

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 PropertyHistoric name: Como SchoolOther names/site number: Como Club House / 24RA0215Name of related multiple property listing: N/A

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

2. LocationStreet & number: Intersection of Old Darby Road and Highway 93City or town: DarbyState: MontanaCounty: RavalliNot For Publication: ☐Vicinity: ☒**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 statewideX local

Applicable National Register Criteria:

X A BX C D**MT State Historic Preservation Officer**

Signature of certifying official/Title:

Date

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

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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 ☐
- Structure ☐
- Object ☐

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Number of Resources within Property

(Do not include previously listed resources in the count)

Contributing

4

5

Noncontributing

buildings

sites

structures

objects

Total

Number of contributing resources previously listed in the National Register N/A

6. Function or Use

Historic Functions

(Enter categories from instructions.)

EDUCATION: School

EDUCATION: Education-related (teacherage)

SOCIAL: Meeting Hall (community club)

Current Functions

(Enter categories from instructions.)

SOCIAL: Meeting Hall (community club)

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7. Description

Architectural Classification

(Enter categories from instructions.)

LATE 19TH AND 20TH CENTURY REVIVALS: One-room school house (early/proto C-1)

Materials: (enter categories from instructions.)

Principal exterior materials of the property:

Foundation: STONE / granite?

Walls: WOOD / Weatherboard

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 Como School is located on a level river terrace on the west bank of the Bitterroot River in Ravalli County, Montana. The roughly one-acre parcel, owned and maintained by the Como Schoolhouse Corporation (formed in 2009), contains a mature, open stand of ponderosa pine, with an understory of grass and forbs. The complex consists of four historic buildings and one structure: the school itself; a combination building that contains one-room living quarters for the school's teacher and a woodshed; two outhouses; and the remains of a hand pump projecting from a concrete pad. The principal improvement on site, the schoolhouse built in 1902, faces east toward the Old Darby Road, the original route that linked the upper Bitterroot Valley communities. The three other buildings are located to the rear, west, of the school. Both outhouses are believed to date to the original construction of the school (i.e., 1902), while the teacherage/woodshed was built slightly later. The Missoula and Bitterroot Branch of the Northern Pacific Railroad (completed through the area in 1901) and the current alignment of US 93 (built in 1934) cuts diagonally across the southwest corner of the school parcel but lie outside the boundary.

The Como School property retains most of the seven aspects of historical integrity including integrity of location, setting, workmanship, design, feeling, and association. While some modern, noncompatible materials have been used in prior stabilization efforts (most notably the metal roofing), this material does not adversely impact the more intangible aspects of integrity—feeling and association.

Narrative Description

Como School (one contributing building, 1902 with 1911/1912 addition)

The Como School is a one-story, wood frame building with a front gable roof, and a stone rubble foundation. The original rectangular volume constructed in 1902 measures 40 ft. 4 in. by 26 ft. 4 in. Between 1911 and 1912, a 22 ft. by 12 ft. cloak room / foyer (at times referred to as the "hall") topped

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with a bell tower, was added to the front (east) wall of the building, resulting in a slightly irregular plan. The exterior walls are covered with horizontal beveled wood siding (applied between 4 in. and 4½ in. to weather) with vertical board trim at the corners. The current metal roof was applied in 1992. Window openings throughout the building contain four-light over four-light, single-hung wood sashes, with flat board casings, a drip edge on the top and wood sills. The two entries (on the front and rear walls) are similarly designed with board casings and a drip edge above one-light transom windows. Both entries contain four-panel wood doors.

East (front) wall: The east wall of the building contains a central entry flanked on either side by window openings with one sash. The entry is accessed from a wood stoop. The bell tower that rises from the dropped gable roof of the foyer is square with a cross-gable roof. The portion of the wall below the ridge line of the original volume is enclosed with narrow boards applied diagonally, while the walls above the ridge are covered with beveled wood siding and vertical corner trim. Each of the tower walls contains a large wood vent. The tower contains the original bell, shipped by rail to the Como siding of the Bitterroot Branch of the Union Pacific Railway in 1911.

North and south side walls: The north side wall of the main volume holds six evenly spaced window openings in the main volume. No door or window openings exist on the south side of the building.

West (rear) wall: On the west (rear) wall an exterior brick gable chimney extends from the level of the stone foundation to roughly 2 ft. above the ridge line in the exact center of the wall. A large window opening on the south side of the chimney contains a ribbon of three sashes, while the opening on the north side of the chimney contains two sashes. A second entrance is located at the north end of the wall. Like the front entry, it also displays a one-light transom above the door and is accessed from a wood stoop.

Interior: The interior of the building contains two volumes: the schoolroom that corresponds to the original 1902 construction, and the cloak room (or “hall” as it was referred to in the 1940s), which corresponds to the volume built to support the bell tower. When the cloak room/bell tower was completed in 1911 or 1912, students entered the building through the front door, then passed into the schoolroom proper through one of two doorways located at the north and south ends of the interior wall—one door for the boys and one for the girls (boys on the left and girls on the right). Currently, an interior partition built in 1947 divides the hall into two unequal parts; the area south of the partition currently serves as a foyer, with room for a table, informational pamphlets, plaques dedicated to former students, and a rod for hanging coats. The room north of the partition currently sits empty but was originally intended for use as a dry kitchen when the building was first formally used as a community center. Although divided into two parts, the original bead-board wainscoting and hardwood flooring remain in both rooms.

The schoolroom space is undivided. It retains its original maple hardwood flooring, and beadboard wainscoting extends around the perimeter of the interior walls. The pendant lighting that extends from the beadboard ceiling is modern but compatible with the design. Blackboards extend along most of the length of the south wall and between the north and south doorways in the east wall; the blackboard on the east wall is original slate.¹ A Smith Heat Retainer and Ventilator, patented in 1901, manufactured by the Manuel-Smith Heating Company of Minneapolis, Minnesota, occupies the southwest corner of the building.

Como School Teacherage/Woodshed (one contributing building, circa 1905)

The Teacherage/Woodshed (circa 1905) stands roughly 40 ft. directly west of the rear wall of the schoolhouse. This is a one-story wood frame building with a side-gable roof that measures 20 ft. 3 in. by

¹ Slate was recommended for blackboards though its high cost could preclude its use. Plew, W.R. “One and Two Room Rural School Buildings,” University of Montana Bulletin, State College Series No. 11, Bozeman, 1919.

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14 ft. 3 in. It rests on a concrete foundation-wall, and metal tops the roof. The front (east) wall is covered with lapped, horizontal board siding, while the north, west, and south walls feature horizontal shiplap boards. The exception to this is the south gable end, which displays lapped horizontal board siding. Window openings contain two-light over two-light single-hung wood sash, with flat board casings, a drip edge on the top, and wood sills. The woodshed, which occupies slightly over half of the space, is in the south end of the building, while the one room teacherage occupies the north portion.

East (front) wall: The entrance to the teacher's quarters appears in the middle of the north half of the wall. It contains a three-panel wood door with one opaque light. A large, cased opening in the south half of the east wall provides access to the interior of the woodshed.

North (side) wall: The north wall of the building holds a single window opening, centered beneath the gable end.

West (rear) wall: A single window opening is centered within the north half of the west wall. The top of an interior brick chimney extends from the rear slope of the roof adjacent to the south side of the window opening. The south half of the wall (the rear of the woodshed) lacks a door or window opening.

South wall: The south wall of the building, which corresponds to the side wall of the woodshed, also lacks door or window openings.

Boys Outhouse (one contributing building)

The Boys Outhouse stands about 65 ft. southwest of the school. It is a one-story, rectangular, wood frame building built on a wood foundation and measures 7 ft. 3 in. by 5 ft. 3 in. A gable roof covered with sawn wood shingles with a metal ridge cap tops the outhouse. Its exterior walls are covered with horizontal drop-lap siding, with vertical corner board trim on all but the southeast corner of the building. The north (front) wall of the building contains a vertical board door with routed wood sign above it that reads "Boys." No door or window openings exist on the rear or side walls. The interior features three seats as well as a urinal. Both the boys and girls outhouses are believed original to the site with a 1902 construction date.

Girls Outhouse (one contributing building)

The Girls Outhouse is located about 118 ft. northwest of the school. It is a one-story, rectangular, wood frame, building built on a wood foundation and measures 7 ft. 1 in. by 5 ft. 3 in. A gable roof covered with wood shingles with a metal ridge cap protects the outhouse. Its exterior walls are covered with horizontal drop-lap siding, with vertical corner board trim on the southwest corner of the building. The south (front) wall of the building contains a vertical board door with routed wood sign above it that reads "Girls." The rear or side walls lack door or window openings. The interior holds three seats, one lower than the others, for younger children.

Concrete well pad and hand-pump (one contributing structure)

A concrete well pad that measures about 3 ft. by 4. ft. with a broken hand pump that extends up from the pad is located just north of the northeast corner of the schoolhouse.

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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.)

EDUCATION

ARCHITECTURE

Period of Significance

1902-1921

Significant Dates

1902

1911-1912

Significant Person

(Complete only if Criterion B is marked above.)

Cultural Affiliation

Architect/Builder

David Paulsen Freeze (Builder)

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 Como School is significant and eligible for listing in the National Register of Historic Places at a local level of significance under Criterion A for its association with the history of early public education in the upper Bitterroot Valley and also under Criterion C as an important example of early twentieth century, one-room school design that typifies the rural areas of Montana. Like many rural schools, the Como School served not only as an educational facility, but as a gathering place for local families. Pastors from various denominations preached at the schoolhouse on Sundays, families held baby and bridal showers and holiday gatherings within its walls, and members of the community used the facility to debate local issues.

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The property's period of significance dates to the twenty-year period between its construction in 1902 and 1921, the year when members of the Como community voted to consolidate the Como School District (No. 20) with the Darby District (No. 9), at which time the Como School ceased educational operation.

The school sat vacant for several years, until 1947, when a small group of volunteers formally assumed ownership of the building. Since the school's acquisition by the volunteers in 1947, the property assumed a new life and functioned as a community center—a function it continues to the present.

Significant dates include 1902, the year of the original construction and 1911/1912, which corresponds to the addition of the front entry.

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

HISTORICAL CONTEXT

Establishment of the Como Community

Ohio native and Civil War veteran Wilson B. Harlan came to Montana in 1866 as a member of Captain William Fisk's final expedition to the territory. Like many moving into the region, he first tried his hand at placer mining at Last Chance Gulch. However, this endeavor lasted only two years, and by 1868 he moved farther west to establish a farm in the Bitterroot Valley, then part of Missoula County. In 1875, Wilson married Mary Louise Horn, a Missouri native and a teacher by training.²

While Harlan lived in the valley since the 1860s, federal rules associated with the various homestead laws prevented him from formally obtaining title to land until the completion of a General Land Office survey of the area. Government surveyors completed the field survey of Township 4 North, Range 21 West in 1889, naming a southwest-flowing tributary to the Bitterroot River, "Harlan Creek." The Surveyor General approved the plat in 1891, and in 1893 (the year that Ravalli County was created from a portion of Missoula County), Harlan acquired 280 acres of land in sections 13 and 14 of Township 4 North, Range 21 West through two cash entry patents. Six years later, in December of 1899, he received a patent to a 160-acre Homestead Entry parcel in Section 14.³

By 1882, the farm and ranching community in the vicinity of the Harlan property proved large enough to warrant its own post office. Harlan petitioned successfully for a new office, naming it "Como," after Lake Como, located just a few miles farther south.⁴ The office was located on Harlan's rural property and Wilson served as its first postmaster. When he won election to the first Montana State legislature in 1889, his wife, Mary, was appointed postmaster.

Over the next three decades, Harlan actively promoted the Bitterroot Valley for its agricultural values, especially for growing apples. The extension of the Northern Pacific Railroad through to Western

² 1870 Federal Census for Peno, Pike County, Missouri.

³ Serial Patent Nos. MTMTAA 062491 (1893); 062541 (1893); and 062649 (1899). Records of the General Land Office, available on-line at <https://gloreCORDS.blm.gov>.

⁴ The naming of Lake Como is generally credited to Jesuit missionary, Father Anthony Ravalli, who came to the Bitterroot Valley in 1840 to establish St. Mary's Mission in current-day Stevensville. However, some credit Wilson Harlan, who arrived twenty years after Ravalli, with the naming of the lake. Whomever was the first to name the lake, Harlan's ranch post office bore the same name. Arstad, Rich, Ellie Arguimbau, Ellen Baumler, Charlene Porslid, and Brian Shovers. *Montana Place Names from Alzada to Zortman*. (Helena, Montana: Montana Historical Society Press, 2009), p. 146.

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Montana in 1882, and completion of the NP's Missoula and Bitterroot Branch Line in the late 1880s, fueled the Bitterroot "Apple Boom." This branch line promised the potential to transport agricultural products to markets far beyond the valley. The 1905 formation of the Bitter Root Valley Irrigation Company, which resulted in the construction of the Big Ditch—an irrigation canal that diverted water from the Rock Creek drainage and Lake Como—inspired further hopes of the valley becoming a productive fruit-growing region.

Encouraged by the completion of the Big Ditch, in 1910, Harlan along with investors from Chicago, formed the Como Orchards Land Company, a 1600-acre development offering orchard tracts for \$400 per acre.⁵ Later known as University Heights, the development experienced some initial interest. However, by 1916, it became apparent that the small-scale orchards of the Bitterroot Valley could not compete with bigger commercial growers in other areas of the country and Canada. Of the roughly one million apple trees planted during the height of the valley's apple boom, an estimated three-quarters had been abandoned.⁶ For his part, Harlan remained in the Bitterroot Valley until the late 1920s, when he assumed command of the Veteran's Home in Columbia Falls. His obituary, published in the Great Falls Tribune on March 25, 1935, states:

He was one of the pioneers in apple culture in the state, shipping the first car of Montana apples ever loaded in the state. He aided in organization of the Montana Horticultural society and was its president in 1895 and 1896. He served at one time as president of the state federation of farm bureaus and was a member and master of the first grange during the first year of its existence.⁷

Establishment of School District 20 and the Como School

The first school for the children of families living in the vicinity of Como was established about the same time as the post office, in 1882.⁸ This small gable-roofed wood frame building, sat east of the current school (on the east side of the Old Darby Road)—on land eventually included in the homestead claim of Thomas Sherrill. There is no indication that the original Como School included a teacherage associated with it. Rather, as was the custom in many rural areas, teachers likely boarded with local ranch families. Indeed, in 1900, Wilson Harlan's household included three young women who identified their occupations as "teacher." These included his eldest daughter Carrie (age 23), and two boarders, Lena Flescher (age 19) and Blanch Chadwick (age 30).⁹ Interestingly, one of the earliest references to the Como School in regional newspapers comes from a July 8, 1899, issue of the *Anaconda Standard*, under heading "Hamilton Happenings." The article stated: "Miss Vesta Clemens has arrived from Marion, Wisc., to join her father here. This young lady will teach the Como school this summer."¹⁰ Miss Clemens' summer school would have occurred in the original schoolhouse.

⁵ While Harlan identified himself as a farmer in the 1880, 1890, 1900, 1910 and 1920 federal censuses, in 1910, he specified that he was an 'employer' in the fruit farm industry. 1910, US Federal Census for Edwards Township. Axline, Jon, "Cultural Resources Inventory and Assessment: Como Bridge, 8 km North of Darby BR-9041 (17)," 1997. Report prepared for Montana State Historic Preservation Office, Helena, MT.

⁶ Axline, Jon, "Cultural Resources Inventory and Assessment: Como Bridge, 8 km North of Darby BR-9041 (17)," 1997. Report prepared for Montana State Historic Preservation Office, Helena, MT.

⁷ *Great Falls Tribune*, "W. B. Harlan, Fisk Expedition Member, Civil War Vet, Dies at Soldier's Home," 25 March, 1935.

⁸ Anna Mae Paddock, in *Visions and Voice: Montana's One-Room Schoolhouses*. Caldwell, Charlotte (Clyde Park, Montana, Barn Board Press, 2012), p. 100.

⁹ US Federal Census for Edwards Township, Ravalli County, Montana. Both Flescher and Chadwick were Ohio natives and may have been acquainted with the Harlan family prior to their residency in Montana.

¹⁰ *Anaconda Standard*, "Hamilton Happenings," July 8, 1899. (<https://www.chroniclingamerica.loc.gov>).

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The timing of the construction of a new Como School in 1902 coincides with state trends in education development, one of which was the move to replace original log school buildings with more substantial structures. A new larger school may also have been needed to accommodate a growing student body: the area economy, at the beginning of the so-called apple boom, likely warranted investment in a new school. On June 26, 1901, Mary E. Cook and Frank L. Cook deeded one acre of land to the Trustees of School District No. Twenty (20) for the purposes of building a public schoolhouse. In addition to the usual general warranty covenants, the deed included the provision that if removal of the school from the parcel ever occurred, ownership of the tract of land reverted to the Cooks, their heirs, or assigns.¹¹

While architectural plans for the building have not been found, the new Como School built in 1902 exhibited many of the design principles developed during the late 1800s and early 1900s. David Freeze, a carpenter who lived in the valley since at least 1910, may have been hired to build the new school.¹² Freeze's 1952 obituary stated, "Mr. Freeze's first carpentering work in the valley was the old Como school house, which he built in 1902."¹³ Como community members today feel that members of the community may have built the school, and that Freeze's involvement with the project was limited to the construction of the cloak room and bell tower addition. They recollect that Freeze rode his bicycle daily to and from the work site, from his home near Grantsdale—about ten miles north of Como.

As originally constructed, the simple front-gable building displayed a single central entry with a window opening on either side. Students walked directly into the classroom, where blackboards occupied the south wall and a bank of windows along the north wall lighted the interior (Figure 1).

¹¹ Deed Book, p. 115 Office of the Ravalli County Clerk and Recorder, Hamilton, Montana (copy in possession of author). Frank Cook had owned the property since December of 1892, when he purchased the 156.92-acre Original Homestead entry from Thomas C. and Mary M. Sherrill (Deed Book 7, page 15, Missoula County, Montana). Thomas Sherrill had received a patent to his claim just a few months earlier, in August of 1892. (Patent No. MTMTAA 062485, Records of the General Land Office, available on-line at <https://glorerecords.blm.gov>). Note that in 1904, John F. Logan, George W. McKenney, and Richard B. Nicholson, commissioners of School District No. 20, Ravalli County Montana, conveyed to the Northern Pacific Railway Company, that part of the Como School lot (about 65/1000 of an acre) impacted by the construction of the Missoula and Bitter Root Branch Line, for \$10.00. "Said consideration being in full settlement of all claims and demands for damage sustained by reason of the location and operation of said railroad across said land." Deed dated July 6. 1904, Deed Book 30, p. 127, Office of the Ravalli County Clerk and Recorder, Hamilton, Montana.

¹² US Federal Census for Ward Township. Accessed via Ancestry.com. An obituary for D. P. Freeze dated January 7, 1952, stated "Mr. Freeze's first carpentering work in the valley was the old Como school house, which he built in 1902."

¹³ *Ravalli Republic* (Hamilton, MT), "Services Wednesday for D. P. Freeze, 89," 7 January 1952.

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Figure 1. Undated photograph of the school as originally constructed. An outhouse can be seen at the left edge of the photo.

The new school was completed by the summer of 1902, and the community began raising money to support its operation. The July 16, 1902, issue of *The Western News* contained a notice for a social dance held on the 18th of the month in the new school, with the proceeds to benefit the school fund. The article noted, "A good time is assured."¹⁴ By this time, Como School also received funding from the state. In 1903, Ravalli County received \$6,617 from the state to support the education of its 2,545 school children.¹⁵

The two outhouses likely date to the establishment of the new Como School (1902), while the teacherage/woodshed may have been a later addition to the site. The teacherage/woodshed was definitely constructed while the Como School was actively used as an educational facility.

Like many rural schools, attendance varied over the course of a school year. The Como School's teacher, Miss Eugenia Berube's monthly report for November of 1902 listed an enrolment of 45 pupils, with an average daily attendance of 32, or 71 percent.¹⁶ The attendance record for the period between January 1905 and March of 1906, might be considered typical for the school: in January 35 students enrolled, with an average daily attendance of thirty; in February the enrolled number of students dropped to 33, with the average attendance of twenty-six. In March the attendance again reached 35 enrolled but dipped again in April to twenty-six. Apparently, school was not held between May and August, but resumed in September or October with 30 students. The monthly totals through March of 1906 continued apace, with the largest enrollment (39 students) in the early spring, although attendance dropped to just over half of the student body.¹⁷

¹⁴ *The Western News* (Stevensville, MT), "Bitter Root Brevities," July 16, 1902.

¹⁵ *The Western News* (Stevensville, MT), "Bitter Root Brevities," February 11, 1903.

¹⁶ *The Western News* (Stevensville, MT), "Como School Report," November 26, 1902.

¹⁷ "Monthly Summaries," original document, William Kyle Collection.

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Some years proved difficult to find teachers, as indicated in an article from the September 30, 1903, edition of *The Western News*: “The Como public school will open October 12 with Miss Spencer of Butte as teacher. Most of the valley schools are now in session. Miss Ostermeyer, county superintendent, reports a scarcity of teachers in this county this year, many of the teachers having been supplied from outside.”¹⁸ Como School continued to draw teachers from outside the county and the state. While many rural students received instruction from single women, Como School boasted at least two male teachers. These included Professor W. H. E. Morelock (from Missouri) who taught one term at the school in 1905, before becoming superintendent of District 9 (Darby).¹⁹ Another was Professor A. B. Cole, an Ohio native who came to Ravalli County in about 1918.²⁰

Male or female, teachers at the Como School had their work cut out for them, as they were required to cover basic topics (reading, arithmetic, geography) for first through eighth grades for students aged six to nineteen. A “Daily Program” covering the September 1905 to April 1906 term for the school lists the following: in the “forenoon,” classes included; Primer 1 (1st grade); Second Reader (2nd grade); third Reader (3rd grade); fourth arithmetic (4th grade); sixth arithmetic (for 5th and 6th grades); eighth arithmetic (for 7th and 8th grades); recess; B number work (1st grade); a number work (2nd grade); American Heroes (5th/ 6th grades); History or Physiology (8th grade); and Fourth Geography (4th grade). The afternoon included another 13 classes on various topics for most of the eight grade levels.²¹

Social Gatherings at the Como School

Recollections from former Como School students indicate that the school also served as a social gathering place for the area residents. Events included spelling bees, birthday parties, and plays, with the students and their families taking part. Virginia (Barlow) Rosco, who attended the Como School remembered: “I was thinking (about) so hard my mother had to work, ‘cause she always had bunches of men to cook for on the ranch. Still, she had time for these things-like learning lines in a play.” The school also hosted church services on Sundays, from preachers representing a variety of denominations. Such gatherings were often noticed in *The Western News*, published from Stevensville or Hamilton.

Sometime between 1910 and 1911, the district added a cloak room or foyer topped with a bell tower to the front wall of the school. This addition comported with national and state guidelines of the time that advised the desirability of such an interior space. The two original window openings on the front wall transitioned to doorways—one for the boys and one for the girls to enter the classroom from the cloak room. It is likely that the windows and door in the original wall were reinstalled in the new façade.

William “Bill” Kyle, the son of Ned Kyle, who attended the Como School, remembers his father talking about raising the bell in the new tower. The C. S. Bell Company of Hillsboro, Ohio, shipped the bell via the Northern Pacific and the Missoula and Bitter Root Branch line to the Como railroad depot, located just south of the school (Figure 2).²² A horse-drawn wagon conveyed the bell to the school site, where a form of scaffolding or slide was constructed adjacent to the side of the building. The builder initially intended using a team of horses to pull the bell up the slide to its place in the tower. Instead, the student body provided the “horse” power to move the bell into place.²³

¹⁸ *The Western News* (Stevensville, MT), “Bitter Root Brevities,” September 20, 1903.

¹⁹ *The Western News* (Stevensville, MT), “Bitter Root Brevities,” April 12, 1905.

²⁰ After District 20 consolidated with District 9 in 1921, Cole was retained for a year as a teacher, and became superintendent of District 9 in 1922. Raymer, Robert George, *Montana: The Land and the People* Volume 2 (Chicago and New York: The Lewis Publishing Company, 1930), pp. 30-31.

²¹ Copy of document in the possession of William Kyle.

²² “The Country School, Vol I” (Hamilton, Montana: Bitterroot Historical Society), no date.

²³ Interview with William “Bill” Kyle, May 23, 2022.

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Figure 2. Photo of the Como Depot, formerly located just south of the Como School. Photo courtesy of Bill Kyle.

An interesting, but undated, interior feature found in the schoolroom is the Smith Heat Retainer and Ventilator. Leo G. Smith of Minneapolis, Minnesota, invented this heating and ventilating unit, and patented it in 1901. It appears that he developed this system specifically for use in rural schools. An article from the *Sleepy Eye Herald*, dated December 8, 1905, indicates Smith's active involvement in examining the heating systems in rural schools in Minnesota:

County Superintendent Cutting together with a Mr. Smith of the Manuel-Smith Heating company of Minneapolis have just made a tour of some of the rural schools for the purpose of examining into the heating and ventilation of school buildings. According to state law school districts must have a proper heating and ventilating system in order to obtain state aid. Many of the school houses (sic) are supplied with stoves that do not properly heat the room and there is practically no kind of ventilation in the room. This matter has been thoroughly looked into by the state school authorities and state aid has been conditional on the schools in the rural districts making these needed changes. The new system placed in many of the schools consists of a large coal heater surrounded by a large iron shield or covering. The total cost being \$83 for both stove and ventilating apparatus. Many of the districts have stoves that come within the requirements of the department and all that is necessary it to add the shield at a cost of \$53.²⁴

²⁴ *Sleepy Eye Herald*, December 8, 1905. Sleepy Eye is a small town located in rural Brown County, Minnesota.

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A maker's mark on the Como School unit indicates its purchase from the Manuel-Smith Heating Company, which incorporated in 1905.²⁵ This suggests that the unit may have replaced an earlier heating device.

Consolidation with Ravalli County School District No. 9 (Darby)—the End of the Como School for Educational Purposes

The 1921 consolidation of Como School District No. 20 with Darby District No. 9 is typical of similar events that occurred across the state. While the exact reasons for consolidation remain elusive, economic downturns in the agricultural markets following the World War likely adversely impacted the agricultural producers in the Bitterroot Valley. Similarly, the once promising apple growing industry largely failed, and the region teetered on the cusp of a damaging series of draughts. All of these likely factored into a reduction in the population. Improvements in transportation systems also allowed for children to travel farther distances to attend school.

On January 6, 1921, Georgia M. Henault and John P. Algie, Trustees of School District 20, placed a notice for a special election on February 7, 1921, for the purpose of voting regarding the question of consolidation. The vote was to occur in the Como School. The consolidation effort received further support with a petition signed by many of the landowners in the district. The petition read:

“We, the undersigned, being a majority of the resident freeholders of Como School District No. 20 Ravalli County, Montana, and being qualified to vote at school elections in said school district, hereby petition and pray the Superintendent of Ravalli County, Montana, that the aforesaid District be consolidated with the Darby School District No. 9, and that the necessary and proper steps be taken by the said County Superintendent of Schools of Ravalli County, to perfect such Consolidation.”

Signatories included 17 residents: S. S. Henault, Georgie M. Henault, Joe Gerlach, Mabel Kyle, Fern Severns, Mrs. John Algie; Mrs. A. B. Cole; P. T. Platt; John P. Algie; Otis and Maud Shawver; A. B. Cole; Edwin D. Kyle; J. P. Elderkin; R. B. Nicholson; J. Norman; and Gertrude Elderkin. Sever Thompson notarized the document on the 17th of January 1921.²⁶

The February 7 election resulted in 30 votes for and 23 against consolidation. Two other school districts, Baldwin (No. 16) and Rye Creek (No. 23), also were consolidated into the Darby District under a resolution dated February 20, 1921. State law at the time required that all property of the defunct district be vested in the consolidated district, and it was the “duty of the defunct districts to turn over within ten days after the receipt of the order for consolidation, all the funds and property of their respective districts.”²⁷ On April 4, 1921, the Darby Consolidated School District No. 9 voted to sell the Como School building to A. B. Cole (the Como school teacher at the time) as trustee for the Como Community. Most of the school's furnishings and educational materials, including bookcases and library books, 21 adjustable desks, maps, and globes, as well as the playground equipment, were specifically excluded from the sale.²⁸

²⁵ Just a few months prior to Smith's tour with the school superintendent, Smith formed a corporation with R. W. Manuel of Huron, South Dakota. Called the Manuel-Smith Heating Company, the new venture manufactured the Smith Heat Retainer and Ventilator units. *Minneapolis Journal*, April 27, 1905.

²⁶ “The Country School,” Volume II.

²⁷ Letter from J. D. Taylor, Attorney at Law to Mr. Monroe Edgemon, Darby, February 21, 1921. (Kyle Collection)

²⁸ Miscellaneous Records, Book 11, p. 438. Office of the Ravalli County Clerk and Recorder, Hamilton, Montana.

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A New Beginning: Como School as a Community Center

The transfer of the school to the Como Community in 1921 marked the end of its use as an educational facility. Little is known about how the property was managed during the first twenty-five years after consolidation; however, on January 10, 1948, A. B. Cole (acting as Trustee for the Como Community) and his wife, Lydia S. Cole, sold the Como School building to Tish Harding, Reese Whiting, and Sidney Wilkerson (the duly appointed and acting Trustees for the Como Community) for "\$1 and other good and valuable consideration." The conveyed property was described as "That building, and its contents now used and occupied by said Como Community and located on Section 23, Township 4 North, Range 21 West M. M."²⁹ It is worth noting that although the Como Community owned the building, it lacked clear title to the land on which it stood.

Sometimes referred to as the Como Community Club, the activities of this volunteer group from roughly 1946 through 1970 are documented in handwritten notes in the possession of the Kyle family. Although meetings of the trustees appear sporadic, the notes chronicle the group's activities, including building maintenance projects, and setting the price for renting the building. For example, during the meeting on November 11, 1946, members of the Committee to Transact Business, Ned Kyle, Harvey Carmen, Virginia Wilkerson, and Eva Whiting were appointed to the entertainment committee, which decided to charge \$1.00 for the use of the building, with the provision that the renters clean the building after its use and furnish wood for the heater. In addition, they agreed that all residents of the district were allowed to use the building, and people from outside the district could use the building if they held "clean dances and parties." The committee also decided that it should hold monthly meetings—unless special events required additional meetings.

During the meeting on January 26, 1947, the members held a potluck and meeting to "talk over getting materials to make a kitchen out of half of the hall." They also voted to use money on hand to buy shingles to patch the roof. During the meeting of May 16, 1948, the community voted to pay member, Alex Tudor, to go to Missoula to get the roofing supplies, which they purchased from Montgomery Ward. Club volunteers completed the roofing project on October 28 and 29. In 1949, the group members voted to Calsomine the interior walls.³⁰ The maintenance of the building allowed it to continue to host typical events that included baby and bridal showers, card parties, and "basket socials."

In 1951, club members voted to charge \$2.00 for dance parties and \$1.00 for all other events. In November of 1960, the committee formalized its by-laws, and decided to charge \$3.00 for the use of the club house (school) for one evening.

Illustrating the close knit community of the Como School area, in 1969, the owner of the property where the school sits officiated a Como School reunion held at the Rocky Mountain Grange Hall just south of Hamilton; George Durland's first marriage was to Kate Cook, the daughter of Mary and Frank Cook, who donated the land for construction of the school in 1901.

More maintenance projects followed: In the spring of 1970, the committee met to decide what kind of siding to use on the south wall of the school—the original siding having weathered badly. They decided on six-inch beveled redwood. Sid Wilkerson ordered the boards, paper, and nails (for \$241), and on August 1, 1970, a big crowd arrived for a potluck and work party with volunteers installing the siding and applying a coat of primer.

²⁹ Miscellaneous Records, Book 12 p. 581. Office of the Ravalli County Clerk and Recorder, Hamilton, Montana.

³⁰ Calsomine is a mixture of lime and water that may include a whitener, size or glue.

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By the early 1990s, participation in the club dwindled to one surviving board member, Virginia Wilkerson, wife of Sid Wilkerson, one of the club's original directors. Worried that she could no longer care for the building single-handedly, Wilkerson rallied the community to undertake needed repairs. In 1994, they installed a new metal roof to replace the deteriorated wood shingles with money made from a garage sale. They also applied drywall to the interior of the building and painted inside and out—with money left from renting the building to a movie crew filming a western.³¹ Two years later, club members refinished the original schoolroom floors.³²

In 2009, members of the Como community filed papers with the Montana Secretary of State to form the Como Schoolhouse Corporation, a domestic nonprofit corporation, to assume responsibility for the school. However, it was not until 2011, that the corporation finally received a Quit Claim Deed from Leslie Durland, whose family owned the lot where the schoolhouse sits.³³ After acquiring the quit claim deed, the corporation established by-laws and elected board members who manage the property as a community gathering place.

THE IMPORTANCE OF RURAL SCHOOLS IN THE AMERICAN WEST

Few buildings represent the Euro American settlement of the American West more poignant than rural schoolhouses. Between 1870 and 1950, the establishment of a community schoolhouse spoke to the permanence of settlement, the importance placed in securing the future of the next generation, and the homogenization of multiple cultures. As stated by Andrew Gulliford, "the process of Americanization took place in country schools."³⁴ The history of country schools is nearly as old as non-Indian settlement of the New World, dating to 1647 when colonists in New England, passed the first statute providing for the establishment of a school system.

Thomas Jefferson strongly advocated for public education in the United States and understood that "the people are the safest depositories of government" and thought "free education imperative for a strong democracy."³⁵ His strong advocacy on the topic lead to the establishment of the "school section" within each township surveyed in the Northwest Territories throughout the American West. Though battles over funding, credentials, and control of public education's future continued through the first half of the nineteenth century, by 1860, it was clear that the country school was vital to the economic and social fabric of the young country.³⁶

In the wake of the Civil War, and with the increase in immigration and the settlement of Indian territories, the American population looked toward public schools to educate children not only in the basics of arithmetic and reading, but also in identification and recognition of American culture. New standardized curriculums began to emphasize the English language and history of the United States.

³¹ Missoulia, *The Bitterroot View* "Mission accomplished, Community's effort saves Como School," January 29, 1994.

³² Missoulia *The Bitterroot View*, "A matter of pride; Como community project to save school 50 years ago continues today, August 17, 1996.

³³ Document No. 647811, Quit Claim, Office of the Ravalli County Clerk and Recorder, Hamilton, Montana.

³⁴ Gulliford, Andrew. "Country School Legacy," Utah Preservation/Restoration, vol. II, 1981, p. 44.

³⁵ Gulliford, Andres. *America's Country Schools* (Washington, D.C.: The Preservation Press, 1984), pp. 36-38.

³⁶ Ibid, pp. 38-40.

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ARCHITECTURAL SIGNIFICANCE³⁷

Few cultural icons so completely illustrate and embody the historical trend that created them as the one-room school. A basic definition of the one-room school is a one-story building, made for educational purposes, with only one classroom. Incidental storage rooms were often part of the floor plan. Most existing one-room schools date from the 1852-1910 period and reflect both vernacular and architect-style influences. One-room schools developed out of the vernacular building traditions of Anglo-American settlers. The same gable roofed, rectangular box with a temple-front orientation was used for churches, schools, town halls, and other public or semi-public buildings on the frontier. The gable-front school originated from a vernacular tradition, but by the mid-19th century its popularity found its way into building pattern books. S.E. Hewes' work were highlighted in James Johonnot's *School-Houses* in 1871. Hewes recommended updated school designs with antechamber used for storage and cloakrooms. Hewe's designs included both gable-front schools and T-shaped buildings plans.³⁸ The one room school's origins can be found in the simple proportions of the single-pen house; however, the change in orientation to a front gabled form was likely a functional consideration, allowing the main room to remain a single large volume with uniform window distribution. The symmetrical gable-front box also probably appealed to citizens and builders because it approximated a classical appearance. During the settlement era in Montana, the gable-front schoolhouse remained a dominant form.

Schools in Montana and the Como School

The first school districts in Montana Territory date to 1866, just two years after the creation of the new territory from parts of Washington Territory. Early schoolhouses were typically rough buildings, often of log construction, poorly lit and heated, with no running water. In 1887, the territorial legislature passed compulsory attendance legislation, although it proved impractical and often impossible to enforce in rural areas. Records in 1901 indicate 182 rural schools existed in Montana, but that the average attendance stood at less than eight children per school.³⁹

Beginning in 1902, the State Superintendent of Public Instruction requested legislative assistance for transporting rural students and consolidating single room schools into larger, more inclusive programs. By 1906, the state adopted standardized courses of study for elementary and secondary schools. A movement to replace early log schoolhouses with more substantial buildings gained traction during the early years of the 20th century. State law mandated the secretary of the State Board of Health to issue "suggestive plans for rural school buildings," and in 1919, the State Superintendent of Public Instruction, May Trumper, wrote:

With the rapid increase of population in Montana and the correspondingly large number of new school buildings being erected each year, it has become imperative that increased

³⁷ The discussion about public school architecture is taken from Architectural Historian, Paul C. Diebold's excellent "Indiana's Public Common and High Schools Multiple Property Documentation Form," available online at: <http://www.in.gov/dnr/historic/adobepdf/schoolsmpdf.pdf>.

³⁸ Paul C. Diebold, *Indiana's Public Common and High Schools MPD*, 12 March 1999, found at <https://www.in.gov/dnr/historic-preservation/files/schoolsmpdf.pdf>.

³⁹ In 1902 there were thirty-four school districts in Ravalli County. Como School, representing District 20, had thirty-nine students—a considerable decline from the sixty students attending the school the previous year. *Stevensville Register*, Wednesday October 15, 1902.

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attention should be given to the furnishing of plans and specifications particularly for our smaller types of school buildings.⁴⁰

Trumper introduced the work of architect W. R. Plew, Professor of Architectural and Civil Engineering at the State College of Agriculture and Mechanic Arts, at Bozeman. Plew spent two years compiling a series of plans for both one- and two-room schools. Besides the architectural plans for the school buildings, Plew's work included recommendations for selecting the best sites for schools, the size of the grounds, sanitation, and layout of the compound. Specifications on appropriate lighting, heating, desk arrangements, and blackboard placement all were covered in Plew's publication.

Although Plew's bulletin post-dated the construction of the Como School, many of the precepts he advanced undoubtedly dated to earlier in the century and became more common as teachers and educators gained experience in understanding how the design and layout of schoolhouses could provide a better educational experience. Siting represented a very significant part of planning a schoolhouse. Land located near the highest number of potential pupils was essential. Beyond this, builders gave careful planning to window placement in relation to natural light. Gable-front schools featured banks of large double-hung windows, so that lighting typically came from due east or due west. Nineteenth century educators believed that cross lighting was harmful to the eye. Some planners or trustees understood the benefits of steady northern facing natural light and oriented schools with a bank of windows facing north, such as is found in the Como School.

Without exception, one-room schools were placed square with the cardinal compass points. Unless site constrictions necessitated, schools usually sat back from the road and provisions usually made for a playground. The general considerations for standard schoolhouse design, then, were well established and widely available to communities by the turn of the twentieth century. Though the State of Montana did not regulate school architecture until 1919, when the state finally completed and published its guidelines, the guidelines included those used in nation-wide plan books.

Although the Como School was built 17 years prior to the publication of Plew's work, it features many of the architectural elements found in that document. It stands essentially as a proto-C-1 design, with its simple front-gable roof. The small cloak room addition on the façade also retains the simple presentation topped with the dropped gable roof. The installation of a bell tower at the same time as the cloakroom instills a handsome aesthetic to the building, yet it too displays simple construction, with its cross-gable roof—the lone break from the straightforward presentation of the school.

In addition, the school is oriented on the cardinal directions, with the gable front of the building facing what was then the major road through the area—the Old Darby Road. The main source of interior light comes from a bank of six windows in the north wall of the building, while windows high on the wall in the west (rear) wall, provide additional light without creating the problematic “cross lighting,” that some planners found damaging to students. While not part of the original construction, the cloak room originally functioned as its intended purpose and to channel male and female students into the classroom through separate doors. Outside the building, the school's grounds accommodated a large playground complete with playground equipment.

Today, the Como School continues to occupy its original location. Its presentation embraces its educational past. It has strong associative integrity, clearly illustrating its principal role as a rural, Ravalli County school.

⁴⁰ Plew, W.R. “One and Two Room Rural School Buildings,” University of Montana Bulletin, State College Series No. 11, Bozeman, 1919.

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9. Major Bibliographical References

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

Arstad, Rich, Ellie Arguimbau, Ellen Baumlner, Charlene Porslid, and Brian Shovers, 2009. *Montana Place Names from Alzada to Zortman; A Montana Historical Society Guide* (Helena: Montana Historical Society Press).

Axline, Jon, 1997. *Cultural Resource Inventory and Assessment: Como Bridge – 8 km North of Darby [BR 904(17)]*. Report prepared for Montana State Historic Preservation Office.

The Country School, Vols I and II. Bitterroot Historical Society, Hamilton, Montana.

Plew, W.R. "One and Two Room Rural School Buildings," University of Montana Bulletin, State College Series No. 11, Bozeman, 1919. (Accessed at https://archive.org/stream/onetworoomrurals1919plew/onetworoomrurals1919plew_djvu.txt)

Raymer, Robert George, 1930. *Montana: the Land and the People, Volume 2* (Chicago and New York: The Lewis Publishing Company).

William "Bill" Kyle Collection. This collection of historical documents relevant to Como School (many of which were copied into *The Country School*) has been in the possession of the Kyle family since the early 1920s.

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: Papers retained by William (Bill) Kyle Family.

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Historic Resources Survey Number (if assigned):

10. Geographical Data

Acreage of Property 1.01 acre

Latitude/Longitude Coordinates

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

- 1) Latitude:46.091040, Longitude: -114.176350
- 2) Latitude:46.091040, Longitude: -114.175740
- 3) Latitude:46.090120, Longitude: -114.175740
- 4) Latitude:46.090420, Longitude: -114.176380

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

The boundary of the property corresponds to the roughly one-acre parcel described as Geocode 13-1273-23-2-01-01-0000 per the Montana Cadastral, "S23, T04N, R21W, ACRES 1.05, IN SWNW INDEX 13 SUBJ TO BOUNDARY LINE AGMT #593597 CS #594928-TR PARCEL B." The property sits immediately west of the Old Darby Road and east of the historic Missoula and Bitterroot Branch of the Northern Pacific Railroad (completed through the area in 1901) and US 93; the Old Darby Road, the railroad, and US 93 all lie outside the National Register boundary. See attached map page 24 reference to the aerial view map confirms this boundary.

Boundary Justification (Explain why the boundaries were selected.)

The boundary corresponds to the lot deeded to the Como School District by the Cook family in 1901 for the expressed intention of building the Como School, minus the portion of the lot affected by the construction of the Northern Pacific Railroad Company's Missoula and Bitter Root Branch Line. The boundary includes the historic Como School, teacherage/woodshed, two outhouses, and a concrete pad with nonfunctional historic pump associated with the operation of the school and its later use by the community.

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11. Form Prepared By

name/title: Janene M. Caywood
organization: CRCS
street & number: 1002 South 6th St. West
city or town: Missoula state: MT zip code: 59801
e-mail: crs@montana.com
telephone: (406) 396-2477
date: July 2022

Ownership

name/title: _____
organization: Como Schoolhouse Corporation
street & number: 2603 Old Darby Road
city or town: Darby state: MT zip code: 59829-9507

Additional Documentation

Submit the following items with the completed form:

- **Maps:** A USGS map or equivalent (7.5 or 15 minute series) indicating the property's location.
- **Sketch map** for historic districts and properties having large acreage or numerous resources.
- **Additional items:** (Check with the SHPO, TPO, or FPO for any additional items.)

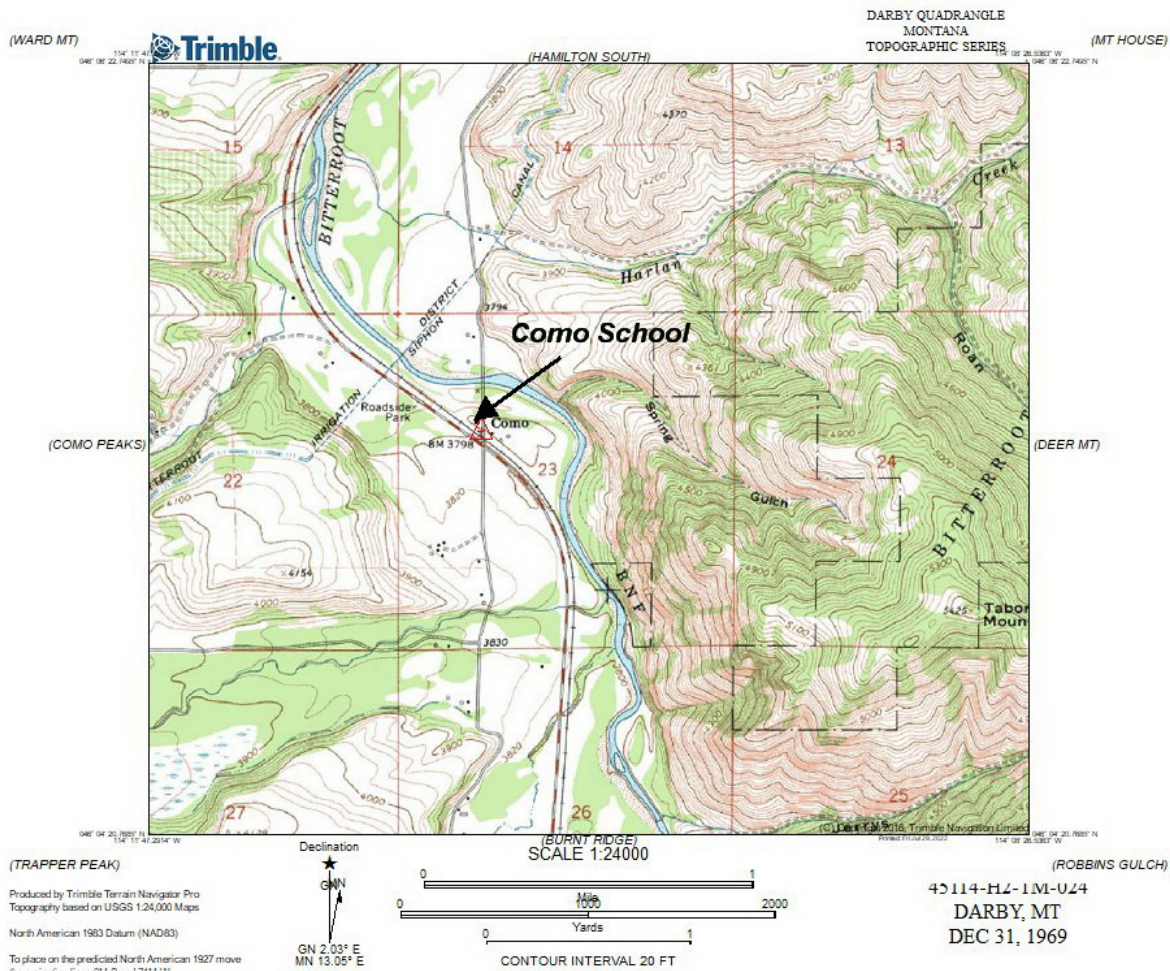
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Portion of the 1969 USGS Darby, Montana topographic quadrangle showing the location of Como School, in Section 23, of T4N R21W

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Google Earth image (2014) showing Como School Property National Register Boundary. 1) Latitude:46.091040, Longitude: -114.176350; 2) Latitude:46.091040, Longitude: -114.175740; 3) Latitude:46.090120, Longitude: -114.175740; 4) Latitude:46.090420, Longitude: -114.176380

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Photographs

Photo Log

All Photographs

Name of Property: Como School

City or Vicinity: Darby

County: Ravalli State: Montana

Photographer: Janene M. Caywood

Date Photographed: 03/03/2022

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



MT_RavalliCounty_ComoSchool_0001: Looking northwest at the south (side) and east (front) walls of the Como Schoolhouse.

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MT_RavalliCounty_ComoSchool_0002: Looking south to the north (side) wall of the Como Schoolhouse.

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MT_RavalliCounty_ComoSchool_0003: Looking east to west (rear) wall of the Como Schoolhouse.

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MT_RavalliCounty_ComoSchool_0004: Looking west to the interior of the classroom.

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MT_RavalliCounty_ComoSchool_0005: Looking east to the interior of the schoolhouse classroom and cloak room beyond. Area to left currently serves as a storage area, area to right serves as the foyer.

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MT_RavalliCounty_ComoSchool_0006: Detail of the Manuel-Smith heating system, southwest corner of the classroom.

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MT_RavalliCounty_ComoSchool_0007: Looking southwest to the east (front) and north (side) walls of the combined teacherage and woodshed.

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MT_RavalliCounty_ComoSchool_0008 Looking south-southeast to the north (side) and west (rear) walls of the combined teacherage and woodshed.

Como School
Name of Property

Ravalli, MT
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MT_RavalliCounty_ComoSchool_0009 Looking north-northwest to the south (side) and east (front) walls of the combined teacherage and woodshed.

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MT_RavalliCounty_ComoSchool_0010. Looking southwest to the east (side) and north (front) walls of the boys' outhouse.

Como School
Name of Property

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MT_RavalliCounty_ComoSchool_0011 Looking northeast to the west (side) and south (rear) walls of the boys' outhouse.

Como School
Name of Property

Ravalli, MT
County and State



MT_RavalliCounty_ComoSchool_0012 Looking northwest to the south (front) and east (side) walls of the girls' outhouse.

Como School
Name of Property

Ravalli, MT
County and State



MT_RavalliCounty_ComoSchool_0013 Looking southeast to the north (rear) and west (side) walls of the girls' outhouse.

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MT_RavalliCounty_ComoSchool_0014 Looking west to the concrete well housing and pump, just north of the schoolhouse.

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.