

**United States Department of the Interior
Heritage Conservation and Recreation Service**

**National Register of Historic Places
Inventory—Nomination Form**

See instructions in *How to Complete National Register Forms*
Type all entries—complete applicable sections

For HCRS use only

received JAN 6 - 1982

date entered FEB 11 1982

1. Name

historic Millard Academy

and/or common

2. Location

street & number off U.S. 6/50 not for publication

city, town Hinckley vicinity of congressional district 02

state Utah code 049 county Millard code 027

3. Classification

Category	Ownership	Status	Present Use
<input type="checkbox"/> district	<input type="checkbox"/> public	<input type="checkbox"/> occupied	<input type="checkbox"/> agriculture <input type="checkbox"/> museum
<input checked="" type="checkbox"/> building(s)	<input checked="" type="checkbox"/> private	<input checked="" type="checkbox"/> unoccupied	<input type="checkbox"/> commercial <input type="checkbox"/> park
<input type="checkbox"/> structure	<input type="checkbox"/> both	<input type="checkbox"/> work in progress	<input type="checkbox"/> educational <input type="checkbox"/> private residence
<input type="checkbox"/> site	Public Acquisition	Accessible	<input type="checkbox"/> entertainment <input type="checkbox"/> religious
<input type="checkbox"/> object	<input type="checkbox"/> in process	<input checked="" type="checkbox"/> yes: restricted	<input type="checkbox"/> government <input type="checkbox"/> scientific
	<input type="checkbox"/> being considered	<input type="checkbox"/> yes: unrestricted	<input type="checkbox"/> industrial <input type="checkbox"/> transportation
		<input type="checkbox"/> no	<input type="checkbox"/> military <input checked="" type="checkbox"/> other: vacant

4. Owner of Property

name Shirle A. Debenham

street & number 649 East Center

city, town Lindon vicinity of state Utah

5. Location of Legal Description

courthouse, registry of deeds, etc. Millard County Courthouse

street & number

city, town Fillmore state Utah

6. Representation in Existing Surveys

title Utah Historic Sites Survey has this property been determined eligible? yes no

date Fall 1980 federal state county local

depository for survey records Utah State Historical Society

city, town Salt Lake City state Utah

7. Description

Condition		Check one	Check one
<input type="checkbox"/> excellent	<input type="checkbox"/> deteriorated	<input type="checkbox"/> unaltered	<input checked="" type="checkbox"/> original site
<input checked="" type="checkbox"/> good	<input type="checkbox"/> ruins	<input checked="" type="checkbox"/> altered	<input type="checkbox"/> moved date _____
<input type="checkbox"/> fair	<input type="checkbox"/> unexposed		

Describe the present and original (if known) physical appearance

The Millard Academy is a two and a half story brick building that was not designed in a particular architectural style, but which exhibits elements of Craftsman design and the Romanesque Revival.

Craftsman elements include the wide overhang of the roof, the half timbering of the gable sections of the north and south ends of the building, and the brackets that support the overhanging eaves. The round arch opening of the entrance, and the creation of visual interest and texture by the rusticated stone basement and the use of raised bands and decorative corbelling of contrasting rough faced brick may reflect Romanesque Revival influences.

The main axis of the building is one long rectangle running north and south which is capped by a slightly bellcast gable roof. There is a two and one half story rear extension which has a hip roof and one story side wings. Two cross gables project from the main body of the building. One is centered on the facade, and the other extends from the rear of the building.

The arrangement of the openings on the facade is symmetrical. The cross gable of the facade is the focal point. It has a slightly bellcast gable roof. The pediment of the gable has a band of four small windows set into a plaster wall. The first two stories of that section are recessed behind the pediment, and framed by brick piers. A band of four narrow, multi-paned windows centered over the entrance is framed on the second story by two rectangular windows. Similar windows also frame the round arch of the main entrance. The round arch opens into an alcove onto which double doors open. There are three windows on both stories of each wing of the facade.

Bands of raised rough faced brick above and below the first and second story windows wrap around the entire building reinforcing the horizontality that was initially created by the low massing and sheltering roof. The band which runs below the second story windows in the section above the entrance has been further accented by decorative corbelling in a pattern of repeated triangular shapes. Multi-paned windows are regularly spaced on all sides of the building.

On the interior of the building there is a central core which combines hall space with restrooms on the first floor, and hall space, dressing rooms, and a stage on the second floor. Classrooms and office spaces are arranged around the perimeter of the front half of the building. The rear extension houses a gym, a furnace room, a coal room, and storage rooms on the first floor, and a cultural hall and kitchen on the second floor.

A second story door, and a basement level garage door at the rear of the building may not be original, but they in no way affect the original integrity of the building. No major alterations have been made to the exterior of the building.

8. Significance

Period	Areas of Significance—Check and justify below			
<input type="checkbox"/> prehistoric	<input type="checkbox"/> archeology-prehistoric	<input type="checkbox"/> community planning	<input type="checkbox"/> landscape architecture	<input checked="" type="checkbox"/> religion
<input type="checkbox"/> 1400-1499	<input type="checkbox"/> archeology-historic	<input type="checkbox"/> conservation	<input type="checkbox"/> law	<input type="checkbox"/> science
<input type="checkbox"/> 1500-1599	<input type="checkbox"/> agriculture	<input type="checkbox"/> economics	<input type="checkbox"/> literature	<input type="checkbox"/> sculpture
<input type="checkbox"/> 1600-1699	<input type="checkbox"/> architecture	<input checked="" type="checkbox"/> education	<input type="checkbox"/> military	<input type="checkbox"/> social/ humanitarian
<input type="checkbox"/> 1700-1799	<input type="checkbox"/> art	<input type="checkbox"/> engineering	<input type="checkbox"/> music	<input type="checkbox"/> theater
<input type="checkbox"/> 1800-1899	<input type="checkbox"/> commerce	<input type="checkbox"/> exploration/settlement	<input type="checkbox"/> philosophy	<input type="checkbox"/> transportation
<input checked="" type="checkbox"/> 1900-	<input type="checkbox"/> communications	<input type="checkbox"/> industry	<input type="checkbox"/> politics/government	<input type="checkbox"/> other (specify)
		<input type="checkbox"/> invention		

Specific dates 1909-1910 **Builder/Architect** Samuel T. Whitaker/T. George Theobald

Statement of Significance (in one paragraph)

The Millard Academy was built from January 1909 to September 1910 as one of nearly three dozen secondary schools that the Mormon Church built between 1875 and 1911 as rivals of both public schools and non-Mormon private schools. It is significant because it helps document the emergence of a secularized public school system in Utah and the adjustment of the Mormon Church to that system. In addition, it is a local landmark, expressing the continuing commitment of the citizens of Millard County to the value of education.

For a generation or so after the settlement of Utah, Mormons, who constituted more than 90% of the population, naturally dominated the territory's public school system, and religious studies were an integral part of the public school curriculum. By the mid 1870s, however, as the non-Mormon population of Utah began to expand rapidly, the situation began to change. Efforts began to secularize the public schools, and non-Mormon private schools were rapidly established. To counter the "tendencies that grow out of a Godless education,"¹ the Mormon church undertook several measures. It instituted a religion-class movement under which Mormon teachers taught "the Restored Christian Gospel" once a week after regular school hours to all pupils who would come, and it began to establish its own secondary schools. Brigham Young Academy at Provo was founded in 1875, followed by Brigham Young College at Logan in 1877, the Latter-day Saint College in Salt Lake City in 1886, and the Fielding Academy at Paris, Idaho in 1887.

The Edmunds-Tucker Act of 1887 gave added impetus to the Mormon Church's determination to establish their own secondary school system. Among other things, it required that Utah school laws, which had originally been designed to sanction and support a Mormon dominated public school system, be suspended; that the territorial schools be placed under the control of the territorial Supreme Court and a Court-appointed, and non-Mormon commissioner; and that the financial resources of the Corporation of the Church be disposed of for the use and benefit of the public schools. In response to the Edmunds-Tucker Act, church authorities called upon every Mormon stake to establish an academy in its area. Sixteen were established that first year, and ultimately thirty-five were founded in Utah, and in other states of the Intermountain West, Canada, and Mexico. They were supervised by a church superintendent of schools, a church board of education, and stake boards of education, and were modeled after the Brigham Young Academy in Provo and the Brigham Young College in Logan. By 1905, more than 60% of Utah's high school students and a substantial portion of Mormon high school students in Arizona, Wyoming, Idaho, and Nevada were enrolled in Mormon academies.²

9. Major Bibliographical References

Allen, James B. and Glen M. Leonard, The Story of the Latter-day Saints, SLC: Deseret Book Co., 1976.

Arrington, Leonard J., and Davis Bitton, The Mormon Experience, New York: Alfred A. Knopf 1979
 Millard County Chronicle, April 22, 1965. (See continuation sheet)

10. Geographical Data

DATA NOT VIEWED
 RECORD NOT AVAILABLE

Acreage of nominated property Less than one

Quadrangle name Delta, Utah

Quadrangle scale 1:62500

UMT References

A

1	2	3	5	6	1	7	5	4	3	5	4	1	5	0
Zone		Easting				Northing								

B

Zone		Easting				Northing					

C

Zone		Easting				Northing					

D

Zone		Easting				Northing					

E

Zone		Easting				Northing					

F

Zone		Easting				Northing					

G

Zone		Easting				Northing					

H

Zone		Easting				Northing					

Verbal boundary description and justification Beginning at a point 247.0 feet north of the SE corner of Blk 11 on B Street of Hinckley, Utah town plan, and then W 411.0 feet and then N 208.0 ft and from that point of beginning thence W 238.0 ft; thence along the single (See continuation sheet)

List all states and counties for properties overlapping state or county boundaries

state	code	county	code

state	code	county	code

11. Form Prepared By

name/title John McCormick, Historian/Deborah R. Temme, Architectural Historian

organization Utah State Historical Society date Fall 1980

street & number 300 Rio Grande telephone 801-533-6017

city or town Salt Lake City state Utah 84101

12. State Historic Preservation Officer Certification

The evaluated significance of this property within the state is:

national state local

As the designated State Historic Preservation Officer for the National Historic Preservation Act of 1966 (Public Law 89-665), I hereby nominate this property for inclusion in the National Register and certify that it has been evaluated according to the criteria and procedures set forth by the Heritage Conservation and Recreation Service.

State Historic Preservation Officer signature Melvin T. Smith

title Melvin T. Smith, State Historic Preservation Officer date December 18, 1981

For HCRS use only	
I hereby certify that this property is included in the National Register	
<u>Kevin A. Mangan</u>	date <u>2/11/82</u>
Keeper of the National Register	
Attest:	date
Chief of Registration	

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The Millard Academy in Hinckley, Millard County, Utah was one of the last to be founded. Only the Dixie Academy in St. George was established later. In the fall of 1908, the church board of education decided to establish an academy in Millard County.

The choice of location was left to a vote of the Millard Stake High Council and the bishoprics of each ward in the stake. A lively debate followed over the location of the academy, with each town in the area lobbying on its own behalf, though there was widespread feeling that Fillmore, as the county seat and largest town, would probably be chosen. It was not, however, primarily, it seemed, because three saloons, were located in the town. In response to the criticism that the presence of saloons meant that Fillmore did not offer a wholesome environment for students, the Fillmore town council promised to raise the licensing fee from \$400 per year to \$1200, thereby to drive the saloons out of business.³ Finally, however, the town of Hinckley, which had no saloons, was chosen as the site of the academy.

Construction began in January 1909 on eight acres of land near the center of town donated by local resident Joseph W. Blake. He also donated 40 acres of land out of town so that crop yields could help finance the building.⁴

Construction proceeded under the direction of T. George Theobald. An early settler of Millard County, he was born March 26, 1874 in Duncan's Retreat, Washington County, Utah, a son of Arthur and Jane Burgess Theobald. A carpenter and engineer by trade, he was involved in the construction of many of Millard County's early buildings, including the Millard County Courthouse, the Hinckley Elementary School, the Hinckley Relief Society Hall, and the Pratt Merchantile Store. Prominent in local affairs, he served on the Millard County Board of Supervisors, the Millard School District Board of Education, the Hinckley Town Board, and was mayor of Hinckley from 1928 to 1936.⁵

The architect of the Millard Academy was Samuel T. Whitaker of Ogden. Born in Centerville, Utah, December 20, 1859, a son of Thomas W. and Elizabeth Mills Whitaker, he led a varied career, alternating periods of private practice as an architect with other pursuits. He travelled throughout the United States as a sketch artist, became associated with the Boston architectural firm of Paulson and LaVelle, doing field work for them in Utah, Montana, and Idaho; and was the superintendent of the Gibson and Sadler Mill, and then the Barnard and While Mill, both of Ogden. He also served as Ogden's police chief for six

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months, and managed the Ogden office of the Utah Light and Traction Company for four years. In addition to the Millard Academy, he also designed the Mormon academies at Alberta, Canada; Oakley, Idaho; and Juarez, Mexico. Other notable buildings he designed include Ogden's Orpheum Theater, Ogden's First National Bank, the David H. Peery and the John Browning Houses in Ogden, the Ogden LDS Sixth Ward, and the Farmer's Free Market in Salt Lake City. With Leslie Hodgson, another well known Utah architect, he designed the Eccles Building in Ogden. Active in the Mormon Church, he was President of the LDS Scotch-Irish Mission from 1888 to 1890 and first counsellor in the Ogden LDS Sixth Ward. Involved in civic affairs, he was a member of Utah's Food and Fuels Board during World War I and was Director of the Utah State Fair Association in 1919.⁶

The Millard Academy was completed at a cost of nearly \$55,000, \$23,924 of which was raised by members of the Millard Stake. Each ward in the stake was assessed a certain amount, as follows: Delta, \$500; Hinckley, \$10,000; Fillmore, \$2,000; Deseret, \$1500; Oasis, \$875; Holden, \$1925; Kanosh, \$1000; Leamington, \$1000; Meadow, \$1500; Oak City, \$1250; and Scipio, \$2125.⁷

The Academy opened on September 13, 1910 with a faculty of seven people, including Principal Louis F. Moench, and 79 students, some from every ward in the stake. By mid-year, there were a total of 141 students.

The program dedicating the academy opened with a prayer, followed with the singing of "We Thank Thee O God for a Prophet," and featured speeches by Stake President Alonzo A. Hinckley, Bishop Joseph Damron, Jr. and Bishop Joseph L. Stott.

The academy offered three years of work in three fields: normal (teacher training), domestic arts, and manual training. In addition, it offered special work in music, cooking, sewing, and woodworking, and remedial work for those too old to attend elementary school. Also, each student was required to take the following religion courses during his three years at the school: Book of Mormon; Life and Christ and New Testament; Old Testament; and History and Doctrine of the LDS Church.⁸

As the last group of Mormon academies, including the Millard Academy, were being established, public high schools in Utah began to proliferate. Growth was particularly rapid after a 1911 amendment to the Utah Constitution that paved the way for better financing of a statewide public high school system. Thus, while in 1890, only 5% of all secondary students in Utah attended public schools, by 1911, half did, and in 1925, 90%.

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As the public school movement grew, the Mormon Church began to re-evaluate its educational policies. It was reluctant to give up its academies, however, until an alternative way could be found to provide religious instruction to Mommon's of high school age. In 1912, Church leaders persuaded the Granite School District in Salt Lake City to approve the establishment of an experimental LDS Seminary near Granite High School. There religious instruction would be offered to high school students on a voluntary basis, with "released time" being granted by the school. If successful, such seminaries could provide religious training for LDS students at a fraction of the cost of maintaining regular church schools. Seminary classes began that fall and by the end of the decade had spread to other schools.

As the seminary program continued, the Church worked in close cooperation with state education officials, and in January 1916 the state board of education granted limited high school credit for released-time classes in Bible history and literature. This provided an important boom to seminary enrollment.

In the meantime, the state superintendent of public instruction discussed state concerns with the Church board of education and urged the Church to withdraw completely from secondary schools. The money saved, he suggested, could be used to establish good normal schools for teacher training, a seriously growing need in the state.

The Mormon Church was already sympathetic with the idea of better teacher training and especially concerned that public school teachers be well prepared in their academic subjects and also in turn with the spiritual and moral ideals of the Church. As a result of that concern, and the success of the released time seminary program, the Mormon church, in 1920, decided to convert some of its academies into teacher training institutions and transfer the others to local school districts for use as public high schools.⁹

The Millard Academy was one of those transferred to the state, and in 1923 became the Hinckley High School. In 1953, because of falling enrollment, the high school was eliminated and for the next 20 years the building housed the Hinckley Elementary School.

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The current owner plans to convert the building into offices, a museum, and a recreation center.

¹Quoted in Leonard J. Arrington and Davis Bitton. The Mormon Experience. New York, Alfred A. Knopf. 1979. 253.

²Ibid. 255.

³The Progress Review, (Fillmore, Utah), November 5, 1908, 4, 6.

⁴Daughters of the Utah Pioneers. Milestones of Millard, Fillmore, Utah, 1947, 507.

⁵Millard County Chronicle, (Delta, Utah). April 22, 1965. 1.

⁶Ogden Standard, August 19, 1920. 6: August 20, 1920. 7.

⁷Milestones of Millard, 507.

⁸The Progress Review, September 23, 1901. 1.

⁹James B. Allen and Glen M. Leonard, The Story of the Latter-day Saints, Salt Lake City: : Deseret Book Company, 482-3.

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(11/78)

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metal pipe fence running on a curve northerly and then Easterly along the East and South edge of the asphalt roadway until by continuance of said line it reaches a point exactly as far East as is the point of beginning thence 267 feet South to the point of beginning.