

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. **Place additional certification comments, entries, and narrative items on continuation sheets if needed (NPS Form 10-900a).**

1. Name of Property

historic name Rogerson School

other names/site number _____

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street & number 2291 East 1510 North N/A not for publication

city or town Rogerson N/A vicinity

state Idaho code ID county Twin Falls code 083 zip code 83302

3. State/Federal Agency Certification

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

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

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

Applicable National Register Criteria: 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 _____

Rogerson School
 Name of Property

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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
- structure
- object

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

Contributing	Noncontributing	
1		buildings
		site
		structure
		object
1	0	Total

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

Public School Buildings in Idaho

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.)

SOCIAL/meeting hall
WORK IN PROGRESS

7. Description

Architectural Classification
 (Enter categories from instructions.)

LATE 19th AND EARLY 20th CENTURY
AMERICAN MOVEMENTS / Craftsman

Materials
 (Enter categories from instructions.)

foundation: CONCRETE
 walls: WOOD: Weatherboard
WOOD: Shingle
 roof: ASPHALT
 other: BRICK

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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 Paragraph

The Rogerson School is located at 2291 East 1510 North in the unincorporated town of Rogerson, approximately 30-miles south of the City of Twin Falls, located in the south-central Idaho county of Twin Falls. Approximately 18-miles north of the Nevada border, Rogerson is the last town in Idaho along US Highway 93 before the state line. Completed in 1914, the building is an excellent example of an early-20th century public schoolhouse in rural Idaho, and one of the last historic buildings in Rogerson that retains historic integrity. Character defining features include the cross-gable design, wood clapboard siding with contrasting wood shingles within the gables, wood windows, decoratively cut bargeboards, triangular knee braces, as well as the prominent cupola featuring louvers and exposed rafter tails. The building is in fair condition, with restoration work currently underway, and retains excellent integrity across all seven aspects. The Rogerson School further meets the Criterion C registration requirements as provided in the Multiple Property Documentation Form (MPDF), *Public School Buildings in Idaho*. Character defining features and original materials remain intact, and the building continues to convey its original educational role and historic associations as a school house property type.

Narrative Description

Location and Setting

The community of Rogerson is a collection of residential and limited commercial development along US Highway 93 between Twin Falls, Idaho, and Jackpot, Nevada. The surrounding landscape consists of gently rolling rangeland, used primarily for ranching. The subject property is located in a neighborhood that includes non-historic, single-family residential homes on a rough grid system. A car lot for abandoned vehicles is adjacent to the south. Local streets consist of gravel or dirt, without sidewalks.

The Rogerson School is located on the southeast corner of E 1510 N and 2290 E Streets on a rectangular parcel comprised of three 25' x 125' lots (Lots 8, 9, and 10, Block 25, Rogerson Townsite). The former school building is located roughly in the center of the flat parcel, flanked by a row of mature elm trees along the east and west property lines. The building faces north. The remnants of a former playground are located behind the building to the south on an adjacent parcel, beyond a third row of elms. A wood fence runs along the north and east property lines.

Exterior

The Rogerson School is a one-story building that measures 48' east/west and 46' north/south. The primary gable runs east/west at the back 2/3 of the building and encompasses the classroom spaces. A smaller gable projects to the north and defines the front of the school with the primary entrance.

The building sits on a concrete foundation with a wide wood-board plinth above. The main walls of the school are narrow-gauge wood clapboard; all the walls are completed with corner boards. Stained wood shingles are found in all the gable ends, separated from the siding below by a wide, wood-board belt-course. Another decorative wood-board belt-course divides the shingled areas horizontally. All windows on the building are double-hung and made of wood, unless otherwise specified.

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The gabled roof is (asphalt) shingle and has deep eaves, as is characteristic of the style. Three simple, decorative brackets with knee braces can be seen in each gable end: one at the peak, and one each aligning with the corner boards. The decorative bargeboards that frame the gables have elongated notched ends. Rafter tails are visible at the terminus of the rear roof slope.

A cupola straddles the ridgeline toward the north edge of the front-facing gable. A wood belt-course separates the clapboard of the bottom half of the cupola from the louvred ventilation openings of the top half. It is capped with a pyramid roof. The siding, corner boards, deep eaves, and rafter tails, all match the building below. A brick chimney pierces the roof just west of the ridgeline behind the cupola.

The main body of the front façade projects slightly. Flanking the centered projection and stepped back 2', are shed-roofed extensions, each measuring 8' wide. Although the shed roofs give an appearance of being later additions, they are original to the building, and their exterior side walls blend seamlessly on the east and west elevations. The double-door entry is offset to the east, and above it sits a large, 20-light window. Several of the muntins and panes of glass are broken. Immediately to the east of the entrance is a group of three, six-over-one, windows with a two-light transom above. Immediately to the east is a pair of nine-over-one windows with a three-light transom above. The front wall of the 8' projection to the east is blank. The front wall on the projection to the west has a single nine-over-one window.

The west elevation, facing E Street, features a side gable and the eave of the shed roof extension at the front. Though in need of paint, the siding is in fairly good condition on this elevation. Centered within the side gable, which from the interior is classroom space, is a bank of six fixed windows, hung as pairs, each with a large nine-light hopper window above. The glazing is missing and the openings have been covered in plywood.

The south (rear) elevation is devoid of both windows and ornament. The siding on this elevation is in poor condition. The open eave features exposed rafter tails, which are not seen anywhere else except on the cupola. Contemporary roof vents are located along the ridgeline on the rear elevation.

The east elevation is very similar to the west, with a large bank of six fixed windows, hung as pairs, each with a nine-light hopper above. The glazing is missing in these windows, as well, and they too have been covered in plywood. Immediately to the north is a group of three six-over-one, double-hung windows underneath the shed-roof extension, providing light and air to the cloakroom area. A storm cellar access to a partial basement is located just right (north) of the center of the gable. The access consists of a pair of at-grade wooden doors with below-grade concrete steps leading to the basement.

Interior

The Rogerson School is approximately 2,080 square feet, roughly 1,432 square feet of which is dedicated to classroom space. The interior features lathe and plaster walls and ceilings, wood floors, paneled doors, and decorative trim. The front (north) entrance accesses an entry foyer with a partitioned cloakroom area to the east and lunch service prep area to the west. An original basin, clad in beadboard, still remains in this entry area. There is a pass-through window cut in the interior wall between the prep area and the west classroom space.

Beyond the foyer is a short hallway running east-west, with three separate doors to the large classroom space beyond, located at the rear of the building. A non-original, wood slat partition suspended from the ceiling was added sometime in the 1930s and divides this space in two. The partition, divided into three separate panels, rolls via a spring-loaded mechanism into a concealed cabinet space at the ceiling much like a roll-up garage door.

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The building lacks interior restroom facilities, or plumbing of any kind. Electricity was not provided until the 1930s when the town itself electrified.¹ The basement is largely unfinished storage, separated into two rooms, with several original school desks and the original, gravity coal furnace. As mentioned above, the basement is accessed via a pair of exterior storm cellar doors.

The interior of the building is in fair to poor condition with areas of broken plaster, lath, and framing exposed. The ceiling of the classroom space has been removed to expose the rafters. That said, the interior does retain good historic integrity. Blackboards line the south wall, while banks of original windows flank the east and west walls, absent the glazing. Original wood floors, doors, trim, hardware, and school benches are also present. A 2019 site visit revealed graffiti throughout.

Integrity

Overall, the Rogerson School retains a high degree of integrity across all seven aspects. In addition, the property is consistent with the integrity criteria and registration requirements outlined in Section F of the MPDF, *Public School Buildings in Idaho*:

Location: The schoolhouse is in its original location and has not been moved. The property retains integrity of location.

Design: The design of the schoolhouse has not been altered. Character defining features, such as the overall form, fenestration, use of Craftsman design elements as well as the cupola are still present in their original form. Integrity of design is retained.

Setting: Though the community of Rogerson has changed over time and little of it reflects its original historic character, the presence of the school on a prominent corner surrounded by mature trees and lawn remains. Though diminished, integrity of setting is retained.

Materials: For the most part, the Rogerson School retains the original materials used in its construction. Wood windows, wood clapboard and shingle siding, as well as interior finishes remain, though in varying degrees of condition. The original wood shingle roof was replaced with asphalt shingles in 2017. Though slightly diminished, integrity of materials is retained.

Workmanship: The Rogerson School continues to reflect the workmanship invested in its construction. Craftsman-inspired elements such as triangular knee braces, exposed rafter tails within the cupola, decorative-cut fascia boards and contrasting siding within the gable ends all reflect a high degree of craftsmanship and attention to detail. Integrity of workmanship is retained.

Feeling: The Rogerson School and surrounding property continues to present itself as a historic schoolhouse from the turn of the last century. The largely unaltered building, combined with the continued presence of the school bell and cupola, landscaping, and playground equipment, evoke the aesthetic of a rural school prior to consolidation. Integrity of feeling is retained.

Association: Integrity of association is retained. Both from the interior and exterior, the sense of a rural schoolhouse is presented with aids such as the school bell, playground equipment, interior layout, and presence of finishes such as the partition, blackboards and furnishings. Other than limited community events, the school has not witnessed alteration or reuse that would diminish its original character. By retaining all other aspects of integrity, the Rogerson School continues to convey the feelings and associations with the development of education at the turn of the last century in rural Idaho.

¹ Peggy Cristobal, *Rogerson Idaho* (Twin Falls: Blip Printers, 2018), 33.

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Furthermore, the *Public School Buildings in Idaho* Multiple Property Documentation Form registration requirements state:

In order to be eligible for the National Register, a property must exhibit its historic and architectural character in both physical and associative ways. It must be significant when evaluated within the context of the history of the community, and the background of Idaho's educational system.

Schools must retain integrity in order to be eligible. The roof configuration, scale, massing, wall cladding, and trim and fenestration should sufficiently convey the historic character of the building. Alterations in these five areas do not automatically exclude a property from nomination. Many schools have undergone window replacements or the application of aluminum and metal siding. Schools have also been adapted for other uses, such as houses, museums, churches, and granges. Alterations must be carefully evaluated to determine the impact to the significant character of the building. Original fenestration patterns should be maintained, and additions should not obscure the principal facades. Siding is acceptable if it closely resembles the original cladding of the structure. Alterations and additions that occurred during the building's period of significance might reflect changing patterns in education and school architecture, and should be evaluated within such a context.

Moved properties will be considered when the new location is compatible with the historic character of the structure, and the integrity of location and setting is still apparent.²

The Rogerson School retains the original roof configuration, scale, massing, wall cladding, trim and fenestration, and therefore clearly meets the above registration requirements to utilize the *Public School Buildings in Idaho* MPDF. Alterations have been minimal, limited to the replacement of the original wood shingle roof on the exterior. Interior alterations consist mainly of the loss of historic building fabric, which with proper rehabilitation, may be replaced in-kind. In concert, these alterations neither diminish the historic integrity of the building, nor obscure or fail to convey the overall historic character of the property.

² Elizabeth Eggleston, National Register of Historic Places Multiple Property Documentation Form, "Public School Buildings in Idaho." Section F, IV.

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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.

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Areas of Significance

(Enter categories from instructions.)

EDUCATION

ARCHITECTURE

Significant Person

(Complete only if Criterion B is marked above.)

Cultural Affiliation (if applicable)

Period of Significance

1914 - 1952

Architect/Builder

Significant Dates

1914

Period of Significance (justification)

The period of significance begins in 1914 when the school was completed and placed in service, and ends with the closure of the school in 1952.

Criteria Considerations (explanation, if necessary)

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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 Rogerson School is eligible for listing in the National Register of Historic Places under Criterion A, in the area of EDUCATION, as well as under Criterion C, in the area of ARCHITECTURE. The school, constructed in 1914 after fire destroyed the previous school building, is significant at the local level for its associations to both education and community events within the small town of Rogerson. The building is also locally significant as an excellent example of the schoolhouse property type, as well as the Craftsman style as applied to rural schoolhouses in Idaho. The Multiple Property Documentation Form (MPDF), *Public School Buildings in Idaho*, provides additional context placing the school within the larger educational framework dating to the Early Statehood Period, spanning roughly 1890 to 1930 per the MPDF, which resulted in expanded curricula and increased standards for both teachers and school building construction. The period of significance for the Rogerson School begins in 1914 with its construction and the start of classes in the fall of that year, and ends in 1952 when the school closed as a result of consolidation with the Filer School District. The Rogerson School remains one of the last extant historic buildings in the community of Rogerson dating to this early period.

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. Physical and associative characteristics, as well as registration requirements, are provided for individual properties utilizing this shared context. The Rogerson 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 by educating the youth of Rogerson as well as serving as a community center for the town for many years.

Rural Education Development in Twin Falls County

Generally, the development of schools and school districts within Twin Falls County followed national and statewide patterns. Irrigation projects in south-central Idaho provided more arable land, attracting homesteaders to the area. As farms and ranches became established, and new roads and railroads provided better access to these areas, communities grew to transport grain and livestock to markets in larger urban centers. Support services such as warehouses, mercantiles, restaurants, and later grain elevators and stockyards, quickly grew around these transportation hubs. As populations around these centers increased, the need for family support services became apparent. Churches, schools, and community halls were established to support these growing communities.

Often, classes in these early communities were initially held in private homes, or as in the case of Rogerson, a tent.ⁱⁱⁱ However, as communities grew, the need for more permanent school locations increased. These largely consisted of small, rural schools that also served as event centers for the community. These buildings were frequently a source of pride for the community, representing a shift from frontier outpost to permanent settlement. Though many were simple, utilitarian buildings, others such as the Rogerson School exhibit a high degree of workmanship and design, reflecting the importance the community placed on education. Later, as the statewide education system progressed through the first two decades of the 20th century, the State established minimum standards along with recommended design criteria.^{iv}

ⁱⁱⁱ Peggy Cristobal, *Rogerson Idaho* (Twin Falls: Blip Printers, 2018), 41.

^{iv} Elizabeth Eggleston, National Register of Historic Places Multiple Property Documentation Form, "Public School Buildings in Idaho." Section E.

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In the late 1940s, consolidation became a debated issue, both statewide and in Twin Falls County. Though consolidation inevitably led to broader curricula and larger, modern school buildings, residents of rural communities were reluctant to lose their local schoolhouses.^v Although some rural schools, such as that in Hollister, benefited from the additional student body, others were left vacant and quickly fell into disrepair. Some schools have been reimagined as homes, museums, churches, and granges; others have been lost to time.^{vi}

Architectural Style and Property Type

Idaho's earliest schools were associated with missions dedicated to the religious instruction of Native Americans. Later, as pioneers began to establish first temporary mining and logging camps, and later permanent settlements, classes were held in individual homes or makeshift structures, depending on availability and need. As these communities grew, closer attention was paid to the design and workmanship of school buildings, as well as other community buildings, not only for comfort but to reflect the prosperity of the community, as well. As time went on and transportation networks expanded, availability of materials from mills and lumberyards became more readily available.

As the availability of mass-produced materials increased, so too did the desire to construct more architecturally interesting buildings following national trends. Originating in southern California, the Craftsman style became popular around the turn of the last century and quickly spread throughout the country through plan books and national magazines. Influenced by the Arts and Crafts Movement, the style exhibits a high degree of workmanship and often employs structural elements as ornament. Building packages with pre-cut lumber and instructions were widely available. Highly popular in residential construction for many years, the style began to fade in the mid-1920s.^{vii}

As the name suggests, the term 'schoolhouse' reflects the modest scale and design elements of a residential home.^{viii} The Rogerson School, an excellent example of the schoolhouse property type, exhibits these domestic features in an institutional setting. Incorporating typical Craftsman elements such as wide, projecting eaves, under-eave brackets with decorative knee braces, exposed rafter tails, and decoratively cut fascia board, the school is architecturally significant not only as an example of a historic schoolhouse exhibiting the Craftsman style in rural Idaho, but as likely the best example of the Craftsman style remaining in the Rogerson community today.

History of Rogerson and the Rogerson School

The area that would one day become the Rogerson community was originally known as Deep Creek Meadows. Early homesteaders, including Andrew Rogerson, John MacRae, and Walt Snyder, were drawn to the area in the late 1880s for ranching. This was due, in some part, to efforts by the Owyhee Company, a private irrigation company^{ix}, to develop the area west of Salmon Falls Creek known as Antelope Flats for farming and ranching.^x All three men were associated with this firm.

Robert Rogerson, Andrew Rogerson's brother, was in the sheep business in Scotland before immigrating to the United States in 1880. After settling shortly in both Iowa and Oregon, Rogerson was drawn to south-central Idaho in 1889 given the ideal conditions there to continue his sheep ranching venture.^{xi}

^v Elizabeth Eggleston, National Register of Historic Places Multiple Property Documentation Form, "Public School Buildings in Idaho." Section E.

^{vi} Ibid, Section F.

^{vii} Virginia McAlester, *A Field Guide to American Houses* (New York: Knopf, 2014), 567-578.

^{viii} Kerry Davis, National Register of Historic Places Nomination, "Big Cedar School." Section 8.

^{ix} Jedediah Rogers and Christine Pfaff, National Register of Historic Places Nomination, "Owyhee Dam Historic District." Section 8.

^x Alan Smith, *A Centennial History of the Schools of Idaho* (Boise: State School Board Association, 1990), 421.

^{xi} Peggy Cristobal, *Rogerson Idaho* (Twin Falls: Blip Printers, 2018), 17.

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In an effort to increase productivity in the arid west and open more land to farming, Congress passed the Carey Act in 1894. The Act allowed for federal land grants of up to one million acres to each western state with desert land. States, in turn, could sell 160-acre parcels to farmers after private irrigation networks were established to support the industry. Though stopping short of direct federal funding for reclamation projects, the Carey Act facilitated several successful irrigation projects in southern Idaho.^{xii}

Subsequently, in 1907, the Twin Falls North Side Land and Water Company proposed a large dam, reservoir, and irrigation system to provide water to a 128,000-acre area known as the Salmon Tract. The source of the water would be Salmon Falls Creek, in southern Twin Falls County. The proposal included a 220-foot high dam, irrigation canal network, as well as an adjacent townsite, to be known as Hollister. In January 1908, the federal government awarded the Twin Falls Salmon River Land and Water Company, a subsidiary of the Twin Falls North Side Land and Water Company, roughly 126,000 acres for their proposal.^{xiii}

To facilitate settlement of the area and delivery of construction goods to the dam site, the Oregon Short Line Railroad began construction of a spur line from Twin Falls in 1908.^{xiv} This spur reached what would be the town of Rogerson in 1909, and a depot was constructed at the terminus in right-of-way purchased from Robert Rogerson, Andrew Rogerson's brother.^{xv} The settlement was dubbed Terminal City.^{xvi} The railroad quickly became the primary method of transporting goods not only to the Salmon Falls Dam construction site, but more widely to the Deep Creek Meadows area, as well.^{xvii}

By 1910, a settlement began to emerge around the Oregon Short Line Depot, including three additional buildings.^{xviii} Shortly thereafter, Robert Rogerson hired Charles L. Smith to survey an 80-acre townsite at the settlement, officially filed on 26 August 1911, and thereafter known as Rogerson. The Rogerson Townsite Company was formed to facilitate the sale of the property. City lots sold from \$300 to \$1,000, under terms of one quarter down cash, with three additional installments at six percent interest.^{xix}

The town of Rogerson grew rapidly. By 1912, a municipal water system was completed, sourced from a spring located south of the community. Several buildings were also constructed in 1912, including a warehouse, lumber company and hotel.^{xx} Other businesses soon followed, including a blacksmith, mercantile, cafe and boarding house, garage, livery, cobbler, and a hotel, called the McMillan. The Rogerson Bank was constructed in 1913.^{xxi} A pool hall was added in 1914.^{xxii}

School classes for children were held in Rogerson as early as September 1911. Initially, these classes were held in a tent, until a permanent building was purchased from the Salmon River Company on McKinley Street. Carrie Faris taught the initial 1911-1912 school year.^{xxiii} However, late in 1913 the schoolhouse burned, and classes were moved to a vacant warehouse for the remainder of the school year.^{xxiv} The community quickly took up a bond measure to build a new school, which was approved in early 1914.^{xxv} The school was built in the Craftsman style on what was then Bannock and 1st Streets, and by that September 1914, the new schoolhouse accepted a class of 51 students.^{xxvi} Neither the architect nor builder are known, however the school closely

^{xii} Meghan Bayer, National Register of Historic Places Nomination, "Palisades Dam and Powerplant Historic District." Section 8.

^{xiii} Dale Gray, National Register of Historic Places Nomination, "Salmon Falls Dam." Section 8.

^{xiv} Ibid.

^{xv} Peggy Cristobal, *Rogerson Idaho* (Twin Falls: Blip Printers, 2018), 17.

^{xvi} Alan Smith, *A Centennial History of the Schools of Idaho* (Boise: State School Board Association, 1990), 421.

^{xvii} Peggy Cristobal, *Rogerson Idaho* (Twin Falls: Blip Printers, 2018), 11.

^{xviii} Alan Smith, *A Centennial History of the Schools of Idaho* (Boise: State School Board Association, 1990), 421.

^{xix} J. Howard Moon, *Early History of Filer, Idaho School Communities*, Filer: The Print Shoppe, 1976), 350-353.

^{xx} Ibid., 353.

^{xxi} Peggy Cristobal, *Rogerson Idaho* (Twin Falls: Blip Printers, 2018), 21.

^{xxii} J. Howard Moon, *Early History of Filer, Idaho School Communities*, Filer: The Print Shoppe, 1976), 359.

^{xxiii} Alan Smith, *A Centennial History of the Schools of Idaho* (Boise: State School Board Association, 1990), 422.

^{xxiv} Peggy Cristobal, *Rogerson Idaho* (Twin Falls: Blip Printers, 2018), 41.

^{xxv} Alan Smith, *A Centennial History of the Schools of Idaho* (Boise: State School Board Association, 1990), 422.

^{xxvi} J. Howard Moon, *Early History of Filer, Idaho School Communities*, Filer: The Print Shoppe, 1976), 357.

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resembles the nearby Greenwood School in Hazleton, Jerome County, to the north and east approximately 50-miles.

The new Rogerson School was an important center of community activity for many years. Early on, the school served as a meeting place for service organizations and community churches until permanent homes of their own could be found or built. Afterward, the school continued to be an important meeting place for social events, dances, and community gatherings.^{xxvii}

The town of Rogerson was for many years a primary livestock shipping center in the region. Through the 1920s, the town served as the center of commerce for nearby areas such as Contact and Jarbidge in Nevada, and Three Creek and the Shoshone Basin in Idaho, nearly a 50-mile radius.^{xxviii} This is somewhat borne out by a steady student body, numbering 45 in 1920.

After completion, the Salmon Falls Dam project never saw the water production originally estimated. Due to geologic reasons, the reservoir was unable to retain the amount of water originally anticipated. Of the 400,000 irrigated acres estimated at the onset of the project, only 6,000 acres were actually in production in 1911. Estimates were recalculated for a total production of only 90,000 irrigated acres. Land sales within the Salmon Tract slowed and the area never saw the full development potential originally projected.^{xxix}

In 1924, work began to extend the Oregon Short Line Railroad from Rogerson to Contact and Wells, Nevada. For a time, Rogerson was the site of construction camps and continued to be the terminus for railroad-based commerce in the area.^{xxx} However, with the completion of the railroad extension, Rogerson began a decline it never recovered from, as it was no longer the epicenter of trade for the region.^{xxxi} Most of the local businesses witnessed a decline in profits and many failed as a result.^{xxxii}

In the 1940s, school consolidation became a debated issue not only in Twin Falls County but throughout the State of Idaho. Though the Rogerson community opposed consolidation, support throughout the rest of the county ultimately led to a consolidation of the Rogerson and Filer School Districts in 1948.^{xxxiii} The Rogerson School closed in 1952. Elementary school students were bussed to the nearby Hollister School, while high school students still attending at Rogerson now traveled to Filer.^{xxxiv}

Subsequent to the closure of the school, the Rogerson community purchased the building from the school district for one dollar.^{xxxv} The school continued to be a center for community gatherings, however as Rogerson declined, so too did maintenance and upkeep of the former schoolhouse, and the building fell into disrepair. A restoration effort is currently underway to rehabilitate the schoolhouse, and again use it as a community center and meeting hall for the community of Rogerson.

Summary Statement of Significance

The Rogerson School is an excellent example of the schoolhouse property type, and is consistent with the registration requirements of the Multiple Property Documentation Form, *Public School Buildings in Idaho*. The building, though in fair condition, retains a high degree of historic integrity across all seven aspects. The property is eligible for listing in the National Register of Historic Places under Criterion A for EDUCATION, as well as C for ARCHITECTURE, not only for its strong association with public education within the small community of

^{xxvii} Peggy Cristobal, *Rogerson Idaho* (Twin Falls: Blip Printers, 2018), 41.

^{xxviii} Alan Smith, *A Centennial History of the Schools of Idaho* (Boise: State School Board Association, 1990), 422.

^{xxix} Dale Gray, National Register of Historic Places Nomination, "Salmon Falls Dam." Section 8.

^{xxx} J. Howard Moon, *Early History of Filer, Idaho School Communities*, Filer: The Print Shoppe, 1976), 363.

^{xxxi} Alan Smith, *A Centennial History of the Schools of Idaho* (Boise: State School Board Association, 1990), 422.

^{xxxii} J. Howard Moon, *Early History of Filer, Idaho School Communities*, Filer: The Print Shoppe, 1976), 363.

^{xxxiii} Alan Smith, *A Centennial History of the Schools of Idaho* (Boise: State School Board Association, 1990), 422.

^{xxxiv} Peggy Cristobal, *Rogerson Idaho* (Twin Falls: Blip Printers, 2018), 42.

^{xxxv} Ibid.

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Rogerson, but as an excellent example of the Craftsman style as applied to public schoolhouses in Idaho in the early 20th Century, as well.

9. Major Bibliographical References

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

Bayer, Meghan. National Register of Historic Places Nomination. "Palisades Dam and Powerplant Historic District." 2018.

Cristobal, Peggy. *Rogerson Idaho*. Twin Falls: Blip Printers, 2018.

Davis, Kerry. National Register of Historic Places Nomination. "Big Cedar School." 2015.

Eggleston, Elizabeth. National Register of Historic Places Multiple Property Documentation Form. "Public School Buildings in Idaho." 1991.

Gray, Dale. National Register of Historic Places Nomination. "Salmon Falls Dam." 2009.

McAlester, Virginia. *A Field Guide to American Houses*. New York: Knopf, 2014.

Moon, J. Howard. *Early History of Filer, Idaho School Communities*. Filer: The Print Shoppe, 1976.

Rogers, Jedediah and Christine Pfaff. National Register of Historic Places Nomination. "Owyhee Dam Historic District." 2010.

Smith, Alan. *A Centennial History of the Schools of Idaho*. Boise: State School Board Association, 1990.

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): Idaho SHPO Historic Inventory (IHSI) number not yet assigned.

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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	<u>42.216492</u>	<u>-114.595757</u>	3	_____	_____
	Latitude	Longitude		Latitude	Longitude
2	_____	_____	4	_____	_____
	Latitude	Longitude		Latitude	Longitude

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

The boundary of the Rogerson School consists of lots 8, 9, and 10, Block 25 of the original Rogerson Townsite, which is a rectangular parcel measuring approximately 75' x 125'.

Boundary Justification (Explain why the boundaries were selected.)

The parcel described is the legal boundary of the school property. Lots 11 and 12, Block 25 of the original Rogerson Townsite, were historically associated with the school, and include the southern tree line as well as the remnants of non-original playground equipment. These lots are under separate ownership, and although used by the school, were never deeded to the Rogerson School District and therefore are not included in the nominated property's boundary.

11. Form Prepared By

name/title Tom Gilbertson date June 2019
organization _____ telephone 208-308-3906
street & number 8478 W Brookview Drive email nunki@cableone.net
city or town Boise state ID zip code 83709

Additional Documentation

Submit the following items with the completed form:

- **Regional Location Map**
- **Local Location Map**
- **Plat Map**
- **Site Plan**
- **Floor Plan**

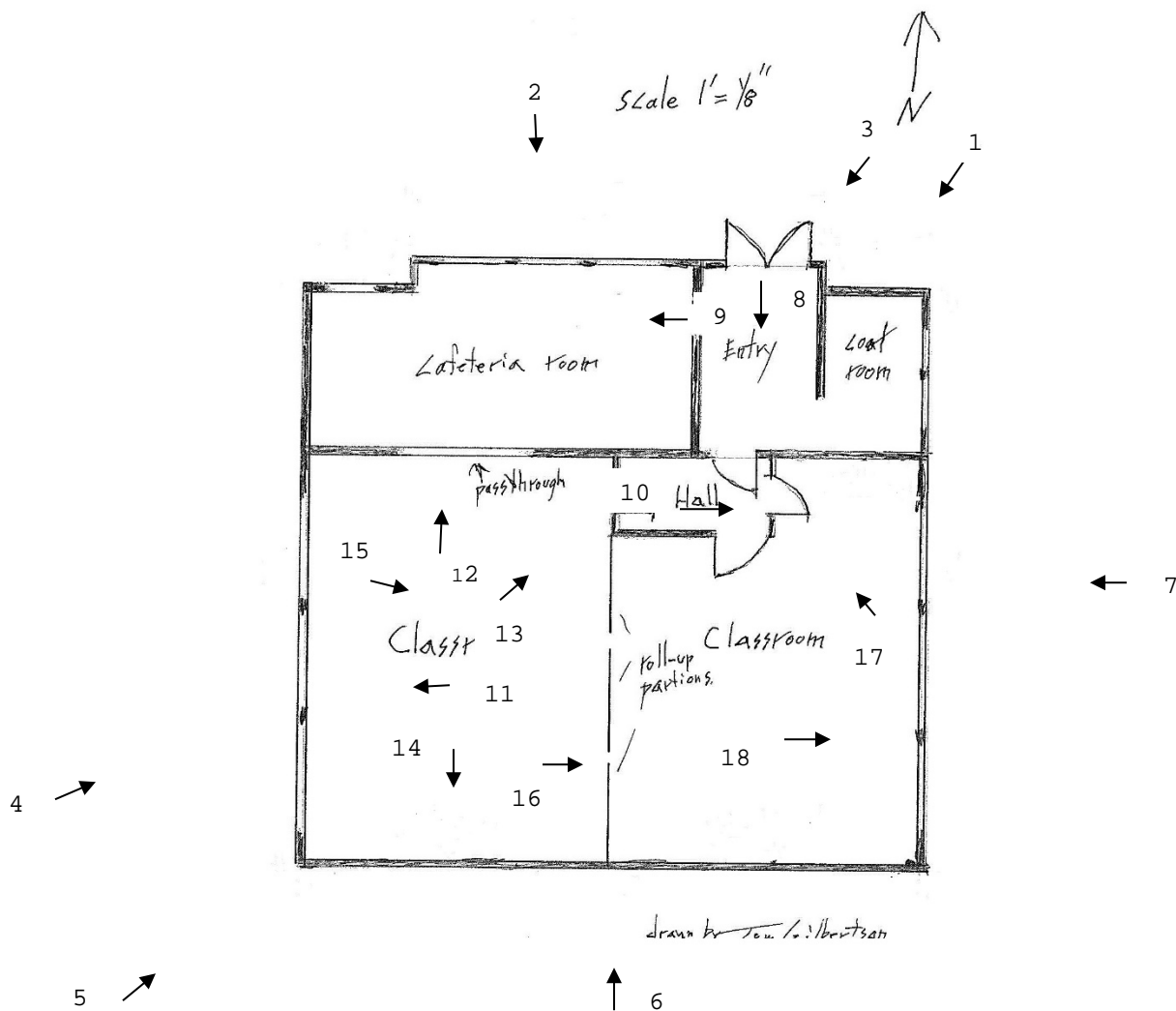
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List of Figures

- Figure 1 Photo Location Map
- Figure 2 Regional Location Map
- Figure 3 Metsker Map
- Figure 4 Sanborn Map
- Figure 5 Plat Map
- Figure 6 Site Plan
- Figure 7 Floor Plan

- **Photo Location Map** (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).



Rogerson School
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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.

Photo Log

Name of Property: Rogerson School
City or Vicinity: Rogerson
County: Twin Falls County **State:** Idaho
Photographer: SHPO Staff
Date Photographed: 19 March 2019

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

- Photo 1 of 18:** ID_TwinFallsCounty_RogersonSchool_0001
Primary (north) and east elevations, looking southwest
- Photo 2 of 18:** ID_TwinFallsCounty_RogersonSchool_0002
Primary (north) elevation, looking south
- Photo 3 of 18:** ID_TwinFallsCounty_RogersonSchool_0003
Cupola, northeast elevation, looking southwest
- Photo 4 of 18:** ID_TwinFallsCounty_RogersonSchool_0004
West elevation, looking east
- Photo 5 of 18:** ID_TwinFallsCounty_RogersonSchool_0005
Side (west) and rear (south) elevations, looking northeast
- Photo 6 of 18:** ID_TwinFallsCounty_RogersonSchool_0006
Rear (south) elevation, looking north
- Photo 7 of 18:** ID_TwinFallsCounty_RogersonSchool_0007
East elevation, looking west
- Photo 8 of 18:** ID_TwinFallsCounty_RogersonSchool_0008
Interior, entrance foyer, looking south
- Photo 9 of 18:** ID_TwinFallsCounty_RogersonSchool_0009
Interior, cafeteria prep area, looking west
- Photo 10 of 18:** ID_TwinFallsCounty_RogersonSchool_0010
Interior, hallway, looking east
- Photo 11 of 18:** ID_TwinFallsCounty_RogersonSchool_0011
Interior, west classroom space, looking west
- Photo 12 of 18:** ID_TwinFallsCounty_RogersonSchool_0012
Interior, west classroom space with pass through to prep area, looking north

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- Photo 13 of 18:** ID_TwinFallsCounty_RogersonSchool_0013
Interior, west classroom space, looking northeast
- Photo 14 of 18:** ID_TwinFallsCounty_RogersonSchool_0014
Interior, west classroom space, looking south
- Photo 15 of 18:** ID_TwinFallsCounty_RogersonSchool_0015
Interior, partition between east and west classroom space, looking east
- Photo 16 of 18:** ID_TwinFallsCounty_RogersonSchool_0016
Interior, detail of classroom partition, looking east
- Photo 17 of 18:** ID_TwinFallsCounty_RogersonSchool_0017
Interior, east classroom space, looking north
- Photo 18 of 18:** ID_TwinFallsCounty_RogersonSchool_0018
Interior, east classroom space, looking east

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, D

Rogerson School
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Figure 2: Regional Location Map

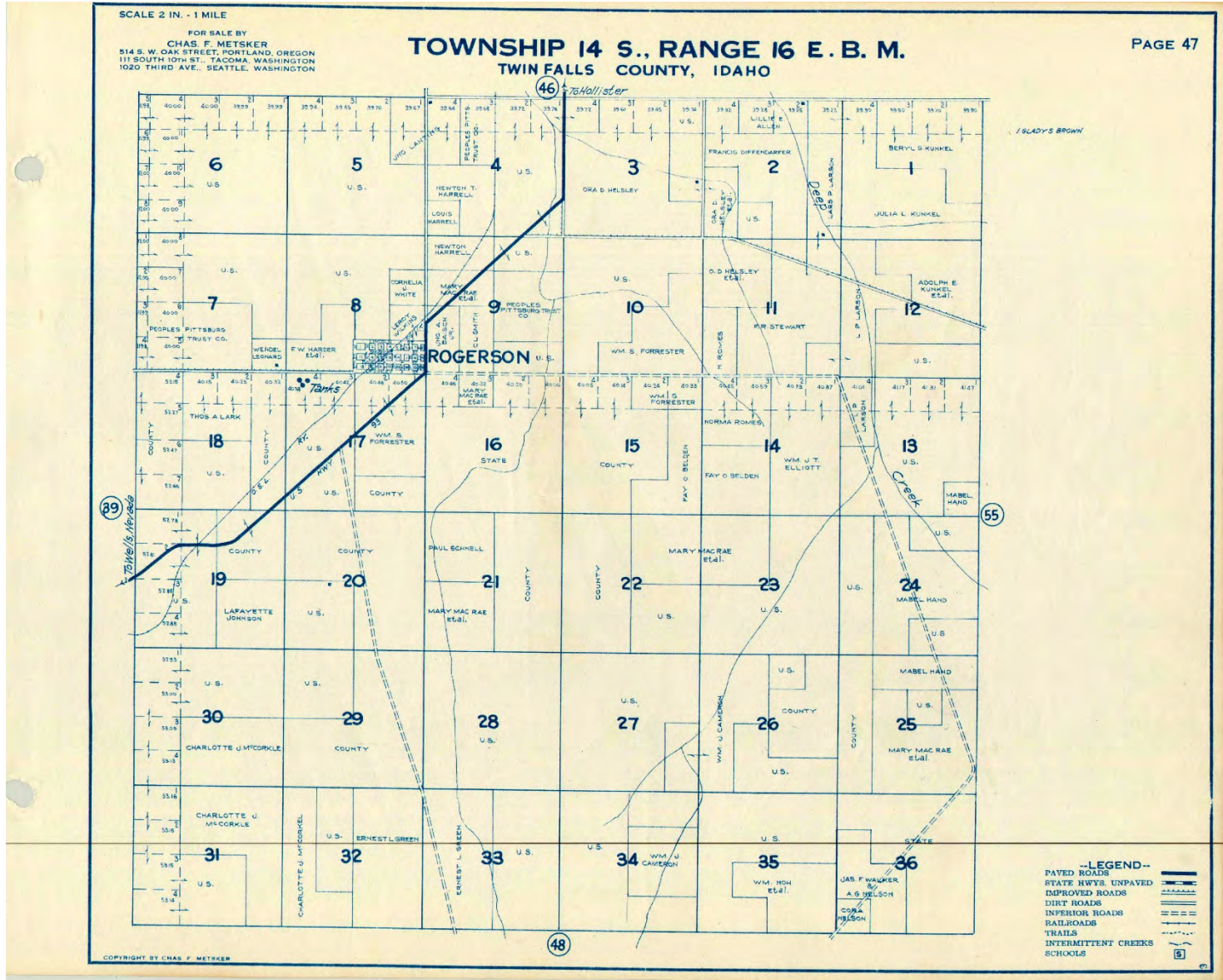


Rogerson, Idaho

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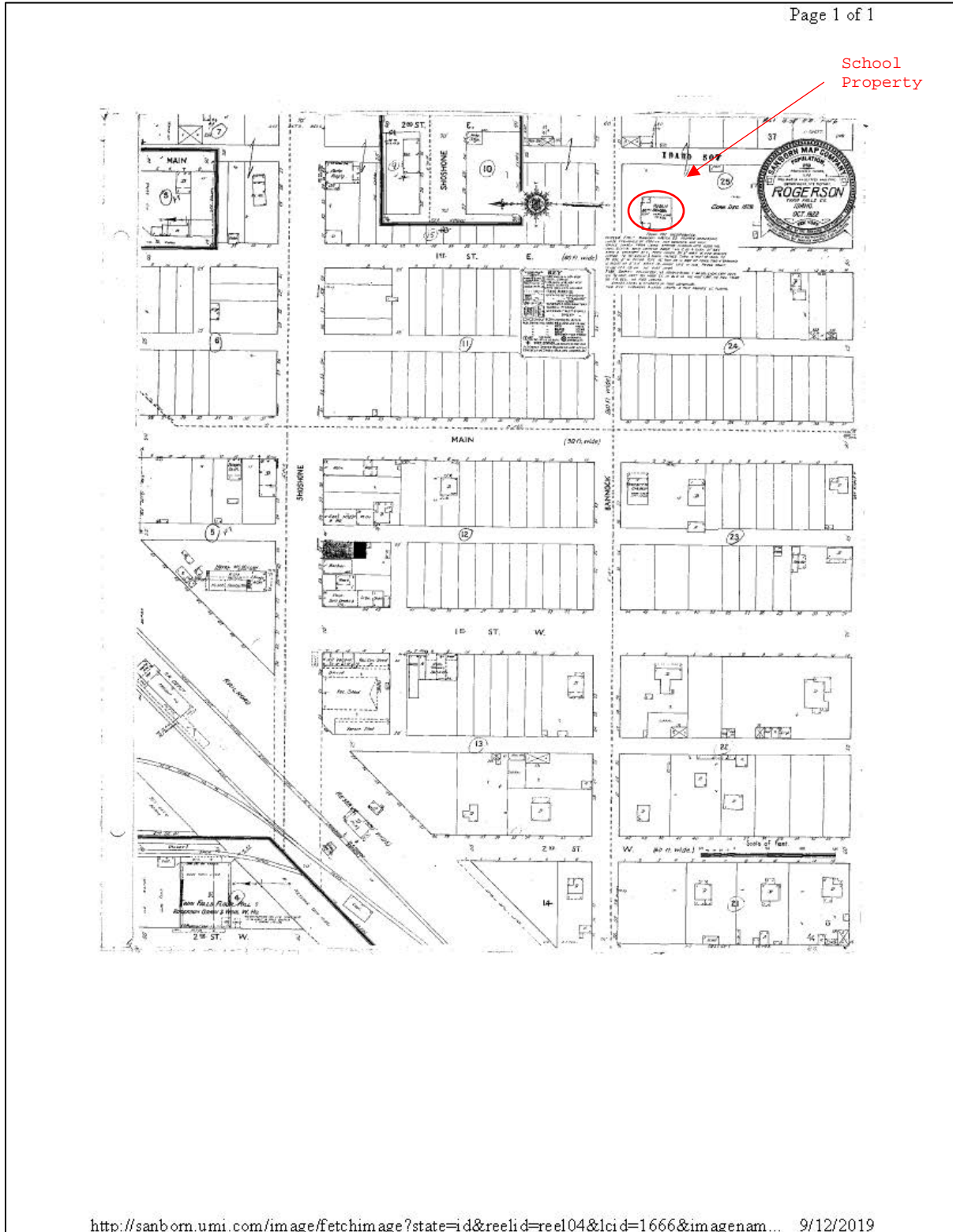
Figure 3: Metsker Map



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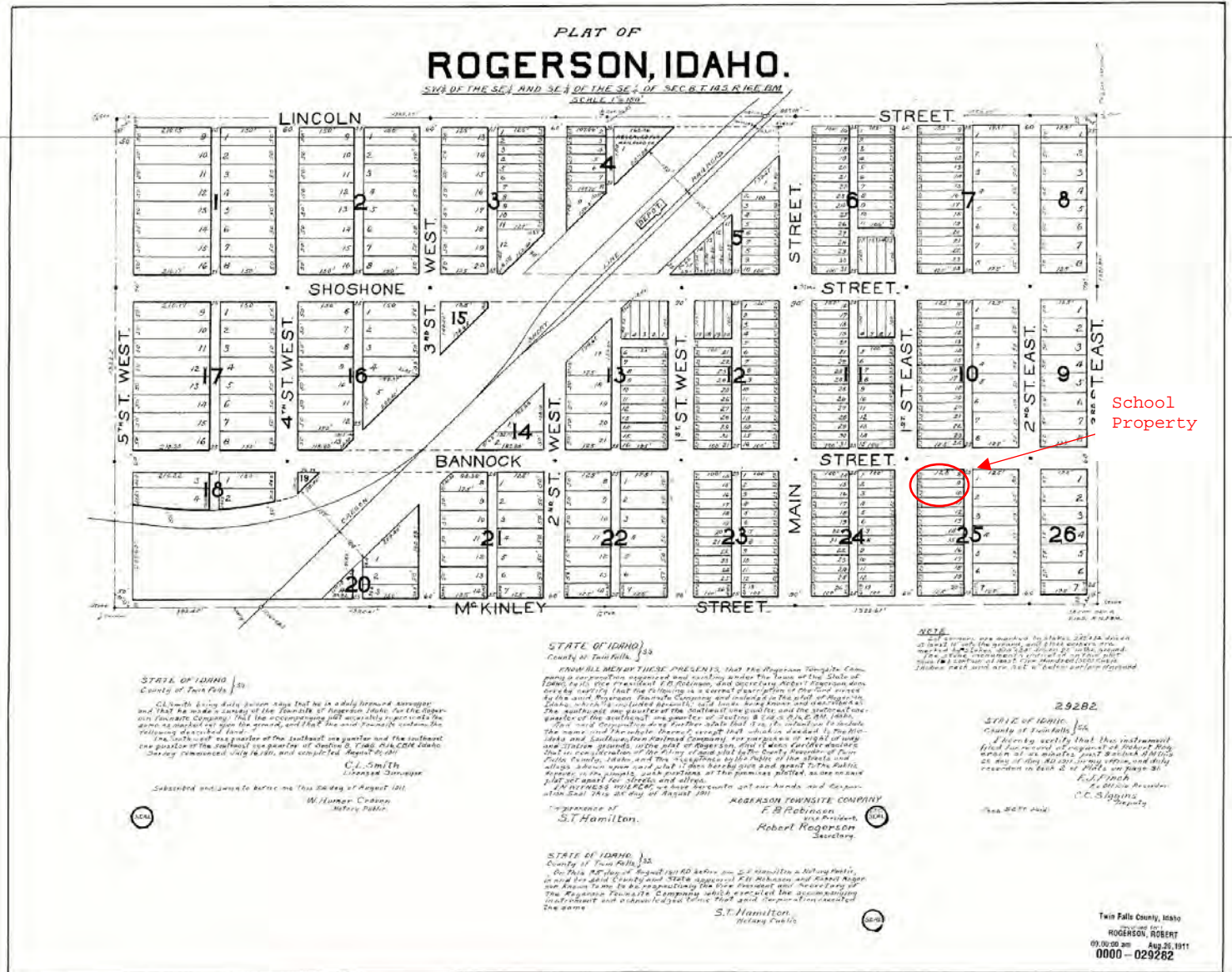
Figure 4: Sanborn Map (1922)



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Figure 5: Plat Map (1911)



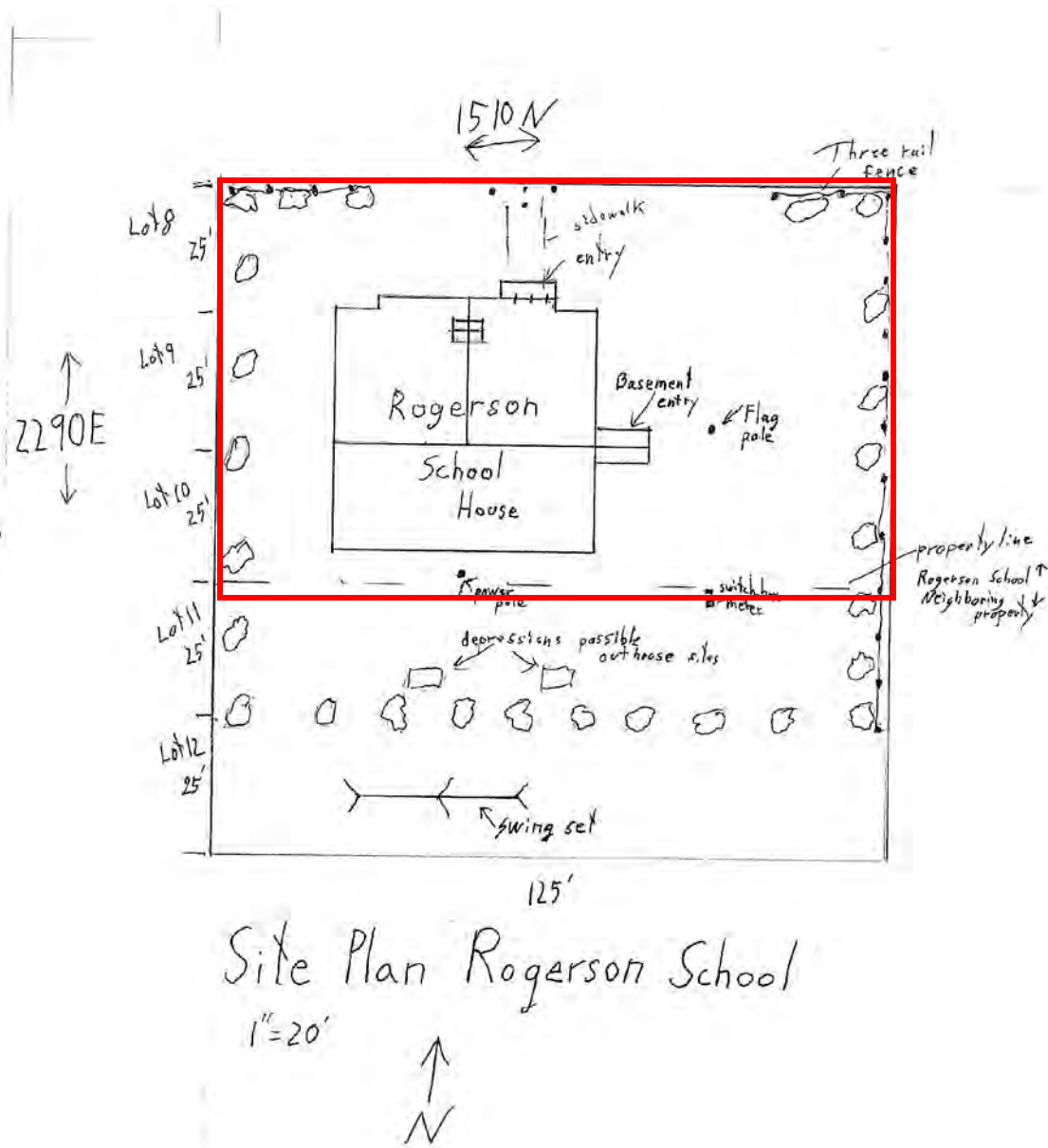
School Property

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Figure 6: Site Plan

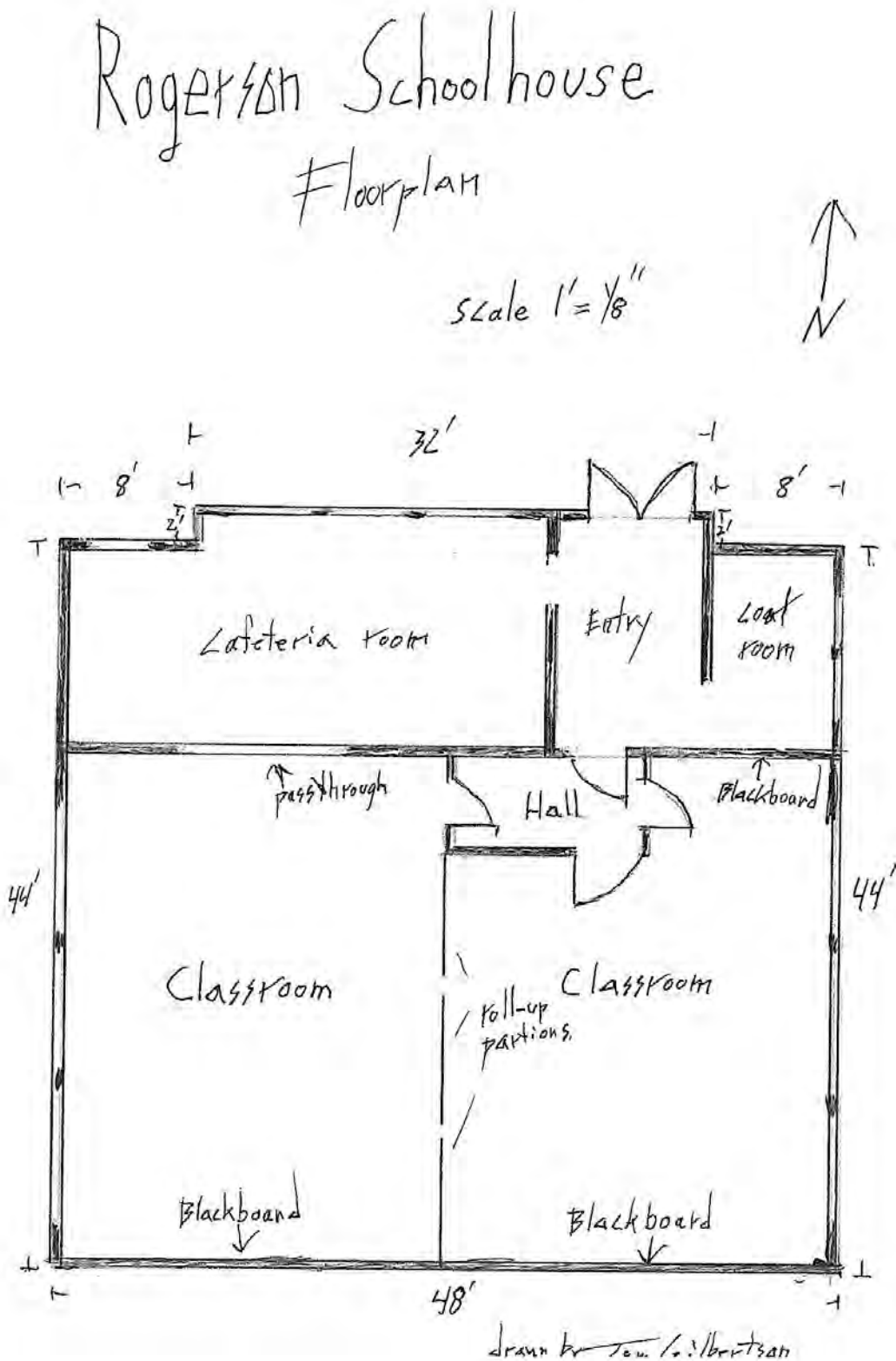
Site plan indicates the original area used by the school.
Nomination boundary is in red, and indicates the legal property boundary.



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Figure 7: Floor Plan



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Photo 1 of 18: ID_TwinFallsCounty_RogersonSchool_0001
Primary (north) and east elevations, looking southwest



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Photo 2 of 18: ID_TwinFallsCounty_RogersonSchool_0002
Primary (north) elevation, looking south



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Photo 3 of 18: ID_TwinFallsCounty_RogersonSchool_0003
Cupola, northeast elevation, looking southwest



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Photo 4 of 18: ID_TwinFallsCounty_RogersonSchool_0004
West elevation, looking east



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Photo 5 of 18: ID_TwinFallsCounty_RogersonSchool_0005
Side (west) and rear (south) elevations, looking northeast



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Photo 6 of 18: ID_TwinFallsCounty_RogersonSchool_0006
Rear (south) elevation, looking north



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Photo 7 of 18: ID_TwinFallsCounty_RogersonSchool_0007
East elevation, looking west



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Photo 8 of 18: ID_TwinFallsCounty_RogersonSchool_0008
Interior, entrance foyer, looking south



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Photo 9 of 18: ID_TwinFallsCounty_RogersonSchool_0009
Interior, cafeteria prep area, looking west



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Photo 10 of 18: ID_TwinFallsCounty_RogersonSchool_0010
Interior, hallway, looking east



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Photo 11 of 18: ID_TwinFallsCounty_RogersonSchool_0011
Interior, west classroom space, looking west



Rogerson School
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Photo 12 of 18: ID_TwinFallsCounty_RogersonSchool_0012
Interior, west classroom space with pass through to prep area, looking north



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Interior, west classroom space, looking northeast



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Interior, west classroom space, looking south



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Photo 15 of 18: ID_TwinFallsCounty_RogersonSchool_0015
Interior, partition between east and west classroom space, looking east



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Photo 16 of 18: ID_TwinFallsCounty_RogersonSchool_0016
Interior, detail of classroom partition, looking east



Rogerson School
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Photo 17 of 18: ID_TwinFallsCounty_RogersonSchool_0017
Interior, east classroom space, looking north



Rogerson School
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Photo 18 of 18: ID_TwinFallsCounty_RogersonSchool_0018
Interior, east classroom space, looking east

