partially raised **basement**, accessed via the staircase at the west end of the corridor on the first floor, extends below the south wing and the central corridor; the area beneath the north wing is partially excavated as a crawl space. The basement is similarly appointed to the two upper stories with square wood trim around the door and window openings and wooden doors with five horizontal panels in some spaces. However, it is somewhat less finished and more utilitarian in character with a concrete floor. The staircase from the first floor descends to an irregularly shaped hall that provides access to the various spaces in the basement. To the east is a small **janitor's closet**. The **pantry** is located at the west end of the hall, next to the staircase, and features built-in cabinets and shelving. Connected internally, the **furnace room and coal storage room** occupy the west end of the south wing. The furnace room has a window and a door that provides direct exterior access. Located on the south side of the hall, the galley-style **kitchen** features wall-mounted cabinets along the west wall, a pass-through window into the cafeteria on the east wall, and a window above the sink on the south wall. The adjoining **cafeteria** is the largest space in the basement, incorporating two windows and a door with direct

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access to the exterior along the east wall. A wooden beam supported by two wooden posts spans the length of the room from north to south.

RESOURCE 2: Irrigation Ditch
Contributing
Date of Construction: c. 1911

Built c. 1911, and still in use, the concrete irrigation ditch carries water onto the grounds from an earthen irrigation ditch at the northeast corner of the property. The concrete-lined ditch runs north-south in front of the school building's east elevation parallel to the sidewalk. It connects to short sections of metal pipe that feed water to the east and north lawns.

The irrigation ditch dates to the period of significance, retains integrity, and is contributing to the nomination.

RESOURCE 3: Tennis Court
Contributing
Date of Construction: c. 1911-1920

Built c. 1911-1920, the tennis court is a concrete pad measuring approximately 40' x 70' located west of the school building. Two original metal posts on the east and west sides of the tennis court supported the net. A metal basketball hoop and the storage shed (Resource 8) are located on the north end of the concrete pad.

The tennis court dates to the period of significance, retains integrity, and is contributing to the nomination.

RESOURCE 4: Drinking Fountain
Noncontributing
Date of Construction: c. 1911

Installed on the property c. 1911 and manufactured by the Haws Sanitary Drinking Faucet Company of Berkeley, California, the drinking fountain sits on a rectangular concrete pad near the southeast corner of the tennis court. It consists of a metal base bolted to the concrete pad and a vertical pipe. The upper portion of the drinking fountain with the bowl and faucet is not extant.

Despite dating to the period of significance, the drinking fountain is noncontributing due to lack of integrity resulting from the loss of its upper portion.

RESOURCE 5: Outhouse
Noncontributing
Date of Construction: c. 1911-1920

Built by the Oregon Short Line Railroad c. 1911-1920, the outhouse was originally located along the railroad tracks on the east side of Hammett. The north-facing outhouse is a rectangular plan,

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front-gabled wood frame building with a wood shingle roof and exposed rafter tails situated near the southeast corner of the tennis court. Built without a foundation, it is clad with wood clapboard. The building's only fenestration is a wood door on the north elevation with four panels. A wooden vent is located at the south end of the roof.

Relocated to the property after the period of significance in 1976, the outhouse is not historically associated with the school and is noncontributing to the nomination.

RESOURCE 6: Toolshed
Noncontributing
Date of Construction: c. 1911-1920

Built by the Oregon Short Line Railroad c. 1911-1920, the toolshed was originally located along the railroad tracks on the east side of Hammett. The north-facing toolshed is a rectangular plan, side-gabled wood frame building with a metal roof and wood clapboard siding situated south of the tennis court. This 12' x 14' building rests on a foundation of railroad ties. Its north elevation features a double wooden garage door with metal hinges on the left side and a single wooden wood on the right. The west elevation has a window opening covered with plastic. The east and south elevations lack fenestration.

Relocated to the property after the period of significance in 1976, the toolshed is not historically associated with the school and is noncontributing to the nomination.

RESOURCE 7: Guest House
Noncontributing
Date of Construction: c. 1910-1920

Built by the Oregon Short Line Railroad c. 1910-1920, the guest house is a converted railroad toolshed originally located in Glens Ferry. The east-facing guest house is a rectangular plan, side-gabled wood frame building with a metal roof and wood clapboard siding situated west of the tennis court. This 10' x 12' building rests on a foundation of railroad ties. To the west, a wooden fence defines a 10' x 12' yard abutting the rear of the building. The north elevation has a wood door with a glazed upper panel, the south elevation features a single four-over-four wood window, the west elevation has double wooden doors accessing the fenced rear yard, and the north elevation has a single window opening boarded with metal.

Relocated to the property after the period of significance in 2001, the guest house is not historically associated with the school and is noncontributing to the nomination.

RESOURCE 8: Storage Shed
Noncontributing
Date of Construction: c. 2019

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The storage shed is an 8' x 20' prefabricated steel shipping container situated on the north end of the tennis court. Added to the property after the period of significance in 2019, the storage shed is noncontributing to the nomination.

RESOURCE 9: Well Pressure Tank

Contributing

Date of Construction: c. 1911

Built c. 1911, the well pressure tank is part of the system that brings water to the school building from the well located outside the southern property boundary on land owned by the Glens Ferry Highway District. The above ground portion of the structure consists of a concrete footing with a wooden superstructure surmounted by a metal-clad gabled roof situated southeast of the school building.

The well pressure tank dates to the period of significance, retains integrity, and is contributing to the nomination.

RESOURCE 10: Highway Bridge Guard Rails

Noncontributing

Date of Construction: 1931

Built in 1931, the guard rails were originally part of a bridge on Old U.S. Highway 30 (demolished 2018) that crossed the main line of the railroad approximately two miles east of Hammett. They consist of five segments of concrete guard rails with a series of arched openings that define the southern boundary of the school property along Old U.S. Highway 30.

Relocated to the property after the period of significance in 2021, the guard rail is not historically associated with the school and is noncontributing to the nomination.

RESOURCE 11: Boundary Markers

Contributing

Date of Construction: c. 1911

Built c. 1911, the boundary markers denote the northeast, southeast, and northwest corners of the property. Each consists of a metal post topped by a finial. Despite the loss of the post at the southwest corner of the property, the remaining boundary markers retain integrity and are contributing to the property.

Change Over Time and Integrity

The Hammett School functioned as a rural schoolhouse from its opening in 1911 until its closure in 1965. During its 54 years of operation as an educational institution, the property primarily underwent minor alterations typical of a school building. As originally constructed, the school building had four large classrooms; three on the ground floor and one on the second. The first

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floor classroom in the north wing of the building was subdivided and converted into two restrooms and a storage area in 1942.

The known alterations to the property after the historic period are as follows:

- 1976: Railroad outhouse and toolshed (Resources 5 and 6) relocated to the property.
- 1997: Original wood shingle roof replaced with a steel standing seam metal roof.
- 2017-2021: Original wood windows throughout the school building replaced with vinyl-clad windows set within the original wood sashes.
- 2017: Four commercial heat pumps added to the building. One is located on the north elevation and three are located on the south elevation.
- 2018: Original wood fascia and soffits wrapped with metal.
- 2019: The original main entrance doors replaced and the original transom glass above the front doors was replaced with reed glass repurposed from other original windows in the building.
- 2019: Prefabricated metal shipping container (Resource 8) moved to the property for use as a storage shed.
- 2021: Concrete guard rails (Resource 10) relocated to the property and installed along a portion of the southern property line.
- 2021: A second railroad toolshed (Resource 7) was relocated to the property and converted into a guest house.

Although the above-noted changes have impacted the property's historic integrity in terms of design and materials, it remains an excellent example of an early 20th century schoolhouse that clearly conveys its original function, historic associations, and period of construction. The removal of some historic design elements and materials is noteworthy, but these changes are modest in terms of the school's overall design and do not significantly impact the character-defining features. The property maintains its historic rural setting, defined by the park-like lawns, and mature trees, and the yellow brick two-story school building retains its overall historic character as a notable example of early 20th century school design. The relocation of historic buildings and objects to the property not associated with the school is notable, but these non-contributing resources are small in scale and do not adversely impact the overall historic integrity of the property. The property maintains excellent integrity of location, setting, workmanship, feeling, and association, and good integrity of design and materials.

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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.)

- 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

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Areas of Significance

(Enter categories from instructions.)

COMMUNITY PLANNING AND DEVELOPMENT (Criterion A)

EDUCATION (Criterion A)

ARCHITECTURE (Criterion C)

Period of Significance

1911-1965 (Criterion A)

1911 (Criterion C)

Significant Dates

1911 (School opened)

1958 (Classroom abandoned)

1965 (School closed)

Significant Person

(Complete only if Criterion B is marked above.)

N/A

Cultural Affiliation

N/A

Architect/Builder

Benjamin Morgan Nisbet (Architect)

Frank Henry Paradice (Architect)

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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 Hammett School is significant under National Register of Historic Places (NRHP) Criteria A and C, at the local level of significance. It is eligible under Criterion A in the area of significance of COMMUNITY PLANNING AND DEVELOPMENT for its association with the settlement of Hammett, Idaho. The Hammett School is also eligible under Criterion A in the area of significance of EDUCATION for its association with the local development of educational institutions and school buildings in the early 20th century, as described in the Multiple Property Documentation Form (MPDF) *Public School Buildings in Idaho*. It is also eligible under Criterion C in the area of significance of ARCHITECTURE as a notable example of early 20th-century school design in rural Idaho. The period of significance for the Hammett School under Criterion A is 1911 to 1965, beginning its opening and ending with its closure due to school consolidation. Under Criterion C, the period of significance is 1911, the date of the school's completion.

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

Early History and Settlement

Elmore County is situated in southwest Idaho, with a southern boundary that follows the course of the Snake River for much of its length.¹ It occupies a portion of the ancestral, cultural, traditional, and unceded territory of the Shoshone, Bannock, and Paiute tribes, which encompass vast stretches of land in present-day Idaho, Oregon, Nevada, Utah, Wyoming, and Montana. The Snake River Valley was an important transportation corridor, not only for Indigenous people but also for European-American fur traders, missionaries, gold-seekers, and Oregon-bound settlers in the 19th century. The Oregon Trail crossed the Snake River in present-day Elmore County, at Three Island Crossing near Glens Ferry, from where westbound settlers could then pass near the area that later became the community of Hammett.

The Idaho Territory was established in 1863 following an influx of gold-seekers and miners. 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. The Oregon Short Line and Union Pacific railroads developed through the Snake River Valley, bringing some settlement activity to southwest Idaho. Completed in 1884, the Oregon Short Line connected the main Union Pacific line at Granger, Wyoming, with Huntington, Oregon. In Idaho, it connected Montpelier, Soda Springs, Pocatello, Minidoka, Shoshone, King Hill, Mountain Home, Nampa, and Weiser. In subsequent years, branch lines developed connecting the towns and rural districts.

¹ The following section on the early history and settlement of the region is adapted from Martin, Sarah J. and Kerry Davis, National Register of Historic Places Registration Form, "Greenwood School," 2020, pages 9-10.

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Established in 1889, Elmore County is named for the Ida Elmore mines, the area's greatest silver and gold producer of the 1860s. The Homestead Act of 1862 and the subsequent railroad development throughout the West had attracted few settlers to the area, and when Idaho joined the Union in 1890, it remained sparsely populated, with just 88,548 residents. Key federal legislation, including the Carey Act of 1894 and the Reclamation Act of 1902, aimed to irrigate the arid West making it more suitable for settlement and agricultural development. The result was a rapid increase in the state's population to 161,772 in 1900 and to 325,594 in 1910. These developments promoted a gradual shift in the county's economic focus from mining to the irrigated land along the Snake River Valley.

In the context of Elmore County, the Oregon Short Line Railroad provided transportation infrastructure across southern Idaho which increased the potential for agricultural development by the 1880s. However, the capital to build large canal and dam projects was unavailable. The passage of the Carey Act of 1894 led to a huge increase in irrigation system development in the region and by the early 20th century plans to open land in Elmore County, Idaho were underway.

The King Hill Tracts and the Development of Hammett

The history of the King Hill tracts and the associated development of the town of Hammett reflect the boosterism and occasional failure of the grand schemes to transform and settle the southern Idaho desert following the passage of the Carey Act of 1894. Established beginning in 1904, the two contiguous King Hill tracts were among the smaller Carey Act projects in Idaho in terms of acreage, stretching 20 miles along the Snake River Valley in Elmore County.² The King Hill Irrigation and Power Company, the developer of the first tract, anticipated the reclamation of 17,666 acres centered in the southwest corner of the county near Glens Ferry – but ultimately scaled down the project to 13,462 acres. In 1908, virtually the same group of investors organized as the King Hill Extension Irrigation Company and promised to bring water to a further 9,454 acres. This second tract centered on the Medbury Valley to the west of the original project.

To attract investors and settlers, the King Hill Extension Irrigation Company promised to transform the Medbury Valley into the fruit-growing capital of Idaho, planted with vast acres of productive orchards. Promoters lured potential settlers (and justified the high cost of the land) through claims that the area would support any variety of fruit grown in more temperate climates. The company attributed these ideal growing conditions to the fertile soil (a mixture of lava ash and sand) and the location of the project within the Snake River Valley, where farms would be protected from inclement conditions like frost that made producing certain crops a risky undertaking. King Hill promoters boasted that 40 acres of land in the area planted as an orchard would yield more money returns than 320 acres of the best wheat and hay land found anywhere else in the world. Subsequent promotional material published through 1911 highlighted the progress of the project, noting the rapid transformation of the irrigated land into productive farmland, the progress of the first orchards, and the growth of the area's population.

² Information about the King Hill tracts is from Lovin, Hugh T., "Idaho's White Elephant: The King Hill Tracts and the United States Reclamation Service," *Pacific Northwest Quarterly* 83.1 1992, pages 12-21 and "The King Hill Project: Historic Reclamation Projects," Bureau of Reclamation, Jedediah S. Rogers 2008 and revised by Andrew H. Gahan 2013.

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Charles H. Hammett, a leading financier and president of the King Hill Irrigation and Power Company, established a subsidiary, the Medbury Valley Investment Company, to develop the town of Medbury as the center of Idaho's fruit-growing industry. Platted by the Oregon Short Line Railroad in 1883, the town had remained largely undeveloped. In 1909, Hammett successfully lobbied the railroad to build a depot and two large sidetracks in the community. In response, Hammett would invest a large amount of money in expanding the townsite and building improvements suitable for a major regional agricultural center. Oregon Short Line officials honored Hammett by renaming the town in his honor.³

Hammett's efforts to develop the eponymous town centered on laying out the South Addition, a large expansion of the original townsite, and constructing commercial and residential properties intended to stimulate additional investment. A Medbury Valley Investment Company published around 1910 advertised that, upon completion, all 965 lots within the township could be purchased through a raffle for \$150, whether they contained a building or not.⁴ In 1910, the Medbury Valley Investment Company commissioned a prominent Boise architectural firm, Nisbet & Paradise, to design the town's first buildings.

The five-year partnership of Benjamin Morgan Nisbet (1873-1940) and Frank Henry Paradise (1879-1952) produced dozens of projects across southwest Idaho between 1909 and 1914 (figure 12).⁵ Nisbet, an 1898 graduate of the University of Pennsylvania's architecture school arrived in Idaho at the end 1903. Having first established an independent practice in Nampa, he relocated to Boise where he briefly partnered with J. Flood Walker before his employment with J.E. Tourtellotte & Company. Paradise attended the School of the Art Institute of Chicago and Armour Institute of Technology and worked in Denver and Portland before arriving in Boise in 1908 where he was employed as a draftsman for Wayland & Fennell. Establishing their partnership in 1909, Nisbet & Paradise emerged as a well-respected firm, designing churches, commercial buildings, hotels, schools, and numerous residences throughout the region.⁶

Best known for the Empire Building (1911), one of Boise early high-rises, the firm's other notable commissions included Sterry Hall (1910; NRHP #78001056) at the College of Idaho in Caldwell, the Mode Department Store (1913) in Boise, the Anduiza Hotel (1914; NRHP #03000064) in Boise, and the Payette Lakes Club (1915; NRHP #100000905) in McCall. The partnership dissolved in 1914 when Frank Paradise relocated to Pocatello to establish an independent practice. Benjamin Nisbet worked alone in Boise until early 1916 when he moved to Twin Falls. Both men achieved lasting professional success in their subsequent careers.

³ *Idaho Daily Statesman* (Boise, Idaho), "Town to be Known as Hammett," Nov. 27, 1909, page 2.

⁴ Medbury Valley Investment Company advertising brochure, circa 1910. The auction ultimately occurred on December 15-16, 1910, when a drawing was held on the grounds of the future Hammett School. *Elmore County Republican* (Mountain Home, Idaho), "Big Day at Hammett" Dec. 23, 1910; Advertisement "Facts about the Hammett Townsite and Medbury Valley" statement by Dr. W.B. Pickrell, chairman of Purchasers' Board of Trustees, ca 1911.

⁵ Information on Nisbet & Paradise compiled from Idaho State Historic Preservation Office records.

⁶ Despite receiving numerous commissions, the firm was less prolific during its five-year partnership than its principal competitors, the firms for which the partners previously worked in Boise.

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Nisbet & Paradice's work for the Medbury Valley Investment Company included the design of a two-story brick hotel, a one-story Mission Revival-style commercial block with six storefronts, ten bungalows, a two-story residence, and the Hammett School, the community's focal point. The Medbury Valley Investment Company published the firm's designs for several of these buildings in a 1910 promotional brochure (figures 10-15). In September of 1910, the *Idaho Daily Statesman* noted that construction was underway on several buildings in the new town, including a bank nearing completion and the two-story brick hotel. In addition, contracts had been signed for the construction of other buildings, including the store building, ten bungalows, and the two-story residence.⁷ The Hammett Hotel (altered), several bungalows, and the first section of the school were completed, but it is unclear if the remaining buildings were ultimately built.

The Hammett School was the focal point of the planned development of the town, a symbol of permanence and the promise of future prosperity intended to lure prospective investors and residents to the fledgling community. In 1910, the townsite company donated a block in the center of Hammett as a site for the new school, and voters approved a bond measure to fund construction of the building. To accommodate the anticipated rapid growth of the community, Nisbet & Paradice designed the school to be constructed in several phases. The building completed in 1911 would contain all features required to accommodate current student enrollment but could be enlarged with the construction of two large additions. If fully expanded in this manner, as expected, the initial building would become the north wing of the enlarged school. The first addition would be a large central section containing the main entrance to the school, followed by a south wing that would mirror the existing building.

In October 1911, the *Idaho Daily Statesman* published an illustrated article with a detailed description of Nisbet & Paradice's \$45,000 design for the fully expanded school building, the first section of which had just been completed (figure 16).⁸ The newspaper proclaimed that the imposing "French Renaissance" building would be a credit to a city ten times the size of Boise. Built of brick on a partially raised basement, the two-story building would feature symmetrical massing and a low-pitched hip and valley roof with widely overhanging eaves and paired decorative brackets. The central section of the building, which would be rectangular in plan, contained the east-facing main entrance and a tall central cupola. Two-story wings on the north and south sides of the building would be set back from the central section and contain additional entrances on the east and west elevations. Large bands of five one-over-one windows on each elevation denoted the location of classroom spaces on each story. The first floor would contain 10 classrooms and restrooms. Large corridors with six exterior entrances would contain staircases at the north and south ends, each leading directly to an exterior door; an arrangement that would enable the second floor to be emptied of its occupants in less than one minute in the event of a fire. The second story would contain six classrooms, an assembly room with a capacity of 700, a principal's room, a teachers' room, and restrooms. Large corridors would lead to the staircases on the north and south ends of the building. The basement would contain a

⁷ The article does not note whether the bank building was a Nisbet & Paradice design. *Idaho Daily Statesman* (Boise, Idaho), "Hammett to have Fine School," Sep. 23, 1910, page 10.

⁸ *Idaho Daily Statesman* (Boise, Idaho), "A Model School Building at Hammett, Idaho," Oct. 10, 1911, page 3.

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domestic science room, manual training room, mechanical drawing room, restrooms, science labs, storage rooms, and a large heating plant. In addition, it would include locker rooms in connection with a planned gymnasium that would be built as a separate building at the rear (west side) of the school and connected to the basement by an underground tunnel.

The settlement of Hammett and the Medbury Valley initially generated a great deal of enthusiasm, with multiple advertisements by the King Hill Extension Irrigation Company and the Medbury Valley Investment Company which predicted huge population growth in the area. However, the irrigation project soon accrued heavy debt and was unable to deliver the amount of water promised to the new landowners. In 1913, due to little or no maintenance on the irrigation system, only about 5,000 acres were cultivated within the entire district. By 1914, The State of Idaho was forced to purchase the King Hill Extension Irrigation Company's holdings to prevent settlers from losing their land for non-compliance with the Carey Act. In the following years, the Bureau of Reclamation, struggling with reports of corruption, investigations, and lack of funding, abandoned the King Hill project.⁹

Hammett's economy also suffered from competition from better established nearby communities. Glens Ferry, a city located approximately nine miles to the east, emerged as a major hub along the Oregon Short Line Railroad beginning in the late 19th century, lessening the need for a large railroad presence at Hammett that its promoters envisioned. Instead, the community endured through the first half of the 20th century by offering food and gas services to travelers on Old U.S. Highway 30, which was the main route across the southern part of the state until it was superseded by Interstate 84 in the 1970s.

Lacking its anticipated economic engines, Hammett never attracted a sizable population or developed as its promoters had envisioned, and the original plans for an expansion of the Hammett School never materialized. The community grew from a population of 25 in 1910 to its peak of 234 residents in 1930.¹⁰ Bypassed by the interstate, the community remains unincorporated and had a population of approximately 230 in 2024. The Medbury Valley, where large tracts of fruit orchards were envisioned, now primarily produces grain and alfalfa. Most of the residents are farmers, but the town's proximity to Boise, 60 miles away, attracts a growing number of commuters and retirees. The community remains at the intersection of State Highway 78 and Old U.S. Highway 30, which lead to nearby recreational areas, but no longer offers gas or overnight lodging. Today, the Hammett School stands as the only reminder of the grand plans to make the town a major hub of Idaho's fruit-growing industry.

A Model School Building

The Hammett School opened for the 1911-1912 school year. Despite remaining only partially realized, the building was architecturally ambitious and advanced in terms of its planning for its time and place in comparison to its contemporaries in other rural communities in Idaho. During the first two decades of the 20th century, Idaho schools outside the most densely populated areas

⁹ Rogers, Jedediah "the King Hill Project," Historic Reclamation Projects, Bureau of Reclamation 2008, page 5.

¹⁰ Moffett, Riley "Population History of Western U.S. Cities and Towns 1850 – 1980, Scarecrow Press 1996.

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such as Boise, Moscow, or Twin Falls were rarely designed by architects.¹¹ Generally, school boards relied on plan books or contractors but largely built based upon preconceived ideas of what a school should look like during the period.

In October 1911, the *Idaho Daily Statesman* published an illustrated article with a detailed description of the newly completed Hammett School, presenting the facility as a model for the design of modern school buildings in Idaho, on par with those in much larger communities.¹² Beyond the boosterism typical of such coverage, the article highlighted several aspects of the school's design that reflected the latest educational philosophies and advancements in educational architecture. These innovative elements were particularly notable in a rural context because while school design in Idaho during the first decades of the 20th century generally followed national trends, the implementation of these ideas into new construction typically occurred later than other parts of the country and was dependent on local resources. New ideas in school design typically first appeared in the state's largest cities and large consolidated districts.¹³ The Hammett School was an exception, attributable to its intended role as the centerpiece of the planned development of the town.

Built of yellow brick from Salt Lake City, the \$11,000 completed Hammett School building represented a third of Nisbet & Paradise's full scheme for the school (figure 17). During the 1910s, Idaho schools often exhibited elements associated with several architectural styles.¹⁴ The extant building, in contrast to the "French Renaissance" design of the unrealized fully completed building, exhibited a strong Prairie style character in its low-pitched roof with widely overhanging eaves and large brackets, decorative concrete details emphasizing horizontality, and large bands of windows. The French Renaissance elements of the original design would remain unrealized along with the remainder of the planned addition.

The first story contained large corridors and stairs and three classrooms; each classroom seated 45 students and featured a spacious cloak room (non-extant). On the second floor, the building contained one classroom with a cloakroom, a principal's room, and a large assembly room that could accommodate 250 chairs. The basement occupied $\frac{3}{4}$ of the area under the first floor, containing a corridor with a sink and drinking fountains, interconnected furnace and coal rooms, storage room, and a larger storage room that could be adapted to accommodate a variety of other school needs (later converted into the cafeteria). This latter room reflected the increasing expansion of school curriculum nationwide to include specialized coursework such as art, domestic science, manual training, music, and physical education as essential parts of the students' days and the interrelated need for spaces to accommodate these activities. The full build out of the school would have added a variety of dedicated spaces for these needs.

To provide a healthy environment for students, the building incorporated a sophisticated heating and ventilation system. This system forced hot air into the interior by means of a fan and every room was ventilated in such a way that the air in the space was changed seven times an hour. A

¹¹ National Register of Historic Places "Public School Buildings in Idaho" 1991, Section F, page 3.

¹² *Idaho Daily Statesman* (Boise, Idaho), "A Model School Building at Hammett, Idaho," Oct. 10, 1911, page 3.

¹³ National Register of Historic Places "Public School Buildings in Idaho" 1991, Section F, page 2.

¹⁴ National Register of Historic Places "Public School Buildings in Idaho" 1991, Section F, page 4.

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network of ducts removed stagnant air into the attic and then out of the building through a large ventilator in the roof.

The biggest concerns of school administrators during the 1910s were fire safety and lighting.¹⁵ Increased concern for the safety of pupils and teachers was reflected not only in the use of fireproof materials such as the Hammett School's brick construction but in changes to school planning. Builders and architects discarded the older practice of incorporating a single central stair hall in favor of wide double stairs and exits at either end of the building; an arrangement that would allow the school to be evacuated quickly in the event of a fire.¹⁶ Nisbet & Paradise's design for the fully expanded Hammett School incorporated this configuration. Even in its partially realized form, the school incorporated large corridors and wide staircases leading directly to the entrances for fire safety.

The Hammett School's classrooms were designed and equipped to provide optimal lighting conditions according to contemporary theories about the most effective learning environments for students. Windows in each of the four classrooms were located on one side of the room only, providing natural light from the left-hand side of the pupils.¹⁷ The windows were also grouped closely together on the wall, which reduced the shadows cast into the room in bright sun. Similarly, the electric lights in each classroom were installed in a manner to cast light over the left shoulder of students for night school purposes.¹⁸ These arrangements were modern innovations, calculated to ease eye strain and improve classroom atmosphere; considerations not at the fore of earlier school design.¹⁹

The Hammett School was also notable as an early local example of "unit plan" design, regarded as a simple and efficient way to accommodate future growth in enrollment through expansion. Essentially, schools built on a unit plan could accommodate later substantial additions without compromising the original building or requiring outright replacement. This type of advance planning for future growth contrasted with the design of schools in preceding decades that could be expanded only at great expense, if at all, often through the practice of constructing separate additional buildings when crowding became an issue, a process that school reformers found to be wasteful and inefficient.²⁰ By 1911, the Boise School District was beginning to incorporate unit plan design into its new schools at Washington Elementary School (1912; Frederick Heath, architect; NRHP #80001286) and Lowell Elementary School (1913; Frederick Heath, architect; NRHP #82000220).²¹ Notably, the rural Hammett School predated both these schools in the state's capital and largest city.

¹⁵ National Register of Historic Places "Public School Buildings in Idaho" 1991, Section F, page 2.

¹⁶ National Register of Historic Places "Boise Public Schools Thematic Resource" 1982, Section 8, page 2.

¹⁷ National Register of Historic Places "Public School Buildings in Idaho" 1991, Section F, page 2.

¹⁸ In 1911, electricity was still the exception rather than the rule in Idaho schools. Many older schools in the state would not have classroom lights for at least another decade. National Register of Historic Places "Boise Public Schools Thematic Resource" 1982, Section 8, page 2.

¹⁹ National Register of Historic Places "Boise Public Schools Thematic Resource" 1982, Section 8, page 2.

²⁰ Ibid.

²¹ In contrast to the Hammett School, the Washington and Lowell elementary schools both received later additions.

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Nisbet & Paradice, as a leading architectural firm based in Boise, were familiar with the latest trends in school design, including unit plan design.²² The firm designed the Hammett School in such a way that it could be easily extended two rooms at a time as the anticipated growth of the surrounding community demanded, an approach intended to extend the useful life of the facility. The building as completed in 1911 would have functioned as the north section of the larger planned school. Evidence of the planned expansion is visible on the south elevation, where vertical joints define sections on the first and second floors that could be removed to allow for expansion of hallways to a new addition.

History of the Hammett School

During the first decades of its operation, the Hammett School served a school district that included the Medbury Valley and the nearby farming community of Indian Cove across the Snake River. Its enrollment appears to have remained stable into the 1920s, but Hammett's failure to develop into a major regional agricultural and population center meant that the facility never required the large addition envisioned in 1911. By 1932, 49 elementary students and 22 upper-level students attended the school, as well as six faculty members.²³ Like its contemporaries in rural communities across Idaho, the school played a central role in the community, serving as a meeting place, polling precinct, and as a venue for social functions such as concerts and dances. Following the onset of the Great Depression, the Hammett School's attendance declined for several years, and in 1942, one of its four classrooms was repurposed to provide restrooms on the main floor.

Following World War II, the Hammett School faced repeated challenges due to overcrowding, school consolidation, and the perceived inadequacy of the aging building that ultimately led to its closure. The postwar population growth of the surrounding rural area resulted in overcrowding at the school and an insufficient number of teachers by the late 1950s.²⁴ Prior to the start of the 1958-1959 school year, the facility had been functioning with four teachers for eight grades, with each instructor handling two grades. Furthermore, the building could not accommodate additional classroom space even if additional teachers were retained. In August 1958, school officials and parents decided to bus students in the seventh and eighth grades to the King Hill School east of Glenns Ferry on a temporary basis until a permanent solution could be reached.

In September 1958, a structural engineer found signs of "possible structural instability" in the second floor classroom, resulting in the permanent abandonment of the "unsafe" room.²⁵ The school district installed partitions in the second floor assembly room to convert it into classroom space. This incident compounded the preexisting overcrowding at the school and prompted the superintendent to request that the school board decide whether the facility should be remodeled

²² The firm designed the Mora School southeast of Kuna, Idaho at the same time as the Hammett School, also incorporating unit plan design for future expansion. *Idaho Daily Statesman* (Boise, Idaho), "A Revelation in Country School Building," Oct. 10, 1911, page 3.

²³ *Idaho Daily Statesman* (Boise, Idaho), "Hammett School Opens", Sept. 16, 1932, page 6.

²⁴ *Idaho Statesman* (Boise, Idaho), "Overcrowding of Hammett School Viewed," Aug. 28, 1958, page 21.

²⁵ *Idaho Statesman* (Boise, Idaho), "Schoolroom at Hammett is Abandoned as Unsafe", Sept. 3, 1958, page 9.

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or replaced. Instead, the board voted to appoint a 37-member citizens committee to assess the building needs of the entire school system, which had several aging facilities.

During the early postwar years, the most controversial issue facing Idaho schools was consolidation.²⁶ In rural communities throughout the state, schools functioned as the heart of the community. Residents, accordingly, were reluctant to give up their school, despite consolidated schools typically offering more varied curriculum and newer facilities. Despite the widespread opposition, the Idaho Department of Education succeeded in reducing the number of school districts from 1,000 in 1948 to 200 in 1954, and the process continued in later years.

In 1958, the Elmore County School District, despite strong local opposition, accepted its special committee's recommendation to construct a new 18-room consolidated elementary school in Glens Ferry to replace existing facilities in Glens Ferry, Hammett, and King Hill.²⁷ This decision followed the committee's month-long study of the conditions of existing facilities and various construction options that determined costs would be significantly less to build and operate a single new building. The possibility of renovating the partially condemned Hammett School building had previously elicited little enthusiasm from parents and school district officials.²⁸ Instead, delegates from King Hill and Hammett had proposed the construction of a new six-grade school in Hammett and a new eight-grade school at Glens Ferry, alongside the continued use of the existing facility in King Hill. In January 1959, voters in the school district approved a bond measure to construct the proposed \$445,000 consolidated elementary and high school building at Glens Ferry.²⁹ Following completion of the new school in 1965, the school district closed the Hammett School, alongside the other two older area facilities.³⁰

Recent History

After closing the facility the previous year, the school district sold the Hammett School property at public auction in May of 1966.³¹ The property's first private owner, Skip Carson, apparently leased the building for various public uses. Notably, the Idaho Head Start program used the building as a preschool from approximately 1968 to 1972. It also housed programs for migrant farm workers.³²

The former school building has been a private residence since 1974, when Donald Black purchased the property. Following a succession of other private owners, David and Laurie Morehead purchased the property in 2017 and continue to reside in the former schoolhouse.³³

²⁶ National Register of Historic Places "Public School Buildings in Idaho" 1991, Section E, page 8.

²⁷ *Idaho Daily Statesman* (Boise, Idaho), "Views Differ on Program for Schools," Sep. 26, 1958, page 17, *Times-News* (Twin Falls, Idaho), "New 18-Room School Urged by Committee," Oct. 5, 1958, page 12, and *Idaho Daily Statesman* (Boise, Idaho), "New School Plan Oked in Elmore," Oct. 16, 1958, page 20.

²⁸ *Idaho Daily Statesman* (Boise, Idaho), "Overcrowding of Hammett School Viewed," Aug. 28, 1958, page 21.

²⁹ *Idaho Daily Statesman* (Boise, Idaho), "Bond Vote Set Today in Elmore", Jan 13, 1959, page 9.

³⁰ *Idaho Daily Statesman* (Boise, Idaho), "Board Votes to Close Three Schools," Jul. 4, 1965, page 25.

³¹ *Twin Falls Times-News* (Twin Falls, Idaho), "School and Land Sold at Auction," May 15, 1966.

³² *Idaho Daily Statesman* (Boise, Idaho), "Hammett Center Opens," Jul. 17, 1968, page 13.

³³ Donald Black sold the property to Alice Atwood in 1996, who also maintained the former school as her residence. In 2014, she sold the property to Thomas Didio, who did not reside in the building. Didio sold the property to the

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The property's conversion to residential use did not involve major changes to the school building, and the current owners have worked to return the grounds to their historic appearance after a prolonged period of neglect. They have also revived the building's historic role as a community gathering place, hosting local events each year.

Summary

The Hammett School is locally significant under NRHP Criteria A and C. It is eligible as significant under Criterion A as part of COMMUNITY PLANNING AND DEVELOPMENT for its association with the settlement of Hammett, Idaho. The Hammett School is also eligible for inclusion under Criterion A, in the area of significance of EDUCATION for its association with the local development of school buildings in the early 20th century, as described in the Multiple Property Documentation Form (MPDF) *Public School buildings in Idaho*. The Hammett School is eligible under Criterion C in the area of significance of ARCHITECTURE as a notable example of early 20th century school design. Largely unaltered since the period of significance, the Hammett School retains integrity and clearly conveys its original function, historic associations, and period of construction.

DRAFT

current owners in 2017.

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9. Major Bibliographical References

Bibliography (Cite the books, articles, and other sources used in preparing this form.)

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"Bond Vote Set Today in Elmore," *Idaho Statesman* (Boise, ID), Jan. 13, 1959, page 9.

"Facts about the Hammett Townsite and Medbury Valley," statement by Dr. W. B. Pickrell, chairman of Purchasers' Board of Trustees, circa 1911, courtesy of Steven and Stephanie John.

"Hammett School Opens," *Idaho Statesman* (Boise, ID), Sep. 13, 1932.

Medbury Valley Investment Company advertising brochure, circa 1910, courtesy of Steven and Stephanie John collection.

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"Town to be Known as Hammett," *Idaho Statesman* (Boise, ID), Nov. 27, 1909.

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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: Mountain Home Museum

Historic Resources Survey Number (if assigned): _____

10. Geographical Data

Acreeage of Property 2.28 acres

Use either the UTM system or latitude/longitude coordinates

Latitude/Longitude Coordinates

Datum if other than WGS84: _____

(enter coordinates to 6 decimal places)

1. Latitude: 42.564638 Longitude: -115.281066

2. Latitude: Longitude:

3. Latitude: Longitude:

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4. Latitude: _____ Longitude: _____

Or
UTM References

Datum (indicated on USGS map):

NAD 1927 or NAD 1983

1. Zone:	Easting:	Northing:
2. Zone:	Easting:	Northing:
3. Zone:	Easting:	Northing:
4. Zone:	Easting:	Northing:

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

A parcel of land being Lot 1 of Block 2, Medbury Townsite, and the East 30 feet of 3rd Street, as shown on the plat of said Medbury Townsite, lying in the NE ¼ of Section 35, Township 5 South, Range 8 East, Boise Meridian, Elmore County, Idaho.

Boundary Justification (Explain why the boundaries were selected.)

The above noted boundaries include the entire 2.28-acre property owned by Morehead family and historically associated with the school.

11. Form Prepared By

name/title: Laurie Morehead
organization: _____
street & number: 499 S. School House Rd.
city or town: Hammett state: ID zip code: 83627
e-mail newyorkmaggie@earthlink.net
telephone: (208) 366-2546
date: 05/13/2024

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Additional Documentation

The following items are included with the completed form:

- **Figure 1:** Regional Location Map
- **Figure 2:** Local Location Map
- **Figure 3:** Tax Parcel Map
- **Figure 4:** Site Plan
- **Figure 5:** Exterior Photo Key
- **Figures 6-8:** Interior Floor Plans and Photo Keys
- **Figure 9:** Nisbet & Paralice Advertisement
- **Figures 10-15:** Medbury Valley Improvement Company Buildings in Hammett
- **Figure 16:** Presentation Drawing of the planned Hammett School
- **Figure 17:** Hammett School in October 1911.
- **Figures 18-19:** Class Photos
- **Figure 20:** Birdseye View of the Hammett School in the 1980s

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Photographs

Submit clear and descriptive photographs. The size of each image must be 1600x1200 pixels (minimum), 3000x2000 preferred, 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.

Photo Log

Name of Property: Hammett School

City or Vicinity: Hammett

County: Elmore

State: Idaho

Photographer: Idaho State Historic Preservation Office

Date Photographed: April 7, 2023

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

Photo 1 of 31: Hammett School (Resource 1), view from Old U.S. Highway 30. Camera looking northwest.

Photo 2 of 31: Hammett School (Resource 1), view of the east elevation (façade). Camera looking west.

Photo 3 of 31: Hammett School (Resource 1), view of the east and north elevations. Camera looking southwest.

Photo 4 of 31: Hammett School (Resource 1), view of the north elevation. Camera looking south.

Photo 5 of 31: Hammett School (Resource 1), view of the north and west elevations. Camera looking southeast.

Photo 6 of 31: Hammett School (Resource 1), view of the west elevation. Camera looking east.

Photo 7 of 31: Hammett School (Resource 1), view of the west and south elevations. Camera looking northeast.

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Photo 8 of 31: Hammett School (Resource 1), view of the south elevation. Camera looking north.

Photo 9 of 31: Hammett School (Resource 1), view of the south and east elevations. Camera looking northwest.

Photo 10 of 31: Hammett School (Resource 1), view of the corridor and second-floor staircase from the main entrance. Camera looking west.

Photo 11 of 31: Hammett School (Resource 1), view of corridor looking towards teacher's office. Camera looking south.

Photo 12 of 31: Hammett School (Resource 1), view of teacher's office. Camera looking north.

Photo 13 of 31: Hammett School (Resource 1), view of girls' restroom. Camera looking north.

Photo 14 of 31: Hammett School (Resource 1), view of east classroom on first floor. Camera looking southeast.

Photo 15 of 31: Hammett School (Resource 1), view of west classroom on first floor. Camera looking southwest.

Photo 16 of 31: Hammett School (Resource 1), view of west classroom on first floor. Camera looking northeast.

Photo 17 of 31: Hammett School (Resource 1), view of second floor staircase landing. Camera looking east.

Photo 18 of 31: Hammett School (Resource 1), view of second floor landing. Camera looking east.

Photo 19 of 31: Hammett School (Resource 1), view of north classroom on the second floor with cloakroom. Camera looking northwest.

Photo 20 of 31: Hammett School (Resource 1), view of assembly room. Camera looking southeast.

Photo 21 of 31: Hammett School (Resource 1), view of assembly room. Camera looking southwest.

Photo 22 of 31: Hammett School (Resource 1), view of kitchen in the basement. Camera looking north.

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Photo 23 of 31: Hammett School (Resource 1), view of cafeteria in the basement. Camera looking south.

Photo 24 of 31: View of Irrigation Ditch (Resource 2). Camera looking north.

Photo 25 of 31: View of Tennis Court (Resource 3), Guest House (Resource 7), and Storage Shed (Resource 8). Camera looking west.

Photo 26 of 31: View of Drinking Fountain (Resource 4). Camera looking north.

Photo 27 of 31: View of Outhouse (Resource 5). Camera looking southwest.

Photo 28 of 31: View of Toolshed (Resource 6). Camera looking southeast.

Photo 29 of 31: View of Guest House (Resource 7). Camera looking northwest.

Photo 30 of 31: View of Well Pressure Tank (Resource 9). View looking northwest.

Photo 31 of 31: View of Highway Bridge Guard Rail (Resource 10). View looking southwest.

DRAFT

Paperwork Reduction Act Statement: This information is being collected for nominations 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.). We may not conduct or sponsor and you are not required to respond to a collection of information unless it displays a currently valid OMB control number.

Estimated Burden Statement: Public reporting burden for each response using this form is estimated to be between the Tier 1 and Tier 4 levels with the estimate of the time for each tier as follows:

Tier 1 – 60-100 hours
Tier 2 – 120 hours
Tier 3 – 230 hours
Tier 4 – 280 hours

The above estimates include time for reviewing instructions, gathering and maintaining data, and preparing and transmitting nominations. Send comments regarding these estimates or any other aspect of the requirement(s) to the Service Information Collection Clearance Officer, National Park Service, 1201 Oakridge Drive Fort Collins, CO 80525.

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Figure 1: Regional Location Map

Figure 2: Local Location Map

Figure 3: Tax Parcel Map

Figure 4: Site Plan

Figure 5: Exterior Photo Key

Figure 6: First Story Floor Plan and Interior Photo Key

Figure 7: Second Story Floor Plan and Interior Photo Key

Figure 8: Basement Floor Plan and Interior Photo Key

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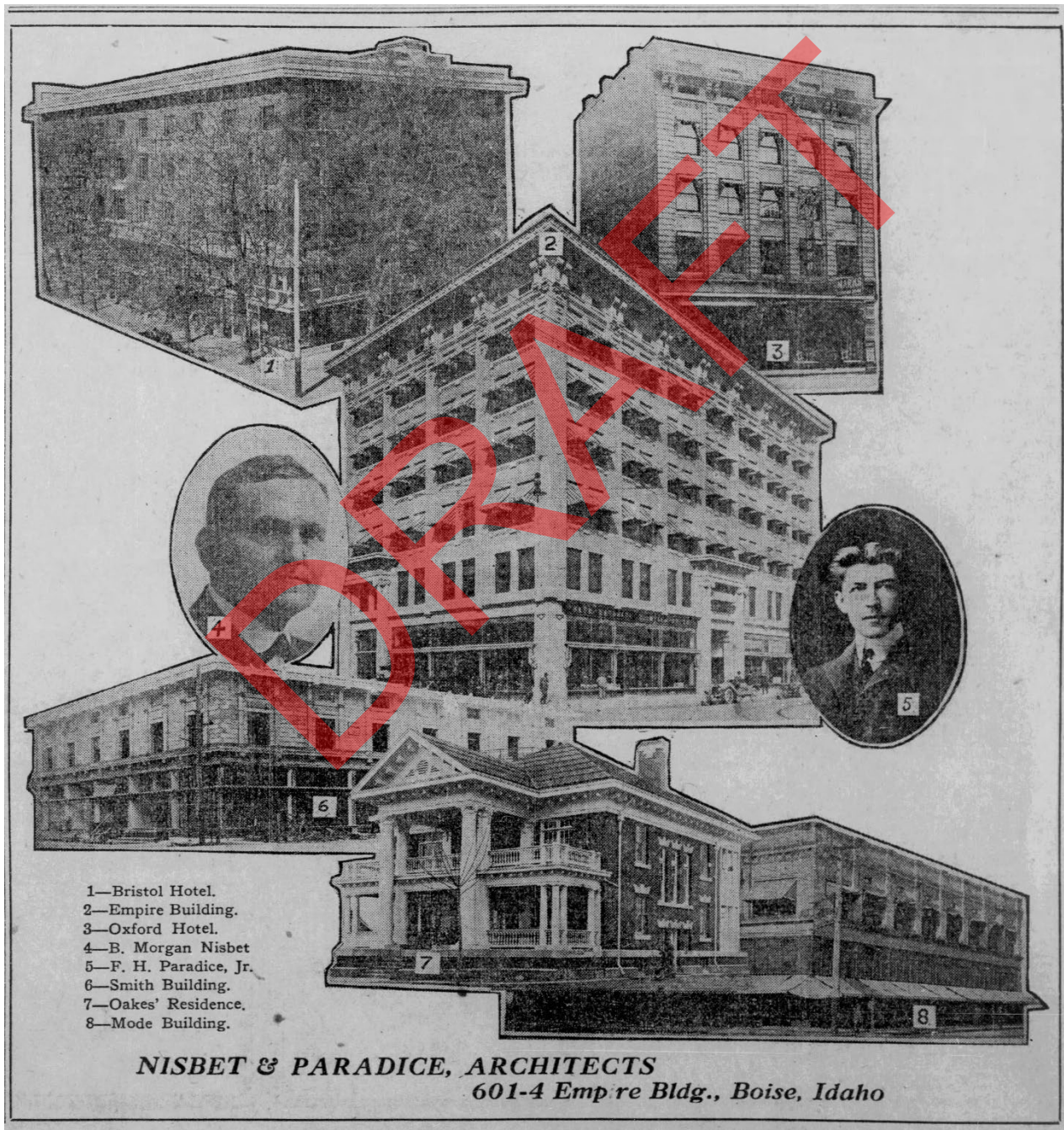
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Figure 9: Nisbet & Paradice advertisement in the *Idaho Statesman*.
Source: *Idaho Statesman*, 1 January 1914, page 5.



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Figure 10: Presentation drawing of Nisbet & Paradice’s design for a planned hotel building for the Medbury Valley Improvement Company in Hammett, Idaho.
Source: Elmore County Historical Society

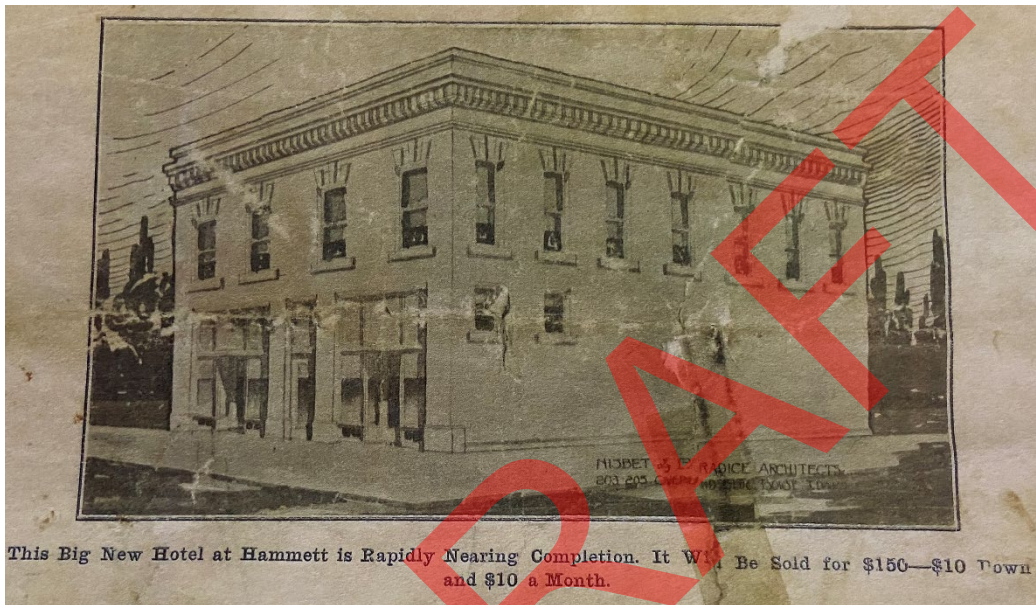


Figure 11: Presentation drawing of Nisbet & Paradice’s design for a planned commercial building for the Medbury Valley Improvement Company in Hammett, Idaho.
Source: Elmore County Historical Society

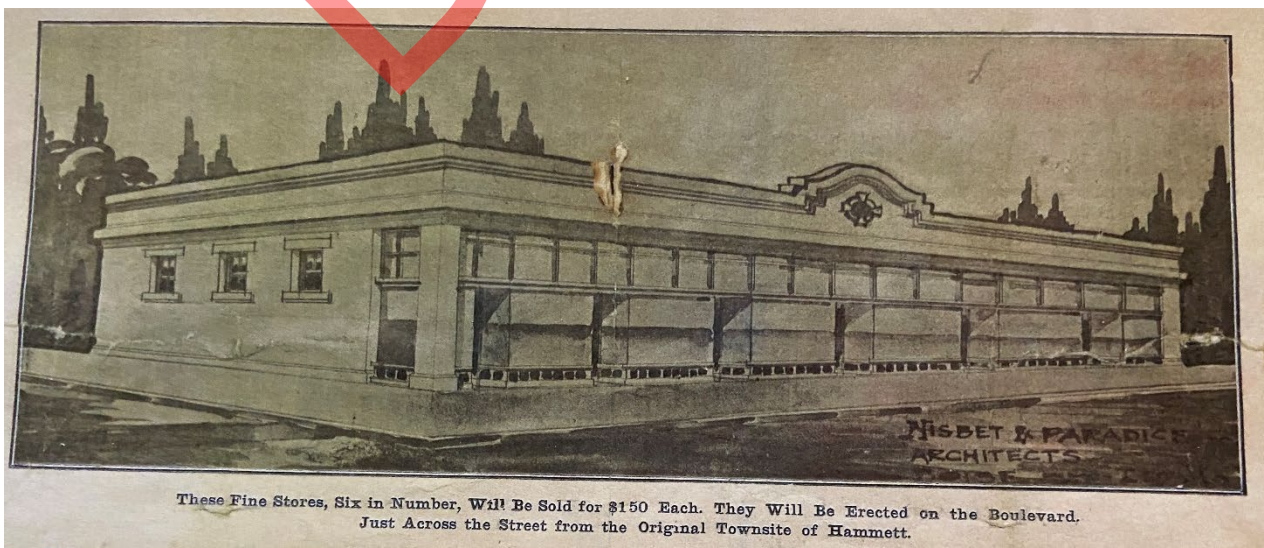


Figure 12: Presentation drawing of Nisbet & Paradice’s design for a planned two-story residence for the

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Medbury Valley Improvement Company in Hammett, Idaho.
Source: Elmore County Historical Society



Figure 13: Presentation drawing of Nisbet & Partridge's design for a planned residence for the Medbury Valley Improvement Company in Hammett, Idaho.
Source: Elmore County Historical Society



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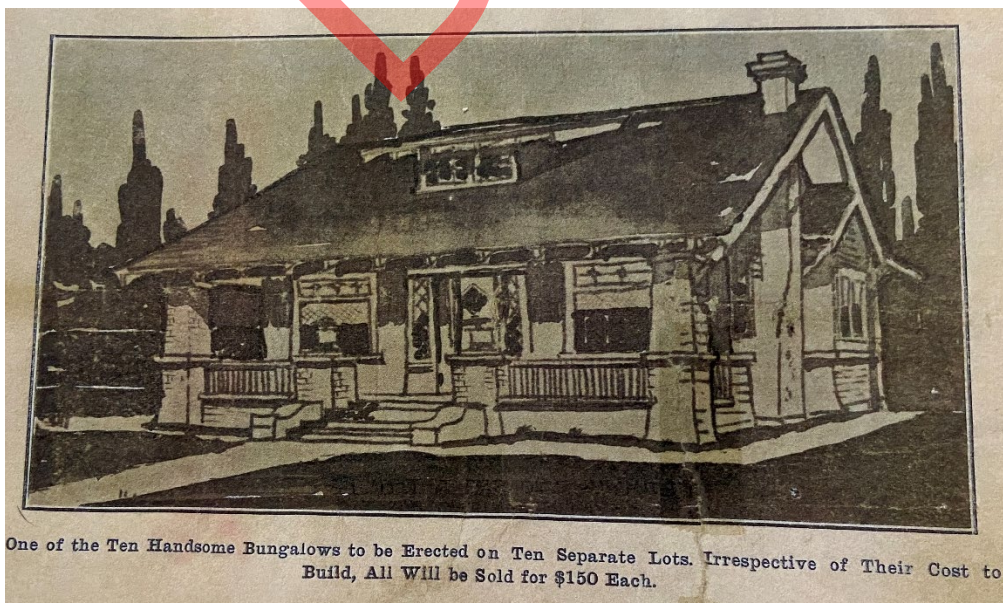
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Figure 14: Presentation drawing of Nisbet & Paradice’s design for a planned residence for the Medbury Valley Improvement Company in Hammett, Idaho.
Source: Elmore County Historical Society



Figure 15: Presentation drawing of Nisbet & Paradice’s design for a planned residence for the Medbury Valley Improvement Company in Hammett, Idaho.
Source: Elmore County Historical Society



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Figure 16: Presentation drawing of Nisbet & Paradise’s design for the fully expanded Hammett School. Source: *Idaho Daily Statesman*, 10 October 1911, page 3.

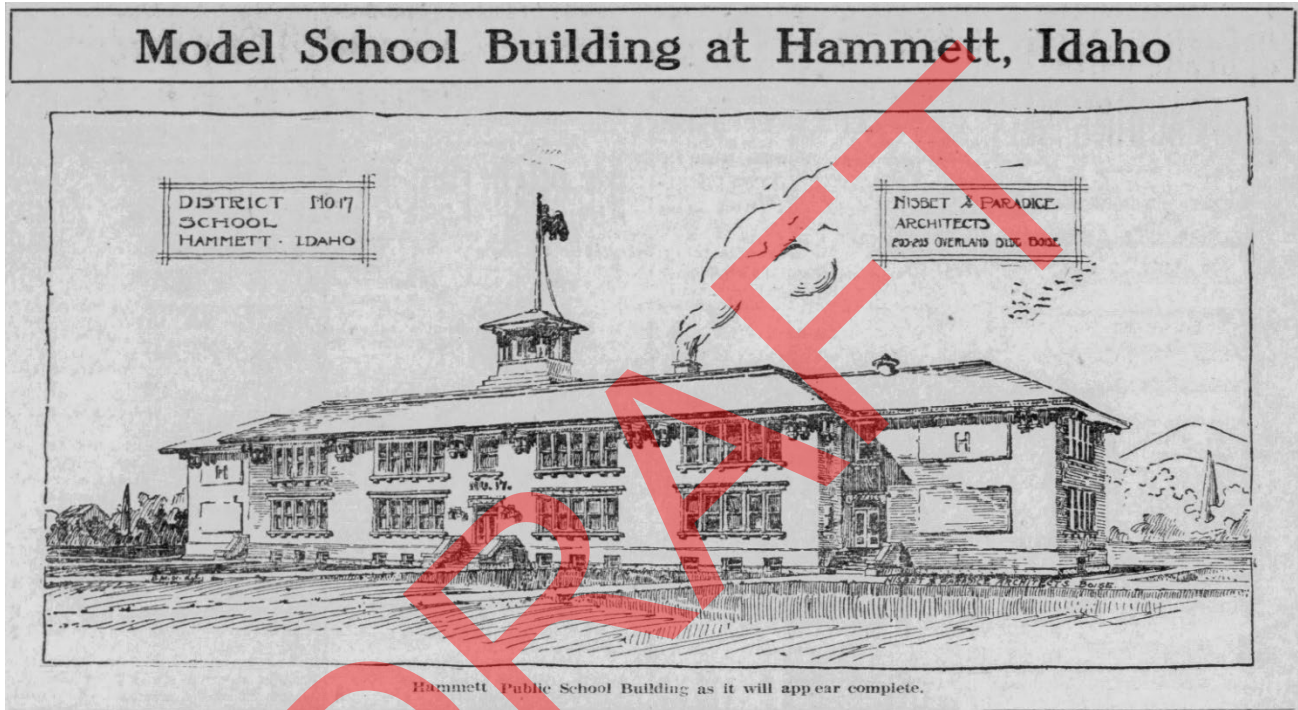
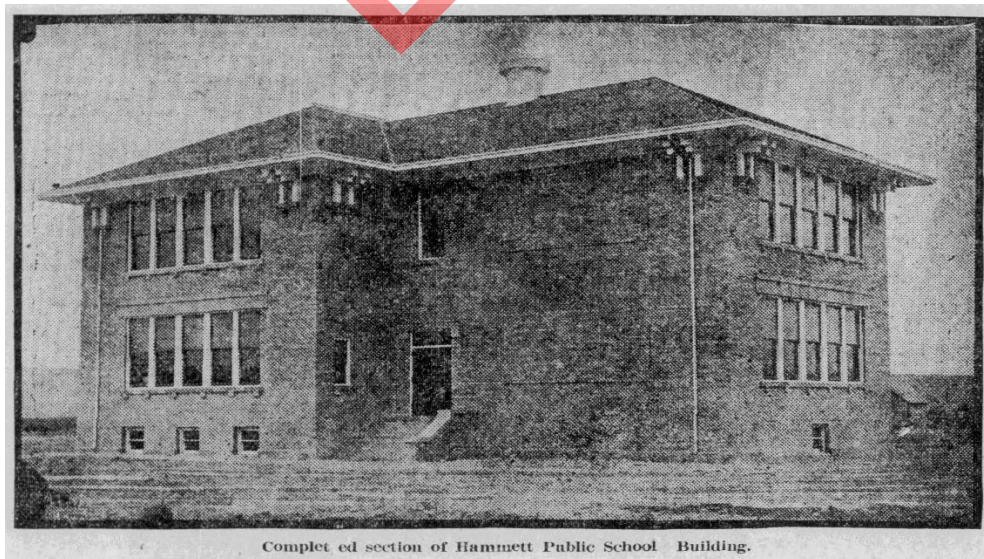


Figure 17: The completed section of the Hammett School at the time of its opening, October 1911. Source: *Idaho Daily Statesman*, 10 October 1911, page 3.



Completed section of Hammett Public School Building.

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Figure 18: Hammett High School Students, 1934-1935.
Source: Laurie Morehead



Figure 19: First and Second Grade Class at the Hammett School, c. early 1950s.
Source: Laurie Morehead



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Figure 20: Birdseye View of the Hammett School in the 1980s.
Source: Laurie Morehead



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Photo 1: Hammett School (Resource 1), view from Old U.S, Highway 30. Camera looking northwest.



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Photo 2: Hammett School (Resource 1), view of the east elevation (façade). Camera looking west.



Photo 3: Hammett School (Resource 1), view of the east and north elevations. Camera looking southwest.



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Photo 4: Hammett School (Resource 1), view of the north elevation. Camera looking south.



Photo 5: Hammett School (Resource 1), view of the north and west elevations. Camera looking southeast.



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Photo 6: Hammett School (Resource 1), view of the west elevation. Camera looking east.



Photo 7: Hammett School (Resource 1), view of the west and south elevations. Camera looking northeast.



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Photo 8: Hammett School (Resource 1), view of the south elevation. Camera looking north.



Photo 9: Hammett School (Resource 1), view of the south and east elevations. Camera looking northwest.



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Photo 10: Hammett School (Resource 1), view of the corridor and second-floor staircase from the main entrance. Camera looking west.



Photo 11: Hammett School (Resource 1), view of corridor looking towards teacher's office. Camera looking south.



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Photo 12: Hammett School (Resource 1), view of teacher's office. Camera looking north.



Photo 13: Hammett School (Resource 1), view of girls' restroom. Camera looking north.



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Photo 14: Hammett School (Resource 1), view of east classroom on first floor. Camera looking southeast.



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Photo 15: Hammett School (Resource 1), view of west classroom on first floor. Camera looking southwest.

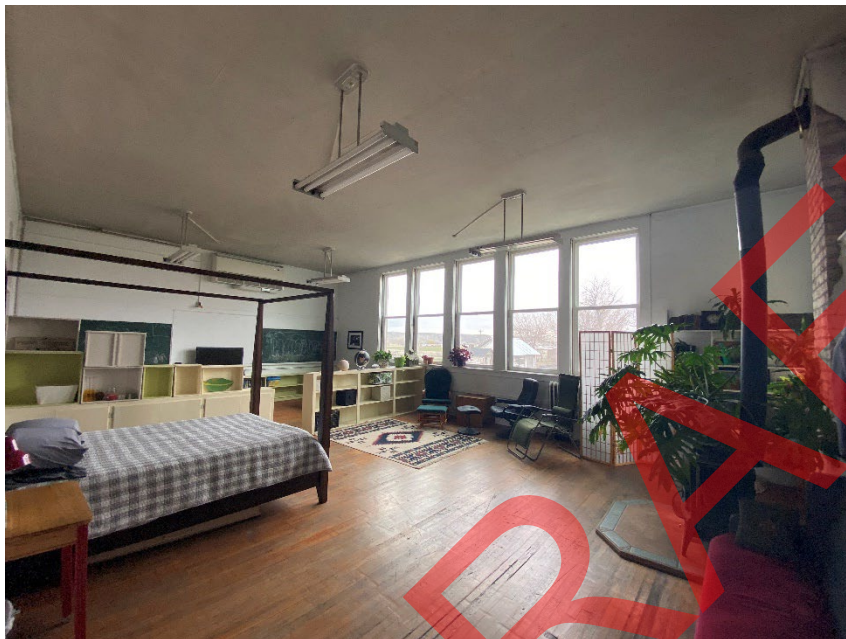


Photo 16: Hammett School (Resource 1), view of west classroom on first floor. Camera looking northeast.



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Photo 17: Hammett School (Resource 1), view of second floor staircase landing. Camera looking east.



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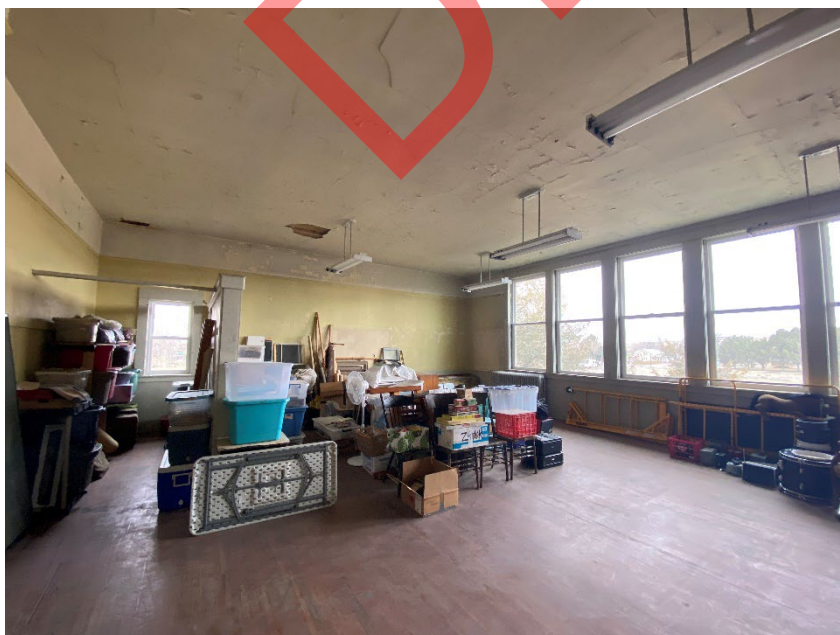
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Photo 18: Hammett School (Resource 1), view of second floor landing. Camera looking east.



Photo 19: Hammett School (Resource 1), view of north classroom on the second floor with cloakroom. Camera looking northwest.



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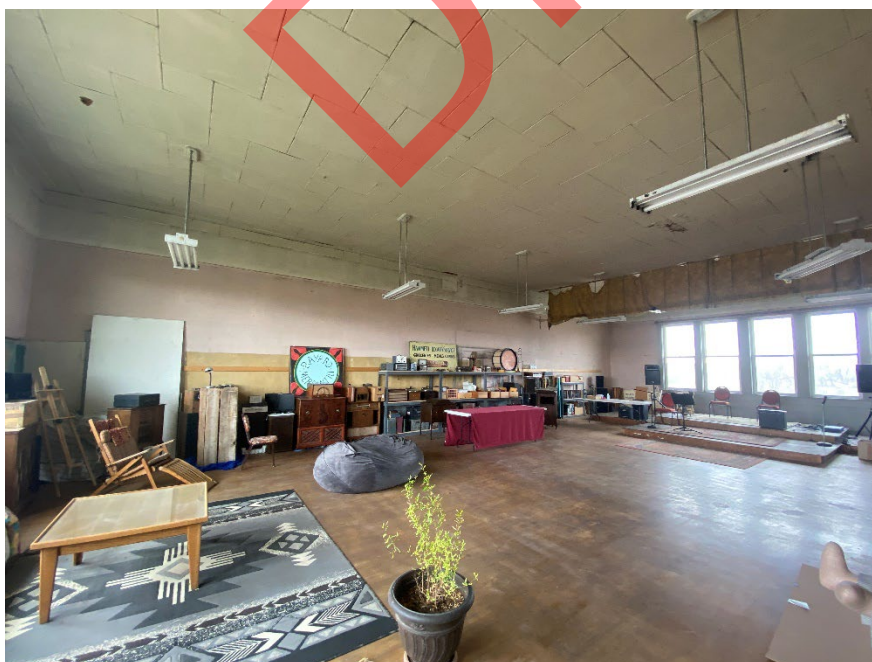
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Photo 20: Hammett School (Resource 1), view of assembly room. Camera looking southeast.



Photo 21: Hammett School (Resource 1), view of assembly room. Camera looking southwest.



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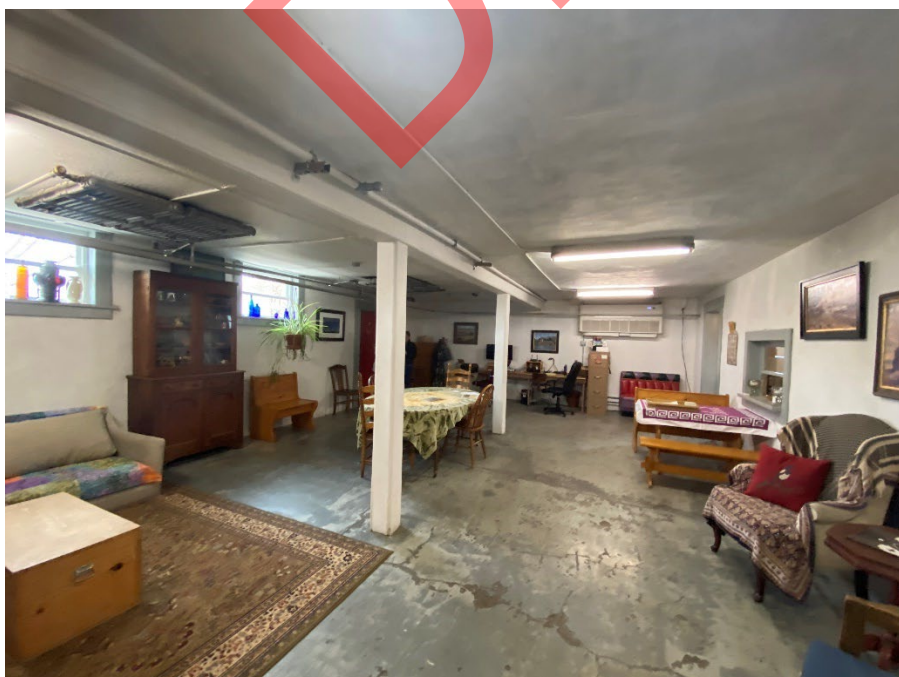
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Photo 22: Hammett School (Resource 1), view of kitchen in the basement. Camera looking north.



Photo 23: Hammett School (Resource 1), view of cafeteria in the basement. Camera looking south.



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Photo 24: View of Irrigation Ditch (Resource 2). Camera looking north.



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Photo 25: View of Tennis Court (Resource 3), Guest House (Resource 7), and Storage Shed (Resource 8). Camera looking west.



Photo 26: View of Drinking Fountain (Resource 4). Camera looking north.



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Photo 27: View of Outhouse (Resource 5). Camera looking southwest.



Photo 28: View of Toolshed (Resource 6). Camera looking southeast.



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Photo 29: View of Guest House (Resource 7). Camera looking northwest.



Photo 30: View of Well Pressure Tank (Resource 9). View looking northwest.



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Photo 31: View of Highway Bridge Guard Rail (Resource 10). View looking southwest.

