NPS Form 10-900 OMB No. 1024-0018 (Expires 5/31/2012)

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NAT. REGISTER OF HISTORIC PLACES
NATIONAL PARK SERVICE

United States Department of the Interior
National Park Service

174

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 Lincoln Creek Day School

other names/site number

2. Location

street & number Rich Lane, eight miles southeast of State Highway 91 ☐ not for publication

city or town Fort Hall ☒ vicinity

state Idaho code ID county Bingham code 011 ~~045~~ zip code 83203

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

Suzi Pengilly — 3/1/2010

Signature of certifying official/Title — Date

Suzi Pengilly, Deputy State Historic Preservation Officer

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 — 4/9/2010 Date of Action

5. Classification

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

- [X] private
- [ ] public - Local
- [ ] public - State
- [ ] public - Federal

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

- [X] building(s)
- [ ] district
- [ ] site
- [ ] structure
- [ ] object

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

Contributing	Noncontributing	
1		buildings
		district
		site
		structure
		object
1		**Total**

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

N/A

Number of contributing resources previously listed in the National Register

0

6. Function or Use

Historic Functions
(Enter categories from instructions.)

EDUCATION/school

Current Functions
(Enter categories from instructions.)

Work In Progress

7. Description

Architectural Classification
(Enter categories from instructions.)

LATE 19TH AND EARLY 20TH CENTURY
REVIVALS/Colonial Revival

Materials
(Enter categories from instructions.)

foundation: CONCRETE
walls: WOOD/Weatherboard
roof: WOOD/Shingle
other: BRICK (chimney)

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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.)

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

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

Property is:

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

Areas of Significance
(Enter categories from instructions.)

EDUCATION

ETHNIC HERITAGE/ Native American

Period of Significance

1937-1944

Significant Dates

1937

Significant Person
(Complete only if Criterion B is marked above.)

Cultural Affiliation

Architect/Builder

Period of Significance (justification)

The period of significance spans the years 1937, when the school opened, to 1944 when it closed its doors for good.

Criteria Considerations (explanation, if necessary)

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Acreage of Property Approximately one acre
(Do not include previously listed resource acreage.)

UTM References
(Place additional UTM references on a continuation sheet.)

	Zone	Easting	Northing		Zone	Easting	Northing
1	12	402185	4782466	3			
2				4			

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

Entering the day school's circular driveway - located east of the School building - turning north off Rich Lane; thence continuing north along the driveway; thence turning 90 degrees west and continuing along the north side of the building; thence turning 90 degrees south and continuing along the west side of the building to Rich Lane; thence turning 90 degrees east and continuing along Rich Lane to the point of beginning.

Boundary Justification (Explain why the boundaries were selected.)

The driveway boundary and Rich Lane encompass the day school and adjacent play area traditionally used by the students.

11. Form Prepared By

name/title Florence Blanchard
organization Idaho Heritage Trust date March, 2009
street & number PO Box 225 telephone 208-788-4450
city or town Bellevue state ID zip code 83313
e-mail

Additional Documentation

Submit the following items with the completed form:

Maps: A **USGS map** (7.5 or 15 minute series) indicating the property's location.

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A **Sketch map** for historic districts and properties having large acreage or numerous resources. Key all photographs to this map.

- **Continuation Sheets**
- **Additional items:** (Check with the SHPO or FPO for any additional items.)

Photographs:

Submit clear and descriptive photographs. The size of each image must be 1600x1200 pixels at 300 ppi (pixels per inch) or larger. Key all photographs to the sketch map.

Name of Property: **Lincoln Creek Day School**

City or Vicinity: **Fort Hall**

County: **Bingham** **State: ID**

Photographer: Kelly Orgill

Date Photographed: March 2008

Description of Photograph(s) and number:

1 of 9 View looking northeast

2 of 9 View looking northwest

3 of 9 View looking northeast

4 of 9 View looking north

5 of 9 View looking southwest – teacher's garage

6 of 9 View looking south

7 of 9 View looking southwest

8 of 9 View looking southeast

9 of 9 View looking west/southwest

Property Owner:

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of Historic Places

(Complete this item at the request of the SHPO or FPO.)

name Shoshone-Bannock Tribes

street & number PO Box 306 telephone 208-478-3833

city or town Fort Hall state ID zip code 83203

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 18 hours per response including time for reviewing instructions, gathering and maintaining data, and completing and reviewing the form. Direct comments regarding this burden estimate or any aspect of this form to the Office of Planning and Performance Management. U.S. Dept. of the Interior, 1849 C. Street, NW, Washington, DC.

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Narrative Description

(Describe the historic and current physical appearance of the property. Explain contributing and noncontributing resources if necessary. Begin with **a summary paragraph** that briefly describes the general characteristics of the property, such as its location, setting, size, and significant features.)

Summary Paragraph

The Lincoln Creek Day School is located on the Fort Hall Indian (Shoshone-Bannock) Reservation in southeastern Idaho. The modest, one-story, clapboard building faces south on Rich Lane. The school building is situated in a large, open lawn with old-growth trees along the edges. The building provided a two-classroom day school (one room at grade and one room in the basement), in addition to attached living quarters for the school's teacher. The separate uses are visible in the architecture, having varying setbacks and roof heights and forms. The building has a vaguely Colonial Revival feeling to it, with simple white clapboard siding, wood-shingle roof with minimal overhang, and eyebrow dormers.

Narrative Description

NARRATIVE DESCRIPTION

The 1937 Lincoln Creek Day School is a one-story, rectilinear, frame building that was constructed to house two uses: a day school and an attached teacher's living quarters. The two purposes of the building are architecturally delineated. The building faces Rich Lane (south), a major road in the Lincoln Creek District of the Fort Hall Indian Reservation, located in southeastern Idaho. The building is centered in a large open area, approximately 250' by 150'. The lawn or play area was flood irrigated by a small ditch to the east side of the property. Old-growth trees are located on all edges of the lawn. Both portions of the building are formally approached from a concrete sidewalk that starts roughly 87' to the east.

The first floor sits on a concrete foundation approximately 3' above grade so that the school basement would have natural light on the north side through a light well. The walls are lap sided above the 3' high concrete foundation, which creates a strong horizontal line around the complete structure including the attached garage. The building has three brick chimneys and five sets of concrete stairs with metal ball style rails. The wood-shingle roof is a combination of gabled and hipped roofs with eyebrow dormers. To differentiate the two portions of the building, the roof plane of the teacher's section creates a hipped roof that lowers into a gabled form as it intersects with the larger wall of the school. The teacher's quarters are attached to the west side of the school, with separate entrances and more residential detailing.

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The exterior of the building is primarily intact except for all the doors, screen doors, and windows, which were vandalized. They have been removed and lost; subsequently the openings were covered with plywood. Evidence from historic photographs and measuring, the openings of the exterior doors were 3'x 7'; the upper section of the doors was divided into nine panes with a solid panel below. Above each of the exterior doors is a 3'x 1'-2" transom of 3 horizontal panes. One exception is the transom over the public entry door of the schoolhouse portion, which is taller by 6 inches. Most of the windows on the first floor are 2'-6" x 5', 6-over-6, double-hung wood windows with side weights. The exceptions are smaller, 1-over-1 windows in the teacher's quarters in the kitchen and bath, and larger windows on the south side of the school room.

The floor plan of the school portion is 21' wide by 52' long with a concrete basement. The residential portion of the building has only a crawl space.

The day school's primary (south) façade has two entrances. The primary public entrance has a small stoop covered by a roof that projects approximately two feet from the wall and has vertical boards that are rounded and form an arch at the bottom. The soffit is beadboard and has decorative structural brackets.

The other entrance on the schoolhouse façade is a gabled form (from historic plans it was the Teacher Room), which projects to the south. Historic photographs and the structural framing in this area of the roof show that originally a brick chimney came out of the roof where the office wall met the classroom wall. The east side of this room has a door that opens onto a concrete stoop. Another modification, shown in original photographs and plans as well as in the wall framing, is that there was a door out of the southeast corner of the schoolroom (originally the Boys Toilet) that opened onto the porch. This door has been infilled with a window and siding. The infill siding appears wider as there is an offset in the corner where it meets the original siding.

The teacher's residence portion of the south façade is differentiated from the school by being stepped back from the face of the schoolhouse as well as having a roofline that is approximately 2 feet lower. The residence has a recessed entry porch supported by a wood post at the southwest corner. The porch has a concrete foundation and stairs that rise to a wood porch floor, a beadboard ceiling, and a door and window into the living room. The other architectural detail of this elevation is a single eyebrow dormer window. The interior framing shows that the window did not reveal itself to the interior. The dormer has tin metal roofing in an overlaid pattern.

The west elevation is highlighted by the stepped brick chimney for the fireplace in the living room of the residence. Symmetrically flanking the chimney are single, double-hung windows. The garage for the teacher is stepped back from the house on the north with a simple gabled roof that projects off the sidewall. The 3'-high concrete base is maintained even though the garage is at grade. The garage has a centered double hung window on the west.

The north elevation of the teacher's quarters is dominated by the single-car garage. The garage no longer has the double swinging doors that are shown in historic photographs. The interior originally had lath and plaster above the 3' concrete wall; only the south wall has retained the plaster. The garage has a concrete floor. The remaining segment of the teacher's residence elevation includes a back door with concrete steps and windows into the kitchen area.

The north elevation of the school has two, triple sets of larger windows measuring 3'x 7' each. Historic photographs indicate that they were 4-over-4, double-hung windows that were approximately 4' above the finish floor. The roof of the school has two eyebrow dormers that are aligned with windows below. This side of the building has a concrete light well into the basement, which is 3' 9" below the first floor. The retaining wall projects above grade and is 2' 10" deep, 2' 8" wide. The light well, which runs the length of the classroom,

allows for windows into the concrete basement wall; these are placed under the first floor windows. The windows are double-hung sash. The basement windows are mostly intact.

The east elevation has a concrete stair that goes into the basement as well as a concrete stair that allows for entrance to the area on the first floor, formerly the Girls Toilet. The door opening into the basement is 4' wide and has hinges on each side; the doors are gone but the transom is intact and has 5 horizontal panes. This elevation has had several modifications. A brick chimney has been placed on the outside wall in the southwest corner to provide exhaust for a furnace that was added in the basement. The chimney was placed over an existing window which was removed and filled in with siding. Historic photographs show only a half-round attic wall vent on the upper portion of the wall. When the tribes converted the first-floor school room into a basketball court, a loft was constructed over the toilet rooms in the east end of the room and a small, square window was added on each side of the attic vent.

The interior wall and ceiling finishes, trim, cabinets, electrical fixtures and wiring of both the schoolhouse and the teacher's quarters have been removed due to vandalism. Remains of lath and plaster and some interior trim around windows and doors remain, but all the walls and ceilings are stripped down to the wood-stud framing.

The first-floor classroom has been remodeled to function as a large gathering space and a half basketball court. The flat ceiling framing, which was at 12' above the finished floor, was removed and the roof rafters exposed with new angle bracing to raise the ceiling. The single run stair to the basement that was just left of the public entry door was covered to allow more floor area for the basketball court. The original framing set the ceiling in the area of the boys and girls toilets to 8' 11" at the east end of the classroom over which a loft was built. The floor still has some of the original tongue-and-groove maple flooring.

The school basement has some plaster remaining on the concrete walls. The support areas on the east end have been remodeled to accommodate a furnace and bathrooms. A large open area, which is the same size as the classroom on the first floor, remains with a series of wood support columns down the center. The wood trim around the interior doors and windows is intact.

The teacher's quarters interior wall framing shows the original layout of rooms and has some of the maple tongue-and-groove flooring. The front door of the residence enters directly into the living room. Centered in the room on the east wall is a large brick fireplace, which is 1' 2" off the wall and 6' 2" wide. The fire opening is centered and has lost some of the bricks on the opening arch. The chimney has a slight taper on each side and was plastered. Centered above the fireplace is a small flat arched niche. Inlaid into the maple floor is a brick outer hearth that is the same width as the fireplace and 1' 7" wide. All the ceilings in the teacher's quarters were framed to 8' 11" and the door opening were framed at 6' 4" high with the width varying depending on the function.

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Statement of Significance Summary Paragraph (Provide a summary paragraph that includes level of significance and applicable criteria.)

The Lincoln Creek Day School is eligible for the National Register of Historic Places at the local level for its significance in the areas of Education and Ethnic Heritage (Native American). Opened in 1937, the Lincoln Creek Day School was one of three day schools built on the Fort Hall (Shoshone-Bannock) Indian Reservation as a result of the Indian Reorganization Act (IRA) of June 18, 1934. The IRA brought some of the most dramatic changes in government policy toward Native Americans in the long history of U. S.-Native American relations. Under authority of the IRA, the Bureau of Indian Affairs (BIA) closed the notorious boarding schools, which suppressed native language and culture, and opened community-based schools, designed to respect and foster native cultures. Although they lasted only a few years, the day schools served as an important transition toward full integration of Native American children into the public school system. The mixed bungalow/colonial styles are typical of day schools of that era.

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

In 1933, Commissioner of Indian Affairs John Collier (Commissioner from 1933-1945) declared that "the administration of Indian affairs [is] a national disgrace – a policy designed to rob Indians of their property, destroy their culture and eventually exterminate them."[i] The most obvious of the disgraces outlined by Collier was linked to the 1887 Dawes Act, also known as the Indian Allotment Act, which allotted reservation lands to individual tribal members and allowed "surplus" reservation land to be sold to non-Indians. Money from the land sales, according to the Act, would be held by the U. S. Treasury. Indian reformers believed that this process would assimilate Native Americans into the Anglo-American culture by privatizing reservation lands, turning tribal people into homesteaders, disrupting communal tribal lifeways, and forcing tribal members into more nuclear family-focused households tied to specific plots of land. Ultimately, however, real estate fraud resulted in the loss of approximately 87 million acres of Native American reservation lands between 1887 and 1934.[ii] (Southeastern Idaho's Fort Hall Reservation, which consisted of 1.8 million acres in 1868, is comprised today of only 544,000 acres.[iii]) Yet it was not only for the loss of so much property that Collier criticized the

i Jon Reyhner, "American Indian Language Policy and School Success," *Teaching Indigenous Languages,* 2007, http://jan.ucc.nau.edu/~jar/BOISE.html (accessed Mar. 3, 2008)

ii "Native Americans," *Assignments for Sociology 1301,* http://www.soci.txstate.edu/3327/chap10_04.html, (accessed Mar. 3, 2008)

iii "Fort Hall," *Southeast Idaho's Lodging and Recreation Guide,* 2006, http://www.seidaho.org/forthall.html, (accessed Feb. 27,

Bureau of Indian Affairs (BIA). He also decried the mishandling of reservation education and the disservice done to Native American schoolchildren, which had damaged lives, families, and culture, by asserting that the monetary damages could (however unlikely) be repaid, but the mental, emotional, and physical brutalities inflicted upon Native American schoolchildren by the boarding-school system would not *(could* not) be undone.

The Treaty of Fort Bridger, signed in 1868, provided the basis for federal U.S. involvement in Indian education at Fort Hall. The treaty bound the government (under Articles 3 and 7) to provide a school building and a teacher for reservations where at least 30 children were willing to attend class. Despite that, Congress delayed for four years before appropriating the money to get any education program underway. Also, individual Indian Agents had the authority and could dismiss the need for a school on a whim, or because they felt that putting efforts into mills or farming warranted more funds and attention than education.[iv]

Unfortunately, the BIA education policy (when funds were finally appropriated) typically meant that Native American children were forced into boarding schools. By removing children from their home environment and the influence of family and community members, and distancing them from tribal beliefs and traditions, the Bureau of Indian Affairs attempted to indoctrinate Native American children into Christianity and into an approximation of Anglo American life.[v] The first Indian boarding schools were opened in the 1840s and were often operated in cooperation with white missions. So determined were Indian agents to fill schools with Native American children that they awarded or denied rations to families according to their child's attendance. Reported one Indian inspector in 1892: "when I told them they would draw annuity goods for 9 persons if they sent two children to school, the father shook his head."[vi] Yet, not all households could afford to refuse, and even for those who did refuse, very often children were rounded up and taken by force regardless of parental wishes.

Disregard for parental rights was not the end of the misfortune. School budgets, woefully underfunded, often did not allow for enough food or proper medical attention to such extent that starvation and disease plagued boarding schools. Children were often mistreated by their teachers or other school staff. Accounts of boarding-school cruelties were commonplace on reservations nationwide. From physical violence to sexual abuse, the mistreatment inflicted upon students left a legacy of abuse and misery that carries on to present day and has been the focus of an Amnesty International study.[vii]

Fort Hall's struggle to incorporate education into reservation life was as grim as any other. In December 1873, Commissioners J. W. Powell and G. W. Ingalls declared that, second to teaching Native Americans "how to work," the most important task was to teach them English because the Native American languages were fraught with "baneful superstitions." The accommodations in early boarding schools were poor: in one, twenty boys slept in the school loft that was only twenty by twenty-two square feet. Most of Fort Hall's education funding at the end of the 19th century came from grazing fees and from the yearly payment of $500 from H. O. Harkness' toll road, and tight budgets meant there was little money for education. Budget cuts resulted in the closure of the early boarding school; by March 1876, there was no school at all despite the reservation having 300 school-

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iv Brigham D. Madsen, *The Northern Shoshoni* (Caldwell, ID: The Caxton Printers, 1980) 180.

v "Native Americans," *Assignments for Sociology 1301,* http://www.soci.txstate.edu/3327/chap10_04.html, (accessed Mar. 3, 2008)

vi Heaton, "The Shoshone-Bannocks: Culture and Commerce at Fort Hall, 1870-1940," 54.

vii Andrea Smith, "Soul Wound: The Legacy of Native American Schools," *Amnesty Magazine,* 2007, http://www.amnestyusa.org/amnestynow/soulwound.html, (accessed Feb. 27, 08)

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aged children. The Office of Indian Affairs did approve a day school in January 1879, but the teacher, Mrs. S. E. Danielson, had only 22 students and reported they made little progress due to the influence of home life.[viii]

In September 1879, Special Indian Agent J. M. Haworth made plans for a Fort Hall boarding school, which was established the following year by Agent John Wright, nearly 20 miles from the center of the reservation. By 1882, another agent, E. A. Stone, insisted that a better school had to be built to more successfully separate children from the influence of their families. Better school facilities were certainly needed by April 1887, when Agent Gallagher reported that the buildings were in disrepair, dead cattle had been found in the springs that supplied the children's drinking water, and that 38 students were locked into the dorm room at night with no provision for their safe evacuation in the event of a fire. Yet it was not the unsafe conditions that concerned Gallagher, but the low enrollment.[ix]

School enrollment issues plagued Fort Hall. Agent S. G. Fisher proved especially determined to increase enrollment, to the point of having physical altercations with parents, enlisting Fort Hall police to enforce school attendance; officers resigned rather than face angry families. Fisher's zeal for this task did not even wane following the 1891 scarlet fever epidemic that killed 10 students - a loss that even Fisher admitted would probably not have happened if the students had been living at home with their families instead of in the cramped school dormitory.[x]

Following that epidemic, School Superintendent George Gregory stated that "the health of the pupils has been very bad" and added that there had been "a great deal of sickness and a large number of deaths."[xi] Nevertheless, Fisher continued to use force, and by December 1892, had enrollment up to 186. Superintendent Dorchester, in spite of the success of the Agent's efforts, said that Fisher's approach had "a bad effect" on Fort Hall.[xii] Fisher was not the only Indian Agent with a brutish reputation. In 1895, Agent Thomas Teter was praised for increasing enrollment by "personally hauling Indian children out of their father's tepees"[xiii] and was reportedly so unpopular with Fort Hall residents that 20 Native American men joined in an attempt to scalp him, but their efforts were thwarted by the Fort Hall police.[xiv]

The closing years of the 19th century and the beginning of the 20th saw families still resisting the loss of their children to boarding schools. In 1897, a 14-year-old bride was forced to attend school, but was later successfully reclaimed by her husband. That event set a precedent, which allowed many girls to escape school entirely by claiming (with the help of family and community) that they, too, were married.[xv] The *Pocatello Tribune* in the fall of 1902, described parents' efforts to keep their children home by "hiding them in the sage brush, in the willows, under piles of dirty skins."[xvi] For children whose parents did not succeed in hiding them, there was always a chance they might run away, but students sometimes took more drastic measures to escape the misery of boarding school: in 1901 two children committed suicide by eating wild parsnip.[xvii]

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viii Madsen, *The Northern Shoshoni,* 181.
ix Madsen, *The Northern Shoshoni,* 181, 184.
x Madsen, *The Northern Shoshoni,* 184.
xi John W. Heaton, *The Shoshone Bannocks: Culture and Commerce at Fort Hall, 1870-1940,* (Lawrence, KS: University Press of Kansas, 2005), 67.
xii Madsen, *The Northern Shoshoni,* 185.
xiii Madsen, *The Northern Shoshoni,* 186.
xiv Jo Ann Ruckman, *Pocatello Is our Home,* (Pocatello, ID: Idaho State University Press, 1998), 364.
xv Madsen, *The Northern Shoshoni,* 186.
xvi Madsen, *The Northern Shoshoni,* 190.
xvii Madsen, *The Northern Shoshoni,* 187.

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It was not until 1904 that new school buildings were finally provided, but even then there was only room for 150 of the 200 students.[xviii] This cycle of forced boarding, overcrowding and resentment continued for thirty more years.

In June 1934, Congress passed the Indian Reorganization Act (IRA), largely through the efforts of Commissioner of Indian Affairs John Collier. Collier was a reformer, appointed by President Franklin D. Roosevelt to create an "Indian New Deal." The IRA was meant to "revitalize tribal organizations and community life among the Indians... specifically, to encourage tribes to form councils to manage community affairs." The Act sought to reverse 50 years of assimilation policies by the BIA by emphasizing self-determination and bilingual/bicultural education. Collier was not alone in believing in the preservation of traditional communities; some local officials, like Fort Hall Superintendent F. A. Gross, "had already voiced dissatisfaction with the old forced acculturation program." The Indian Reorganization Act put more power in the hands of Native Americans, and day schools began to replace boarding schools as a reflection of that shift. Rather than forcibly removing children to boarding schools where their culture would be stripped from them, the day schools sought to keep students in their homes where their sense of Native American identity and culture could be nurtured. By 1935, plans for three Fort Hall day schools were announced; the Ross Fork, Lincoln Creek, and Bannock Creek day schools were opened in 1937.[xix]

The "Sho-Ban Tevope (The Paper)," a tribal publication, announced in September 1937, that "All three day schools have started to a certain extent." [xx] In October 1937 tribal member Frank Randall pleaded with the community, "We are trying to tell our boys and girls that they should go to school, but it seems as though we are having a hard time of it. There are boys and girls that don't like to go to school, but later on they will look back and see where their big mistake was . . . Mr. Decker is trying his best to get all the boys and girls to school and get an education and get away from the old ways of living." [xxi] On October 24, Commissioner of Indian Affairs John Collier visited the reservation including both the Bannock Creek Day School and the Lincoln Creek Day School. Among the many topics he discussed during his two-day visit was the possible "conversion of the old boarding school into a trachoma hospital and school or into a vocational high school." [xxii]

The Tevope continued to feature articles of support for education, reports on school activities, and encouragement for school attendance during the years 1938-1941. The interest in education in general, as reflected in this community publication, was consistently high. Even an article on the boarding school still in use spoke in favor of the institution, admonishing parents that children "not be sent there and in a few months brought home." It concluded that "many children now at various boarding schools should be with their parents, attending public school" in cases where separation from family was too traumatic for the student.[xxiii] Education in general, whether boarding or day school, was often praised as a route to a better way of life. "How to do things better on the farm, in the home, in the community, are being emphasized by the schools," enthused one article.[xxiv]

While Lincoln Creek's curriculum included traditional academic coursework, there was also an emphasis on health and hygiene, of particular importance due to outbreaks of trachoma, an infectious eye disease that could

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xviii Madsen, *The Northern Shoshoni,* 188.
xix Madsen, *The Northern Shoshoni,* 192, 226.
[xx] *"Sho"-Ban Tevope,* "School News," Sept. 1937, Vol. II, No. 10.
[xxi] *"Sho"-Ban Tevope,* "Tribeman's Message," Nov. 1937, Vol. II, No. 11.
[xxii] *"Sho"-Ban Tevope, "* Commissioner Collier Visits Fort Hall," Nov. 1937, Vol. II, No. 11.
xxiii Susie S. Calaway, "Boarding Schools," *"Sho"-Ban Tevope,* Dec. 1941, Vol. 1, No. 8.
xxiv L.C. Decker, "Education," *"Sho"-Ban Tevope,* Dec. 1940, Vol. V, No. 12.

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lead to blindness. An article in "Tevope" stated, "it is just as important for the teacher to stress health as it is arithmetic and other subjects."[xxv] Lincoln Creek students also were taught practical skills, as another edition of "Tevope" included a recounting of the girls learning to sew curtains for their classroom while the boys installed curtain fixtures and built shelves.[xxvi] "Health, extension and academic work" formed the cornerstone of day school activities, according to "Tevope". "The boys are having a daily period in manual art, as far as possible with what little equipment there is at the Lincoln Creek Day School. They are now learning the names of tools . . . and doing lots of woodwork. . . In the blacksmith shop, we are learning to make fire in the forge and the use of the tools and the anvil." [xxvii] Science, social studies, and arithmetic were studied. In December 1940, "Tevope" proclaimed that the Lincoln Creek Day School had placed some of their museum specimens and original art work at the Bannock Hotel in Pocatello. "The girls are exhibiting bowls for the first time this year."[xxviii] And in November 1941, "The fifth and sixth grades are making a map by placing the colonial settlements together as each was formed in order of time." "The second grade children are making weather books, following instructions in their science readers."[xxix] While the day schools did allow for more interaction between the students and the community, it is still painfully apparent that the schools continued to distance children from their culture. Clearly, the Native American educational policy as established by the BIA was still conflicted as the curriculum indicates it tried not only to provide bicultural education, but also to acculturate the students to white society.

The extent and enthusiasm with which day school news was covered in the Fort Hall newsletter seems to reveal that Fort Hall residents were supportive of their children and proud of their achievements. On the other hand, poor attendance was discussed at a parent-teacher meeting in 1940. "There are certain families keeping their children out for minor reasons, such as taking care of the baby, coming to Fort Hall on Monday, and going to the mountains after wood."[xxx]

Of the three Fort Hall day schools, the Lincoln Creek Day School had the lowest enrollment. Lincoln Creek had 10 students, while Bannock Creek and Ross Fork Creek had over 30 each in October of 1940.[xxxi] By 1940 the highest enrollment among Fort Hall school children was, in fact, in the Pocatello public school, with Blackfoot public school a close second, being 82 and 75 students, respectively.[xxxii] In time, operating costs would force

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xxv L.C. Decker, "Education" *"Sho"-Ban Tevope*, Dec. 1940, Vol. V, No. 12.

xxvi "Sho"-Ban Tevope, "Lincoln Creek School News," Mar. 1939, Vol. IV, No. 3.

xxvii "Sho"-Ban Tevope, "School News, Lincoln Creek," Jan. 1939, Vol. IV, No. 1

xxviii L.C. Decker, "Sho"-Ban Tevope, "Education," Dec. 1940, Vol. V, No. 12.

xxix "Sho"-Ban Tevope, "Lincoln Creek," Nov. 1941, Vol. V1, No. 7.

xxx "Sho"-Ban Tevope, "School Days," Dec. 1940, Vol. V, No. 12

xxxi "Sho"-Ban Tevope, "School Days" Oct. 1940, Vol. V, No. 10.

xxxii "Sho"-Ban Tevope, "School Days," Oct. 1940, Vol. V, No. 10. Calaway, Susie S., "Boarding Schools," *"Sho"-Ban Tevope,* Dec. 1941, Vol. 1, No. 8.

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the closure of the day schools; with an enrollment of only 12 students, the Lincoln Creek School was closed in 1944, and Bannock Creek closed in 1946. Post-WWII Native American educational policies changed again, with many of the Indian New Deal reforms disregarded. In the 1950s, relocation programs provided subsidies for Native Americans to move off the reservation and into cities. These policies resulted in more and more Native American children enrolling in local public schools and the closure of remaining day schools.

The Lincoln Creek Day School, in need of repair and restoration, sits as a reminder of two centuries of failed Native American educational policies. If home to memories less caustic than the boarding schools, the day schools were still a source of childhood misery and a symbol of the loss of culture. Nonetheless, they do serve as a reminder of a step in the right direction. Day schools allowed for students to spend more time at home, and for the community to be more involved with childrens' schooling. Though only in service for a few years, day schools like Lincoln Creek helped to fully facilitate the transition away from boarding schools and into public schools. Day schools also well-served the philosophy that children should be part of their family and part of their community and not be forcibly and permanently removed from their homes.

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Developmental history/additional historic context information (if appropriate)

9. Major Bibliographical References

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Previous documentation on file (NPS):

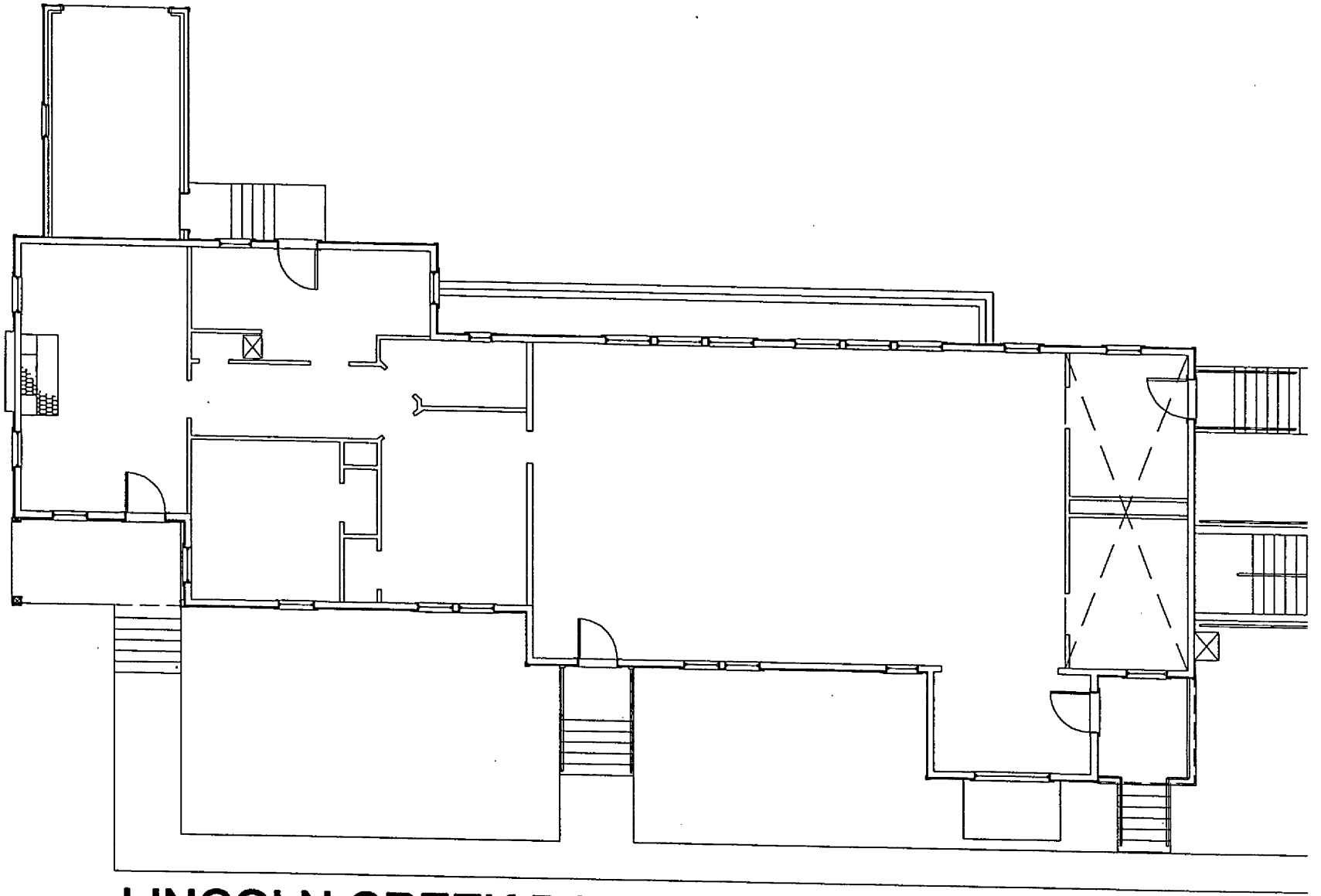
____preliminary determination of individual listing (36 CFR 67 has been requested)
____previously listed in the National Register
____previously determined eligible by the National Register
____designated a National Historic Landmark
____recorded by Historic American Buildings Survey #_____
____recorded by Historic American Engineering Record # _____
____recorded by Historic American Landscape Survey # _____

Primary location of additional data:

__X__State Historic Preservation Office
____Other State agency
____Federal agency
____Local government
____University
__X__Other
Name of repository: **Shoshone Bannock Tribe**

Historic Resources Survey Number (if assigned): _____

10. Geographical Data

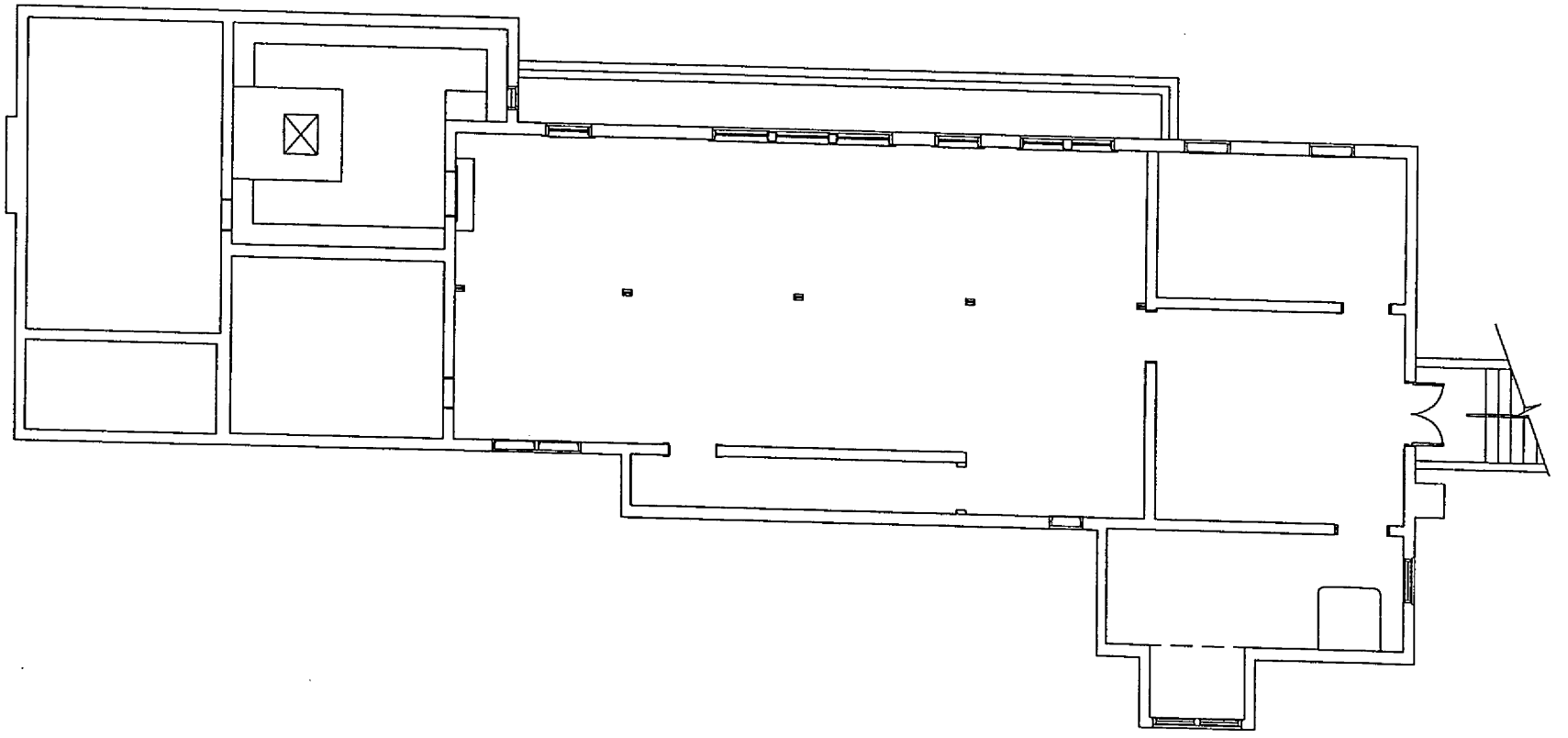


LINCOLN CREEK DAY SCHOOL

MAIN LEVEL PLAN

DRAWN BY TROUT ARCHITECTS / CHARTERED

SCALE: 3 / 32" = 1' - 0"



LINCOLN CREEK DAY SCHOOL

LOWER LEVEL PLAN

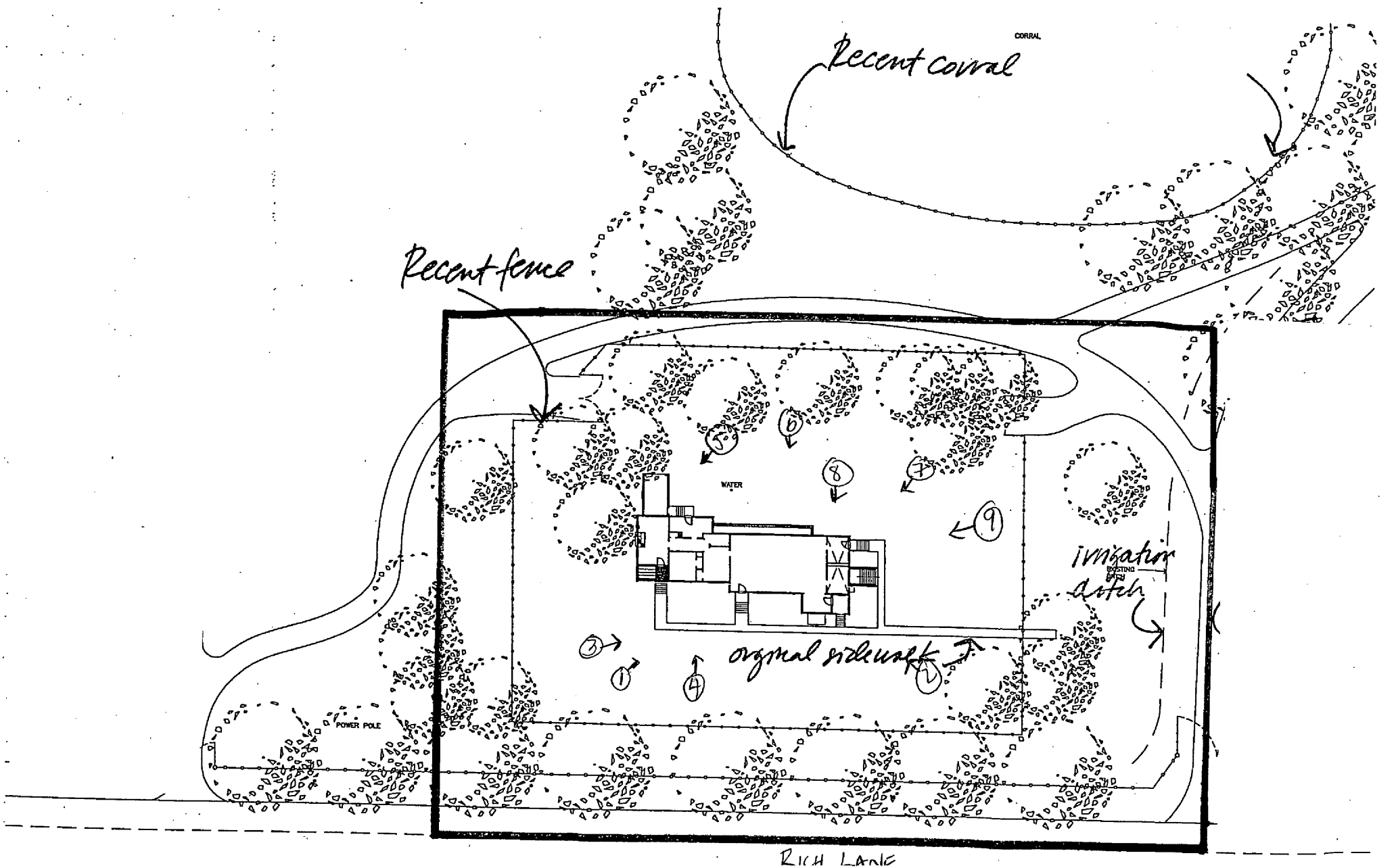
DRAWN BY TROUT ARCHITECTS / CHARTERED

SCALE: 3 / 32" = 1' - 0"

LINCOLN CREEK DAY SCHOOL
BINGHAM COUNTY, IDAHO

N

NOT TO SCALE



Lincoln Creek Day School
Bingham County, Idaho
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