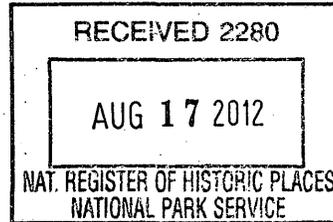


United States Department of the Interior
National Park Service



830

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 Garfield School

other names/site number New South School, Garfield Building

2. Location

street & number 3212 1st Avenue South N/A not for publication

city or town Billings N/A vicinity

state Montana code MT county Yellowstone code 111 zip code 59101

3. State/Federal Agency Certification

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

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

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

national statewide local

Mark F. Saunders/GHPO
Signature of certifying official/Title

8/16/2012
Date

MONTANA STATE HISTORIC PRESERVATION OFFICE
State or Federal agency/bureau or Tribal Government

In my opinion, the property meets does not meet the National Register criteria.

Signature of commenting official _____ Date _____

Title _____ State or Federal agency/bureau or Tribal Government _____

4. National Park Service Certification

I hereby certify that this property is:

entered in the National Register determined eligible for the National Register

determined not eligible for the National Register removed from the National Register

other (explain: _____)

John Edson H. Beall
Signature of the Keeper

10.3.12
Date of Action

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5. Classification

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

Category of Property
 (Check only one box.)

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

<input checked="" type="checkbox"/>	private
<input type="checkbox"/>	public - Local
<input type="checkbox"/>	public - State
<input type="checkbox"/>	public - Federal

<input checked="" type="checkbox"/>	building(s)
<input type="checkbox"/>	district
<input type="checkbox"/>	site
<input type="checkbox"/>	structure
<input type="checkbox"/>	object

Contributing	Noncontributing	
1	0	buildings
0	0	district
0	0	site
0	0	structure
0	0	object
1	0	Total

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

Number of contributing resources previously listed in the National Register

N/A

N/A

6. Function or Use

Historic Functions
 (Enter categories from instructions.)

EDUCATION / school

Current Functions
 (Enter categories from instructions.)

WORK IN PROGRESS

COMMERCE/TRADE / business

7. Description

Architectural Classification
 (Enter categories from instructions.)

LATE 19th AND 20th CENTURY REVIVALS /

Simple Neo-Classical Revival

Materials
 (Enter categories from instructions.)

foundation: CONCRETE

walls: BRICK

roof: WOOD / Plywood/particle board

SYNTHETICS / Rubber

other: TERRA COTTA

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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 two-story plus daylight basement, brick masonry Garfield School stands at the north edge of Billings' South Side neighborhood, immediately south of the railroad tracks that bisect the city. It displays relative symmetry in both plan and elevation and features terracotta ornamentation and a flat roof concealed by a parapet. The roughly 60,000 square foot building was built in three phases over a 28-year period spanning from 1920 to 1948. The original 1901 brick and sandstone portion of the building was demolished in 1981. The present building and the subject of this nomination comprises the 1920, 1934, and 1948 additions to the original 1901 building, all designed by Chandler Cohagen (and partners), which represent the unified entity known as the Garfield School. The construction of the 1920 addition, which effectively doubled the size of the school at the time, was soon followed by the addition of the 1934 additions; one to the north and one to the south of the 1920 structure. The 1920 and 1934 designs are primarily brick, all display elements of the Classical Revival style with pedimented entrances, handsome double-hung six-over-one windows, strong horizontal lines emphasized by terracotta belts, and a flat roof with terracotta coping and ornamentation. In 1948, Cohagen designed an addition to Garfield School along the north edge of the site. The long rectangular addition features some modern elements, namely rolled steel sash windows and minimal ornamentation, but is sympathetic to the original design intent of the 1920 and 1934 additions in terms of materials and scale. Despite the introduction of aluminum-framed, inoperable and partially opaque windows and hollow metal doors in the 1970s, the building retains a high degree of integrity and is evocative of the period of significance. The property covers an entire city block within one of Billings' oldest neighborhoods with mature tree-lined streets. Originally landscaped with grass, the site is now predominantly paved with asphalt and features a playground at the southeast corner.

The current building (represented by the 1920, 1934 and 1948 additions) presents an L-shaped plan with central circulation core and perimeter classrooms. There were originally two main entrances located in the west façade of the 1920 structure, flanking the central bay of the 1920 addition. These two entrances originally served the entire primary elevation but a single entrance on the secondary east elevation now serves as the main entrance. Several secondary entry/exits located at various intervals around the building exist and serve each vintage.

The Garfield School served area neighborhoods and the Billings Public Schools for one hundred years, until 2001 when it was closed and subsequently sold to the private sector. The Yellowstone Boys and Girls Ranch took possession of the building in 2007 and headquartered its Community Based Services division there. Their vision is to create a community resource center for local area residents by partnering with other social services and educational tenants, thus following in the footsteps of the original use of the building by continuing to serve the public.

Narrative Description

The west elevation of the 1920/1934 segment of the building is rectilinear with two stories and a daylight basement. The roof is flat with interior drains and a parapet wall. Materials include primarily brick with terra cotta ornament. The foundation is concrete. Compositionally on the main façade are three fenestrated bays separated by the entrances flanked by single openings. The central bay features a stepped parapet with decorative terracotta. At the basement, the windows are minimal and discreet but feature four-foot wide concrete window wells with pipe rail surrounds in the 1934 portion. There are two main entrances at the ground level, flanking the central bay of the 1920 portion. They are paired hollow-metal, single-lite doors with opaque transoms. Terracotta frames the entrances and feature a scrolling, pediment. Their location correspond to the interior staircase spaces. Eleven fenestration openings occur at the first floor, primarily ganged windows flanked by single windows at the center of each bay. Brick pilasters separate the openings which feature terracotta sills and brick lintels. The existing windows are not original to the building and are aluminum-framed, single-glaze with a single vertical mullion centered on the openings. The top two-thirds of the windows are filled with an opaque insulated panel and bottom third is vision glass. At the first floor, the windows rest on individual projecting terracotta sills. The second story fenestration openings correspond to the first story openings but with one large opening above each of the main entrances. They too are opaque in the top two-thirds with vision glass in the bottom third. A strong horizontal stringcourse, articulated in terracotta, runs uninterrupted across the entire façade above the second story windows and projects slightly from the facade. At the second story, the windows rest on a projecting terracotta band that runs the length of the façade, creating a secondary horizontal datum. There are decorative terracotta tiles between the first and second

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story windows of the main bays. Above the second story windows, centered on the building, is a recessed terracotta niche featuring an urn and scroll. Terracotta coping ornaments and protects the parapet wall.

The 1934 addition's south elevation is rectilinear with three projections. It is two stories with a daylit basement. The roof is flat with interior drains and a parapet wall. Brick with terracotta ornament make up this façade, as with the west façade. The foundation is concrete. The west half of the elevation is the furthest recessed and is articulated similarly to the west elevation in terms of fenestration and ornamentation. A small single-story rectilinear projection extends south near the middle of the entire elevation and is associated with an interior corridor. A second two-story projection comprises the east half of the elevation and corresponds to interior classrooms; a single-story bay window extends south off the two story projection corresponding to an interior office. The non-original windows associated with the bay are aluminum-framed, single-glaze with the top two-thirds of the windows being an opaque insulated panel and bottom third, vision glass.

The 1920/34 east elevation is rectilinear with two stories and a daylit basement. The roof is flat with interior drains and a parapet wall. Materials include primarily brick with terra cotta ornament. The foundation is concrete. A two-story rectilinear projection at the center exists which was once a corridor connecting the 1920 building to the 1901 structure. An elevator was installed at this location on the interior and a concrete ramp and stair were added to the exterior. This now serves as the main entrance to the building. A square brick chimney extends above the roof on the north side of the projection, and a second similar chimney is located at the north edge of the elevation where the building meets the 1948 addition. At the basement, the windows are minimal and discreet but feature four-foot wide concrete window wells with pipe rail surrounds in the 1934 portion and part of the 1920 portion in the north half of the elevation. A staircase down into the north window well leads to two hollow metal doors at the basement level. Eighteen fenestration openings exist in the first floor, primarily ganged windows flanked by single windows at the center of each bay and separated by brick pilasters. The openings feature terracotta sills and brick lintels. The existing windows are not original to the building and are aluminum-framed, single-glaze with a single vertical mullion centered on the large openings. The top two-thirds of the windows are filled with an opaque insulated panel and bottom third is filled with vision glass. The windows rest on individual projecting terracotta sills. There are two original entries to the first floor on this elevation, flanking both the north and south ends of the east elevations. Both feature hollow metal, single-lite doors with concrete stairs leading up to them and an opaque panel in what would have been a transom originally. The second story fenestration openings correspond to the first story openings. They too are filled with an opaque panel in the top two-thirds and with vision glass in the bottom third. A strong horizontal stringcourse runs uninterrupted across the entire façade above the second story windows and projects slightly from the facade. At the second story, the windows rest on a projecting band that runs the length of the façade, creating a secondary horizontal stringcourse. Whereas the west elevation features continuous terracotta bands, plastered concrete replaces the terracotta bands in the 1920 portion of the elevation but the window sills and coping at the parapet are terracotta. Decorative terracotta tiles occur between the first and second story windows in the 1934 structures.

The 1934 addition's north elevation is rectilinear and two stories with a daylit basement. The roof is flat with interior drains and a parapet wall. Brick with terracotta ornament make up this façade, as with the west, south and east elevations. The foundation is concrete. At the basement, the windows are minimal and discreet but feature a four-foot wide concrete window well with pipe rail surround. Three fenestration openings occur in the first floor, primarily ganged windows flanked by single openings at the center of each bay. The openings, separated by brick pilasters, feature terracotta sills and brick headers. The existing windows are not original to the building and are aluminum-framed, single-glaze with a single vertical mullion centered on the opening large openings. The top two-thirds of the windows are filled with an opaque insulated panel and bottom third is filled with vision glass. At the first floor, the windows rest on individual projecting terracotta sills. The second story fenestration openings correspond to the first story openings and this elevation is articulated similarly to the primary west elevation with horizontal terracotta bands and terracotta coping at the parapet.

The 1948 addition's primary north elevation is rectilinear and two stories. The roof is flat with internal drains and short parapet featuring terracotta coping. The elevations are brick with terracotta ornament and four feet of rubbed concrete at the base and features rolled steel sash windows that are original to the building. The west half of the elevation features 16 large fenestration openings, eight in the first story and eight in the second story. The openings feature steel frame and sash, 12-lite windows with a vertical mullions at the center. On the second story, immediately east of the series of 12-lite windows is a 6-lite window; this window is located immediately above an unpronounced entry that features a single-lite hollow metal door with a six-lite steel sash opening to either side starting at the midpoint and a four-lite opening above the door. Decorative brickwork and terracotta tiles separate the first and second story openings. The east half of the elevation, where the gymnasium is located, features six 36-lite 12-foot tall steel sash windows atop a continuous terracotta sill. The horizontal stringcourse created at the sill height of the second story 1920s windows is maintained in the

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1948 elevation and runs through the lower midpoint of the second story windows and across the top of the gymnasium windows. At the eastern end of the elevation, recessed from the primary elevation, is the one story brick gymnasium entrance. It too has a flat roof and four feet of rubbed concrete at the base and features a single fenestration opening and a perforated concrete support at the entrance. The opening features a set of hollow metal single-lite doors with an opaque transom at first story level that is accessed by two concrete steps. A similar entrance is located at the west edge of the façade, though it is oriented to the north. A six-lite steel sash window is located in the second story. Both the steel sash windows and the lack of ornamentation on this latest addition set it slightly apart from the 1920 and 1934 additions.

The 1948 east elevations are brick with four feet of rubbed concrete at the base and are rectilinear with flat roofs and terracotta coping. The foremost projection is one story and features an entry at the north edge. The entry consists of three hollow metal single-lite doors with an opaque transom and is accessed by two concrete steps. The single story projection fronts a two story brick elevation with no openings and a single terracotta band that runs continuously across about three-fourths of the way up. Even further recessed is a two story brick elevation that corresponds to the staircase at the interior. It features a single-lite steel sash window at the first story level and a six-lite steel sash window at what would be the interim landing on the interior. Decorative brickwork separates the two openings.

The 1948 south elevations are brick with four feet of rubbed concrete at the base and are rectilinear with flat roofs and terracotta coping. The foremost projection near the center of the elevation corresponds to the locker rooms and staircase at the interior. It features three fenestration openings in the west half at the first story level and three corresponding fenestration openings at the second story level. Six-lite rolled steel sash windows with vertical mullions atop terracotta sills occupy these openings. Near the center of the elevation is a single hollow metal door at ground level. Further recessed on the east portion of the elevation is a large, two story brick elevation that corresponds to the interior of the gymnasium. It features no fenestration openings. The one story, rectilinear, brick gymnasium entrance previously described comprises the easternmost portion of the elevation; two six-lite rolled steel sash windows are in this one story elevation. The western portion of the south elevation is also brick and rectilinear with a flat roof and four feet of rubbed concrete at the base. A single story, flat roofed brick volume projects from the west half of the first story and features vents and a single hollow metal door. A four-lite steel sash window is centered behind and immediately above this projecting volume. A single half-lite hollow metal door occupies the east half of this elevation. It sits among three large fenestration openings above and to the west of, the top two of which are opaque. The second story features two fenestration openings with the typical 12-lite steel sash windows with a vertical mullion centered on the opening. Terracotta coping and the uninterrupted terracotta band three-fourths of the way up are maintained across all three elevations. The second terracotta datum, at the midpoint of the second story windows, is picked up at the furthest elevation.

The south 3/4s of the west elevation of the 1948 addition features two fenestration openings, one at the first story and one at the second story. Twelve-lite steel sash windows with a vertical mullion centered on the opening occupy these openings and decorative brickwork with terracotta tiles separates them. Terracotta coping and the two terracotta datum lines are continued across these elevations, consistent with the rest of the 1948 addition. The north portion of the elevation contains no windows or door but displays two signs reading "GARFIELD" and "YELLOWSTONE Boys and Girls Ranch Community Building" located above the north elevation entrance at the west end of the addition.

Interior

The interior of the school retains, for the most part, its historic finishes and architectural features, circulation and general layout. The lower level consists of storage, boiler rooms, a cafeteria, and classrooms. The main floor consists of administrative offices, a teachers' lounge, small library, the gymnasium, locker room, and classrooms. The second floor consists of classrooms and a locker room. The original classroom doors were half-lite, stained fir but have been replaced with quarter-lite oak, fire-rated doors.

The interior of the west wing, consisting of the 1920 addition and two 1934 additions, is based largely around a central corridor with classrooms that flank each side. There are two staircases that correspond to the two main entrances in the 1920 portion of the building. The classrooms, for the most part, are roughly the same size, 800 square feet, with plaster walls and ceilings, oak trim, map-rails, and base. Most of the original slate chalkboards (many now have white boards glued to them) are still intact. Original flooring in the classrooms consists of tongue-and-groove strip maple hardwood; most of these floors are now covered with carpet. The original mastic flooring in the 1920 portion of the building corridors is still intact and in relatively good condition. The original terrazzo flooring in the 1934 portion of the building corridors is also intact. Lay-in ceilings have been installed in all corridors and most of the classrooms, and a series of fire doors has also been installed in the corridors. Otherwise the interior remains largely unchanged from its original state.

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The interior of the north wing is also oriented around a central corridor but with classrooms flanking only the north side, and locker rooms on the south side at east end, of the building. The corridor terminates at the gymnasium in the east part of the north wing. The original floors are terrazzo in the corridors and asphalt tile in the classrooms. The terrazzo in the corridors is still intact but lay-in ceilings have been installed at the second floor, concealing the original plaster ceilings. Carpet, a lay-in ceiling, and some acoustical wall covering have been installed in the classrooms. The interior of the north wing remains, for the most part, unchanged from its original state.

Integrity

The original non-extant Garfield school, built in 1901, was the fourth schoolhouse constructed in Billings. The growth of the area resulted in the construction of three additions to the original building. While the original building no longer remains, the additions, constructed in 1920, 1934 and 1948, represent a unified entity, and continue to clearly convey the historic function and exemplify early brick schoolhouse typology both in terms of form and material, with its masonry construction and interior organization. Architectural detailing on both the exterior and interior remain intact. The combination of historic constructions that comprise the school speak to the evolution of the building through time. Its expansion can be seen as a direct correlation to the growth of the city of Billings. The design of the building is manifested by a single, well-respected local architect. These elements relate to one another in design intent and scale, and are reflective of the expansion of the surrounding neighborhood through the first half of the twentieth century. The interior retains much of the original fabric, with circulation patterns and spatial divisions intact. The building, comprised of the additions, allowed the school to continue to serve the surrounding neighborhoods. The building retains integrity of location, setting, feeling, association, workmanship, materials, and design.

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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.

Areas of Significance

(Enter categories from instructions.)

- ARCHITECTURE
- EDUCATION
- EXPLORATION / SETTLEMENT

Period of Significance

1920-1962

Significant Dates

1920, 1934, 1948

Significant Person

(Complete only if Criterion B is marked above.)

Cultural Affiliation

Architect/Builder

- 1920 – Mclver & Cohagen
- 1934 – Mclver & Cohagen
- 1948 – Chandler C. Cohagen

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.

Period of Significance (justification)

The period of significance, 1920 – 1962, corresponds to the opening of the 1920 addition and extends to 1962, a period the school served the residents of Billings in its educational pursuits.

Criteria Considerations (explanation, if necessary)

N/A

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

The Garfield School, constructed from 1920 through 1948, is eligible for listing in the National Register of Historic Places under Criteria A and C at the local level of significance. The original non-extant portion of the building was the fourth school constructed in Billings and was located to accommodate the growing south-side neighborhoods. As neighborhoods continued to grow, so too did the school with major expansions taking place in 1920, 1934 and 1948. The removal of the original 1901 portion of the building in 1981 resulted in the additions comprising the extant building and presenting a unified entity. These historic additions, which now constitute the Garfield School, are evocative of the patterns of settlement of the surrounding neighborhoods. The school's detailed architecture and prominence within the neighborhood is reflective of the importance of education to the community. Designed by prominent Billings architect Chandler C. Cohagen, the building is an excellent example of the simple Neo-Classical Revival style and chronicles Cohagen's career over a 28 year span.

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

History of Billings

Archaeological evidence indicates that early native peoples have visited this Yellowstone River region in the vicinity of Billings for over 10,000 years. Joseph Medicine Crow, the renowned Crow historian, believes the Crow were the first of the modern tribes to come to the rimrocks above present-day Billings and regard that place as a main part of the Crow Country.¹ The Crow utilized the Alkali Creek drainage northeast of downtown Billings as a travel route for access between the Yellowstone Valley and the bench lands to the north. In the vicinity of Alkali Creek, archaeological investigations have documented bison kills and camping sites.

The Yellowstone Valley served as home to the Crow for many centuries while numerous other tribes camped and hunted here; among them, the Blackfeet and Gros Ventre, the Assiniboine, and the Sioux and the Cheyennes. Beginning in July 1806 with the return trip of William Clark of the Lewis and Clark Expedition who passed through the Billings area, the decades that followed saw "various fur traders, explorers, soldiers, prospectors and settlers pass through the river valley."² The Fort Laramie Treaty of 1851 established the Crow Indian Reservation that included much of the Yellowstone River Basin west of the Powder River. The Fort Laramie Treaty of 1868 reduced Crow Reservation boundaries by removing all lands north (thereby including the Clark's Fork Bottom) and west of the Yellowstone River.³ This taking of land allowed for the eventual first settlement in the Clark's Fork Bottom in the spring of 1877.

Billings was established in 1882 in Montana Territory near the already existing town of Coulson. The city was a rail hub founded by the Northern Pacific Railroad on a site originally known as Clark's Fork Bottom in the Yellowstone Valley which was carved out by the Yellowstone River over ten million years ago. When the Montana & Minnesota Land Company oversaw the development of potential railroad land, they ignored Coulson, and platted a new town just a couple of miles to the northwest.⁴ They filed papers to allow 849 acres of platted land in the valley to be named Billings, after the former president of the Northern Pacific Railroad, Frederick H. Billings.⁵ Coulson quickly faded away as most of her

¹ Joseph Medicine Crow, interview with Mardell Plainfeather, June 27, 2006, Lodge Grass, MT; Chere Jiusto's "Tales Spun along the Tracks: A History of Downtown Billings." Prepared for Yellowstone Historic Preservation Board, Billings, MT, 1998.

² Blain Fandrich, Airport Road: A Cultural Resource Inventory along Montana Highway 3 from Main Street to Sky Ranch Drive in Billings, Montana. Report prepared for HKM Engineering, Billings, MT by Ethnoscience, Billings, MT, August 2002, 10.

³ Crow Treaties and agreements are available in Charles J. Kappler, compiled and edited, *Indian Affairs: Laws and Treaties* 2 vols. (Washington, D.C: Government Printing Office (GPO), 1904; <http://digital.library.okstate.edu/kappler/>).

⁴ Carroll Van West, *Capitalism on the Frontier, Billings & the Yellowstone Valley in the 19th Century*, (Lincoln: University of Nebraska Press, 1993), 120-121.

⁵ Myrtle Cooper, *From Tent Town to City: A Chronological History of Billings, Montana, 1882-1935*, (Billings, privately published, 1981), 2.

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residents were absorbed into Billings, though the two towns did co-exist for a short time. Yellowstone County was later established on February 26, 1883.⁶

The city, nestled between the rimrocks (500 to 800-foot sandstone cliffs) to the north and the Yellowstone River to the south, was laid out on rectilinear grids, the rail lines formed the spine of the town site with streets for businesses and homes projecting away at right angles. It was platted to include two main commercial streets, paralleling and fronting the rail line. These twin streets, named Montana and Minnesota for the mother company that gave them life, formed the commercial center of the new town.

In May 1882, there were three buildings on the spot destined to become Billings. They were headquarters to lodge railroad survey crews, H. Clark's town site office and mercantile, and a lone residence.⁷ Many of the first structures were tents that sheltered hustling new businesses and town residents. Between March, 1882 and the first of June, it was estimated that 500 people arrived in Billings in 50 houses and 47 tents, some of which housed new businesses.⁸ There was a shortage of water that affected the entire district, in particular, farmers and their ability to make a living. In 1883, the Minnesota and Montana Land Improvement Company was established and plans began for a 39-mile irrigation canal that encircled Billings and carried enough water to close to 20,000 acres of previously arid land. Soon after the irrigation, came the desire for industry.⁹ Later, companies like Great Northern Beans were able to raise new crops in the irrigated areas around Billings, adding to local employment.¹⁰

It was a boom town, rail town, tent city, hot and dusty but full of noise and full of promise which earned the young city its nickname, The Magic City. Barely nine months old and the young city boasted a population of 1,000 with saw mills humming, brick kilns flaring, and the railroad delivering people, livestock, and farm equipment.¹¹ The building boom continued, and by the end of 1883, the newspaper reported some 400 buildings, occupied by over 1,500 citizens. Downtown encompassed about a nine-block area, split about evenly north and south of the railroad tracks. On the south the buildings were all of wood frame construction, while to the north, brick buildings were being constructed. The area south of the tracks became the first large residential neighborhood.¹² Family homes were positioned there so that store-owners, railroad workers, and others could walk to work.¹³

The railroad's promise to pump massive capital into the town "lit the fuse of a crazed land boom."¹⁴ J.P. Morgan joined forces with James J. Hill in the early 1900s to control three railroads that carried the freight of eastern Montana: the Northern Pacific, the Great Northern and the Burlington. The Billings Gazette predicted that the railway "would soon make Billings the trade center of eastern and central Montana."¹⁵

The railroad drew settlers from far and wide. Many came from other countries creating a cosmopolitan mix of people and cultures in early Billings. The Northern Pacific employed many Chinese on their rail crews, and many took up resident status in the new city of Billings.¹⁶ The population of Billings during the boom period embraced all classes and types of

⁶ Ruth N, Weyer, *The History of the Billings Schools*, (1936), 2.

⁷ Hendry and Fell, *Billings Directory 1883; History of Yellowstone County*, 292.

⁸ Cooper, 3.

⁹ Candy Hamilton, *Footprints in the Sugar: A History of the Great Western Sugar Company*, (Hamilton Bates Publishers, 2009), 188.

¹⁰ Cooper, 59.

¹¹ Anneke-Jan Boden, *Billings, The First Hundred Years, A Pictorial History*, (Donning Co, 1981), 20.

¹² Jiusto, 6.

¹³ Boden, 19.

¹⁴ Van West, 120-121.

¹⁵ Van West, 210.

¹⁶ Jiusto, 15.

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men, but seemed to include more of a "far-seeing, enterprising and thrifty class" of businessmen than usually fell to the lot of towns along the railroad.¹⁷

In January 1882, Billings was a bright prairie. Today it is a sprightly, live, energetic and aggressive town of 1,500 inhabitants. It has certain metropolitan characteristics such as a splendid system of water works, electric lights, graded streets, efficient fire department, excellent schools and churches, good society, and intelligent class of people, wide awake and quick to respond to any demands upon their purses in the interest of community.

-Visiting reporter in 1888¹⁸

At the turn of the century, brick and stone buildings replaced wooden structures in the downtown business district. Construction of Billings' showplaces was underway. Even in the early 1900s, Billings had become a marketing distribution center. Prosperous business men sought residences of beauty in which to raise their families. Once their families were established, proper schooling and education commanded their attention.¹⁹

By 1906, Billings boasted a population of 3,000 and had become a secure base for agricultural interests. Transportation was a key growth factor with cattle trailed to town for sale or shipment, abundant sugar beet crops, and the construction of the sugar factory in 1906.²⁰

In 1909, Congress passed the Enlarged Homestead Act, allowing people to lay claim to 320-acre farms (double the previous size). What had been a steady flow of settlement suddenly became a raging torrent. In the heartland of dry farming, Billings was both a farm and rail hub.²¹ With the promise of unclaimed land, cowboys were pouring into Montana in increasing numbers as cattle ranches sprang up all through the region.²²

By the 1910 census, Billings' population had risen to 10,031 ranking the sixth fastest growing community in what comprised the United States of America at that time.²³ The town was mainly a trading town and consequently most of the people were engaged in some sort of retail business. Quite a number, also, were engaged in furnishing certain types of entertainment; namely saloons, pool halls, dance halls, skating rinks and the like. The trade would be gold, silver, copper, lead, iron, coal, wool, beef, lumber and fish.²⁴

Twenty years after it was first platted, Billings could boast of a hospital, more than one financial institute, firefighting equipment, churches, irrigation ditches, and "some" law and order. Such amenities continued to attract homesteaders to the "Magic City" so much so that during the teens, Billings saw its population soar to nearly 14,000.²⁵

Toward the end of the homestead boom, oil production began on the outskirts of town. After 1910, prospectors discovered numerous small oil fields throughout the state. At the time it was refined and sold locally²⁶. In 1916, the first well near Billings was drilled and just six years later, natural gas was also discovered and plans for a pipeline to the city were discussed. In January of 1917, the first edition of an oil paper named *Montana-Wyoming Oil Journal* came off the press. It caused a sensation among those interested in the oil business "with live wire news and well-written ads of

¹⁷ Waldo O. Klier, "The Foundations of Billings Montana," *Pacific Northwest Quarterly* 31 (July 1940): 123.

¹⁸ Jiusto, 6.

¹⁹ Boden, 43.

²⁰ Ibid.

²¹ Jiusto, 15.

²² Klier, 124.

²³ Jiusto, 15.

²⁴ Klier, 125.

²⁵ Boden, 20, 44.

²⁶ Ashley, Joseph M., "Montana's Refining Industry. Part 2: 1942-1996," *Montana: The Magazine of Western History*. June 1998, Vol. 48 Issue 2, pp 16-33

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conditions and facts in the oil world." By December of 1917, the Chamber of Commerce reported a population count of 17,901.²⁷ Near the end of this period, World War I came to a close and American soldiers returned home. The increased population, partly the result of the return of the military, was reflected in the construction of the first addition to the school in 1920.

A year later, in 1918, the Commercial Club estimated the city's population to be 20,000. Sugar, flour, meat, and dairy products were produced in large quantities. Billings was the distributing point for machinery, implements, trucks, tractors, automobiles, lumber, sash and door products, hardware and groceries.²⁸ This industry, opportunity, and commerce continued to attract people to the young and vibrant city.

In April 1929, the Yale Oil Co., one of the first refineries in Billings proper, erected a 2,000-barrel plant at a cost of \$100,000. By November, \$50,000 was spent on expansion to extend daily capacity to 6,000 barrels. Oil activity would bring to Billings several refineries and the offices of several oil companies and is still a vibrant industry in the community today.²⁹

Also in 1929, the City approved the \$5,188-purchase of a 400-acre airport site on the Rims. In 1933, Northwest Airlines gave the airport major status by making it a stop on the Chicago-Seattle flight.³⁰

Then came the great droughts of the thirties which started a new migration to the city.³¹ The attraction of urbanization to suffering agriculturalists and farmers saw an influx in developing cities throughout Montana. Small towns began to dry up and the unemployed were so numerous, schools and services so inadequate, goods selling below market value, and a deteriorating quality of life sent young people looking to start anew in urban areas like Billings.³²

By 1934, though, approximately 700 farmers began to benefit from the water turned into irrigation ditches of the Big Ditch Association and the Billings Land and Improvement Co. In the first three months of this year, 464 licensed businesses paid \$14,241 in fees, an increase in more than \$2,493 over the same period in 1932. The Billings Livestock Commission was also formed in 1934.³³

In the 1940s and 1950s, the natural gas industry helped pull Billings into a new era and became the lynchpin of the local economy. Similar to what occurred at the end of World War I, the end of the hostilities of World War II precipitated another increase in population related to returning soldiers. The economy stabilized, and families grew in size requiring more room for education. The return of the soldiers along with a general increase in population triggered the construction of the 1948 addition. Prefabricated materials and building components, a result of wartime ingenuity, can be seen in the latest addition to Garfield, most obviously the rolled steel sash windows.

Montana's growth had been based, in large part, on the rapid development of its major industries – agriculture, forestry, mining, manufacturing, and the tourist business. In 1949 the value of Montana oil passed the value of copper mining, attracting thousands of families as well as large refining companies to take interest in the area.³⁴ In the 1950's, however, important changes in the way these industries had previously grown took place. For example, Montana farms began to merge into larger, highly mechanized units. As a result there were fewer and fewer farms and fewer and fewer job opportunities on farms than there previously had been.³⁵ This led to the exodus of agriculturists from around the state,

²⁷ Cooper, 55, 57.

²⁸ Ibid, 59.

²⁹ Ibid, 69, 73.

³⁰ Ibid, 69, 74.

³¹ *The Social and Economic Development of Eastern Montana: The Case for a Regional Effort* (State of Montana, Department of Planning and Economic Development, 1970), 2.

³² Ibid, 4.

³³ Cooper, 75.

³⁴ Ashley, 16-33.

³⁵ Montana Vertical Files, Vital Issues, Fact Sheet No. 2, Montana State College, Bozeman, (1960), 2.

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leaving behind their small farms and acreages and heading for the big city. Billings boomed into the major financial, medical and cultural center of the region of which it still remains today in 2012.

Billings Education System & the History of Garfield School

Before the platting of Billings in 1882, the first school to serve the area was established on the Newman Ranch in 1879, just west and south of Coulson:³⁶

I had 15 pupils to start with. The room was rather dark and there was a fireplace in the corner with was poorly ventilated and filled the room with smoke whenever it was lighted. I used to have to open the doors at intervals to let the smoke out even on the coldest of days in winter. The benches were made of cottonwood logs with sticks for legs and there were no desks. We sent to Bozeman for all the books and there were no blackboards, every pupil using slate and sponge. Each child was required to buy his own books. The subjects that I taught were reading, writing, grammar, history and arithmetic. The school hours were from 9 a.m. to 4 p.m.

Mrs. Newman

At the turn of the century, the young city was booming with promises of transportation, trade, and commerce fueled by the expanding rail lines. As the young city grew, so too did the need to educate its youth. In the beginning, classes were held in a variety of outposts, including the parsonage of the Congregational Church and a former Post building. These locations remained ill-suited for educational purposes and even, at times, dangerous. One morning after school started in the former Post building, the building caught fire and was destroyed. It was a low, log building with a pole roof. There was a stove in the corner and as it was a very cold morning, a very hot fire was burning. There were about 50 students in the room at the time the fire started. This incident prompted the people to seek a permanent facility for educational purposes. In fact, the first written record of the School District was made on June 18, 1883.³⁷

The first permanent school building in Billings, the North School, was completed on 4th Avenue and North 29th Street in 1884 at a cost to the taxpayers of only \$8,000.³⁸ A bond issue for \$8,000 with an interest rate of 7% annum and payable over twenty years was sent to election. Eighty out of 81 votes were in favor of the bond. A \$4,000 donation from Frederick Billings, along with land donated by the Minnesota and Montana Land Improvements Co. offset the total cost. The building was at first called "The School House" and later "The North School Building" with the advent of the first brick school built on the south side of the railroad tracks.³⁹

The railroad and agricultural industries continued to attract settlers to the area, affording opportunity and employment to those who came. Such promises fed the growth of the young city for a decade when, in May of 1892, the board realized the need of another school. Bonds in the amount of \$6,000 were needed to buy lots and build a schoolhouse, the location for which was selected as the northwest corner of Block 138, on the corner of 30th Street and 1st Avenue south. The bond election carried and on October 3, 1892, the contract for the second school in Billings was let. The school house was to be completed in 90 days and opened in 1893. Originally called the "South School," it was later referred to as the "Old South School" before finally being named "Washington."⁴⁰

In 1899, the March school census of students from six to 21 years of age was 628. Students under age six numbered 308.⁴¹ The 1900 U.S. Census listed the Billings' population as 3,221 and that year an election was held to approve a \$15,000 bond issue to build another school. The school was brick and was erected on the same property as the North

³⁶ Weyer, 1, 2.

³⁷ Ibid, 3.

³⁸ Cooper, 16.

³⁹ Weyer, 5.

⁴⁰ Ibid, 8.

⁴¹ Cooper, 35.

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School. It was called the New North School and later was renamed Jefferson School.⁴² When there were two school houses on the north side, the first building became known as the "Old North School" and in 1906 was named "Lincoln."⁴³

In February of 1901, Billings' schools were placed on the accredited list for the first time, attaining this recognition over other large cities of the state whose schools had not yet been accredited.⁴⁴ By August, another school site was purchased in Block No. 2, Yegen's addition, at the present day address of 3212 1st Avenue South, to the tune of \$2,000. This was to become the location of the "New South School," renamed in 1906 and as it is known today "Garfield" after President James A. Garfield.⁴⁵ It was the fourth schoolhouse erected in Billings, having four classrooms on the first floor and two classrooms and an auditorium on the second floor. It was not until a year later that the third floor of the school, and first gymnasium in Billings, was completed and opened.

By 1906, the Billings school system tripled in size as the city became a secure base for agricultural interests. Transportation was a key growth factor with cattle trailed to town for sale or shipment, abundant crops, and the construction of a sugar factory.⁴⁶ Nine teachers worked for the system, serving 340 students. The Enlarged Homestead Act of 1909 was soon to follow and what had been a steady flow of settlement quickly became a raging torrent⁴⁷ as farms and cattle ranches sprang up all through the region.⁴⁸

Just as the homestead boom began to taper off, oil production began on the outskirts of town. In 1916, the first well near Billings was drilled and six years later, natural gas was discovered.⁴⁹ As well, the Great Western Sugar Company acquired the Billings Sugar Company, making the Billings facility the largest in the company's chain. It is estimated the town's population more than doubled after the factory was complete.⁵⁰

A comparative study of state schools, compiled by the Russell Sage Foundation in 1920, placed Montana first stating that it had "the best all-around public school system in the United States." The study took into consideration the number of children attending school, the amount of training they obtain, the progress they made, the amounts expended for buildings and supplies and the salaries paid their teachers.⁵¹

By 1921 the first addition to Garfield was complete. It was similar to and doubled in size the original building. The new two-story brick building connected to the original structure via a multi-story corridor. The cost of construction totaled \$65,397. The new construction was necessary to accommodate the expanding city and its youth being ushered in with the oil boom and the sugar industry. In a town of industry and agriculture, there were bean, coal, and grain warehouses situated between Garfield and the railroad tracks, along 1st Avenue South. By 1924, 12 schools operated in the district with 109 teachers serving 6,287 students.

Education was an opportunity not yet afforded to all young Billings residents, though. Not long after the Great Western Sugar Company moved to Billings in 1916, management quickly realized that to maximize beet yields and remain at the forefront of the industry, it needed an ample supply of field labor⁵² and began employing Mexican migrant workers. Their migration north coincided with the Mexican Revolution as nearly one million people fled the country in search of work and

⁴² Ibid, 35.

⁴³ Weyer, 5.

⁴⁴ Cooper, 55.

⁴⁵ Weyer, 12.

⁴⁶ Boden, 43.

⁴⁷ Jiusto, 15.

⁴⁸ Klier, 124.

⁴⁹ Cooper, 55.

⁵⁰ Hamilton, 189.

⁵¹ "Missouri Schools Rank 34th in the U.S.," *St. Louis Globe Democrat*, 24 May 1920.

⁵² Hamilton, 268.

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opportunity.⁵³ Mexicans were particularly appealing to the company because it had cleverly implemented a policy whereby workers from depressed foreign labor markets (Mexico) were hired over domestic laborers, which helped support the companies desires for cheaper labor.⁵⁴

It soon became apparent that Billings required a short-term school where children of migrant workers could receive an education before they were called back to the fields each year at the opening of beet season. In December 1923, the Sugar Company agreed to pay for half of the expenses for conducting the "Mexican School"⁵⁵ which for two years was held at Garfield. In 1925 the Great Western Sugar Company paid for half of the cost of expanding the program and relocating to a more permanent home at the newly expanded Washington School. This program is an early model of today's Migrant Education Program, a federal program dedicated to providing educational and academic support to migrant children.

In 1933, enrollment at the junior high and high schools far exceeded capacity of the Billings schools. The great droughts of the thirties exaggerated the outmigration that had begun in the twenties, as depressed agriculturalists and farmers abandoned their farms and headed for the city. Small towns began to dry up and having inadequate schools and services, people looked to start anew in cities like Billings.⁵⁶

In response to the Great Depression the Public Works Administration, headed by Secretary of the Interior Harold L. Ickes, was founded in 1933. It was aimed at large-scale public entities such as dams, bridges, hospitals and schools. The City applied for a federal grant through the Public Works Administration fund, receiving \$400,000 to invest in new accommodations. Twenty thousand dollars of this was allocated for a second major addition at Garfield. The addition, completed in 1934, nearly tripled the size of the 1921 building by adding four more classrooms per floor to both its north and south sides. It was at this time that the third floor of the 1901 schoolhouse was deemed structurally unsound and was removed. A year after its opening, in 1935, 21 teachers were instructing over 700 students at Garfield alone.

In 1941, Garfield was the largest in the city's grade school system, both in terms of construction costs, at \$155,000 for the existing three phases, and enrollment with 727 students in grades one through eight. Density in the surrounding neighborhoods continued to increase as Billings boomed into a major financial, medical, and cultural center of the region after World War II. In 1948, the final addition to Garfield was complete. A new two-story brick wing along the north edge of the property was constructed to house classrooms and a gymnasium. By 1950, Garfield was home to nearly 900 students. The school basically remained unchanged, with the exception of interior modifications, until 1981 when the original Garfield School, built in 1901, was razed.

After serving area neighborhoods and the Billings Public Schools for one hundred years, Garfield School closed in 2001. The building has since been purchased by the Yellowstone Boys and Girls Ranch whose vision includes reclaiming this historic property to serve as a community resource center for local area residents. The construction of Garfield can be seen to result from with the major industrial and economic shifts of the city including the homestead boom, the sugar beet industry, the discovery of oil and natural gas in the area, then droughts, and eventually Billings' position as a major financial and medical center for the region.

Architecture

Chandler C. Cohagen

Born near Pierson, Iowa on April 24, 1889, Chandler C. Cohagen lived in Billings with his family from 1907 until 1912, during which time he worked in the construction field. Cohagen attended the University of Michigan and while working towards his Bachelor's Degree, was a member of the Kappa Psi fraternity, and helped found the Alpha Rho Chi professional fraternity. After graduation he returned to Montana and began an architecture firm with partners Angus

⁵³ Lynn Davies, *The Mexican Revolution: An Overview*, <http://www.ic.arizona.edu/ic/mcbride/ws200/mex-davi.htm> (1999).

⁵⁴ Hamilton, 268.

⁵⁵ Weyer, 23.

⁵⁶ *The Social and Economic Development of Eastern Montana: The Case for a Regional Effort* (State of Montana, Department of Planning and Economic Development, 1970), 4.

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Vaughn McIver and Walter V. Marshall. They worked in Great Falls and eventually expanded into Billings before his partners enlisted in the war effort. Cohagen became an independent architect starting in 1936. He married Flora Brown in 1917 and was active in the local community throughout his life. He was a Masonic Lodge member, involved in the Rotary Club, and the Billings Midland Club. Chandler Cohagen died in Billings in December of 1985.⁵⁷

Cohagen's stamp can be found on a number of prominent buildings around the City of Billings, including the remodeling of the Lincoln Center (formerly Lincoln High School) in 1935; City Hall, with architect J.G. Link, in 1939; the YMCA in 1948 (still standing and in use in 2012); the original Yellowstone County Courthouse in 1956, Billings Deaconess Hospital, schools, campus buildings for Eastern Montana College, and various residences in and around the area. As an honorary grand master mason, Cohagen designed numerous Masonic Temples in Roundup, Sydney, and Broadus, to name a few. One of his most honorary moments was being asked to design the Governor's Mansion in Helena, Montana in 1959 near the end of his career. The additions to Garfield provide a concise acknowledgement of chronicling the work of this prominent architect in Montana's local history.

Simple Neo-classical Revival Style

American interest in the Neo-Classical Revival style stemmed primarily from the 1893 World's Columbian Exposition in Chicago where the most notable architects of the day designed classically inspired buildings to house the many exhibits at the fair.⁵⁸ The style was most popular in America from 1895 to 1950 and beyond, based primarily on the use of forms of Classical Antiquity.⁵⁹ This period coincides almost directly with the design and construction of the phases of the Garfield School.

Intellectually, Neoclassicism was symptomatic of a desire to return to the perceived "purity" of the arts of Rome, to the more vague perception ("ideal") of Ancient Greek arts, and to a lesser extent, 16th-century Renaissance Classicism. In part, the movement manifested in its details as a reaction against the Rococo style of naturalistic ornament.

Neoclassicism characteristically emphasizes its planar qualities, rather than sculptural volumes. Projections and recessions and their effects of light and shade are more flat; sculptural bas-reliefs are flatter and tend to be enframed in friezes, tablets, or panels. In its purest form it is a style principally derived from the architecture of Classical Greece and the architecture of Italian architect Andrea Palladio.⁶⁰ Buildings designed in this style feature broad expanses of plain wall surface, pedimented porticos, and roofs that exhibit relatively unadorned lines,⁶¹ all characteristics found at the Garfield School.

Elevations are typically one to two-and-a-half stories, symmetrical and feature decorative surrounds on doorways including pediments, side-lites and transoms. Windows are double-hung sashes with multiple lites, usually six or nine, in the upper sash and a single pane in the lower.⁶² The original windows were just such in the west wing of the Garfield School (1920 and 1934 additions).

Developmental history/additional historic context information (if appropriate)

The Sugar Beet Industry and Migrant Mexican Workers in Billings

From its founding to the building of its first large industrial enterprise – the sugar beet factory – the "magic city" was full of lore contributed by various fur-traders, soldiers, traders, homesteaders, bull whackers, cowboys, sheepmen, and railroaders.⁶³

⁵⁷ Montana State University Library, Chandler C. Cohagen papers 1907-1971, Collection 2086.

⁵⁸ Antique Homes Style, *Neoclassical Revival Style - 1895 to 1950*, <http://www.antiquehomestyle.com/styles/neoclassical.htm> (March 2012).

⁵⁹ University of Michigan Architecture, *Neo-Classical Revival*, <http://www2.si.umich.edu/umarch/styles/neoclassic.htm> (March 2012).

⁶⁰ Ibid.

⁶¹ UMichigan Architecture, *Neo-Classical Revival*.

⁶² Antique Homes Style, *Neoclassical Revival Style - 1895 to 1950*.

⁶³ Hamilton, 188.

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In 1905, a local committee of businessmen organized the Billings Sugar Company to secure capitalization for a sugar beet factory. By the fall of 1906, a factory had been erected and sat ready to receive beets that had been harvested from the district's 5,000 contracted acres.⁶⁴

At first, the Billings Sugar Company hired local men to fill factory positions but this changed as migrant workers from Mexico began to arrive in the Yellowstone Valley.⁶⁵

Porfirio Diaz was deep into his second rule over Mexico from 1884-1911, a period known as the Porfiriato and characterized by economic inequality and political repression. The dictatorship of Diaz witnessed severe suffering of the indigenous and poor. Freedom of speech was nonexistent. Lands were taken and a debt-slavery system established. Although Mexico succeeded in terms of overall economics, the heavy-handed rule of implementing the policies created unrest that led to revolution.⁶⁶ Approximately 90% of Mexico's citizens lived in poverty as the affluent Mexican ruling class lived in unbelievable luxury while laborers were sorely mistreated by their industrial supervisors. Foreign investors were afforded special privileges and not subjected to restrictive Mexican laws. Backed by the affluent ruling class, foreign companies owned the oil fields, gold and silver mines and railroads in Mexico, many managed by American companies.⁶⁷ The working class tried to better themselves but without the assistance or support from outside sources, they were unable to do so. Unable to improve their lot, they revolted.⁶⁸ The revolution lasted for ten long years during which time 900,000 Mexicans fled their motherland, northbound for the United States.⁶⁹

From 1900 to 1930, railroad and migratory farm labor, and other types of labor became known as "Mexican jobs" in the Southwest, jobs that were unattractive to white laborers. Mexicans, on the whole, experienced great discrimination but continued to migrate north, accepting inducements from the railroads and to fill jobs as strikebreakers. The sugar beet industry also took notice of this seemingly inexhaustible source of cheap labor.⁷⁰

In 1916 in Montana, the Great Western Sugar Company acquired the Billings Sugar Company for \$2 million. The Billings facility became the largest in the company's chain of factories. Between 1906 and 1930 it is estimated that the Billings factory contributed more than a million dollars annually to the economy of the district, doubled assessed property values (south side) and increased business in the district by 50 percent. The town population more than doubled after the factory was erected; the rural population increased by 300 percent. The Great Western Sugar Company directly affected the evolution of mechanized farming in the district and, combined with cheap labor, resulted in higher beet yields.⁷¹

Management quickly realized that in order to take position at the forefront of the booming industry, it required an ample supply of field labor. Mexicans were particularly appealing because the company cleverly implemented a policy whereby workers from depressed foreign labor markets (Mexico) were hired over workers from the domestic labor force, thus ensuring cheap labor.⁷²

⁶⁴ Ibid, 188.

⁶⁵ Ibid.

⁶⁶ *Porfirio Diaz-from Military Hero to Dictator*: <http://www.mexonline.com/history-porfiriodiaz.htm> (July 31, 2012).

⁶⁷ Hamilton, 265.

⁶⁸ Ibid.

⁶⁹ Lynn Davies, *The Mexican Revolution: An Overview*, <http://www.ic.arizona.edu/ic/mcbride/ws200/mex-davi.htm> (1999).

⁷⁰ Hamilton, 267, 268.

⁷¹ Ibid, 189.

⁷² Ibid, 268.

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Montana Vertical Files, Vital Issues, Fact Sheet No. 2, Montana State College, Bozeman, 1960.

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Previous documentation on file (NPS):

preliminary determination of individual listing (36 CFR 67 has been requested)
 previously listed in the National Register
 previously determined eligible by the National Register
 designated a National Historic Landmark
 recorded by Historic American Buildings Survey # _____
 recorded by Historic American Engineering Record # _____
 recorded by Historic American Landscape Survey # _____

Primary location of additional data:

State Historic Preservation Office
 Other State agency
 Federal agency
 Local government
 University
 Other
Name of repository: _____

Historic Resources Survey Number (if assigned): N/A

10. Geographical Data

Acreage of Property 2 acres
(Do not include previously listed resource acreage.)

UTM References

(Place additional UTM references on a continuation sheet.)

NAD27

1	<u>12</u>	<u>693750</u>	<u>5072007</u>	3	<u> </u>	<u> </u>	<u> </u>
	Zone	Easting	Northing		Zone	Easting	Northing
2	<u> </u>	<u> </u>	<u> </u>	4	<u> </u>	<u> </u>	<u> </u>
	Zone	Easting	Northing		Zone	Easting	Northing

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

The Garfield School is located in the W1/2 of Section 3 in Township 1 South Range 26 East. It occupies lots 001 – 024 of Block 002 of the Yegen Addition. The school sits between 1st and 2nd Avenue South and South 32nd and South 33rd streets.

Boundary Justification (Explain why the boundaries were selected.)

The boundary is drawn, according to legally recorded lines, to include the property historically associated with the school.

11. Form Prepared By

name/title Jordan Smith, AIT / Project Manager
organization High Plains Architects date 3/19/2012
street & number 2720 Minnesota Avenue telephone (406) 896-0250
city or town Billings state MT zip code 59101
e-mail jsmith@highplainsarchitects.com

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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.
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:

City or Vicinity:

County:

State:

Photographer:

Date Photographed:

Description of Photograph(s) and number:

1 of ____.

See continuation sheet.

Property Owner:

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

name Yellowstone Boys and Girls Ranch

street & number 1732 S 72ND ST W

telephone (406) 651-1323

city or town Billings

state MT

zip code 59101

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.

United States Department of the Interior
National Park Service

National Register of Historic Places Continuation Sheet

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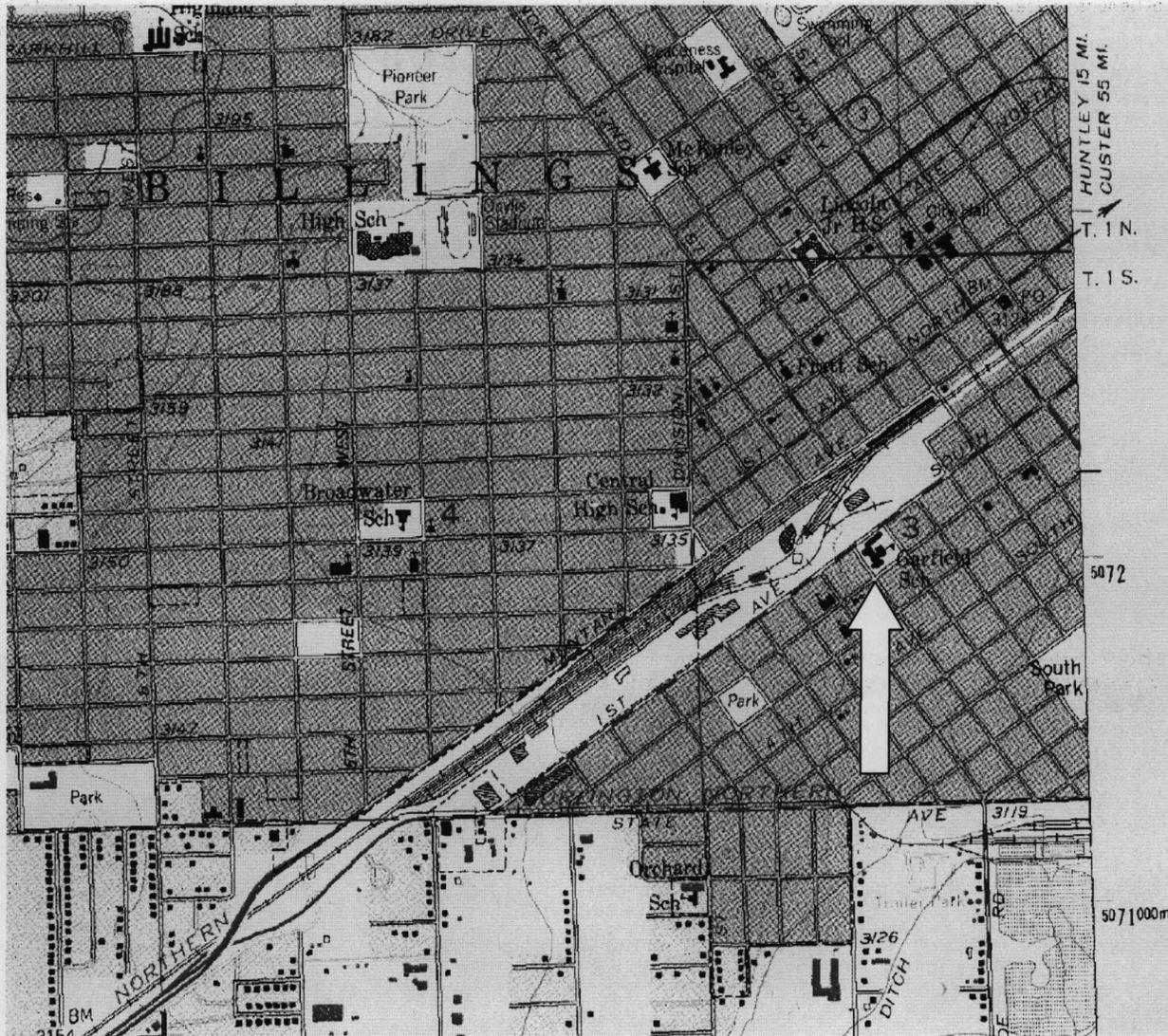
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NA

Name of multiple listing (if applicable)

Section number Additional Documentation Page 20



Location of the Garfield School. Found on: Billings West 7.5' USGS Topographic Map (1957, photo revised 1969 and 1975).

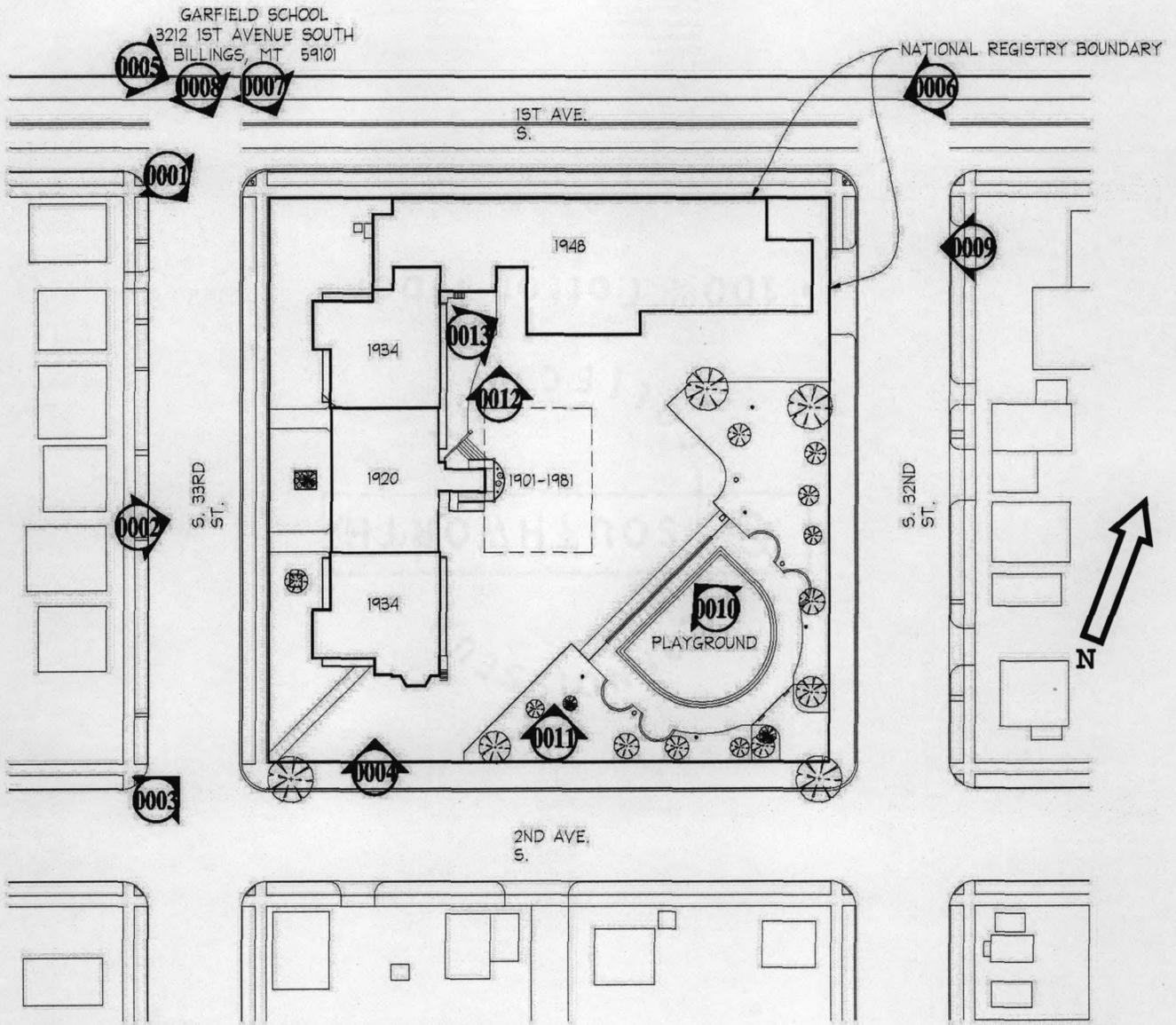
North is top of page.

United States Department of the Interior
National Park Service

National Register of Historic Places
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Garfield School
Name of Property
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SKETCH MAP - KEY PLAN

NTS



(Dashed outline of building represents original location of non-extant 1901 portion of school)

United States Department of the Interior
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Garfield School
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Section number Interior Photographs Page 22



Name of Property: Garfield School
 City or Vicinity: Billings
 County: Yellowstone
 Photographer: Jordan Smith
 Date Photographed: 6/2011
 Description of Photograph: typical 1934 classroom interior

United States Department of the Interior
National Park Service

**National Register of Historic Places
Continuation Sheet**

Garfield School
Name of Property
Yellowstone County, Montana
County and State
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Name of multiple listing (if applicable)

Section number Interior Photographs Page 23



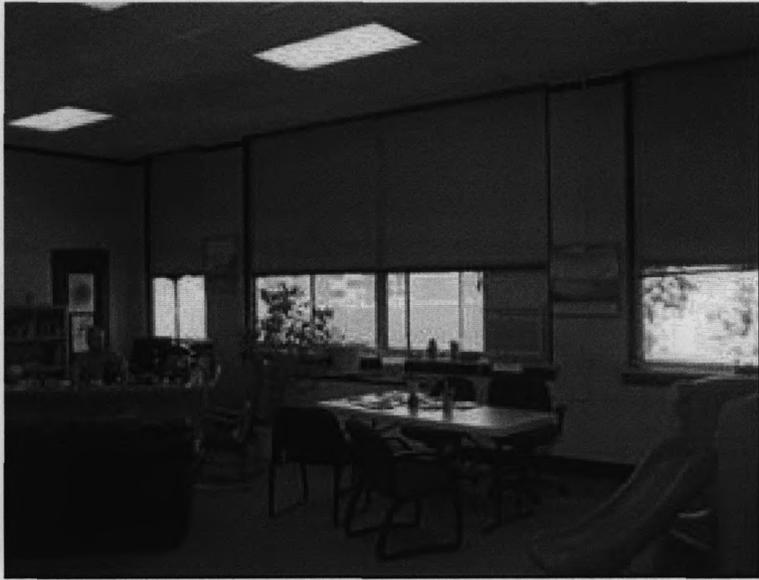
Name of Property: Garfield School
 City or Vicinity: Billings
 County: Yellowstone
 Photographer: Jordan Smith
 Date Photographed: 6/2011
 Description of Photograph: typical corridor, 1920/1934 portion of the building

United States Department of the Interior
National Park Service

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Section number Interior Photographs Page 24



Name of Property: Garfield School
 City or Vicinity: Billings
 County: Yellowstone
 Photographer: Jordan Smith
 Date Photographed: 6/2011
 Description of Photograph: typical 1934 classroom interior

United States Department of the Interior
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Garfield School
Name of Property
Yellowstone County, Montana
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Name of multiple listing (if applicable)

Section number Interior Photographs Page 25



Name of Property: Garfield School

City or Vicinity: Billings

County: Yellowstone

Photographer: unknown

Date Photographed: 1/1905

Description of Photograph: staircase located in 1920 portion of the building, original mastic floor

United States Department of the Interior
National Park Service

**National Register of Historic Places
Continuation Sheet**

Garfield School

Name of Property

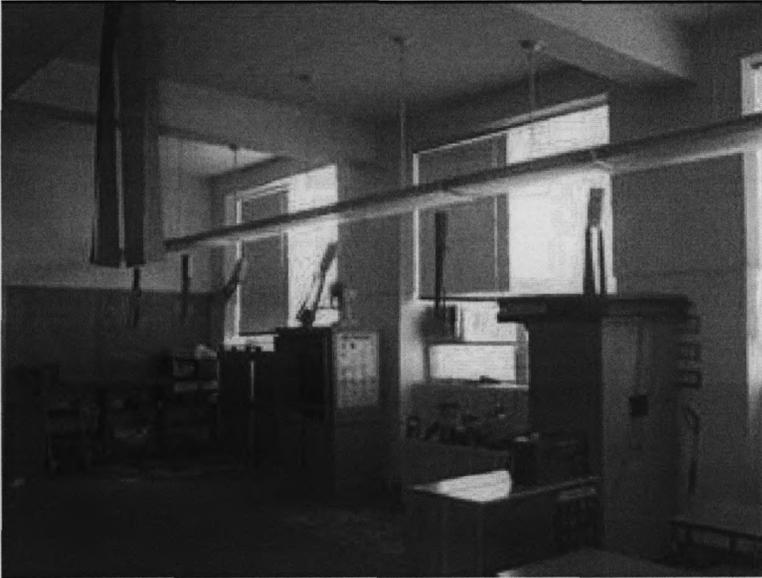
Yellowstone County, Montana

County and State

NA

Name of multiple listing (if applicable)

Section number Interior Photographs Page 26



Name of Property: Garfield School

City or Vicinity: Billings

County: Yellowstone

Photographer: Jordan Smith

Date Photographed: 6/2011

Description of Photograph: typical 1948 classroom interior

United States Department of the Interior
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Garfield School
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Section number Interior Photographs Page 27



Name of Property: Garfield School
 City or Vicinity: Billings
 County: Yellowstone
 Photographer: Jordan Smith
 Date Photographed: 6/2011
 Description of Photograph: typical 1948 corridor

United States Department of the Interior
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**National Register of Historic Places
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Garfield School
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Section number Interior Photographs Page 28



Name of Property: Garfield School
 City or Vicinity: Billings
 County: Yellowstone
 Photographer: Jordan Smith
 Date Photographed: 6/2011
 Description of Photograph: gymnasium interior

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Garfield School

Name of Property

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Section number National Register Photographs Page 29



Name of Property: Garfield School

City or Vicinity: Billings

County: Yellowstone

Photographer: Jordan Smith

Date Photographed: 6/2011

Description of Photograph: West elevation, view to the southeast (1934 northern addition in foreground).

Photograph # 0001

United States Department of the Interior
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**National Register of Historic Places
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Garfield School

Name of Property

Yellowstone County, Montana

County and State

NA

Name of multiple listing (if applicable)

Section number National Register Photographs Page 30



Name of Property: Garfield School

City or Vicinity: Billings

County: Yellowstone

Photographer: Jordan Smith

Date Photographed: 6/2011

Description of Photograph: West elevation (1920 addition), view to the east.

Photograph # 0002

United States Department of the Interior
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Garfield School

Name of Property

Yellowstone County, Montana

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Section number National Register Photographs Page 31



Name of Property: Garfield School

City or Vicinity: Billings

County: Yellowstone

Photographer: Jordan Smith

Date Photographed: 6/2011

Description of Photograph: West and south elevations (1934 southern addition in foreground), view to the northeast.

Photograph # 0003

United States Department of the Interior
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Garfield School

Name of Property

Yellowstone County, Montana

County and State

NA

Name of multiple listing (if applicable)

Section number National Register Photographs Page 32



Name of Property: Garfield School

City or Vicinity: Billings

County: Yellowstone

Photographer: Jordan Smith

Date Photographed: 6/2011

Description of Photograph: 1934 addition, south elevation, view to the north

Photograph # 0004

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Garfield School

Name of Property

Yellowstone County, Montana

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Name of multiple listing (if applicable)

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Name of Property: Garfield School

City or Vicinity: Billings

County: Yellowstone

Photographer: Jordan Smith

Date Photographed: 6/2011

Description of Photograph: 1948 addition, north and west elevations, view to the southeast

Photograph #0005

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Name of Property: Garfield School
 City or Vicinity: Billings
 County: Yellowstone
 Photographer: Jordan Smith
 Date Photographed: 6/2011
 Description of Photograph: 1948 addition, north and east elevations, view to the southwest
 Photograph # 0006

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**National Register of Historic Places
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Garfield School
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Name of multiple listing (if applicable)

Section number National Register Photographs Page 35



Name of Property: Garfield School
 City or Vicinity: Billings
 County: Yellowstone
 Photographer: Jordan Smith
 Date Photographed: 6/2011
 Description of Photograph: 1934 north addition, north elevation, view to the south
 Photograph # 0007

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United States Department of the Interior
National Park Service

**National Register of Historic Places
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Garfield School

Name of Property

Yellowstone County, Montana

County and State

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Name of multiple listing (if applicable)

Section number National Register Photographs Page 36



Name of Property: Garfield School

City or Vicinity: Billings

County: Yellowstone

Photographer: Jordan Smith

Date Photographed: 6/2011

Description of Photograph: 1934 addition, west and north elevations, view to the southeast

Photograph #0008

United States Department of the Interior
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**National Register of Historic Places
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Garfield School
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Yellowstone County, Montana
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Name of Property: Garfield School

City or Vicinity: Billings

County: Yellowstone

Photographer: Jordan Smith

Date Photographed: 6/2011

Description of Photograph: 1948 addition, east elevations, view to the west

Photograph # 0009

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**National Register of Historic Places
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Garfield School

Name of Property

Yellowstone County, Montana

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Name of multiple listing (if applicable)

Section number National Register Photographs Page 38



Name of Property: Garfield School

City or Vicinity: Billings

County: Yellowstone

Photographer: Jordan Smith

Date Photographed: 6/2011

Description of Photograph: 1934 north addition, east elevation, view to the northwest

Photograph # 0010

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**National Register of Historic Places
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Garfield School

Name of Property

Yellowstone County, Montana

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Name of multiple listing (if applicable)

Section number National Register Photographs Page 39



Name of Property: Garfield School

City or Vicinity: Billings

County: Yellowstone

Photographer: Jordan Smith

Date Photographed: 6/2011

Description of Photograph: 1948 addition, south elevation, view to the north

Photograph #0011

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**National Register of Historic Places
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Garfield School

Name of Property

Yellowstone County, Montana

County and State

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Name of multiple listing (if applicable)

Section number National Register Photographs Page 40



Name of Property: Garfield School

City or Vicinity: Billings

County: Yellowstone

Photographer: Jordan Smith

Date Photographed: 6/2011

Description of Photograph: 1948 addition, south elevation, view to the north

Photograph # 0012

United States Department of the Interior
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**National Register of Historic Places
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Garfield School
Name of Property
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Name of multiple listing (if applicable)

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Name of Property: Garfield School

City or Vicinity: Billings

County: Yellowstone

Photographer: Jordan Smith

Date Photographed: 6/2011

Description of Photograph: 1948 addition, west elevation, view to the east

Photograph # 0013