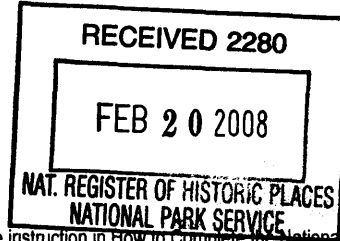


United States Department of the Interior
National Park Service



254

National Register of Historic Places
Registration Form

This form is for use in nominating or requesting determinations for individual properties and districts. See instruction in How to Complete the National Register of Historic Places Registration Form (National Register Bulletin 16A). Complete each item by marking "x" in the appropriate box or by entering the information requested. If an item does not apply to the property being documented, enter "N/A" for "not applicable." For functions, architectural classifications, materials and areas of significance, enter only categories and subcategories from the instructions. Place additional entries and narrative items on continuation sheets (NPS Form 10-900a). Use a typewriter, word processor, or computer, to complete all items.

1. Name of Property

historic name Children's Farm Home School

other names/site number _____

2. Location

street & number 4455 Highway 20 NE not for publication

city or town Corvallis vicinity

state Oregon code OR county Benton code 003 zip code 97330

3. State/Federal Agency Certification

As the designated authority under the National Historic Preservation Act, as amended, I hereby certify that this X nomination request for determination of eligibility meets the documentation standards for registering properties in the National Register of Historic Places and meets the procedural and professional requirements set forth in 36 CFR Part 60. In my opinion, the property X meets does not meet the National Register criteria. I recommend that this property be considered significant nationally X statewide locally.


Signature of certifying official/Title Deputy SHPO

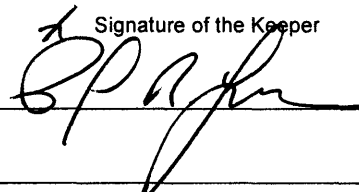
2-11-08
Date

Oregon Historic Preservation Office
State or Federal agency and bureau

4. National Park Service Certification

I hereby certify that the property is:
Action

- entered in the National Register
See continuation sheet.
- determined eligible for the National Register
See continuation sheet.
- determined not eligible for the National Register
- removed from the National Register
- other (explain):

Signature of the Keeper  Date of 3/25/2008

Children's Farm Home School
Name of Property

Benton Co., OR
County and State

5. Classification

Ownership of Property
(check as many as apply)

- private
- public - local
- public - state
- public - Federal

Category of Property
(check only one box)

- building(s)
- district
- site
- structure
- object

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

Contributing	Noncontributing	
<u>1</u>		buildings
		sites
		structures
		objects
<u>1</u>		Total

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

N/A

Number of contributing resources previously listed in the National Register

0

6. Function or Use

Historic Functions
(enter categories from instructions)

EDUCATION: School

Current Functions
(Enter categories from instructions)

VACANT/NOT IN USE

7. Description

Architectural Classification
(Enter categories from instructions)

LATE 19TH AND 20TH CENTURY REVIVALS:
Colonial Revival: Georgian Revival

Materials
(Enter categories from instructions)

foundation: CONCRETE
walls: STUCCO, BRICK, CONCRETE
roof: ASPHALT: shingle
other: _____

Narrative Description
(Describe the historic and current condition of the property on one or more continuation sheets)

See Continuation Sheets

United States Department of the Interior
National Park Service

National Register of Historic Places Continuation Sheet

Section number 7 Page 1

DESCRIPTION

SUMMARY

The Children's Farm Home School represents the humanitarian efforts of the Woman's Christian Temperance Union (WCTU) in Oregon. Constructed during 1925-1926, the school has long been the icon of the Children's Farm Home, the most visible landmark from Highway 20. It is being nominated to the National Register for its association with the WCTU from 1925 to 1963. The building was used as a school until it was condemned in 1978 and has been vacant since then. The current owners are in the process of beginning rehabilitation of the building so that it may be used for much-needed office space, meeting space, and classrooms.

SETTING

The Children's Farm Home School is located at 4455 Highway 20 NE, just north of Corvallis, Benton County, Oregon. The building sits just east of the highway facing west/northwest at the west edge of the Children's Farm Home campus.

The campus is situated in a rural setting between Highway 20 and the Willamette River. There are approximately twenty buildings and structures on the campus. Some of these include The Oaks (1910), Oregon Building (1923), the Matheson Building (commonly called "The Util," 1928), Cooley Memorial Pool (1930), Frances Elizabeth Cottage (commonly called "F.E.," 1939), Mary Mallett Cottage (commonly called "The Mallett," 1949), the Chapel (1962), the Administration Building (1964), the New Powers Cottage (1975), the Cummings Cottage (1976), the Lakeside Shelter House (1980), the Multi-Purpose Building (1989), a new school (2004), and a small number of agricultural barns and shops. Most are arranged around a loop drive with the agricultural buildings located at the east end of the drive, the administrative and clinical buildings at the west end of the loop, and the residential cottages primarily clustered around the south side of the loop. The chapel is located south of the loop drive near the highway. The historic school is located north of the loop. The building currently used as a school sits behind (east) the historic school. A small pool is located inside the loop drive at the east end.

The campus landscaping includes several mature trees and some of its original layout. The original farm fields, gardens, and orchards, however, are no longer present. The landscaping immediately surrounding the Children's Farm Home School building is minimal. There is a sizable deciduous tree located near the southwest corner of the building. There are a few small shrubs located near the foundation on the south side of the building. An expanse of lawn stretches in front of the building west to the highway. The greater campus area includes several mature trees and landscaping, as well as the loop drive around which most of the campus buildings are located.

GENERAL CHARACTERISTICS AND FEATURES

The Children's Farm Home School is a one-story building set on a raised basement. It is basically H-shaped with a central portico on the west facade. There are 8,450 square feet of space on the main floor and 8,910 square feet of space in the basement. The basement level is constructed of poured concrete, and the exterior

United States Department of the Interior
National Park Service

National Register of Historic Places Continuation Sheet

Section number 7 Page 2

walls of the upper floor are hollow clay tile. The interior walls, roof, and floor systems are wood-framed. The roof, which is covered with composition shingles, is an interesting combination of forms. The central long axis is gabled; the end wings are hipped on the front (west) facade, and gabled on the rear (east) facade.

Stylistically, the school is a good example of a twentieth century revival of Georgian Colonial Revival architecture. Characteristic of the style, the building includes a pedimented, projecting front portico, multi-pane windows, and a cupola on the roof.

EXTERIOR FEATURES

The exterior concrete face of the basement level of the Children's Farm Home School has been "rusticated" with a series of horizontal reveals, which provides the appearance of a substantial and solid base for the building. The exterior walls of the upper level of the building are covered with a combination of brick and stucco. The front-facing (west) walls of the end wings and the portico bay are faced with brick, primarily set in a common running bond. As the brick wraps around the end corners, it is laid in a pattern that creates the effect of corner quoins. Located in the center of the end wing walls, however, is a decorative basket-weave pattern formed with the brick. The remaining exterior walls are covered with painted stucco.

The building features several multi-pane windows. Those on the front (west) and end (north and south) facades of the upper level are six-over-six double-hung wood-sash set in pairs. Each of these is topped by a six-light transom window. The remaining windows on the upper level are single multi-pane windows, also with multi-pane wood sashes. The basement windows are six-over-one double-hung wood-sash. On the front facade, there are also four rounded arch wood-sash windows, the upper sash has seven lights, the lower sash has six lights. Some of the windows have been damaged over the years by vandals and most are currently covered with plywood to protect them from further damage.

The projecting front portico has a pedimented gable supported by four Tuscan columns. An elliptical fan light is located in the pediment. The front door, which enters the building between the basement and upper-level and is accessed by a set of concrete steps, is topped by a broken pediment. The original double-leaf door has been replaced with a more substantial security door. There are also entrances from each end of the building into the north and south wings. These centered entries also include double-leaf doors accessed by a set of concrete steps. Both have small "hoods" projecting from the walls of the building. The entrance on the south end has been partially enclosed. There are also entrances on the back (east) side of the building, the steps to both have been removed, and both are boarded over.

The entablature of the building is relatively simple with modest moldings at the cornice. The slightly overhanging eaves are boxed with a wood soffit. The entablature wraps around the ends of the building on the rear (east) sides of the end wings, creating a characteristic eave return.

Perhaps the most notable feature, however, is the cupola centered on the roof over the portico. The wooden cupola is octagonal with louvered vents set in arched openings. It is topped by a domed roof structure. The cupola originally served as a bell tower. The bell, however, was removed in 1953 for use at the new chapel.

United States Department of the Interior
National Park Service

National Register of Historic Places Continuation Sheet

Section number 7 Page 3

The auditorium/gymnasium, which was located on the rear (east) side of the building, was demolished in October 2000 when it was determined that the extreme deterioration rendered that portion of the building unsalvageable. The crawlspace beneath the auditorium/gymnasium was filled in at that time. A small new addition is planned at this site to house the necessary upgrades for mechanical systems as part of the rehabilitation.

INTERIOR FEATURES

The upper level of the school consists of the front (west) entry way that leads to a lobby and central corridor that runs along a north and south axis. Flanking this entry are two small offices on the west side of the hallway accessed from the lobby. There are a total of six classrooms on the upper level, and all are accessed via the central hallway. Two classrooms are located in each of the end wings, one of the west side, and one on the east side (of each wing). On the west side of the hallway, between the offices and the end wings, are two additional classrooms, one north of the lobby, and one south of the lobby. Each classroom includes a bank of windows along one wall, a chalkboard, a cork tack board, and a closet (much of which is intact). In addition, there is a boys' restroom and a girls' restroom off the main hallway (some of the fixtures are intact). The wall on the east side of the lobby is what was the back of the stage of the auditorium/gymnasium. A small janitor's closet is located near the girls' restroom. The hallway terminates at each end (north and south) at the side entrances. Stairways to the rear entrances lead from the hallway to the back of the building.

The basement level includes two rooms that were used as classrooms – both are lit by "daylight" windows on the west side of the building. One classroom was used for domestic science, the other for manual training. Rooms called the "girls' basement" and the "boys' basement" are located under the north and south wings, respectively. Adjacent to these rooms were the girls' and boys' locker, shower, and toilet rooms. Storage rooms are located below the small offices that flank the main entrance on the upper level. In the center of the basement is the boiler and fuel room. The original boiler, although not in working condition, remains in its original location.

The interior construction is wood. Posts and beams support the 2 by 10 floor joists of the upper level and site-made trusses of 2 by 6 lumber forms the roof. The interior walls are also wood framed on both the basement and upper levels.

The walls are covered with painted plaster and lath, and fir tongue-and-groove wainscoting, some of which has been painted. The upper level floors are fir covered with early floor tiles. The basement floor is concrete. The plaster and lath ceilings have been covered, in most rooms, with an acoustical ceiling tile. The opening between the entrances and the hallways are coved and arched, all of which are intact.

The wood trim throughout the building is intact. Although the condition of some of the windows is deteriorated, many of them retain a very high degree of integrity. Several early interior doors and metal light fixtures are also intact.

United States Department of the Interior
National Park Service

National Register of Historic Places Continuation Sheet

Section number 7 Page 4

ALTERATIONS

The most substantial change to the Children's Farm Home School building was the demolition of the auditorium/gymnasium. Even after the school was condemned in 1978, and was no longer used for classrooms, the auditorium continued to serve as a gym until about 1989. After that time, it was vacated and not maintained. Unfortunately, the deferred maintenance resulted in an extremely deteriorated condition. When it was evaluated for possible rehabilitation in 2000, it was determined that the structure was beyond salvage and the decision was made to demolish it and fill in the crawl space beneath it. Because the rehabilitation of the school will require new mechanical systems and many upgrades, the current plans call for building a small addition on the rear of the building at the location of the previous auditorium/gymnasium.

Other changes in the building over the years included the installation of floor and ceiling tile, and the painting of some of the wainscoting. Undoubtedly, a number of the window lights have been replaced as glass has been broken. Several of the lights are currently broken, as are some of the muntins, all of which will be restored during the rehabilitation.

In addition to changes directly to the school building, the campus grounds have changed over time as well. A number of historic buildings have been demolished and several newer buildings have been constructed. Many of the extant historic buildings have been altered and modernized to meet the changing needs of the facility, leaving the school building as the most intact historic building on campus. Some of the historic buildings that have been demolished include: Willard Cottage (the original cottage construction in 1923, razed in 1964); Portland Cottage (built in 1924, razed 1967); Multnomah Cottage (built 1925, razed 1977); Powers Cottage (built 1925, razed 1967); Lane Cottage (built 1927-1935, razed 1980); Unruh Cottage (built 1929, razed 1976); New Office (built 1934, razed – date unknown); Wayside Shelter (built 1937, destroyed when a car drove through it – date unknown); and Marion Cottage (also known as the hospital, built 1938, razed 1974).

Children's Farm Home School
Name of Property

Benton Co., OR
County and State

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).

Areas of Significance
(Enter categories from instructions)

- 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.

SOCIAL HISTORY

Period of Significance
1925-1963

Significant Dates
1925, date of construction
1963, ownership changes

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 of age or achieved significance within the past 50 years

Significant Person
(Complete if Criterion B is marked above)
N/A

Cultural Affiliation

Architect/Builder
Road & DeYoung, architects
L.N. Travler, general contractor

Narrative Statement of Significance
(Explain the significance of the property on one or more continuation sheets)

9. Major Bibliographical References

Bibliography (Cite books, articles, and other sources used in preparing the form on one or more continuation sheets) See continuation sheets

- Previous documentation on file (NPS):
- preliminary determination of individual listing (36CFR67) 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

- Primary location of additional data:
- State Historic Preservation Office
 - Other State agency
 - Federal agency
 - Local government
 - University
 - Other
- Name of repository: _____

United States Department of the Interior
National Park Service

National Register of Historic Places Continuation Sheet

Section number 8 Page 1

STATEMENT OF SIGNIFICANCE

INTRODUCTION

The Children's Farm Home School is significant for its association with the humanitarian efforts and welfare mission of the Woman's Christian Temperance Union (WCTU) in Oregon in providing an educational-training facility for orphaned and dependent children. It was determined to meet the National Register criteria for significance under Criterion A in 1982 and was, at that time, determined to be of statewide significance.¹ The Children's Farm Home School retains a very high degree of historic integrity, with the exception of the loss of the gym/auditorium, the building is virtually intact and clearly conveys its significance as a school. It retains integrity of location, design, setting, materials (originals intact beneath secondary applications), workmanship, feeling, and association, and is the best preserved historic building remaining on campus. Although not being nominated under Criterion C, it is also a fine example of Georgian Colonial Revival architecture of the twentieth century.

The building, the third oldest remaining on the campus, was constructed from 1925 to 1926. The period of significance begins in 1925, when construction began, and ends in 1963 when the WCTU relinquished control over the facility. The school was used until 1978 when it was condemned and it has been vacant since that time.

Although the ending date of the period of significance is outside the usual 50-year mark, it is felt that the school meets Criterion Consideration G in that nearly forty years of its period of significance is older than fifty years. In addition, being that the ending date of 1963 is only a few years short of being within the 50-year mark, to cut off the period of significance at exactly fifty years would be arbitrary in this case rather than illustrative of the significance of the WCTU's continued involvement with the school from its beginnings in 1925 until 1963.

THE WOMAN'S CHRISTIAN TEMPERANCE UNION IN OREGON

In the winter of 1873-1874, groups of women in Fredonia, New York and Hillsboro, Ohio were moved to non-violent protest against the dangers of alcohol. In three months, these protests had driven liquor out of approximately 250 communities. In the summer of 1874, many of these women decided to hold a national convention in Cleveland, Ohio, and the Woman's Christian Temperance Union (WCTU) was formed. Mrs. Annie Turner Wittenmyer was elected as the first national president, serving from 1874 to 1879. Miss Frances E. Willard, who was elected corresponding secretary when the organization was formed, was elected president in 1879. It was her mission to confront not only alcohol (and encourage abstinence), but several other issues facing women and their well-being of their families. By 1896, 25 of 39 departments of the WCTU were dealing with non-temperance issues, including the use of tobacco and other drugs, white slavery, child labor, and prostitution.²

¹ It was not listed at that time because SHPO hoped to encourage the owners to consider listing the entire facility as a district. Unfortunately since that time, the integrity of any potential district has been seriously compromised by the intrusion of new buildings, the modernization of historic buildings, and the demolition of others.

² WCTU website, accessed June 7, 2007 (www.wctu.org).

United States Department of the Interior
National Park Service

National Register of Historic Places Continuation Sheet

Section number 8 Page 2

Local chapters of the WCTU were called "unions." The first local unions in Oregon began when Mrs. Rebecca Clawson (the mother of Elizabeth A.P. White, who had been appointed Vice President for Oregon in 1880 by the National WCTU) organized a union in Portland on March 22, 1881, and another in Albany on April 7, 1881. Mrs. H.K. Hines of Portland took over the organizational efforts and when a call went out for an Oregon WCTU Convention, ten unions responded. In attendance were local unions from Portland, East Portland, Corvallis, Dayton, Salem, Independence, Albany, Eugene, Roseburg, and The Dalles.³

The Oregon WCTU Convention was held and the official Oregon WCTU was organized on June 15, 1883 in Portland at the Taylor Street Methodist-Episcopal Church. Francis E. Willard and her secretary, Anna A. Gordon, attended the organization meeting. The state was divided into six districts and a vice president was elected for each. Mrs. H.K. Hines was elected to serve two years as the president of the state chapter. By the 1884 convention, Oregon boasted 32 unions. After the convention, however, the number of local unions increased quickly that by 1891 there were 83 unions in Oregon. The six districts were re-organized in alignment with the counties in the 1890s. Early work of the Oregon WCTU included a number of causes in addition to temperance, including the creation of libraries and reading rooms, the promotion of a boys' training school, a "Travelers' Aid" to help women and girls, and the women's suffrage movement.⁴

The work of the Oregon WCTU continued into the twentieth century with increasing membership and success in many of the organization's missions. By 1910, Oregon had 90 unions with over 2,700 members. In 1912, the National WCTU convention was held in Portland, with Oregon represented by 3,029 active members. When Oregon held its thirtieth annual convention in 1913 (in Corvallis), there were 175 unions in the state. In 1914, the number of local unions in Oregon increased to 253, apparently in a full-out effort to encourage voters to adopt the state-wide prohibition (Oregon voters, in addition to voters in Washington, Colorado, and Arizona adopted prohibition laws that year). By the fortieth annual convention in 1923, shortly after the enactment of nation-wide Prohibition, the state's membership had reached an all-time high of 3,407 members.⁵

THE CHILDREN'S FARM HOME

By the 1920s, the work of the WCTU and its local unions was shifting. WCTU efforts around prohibition had succeeded in the ratification of the eighteenth amendment to the U.S. Constitution which banned the manufacture, sale, and consumption of alcohol starting in January 1920 (the amendment was eventually repealed in 1933). In addition, WCTU efforts in women's suffrage had helped to ratify the nineteenth amendment to the U.S. Constitution, giving women the right to vote in August 1920. Both of these successes left more time for work on other social issues, including child welfare concerns.

Child welfare had been a growing concern in the country since the mid-nineteenth century. Until that time, children were often viewed as "small adults" and expected to work with adults side-by-side. Because of this, it was not uncommon for all children in a family to hold jobs. Likewise, those children who no longer had families

³ Helen Crawford, editor. *90 Year Highlights, Oregon WCTU* (n.p., 1973), n.p.

⁴ *Ibid.*, n.p.

⁵ *Ibid.*, n.p.

United States Department of the Interior
National Park Service

National Register of Historic Places Continuation Sheet

Section number 8 Page 3

were often the "indentured servants" of factory owners, farmers, and others, and were expected to work for their keep. Although orphanages existed in many cities, these institutions often served to provide only for the most basic needs of children, including providing food and shelter for children too young or infirm to hold a job. Few orphanages, if any, were concerned with the adoption of children.

In 1851, Massachusetts passed the Adoption of Children Act, the first state law based on child welfare with regards to adoption practices. In 1853, Charles Loring Brace established the Children's Aid Society of New York City and began an effort to find homes for the city's homeless children. Unfortunately, there were far more children who needed homes than families looking to adopt. As a result, Loring began sending children on "orphan trains" to the country's more rural states. Between 1854 and 1929, an estimated 150,000 to 200,000 children traveled on orphan trains. While many found families willing to adopt them, others were not as fortunate. In 1868, Massachusetts began paying families to board homeless children, an act that has been seen as the beginning of the foster care movement.⁶

Concern for the welfare of America's homeless children continued to increase in the twentieth century and the ideas of appropriate living environments and education were of growing importance. In 1909, the first White House Conference on the Care of Dependent Children was held, with the importance of "home" as the conference's theme. In 1912, Congress created the U.S. Bureau of Children, housed in the Department of Labor that focused much of its attention on child labor issues, although it was also concerned with the overall well-being of the living environments and education of the country's homeless children. In 1920, the Child Welfare League of America was established, whose efforts included a continued emphasis on providing "homes" and proper education for children.⁷ Although children were still placed in private homes whenever possible during the first quarter of the century, institutions began to provide more "home-like" settings and educational opportunities for children. As a result of this movement, the physical facilities of these institutions changed, and some developed cottage-like residences.⁸

The Children's Farm Home began as the dream of Mary Powers (later Mary Powers Riley) to provide a home for "orphaned and otherwise dependent children" in Oregon. It was to be a facility where there was no expectation of adoption, but rather a place where children could live their entire childhoods. Mrs. Powers, who had been an orphan herself, presented her ideas to the Oregon WCTU convention in October 1919 in Ashland.⁹ The idea was met with favorable response, and the state president asked Mrs. Powers to chair a committee to investigate the need for such a facility. Mrs. Powers selected Mrs. Mary Mallett (Portland), Mrs. Emma Archibald (Tangent), Mr. Alfred C. Schmitt (Albany), Mr. H.C. Seymour (representing Oregon Agricultural College President W.J. Kerr), Mr. W.R. Scott (Albany), and Mr. Walter K. Taylor (Corvallis) to serve on the committee. Their first action was to conduct a survey to determine if Oregon could use this kind of facility. After receiving the names of 2,400 children who might benefit from such a place, the committee recommended that the project move forward, that a board of trustees be selected, that articles of incorporation

⁶ www.uoregon.edu/~adoption (accessed 7.28.07).

⁷ www.cwla.org (accessed 7.27.07).

⁸ www.mulerider.saumag.edu (access 7.27.07).

⁹ James Hugh Smith-Giera, *A Children's Farm Home* (Trillium Family Services, 1998), 1-2.

United States Department of the Interior
National Park Service

National Register of Historic Places Continuation Sheet

Section number 8 Page 4

be created, and that a campaign manager be appointed to secure funds. Thus began the Oregon WCTU's "great adventure in child welfare" that lasted for more than forty years.¹⁰

The Board of Trustees organized and elected the following officers: A.C. Schmitt, president; Mary Powers, first vice president; Walter K. Taylor, second vice-president; H.C. Seymour, secretary; and H. Hirschberg, treasurer. Mr. Schmitt, Mr. Taylor, and Mr. Seymour were charged with preparing the articles of incorporation and the by-laws, as well as submitting the plan to the Child Welfare Commission of Oregon for approval and permission to move forward with the project.¹¹

The WCTU wanted their facility to be a "home," rather than an institution, where homeless children would feel secure and be a part of a family, and where they would have a chance to grow up with a strong sense of values and have the opportunity to lead a healthy and happy life. To this end, and in keeping with the evolving philosophies on child welfare, a "cottage plan" was adopted based on the model used for Mooseheart, a residential child welfare facility located near Chicago, Illinois, where several individual living units called "cottages" functioned separately as homes.¹² Each cottage would be under the direction of a matron (to be paid a salary of \$65 per month) and an assistant (to be paid a salary of \$50 per month).¹³ In addition to cottage living, the Children's Farm Home facility would provide education, vocational training, and an opportunity for children to participate on a working farm.

The plan, however, did not get off the ground quickly and stalled due to a lack of funding. In October 1921, Ada Wallace Unruh was hired as the fundraiser for the project. By the end of that year, she had successfully raised funds to purchase the land on which the Children's Farm Home would be built. On January 12, 1922, the WCTU purchased 253 acres of farm land from the Harry Asbahr family for \$49,000. Included in the purchase were a dairy barn, milk barn, machine shed, exercise shed, two silos, and a farmhouse (now called "The Oaks"). Fundraising continued throughout the year and on December 16, 1922, a groundbreaking ceremony was held for the first cottage.¹⁴ During the winter of 1923, an appropriation for a second cottage was passed by the state legislature for \$25,000.

Willard Cottage was the first to be constructed, immediately followed by Oregon Cottage. Mr. C.T. Webb was the home's first superintendent, with a salary of \$150 per month. He and his family moved into Willard Cottage on July 5, 1923 prior to its final completion. By July 10, twenty-three children moved into the facility and by August 14, both cottages had their full complement of 20 children each (boys lived in Oregon Cottage under the direction of Mrs. Webb and Mrs. Ethel Pinkerton, while the girls lived in Willard Cottage under the direction of Mrs. Lena White and Mrs. Penington).¹⁵

It was not long before there was more demand than there was space. In 1924, a third cottage, Portland Cottage, was built with donations from Portland, and a fourth cottage, Multnomah Cottage, funded by

¹⁰ Mary L. Mallett, *The Story of the Children's Farm Home* (a paper on file at the Children's Farm Home; n.d.), 1.

¹¹ Mallett, 2.

¹² Smith-Giera, 3.

¹³ Mallett, 4.

¹⁴ Smith-Giera, 3-6.

¹⁵ Mallett, 4.

United States Department of the Interior
National Park Service

National Register of Historic Places Continuation Sheet

Section number 8 Page 5

donations from Multnomah County, followed in early 1925. Also in 1925, the state legislature approved an appropriation for \$50,000, of which \$35,000 was to be used to construct a school, and \$15,000 was to be used to construct a fifth cottage, called Powers Cottage.¹⁶

Other buildings followed, most financed by donations and through fundraising. Lane Cottage, the sixth cottage, was constructed in 1927 with donations from Lane County's WCTU unions. The Matheson Building, a shop building housing a freezer, cooler, and wood shop, was built in 1928 (it was added onto in 1937 when the laundry was constructed). The seventh cottage, Unruh Cottage, was built in 1929, as was the hog house. The Cooley Memorial Pool was built in 1930. The blacksmith shop and a new office building were constructed in 1934. The Wayside Shelter was built in 1937. The hospital, also called "Looney Cottage," was built in 1938. Frances Elizabeth Cottage (commonly called "F.E.") was built in 1939. A new loafing shed was built in the barn in 1943. The Mary Mallett Cottage (commonly called "The Mallett") was built in 1949, and a new milk house was constructed in 1951. A chapel was built in 1955, but was destroyed by fire in 1961 and rebuilt in 1962. A new administration building was constructed in 1964, as well as a new loafing shed and a new hog house. The New Powers Cottage (the original was demolished in 1967) was constructed in 1975, and the Cummings Cottage was built in 1976. The Lakeside Shelter House was constructed in 1980, and the Multi-Purpose Building was built in 1989.¹⁷

The operation of the Children's Farm Home changed over time. The farm, managed with the assistance of Oregon Agricultural College, provided not only opportunities for children to learn farming, but also provided income from farm products that helped support the facility's operation. Although farming continued to be part of the operation for several years, during the 1930s vocational training was added to teach children skills other than farming and house work.¹⁸

The 1940s saw a shift in decision-making and management of the facility. Until 1942, the Children's Farm Home had been run exclusively by the WCTU, who had a say in every decision made at the facility. With the repeal of Prohibition, and a decline in membership and political clout, the WCTU-controlled Board of Trustees began to relinquish decision-making responsibilities to the new superintendent, William B. Schnebly.¹⁹

By the 1950s, popular views of child development stressed a more liberal approach to child rearing, and the Children's Farm Home struggled to adjust while still trying to retain their philosophy of service. By the late 1950s, the country's philosophy had dramatically changed, and society's attitudes toward residential care for homeless children had been nearly abandoned in favor of foster care. As a result of this changing attitude, the state began to pay only for institutional care of delinquent and emotionally disturbed children. Additionally, new ideas on child labor and farming had emerged, and as the 1960s approached, the Children's Farm Home was experiencing an identity crisis.

¹⁶ Mallett, 5.

¹⁷ Smith-Giera, 74.

¹⁸ Smith-Giera, 17.

¹⁹ Smith-Giera, 26-27.

United States Department of the Interior
National Park Service

National Register of Historic Places Continuation Sheet

Section number 8 Page 6

In order to survive, the Children's Farm Home needed to make substantial changes in their philosophy and services. Although for forty years the WCTU had accomplished their goals of providing a home for children, on October 11, 1963, the WCTU turned over complete control of the facility in order meet these new goals.²⁰

In 1962, Don Miller took over as superintendent of the Children's Farm Home after the WCTU's decision to relinquish control. Miller helped move the Children's Farm Home into a new era with the institution's reorganization into a therapeutic-focused, residential treatment facility for children with behavioral problems. Miller successfully re-developed the Children's Farm Home into a top-quality children's mental health facility.²¹ In 1998, Trillium Family Services was formed when the Children's Farm Home, the Waverly Children's Home, and the Parry Center for Children merged to create an integrated system of service. Today, the Children's Farm Home continues to offer services for children suffering from mental and behavioral disorders.

THE CHILDREN'S FARM HOME SCHOOL

Education was seen as a critical part of the services to be offered by the WCTU's Children's Farm Home. Originally, children were taken to Corvallis to attend school, but outbreaks of illness and difficulties in transporting children resulted in the construction of a temporary school building on the campus in 1924. The Children's Farm Home was organized into its own public school district at that time, known as Benton County School District #42, a move that was unique in providing education for Oregon's orphans.²² This temporary building was too small to meet the needs of the growing population of children. As a school district, however, the Children's Farm Home could seek state and county school funds, which helped pay teachers' salaries.

In 1925, the state legislature was asked to appropriate funds for a new school building for the Children's Farm Home. The legislature passed an act, Chapter 365 of the Laws of 1925, authorizing the funding of \$35,000 for the construction of a new school building, and \$15,000 for the construction of another cottage. Following approval of the funding, the Children's Farm Home Board of Trustees selected the architectural firm of DeYoung & Roald to design the building. L.N. Traver of Corvallis was selected as the General Contractor, and C.N. Yundt was selected to install the heating and plumbing. Approval of these selections was made by the Oregon State Board of Control at their meeting on August 13, 1925.²³

Knud A. Roald and James W. DeYoung, both of Portland, worked in partnership from 1919 until 1929. Together they designed a number of important buildings, including the new Heathman Hotel, the Clark County (Washington) Poor Farm, and the Rex Arms Apartments in Portland. Little is known about DeYoung, however, Roald arrived in Portland in 1910, where he began his work as a draftsman for Henry Hefty, David Chambers Lewis, and later for the L.P. Bailey Co., Architects and Builders. He was licensed as an architect in Oregon in 1919. After working with DeYoung, Roald practiced on his own until the early 1940s, when he went into partnership with John T. Schneider. After World War II, he formed a new partnership known as Roald,

²⁰ Smith-Giera, 47.

²¹ Smith-Giera, 60.

²² C.T. Webb, superintendent, in a letter to the Board of Directors of the Children's Farm Home, February 7, 1925.

²³ Oregon State Board of Control meeting minutes, August 13, 1925.

United States Department of the Interior
National Park Service

National Register of Historic Places Continuation Sheet

Section number 8 Page 7

Schmeer, & Harrington (with Millard H. Schmeer and Elmer G. Harrington). Roald retired in 1963 and died in 1965.²⁴

Construction on the school started shortly after the 1925 approval, and the building was under construction in October when the campus was inspected by the Deputy State Fire Marshall.²⁵ The exact date of completion of construction is unknown (perhaps in late 1925 or early 1926), but it is known that the state's appropriation of \$35,000 was insufficient to fully equip and furnish the school. Ada Wallace Unruh continued her fundraising campaign and gathered generous donations that were used to finish the school.

Teachers were provided through the State Normal School in Monmouth (now known as Western Oregon University). Salaries were jointly paid by the Children's Farm Home and the Normal School. Books, supplies, and janitor services were paid by the Children's Farm Home. Teachers provided six weeks of instruction and lived on the Children's Farm Home campus during that period. In addition to scholastic subjects, the school offered music education and developed a strong music program.²⁶

Club work was introduced in 1927 and incorporated into the school day. Boys' activities included the garden club and the pig club, while girls' activities included the sewing club and canning club. Vocational programs were added in the 1930s and included domestic science (for the girls) and manual training (for the boys). The classrooms for these classes were located in the basement of the school.²⁷

Most major indoor events at the Children's Farm Home were held in the auditorium, including the annual Christmas and Easter pageants. Various clubs, such as Boy Scouts, 4-H, Campfire Girls, and the Young People's Society also met in the auditorium. The auditorium doubled as the gymnasium and physical education was recognized as important to the mental and physical health of the children. Athletic programs were developed and supervised by the Department of Physical Education at Oregon State College (now Oregon State University).²⁸

The school was used from 1926 until it was condemned by the State Fire Marshall in 1978 due to safety issues.²⁹ The building has been vacant since that time and has fallen into a state of disrepair, despite modest attempts to maintain it. The auditorium/gymnasium was demolished recently after it was determined that it had deteriorated beyond repair.

Current plans are to rehabilitate the building for use as offices, meeting space, and classrooms. An effort to save the historic building resulted in a substantial contribution of \$2 million dollars to rehabilitate the building. The current owner, Trillium Family Services, has conducted feasibility studies and selected engineers and architects to head the rehab project. It is their intent to retain and restore as much historic fabric as possible while bringing the building to life for its next generation of use.

²⁴Richard Ellison Ritz, *Architects of Oregon* (Portland: Lair Hill Publishing, 2002), 334-335.

²⁵Letter from the Deputy State Fire Marshall to the State Fire Marshall, October 5, 1925.

²⁶Children's Farm Home Feasibility of Rehabilitation (report, October 1982; no author), n.p.

²⁷Ibid.

²⁸Ibid.

²⁹the gym was used until about 1989

United States Department of the Interior
National Park Service

National Register of Historic Places Continuation Sheet

Section number 8 Page 8

CONCLUSION

The Children's Farm Home School has a significant place in the twentieth century social welfare history of Oregon. It exemplifies the educational efforts undertaken by the WCTU as part of their program for providing welfare services for homeless children. The building served as the focal point not only for educational services and vocation training, but for social activities on the campus as well. The development of the Children's Farm Home was the most notable project undertaken by the Oregon WCTU. The facility was conceived, developed, financed (by their fundraising efforts), and managed by the WCTU for 40 years. During this time, more than 3,500 children benefited from the services provided by the facility, including the school building.

The Children's Farm Home is one of only a few residential facilities that were developed in Oregon during the early twentieth century to address the needs of homeless children and the only one that was intended to provide a "home environment" for children of all ages throughout their childhoods (there was no expectation that the children should be adopted). It was also the only institution that provided an educational facility on campus. The Albertina Kerr Nursery in Portland (listed on the National Register in 1979) was developed in 1921 to care for abandoned infants, infants of unwed mothers, and infants who required care while their mothers worked to support their family. It was an outgrowth of the pioneering social work of the Pacific Coast Rescue and Protective Society, but provided services only for children to the age of three. The St. Agnes Foundling Asylum, near Oregon City, provided shelter for children to the age of seven who were awaiting adoption. The Christie Home for Orphan Girls was located near Portland, but offered residential services only to girls between the ages of 6 and 16. The Oregon Masonic association built a "Children's Cottage" in 1926 on the site of the new Grand Lodge in Forest Grove, intended to house orphans of Masons, but closed in 1928 due to problems with providing for the needs of the children.

The Children's Farm Home School, which retains a high degree of historic integrity, has come to symbolize the work of the WCTU and the Children's Farm Home. It is the third oldest remaining building on the campus, but is the best-preserved of all the historic buildings, as both of the older buildings have been altered to some degree. The loss of the building's auditorium/gym, while unfortunate, does not negatively affect the property's eligibility for listing in the National Register. The building still clearly exemplifies its educational and social purpose, and is easily identifiable as the school with its prominent location on the campus, its distinguished architectural style, its size and scale, layout of a central corridor flanked by classrooms and offices on the upper floor, and the vocational classrooms and service rooms on the ground floor. It retains integrity to its period of significance in all seven areas that illustrate the school's significance, including integrity of location, design, setting, materials (originals intact beneath secondary applications), workmanship, feeling, and association. It is eligible for listing in the National Register under Criterion A for statewide significance.

United States Department of the Interior
National Park Service

National Register of Historic Places Continuation Sheet

Section number 9 Page 1

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Children's Farm Home School
Name of Property

Benton Co., OR
County and State

10. Geographical Data

Acreage of Property less than one acre

UTM References

(Place additional UTM references on a continuation sheet)

1	<u>10</u>	<u>482930</u>	<u>4939387</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>

Verbal Boundary Description

(Describe the boundaries of the property on a continuation sheet)

Boundary Justification

(Explain why the boundaries were selected on a continuation sheet)

11. Form Prepared By

name/title Michelle L. Dennis, Historic Preservation Consultant

organization date June 2007; rev. Dec. 2007

street & number 513 Meade St. telephone (605) 342-8286

city or town Rapid City state South Dakota zip code 57701

Additional Documentation

Submit the following items with the completed form:

Continuation sheets

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.

Photographs: Representative black and white photographs of the property.

Additional items (check with the SHPO or FPO for any additional items)

Property Owner

name Trillium Family Services

street & number 4455 Highway 20 NE telephone (541) 757-1852

city or town Corvallis state Oregon zip code 97330

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 18.1 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 Chief, Administrative Services Division, National Park Service, PO Box 37127, Washington, DC 20013-7127; and the Office of Management and Budget, Paperwork Reductions Project (1024-0018), Washington, DC 20503.

Children's Farm Home School
Name of Property

Benton Co., OR
County and State

NPS Form 10-900-a

OMB Approval No. 1024-0018

United States Department of the Interior
National Park Service

National Register of Historic Places Continuation Sheet

Section number 10 Page 1

VERBAL BOUNDARY DESCRIPTION

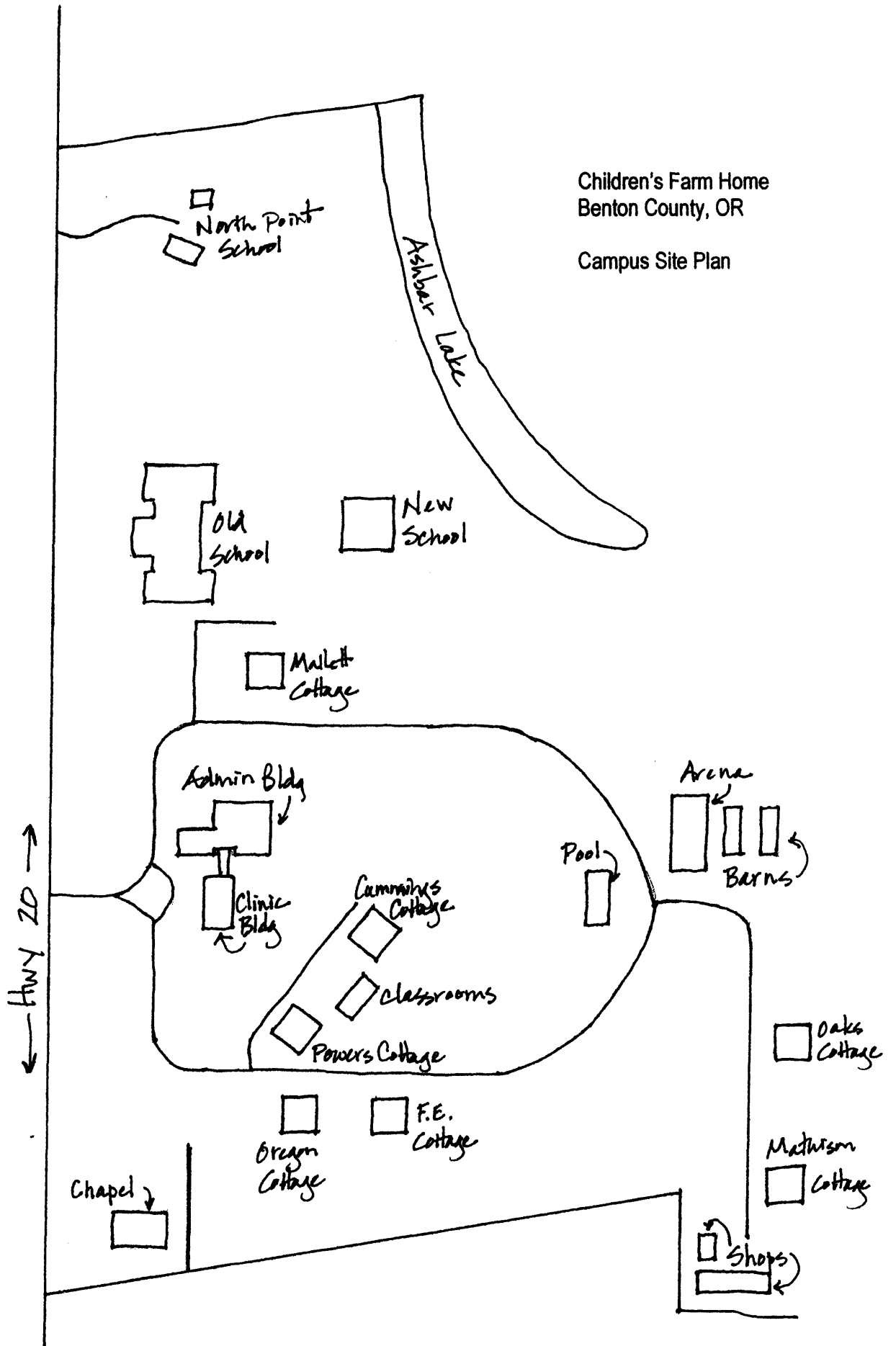
The nominated property includes only the Children's Farm Home School building in its current footprint. The building is located at 4455 Highway 20 NE, north of Corvallis, Oregon. It is located in Township 11 South, Range 4 West, Section 18, and is listed on Benton County tax records as lot #900.

BOUNDARY JUSTIFICATION

The nominated area includes less than one acre of property historically associated with the historic Children's Farm Home School building.

Children's Farm Home
Benton County, OR

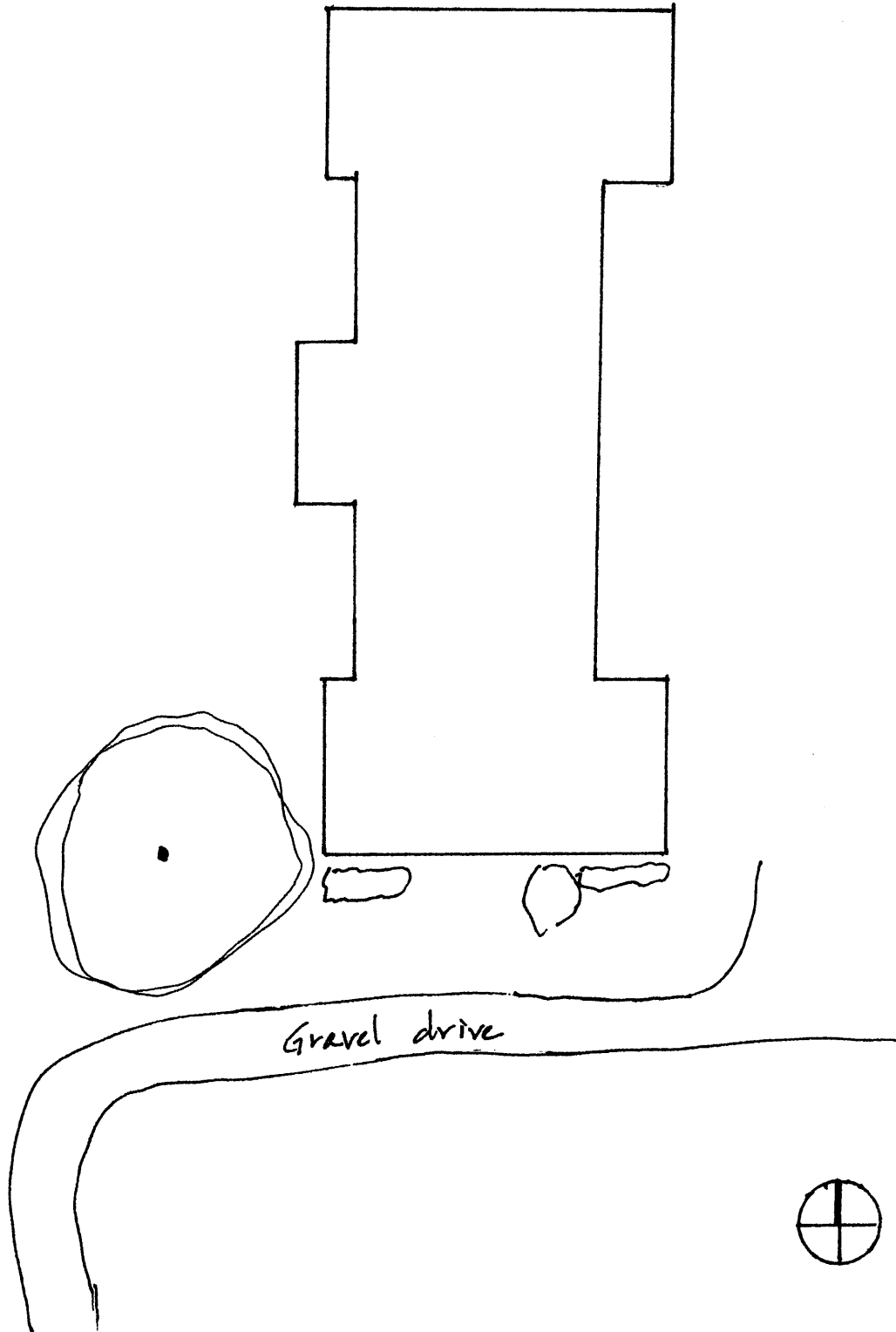
Campus Site Plan

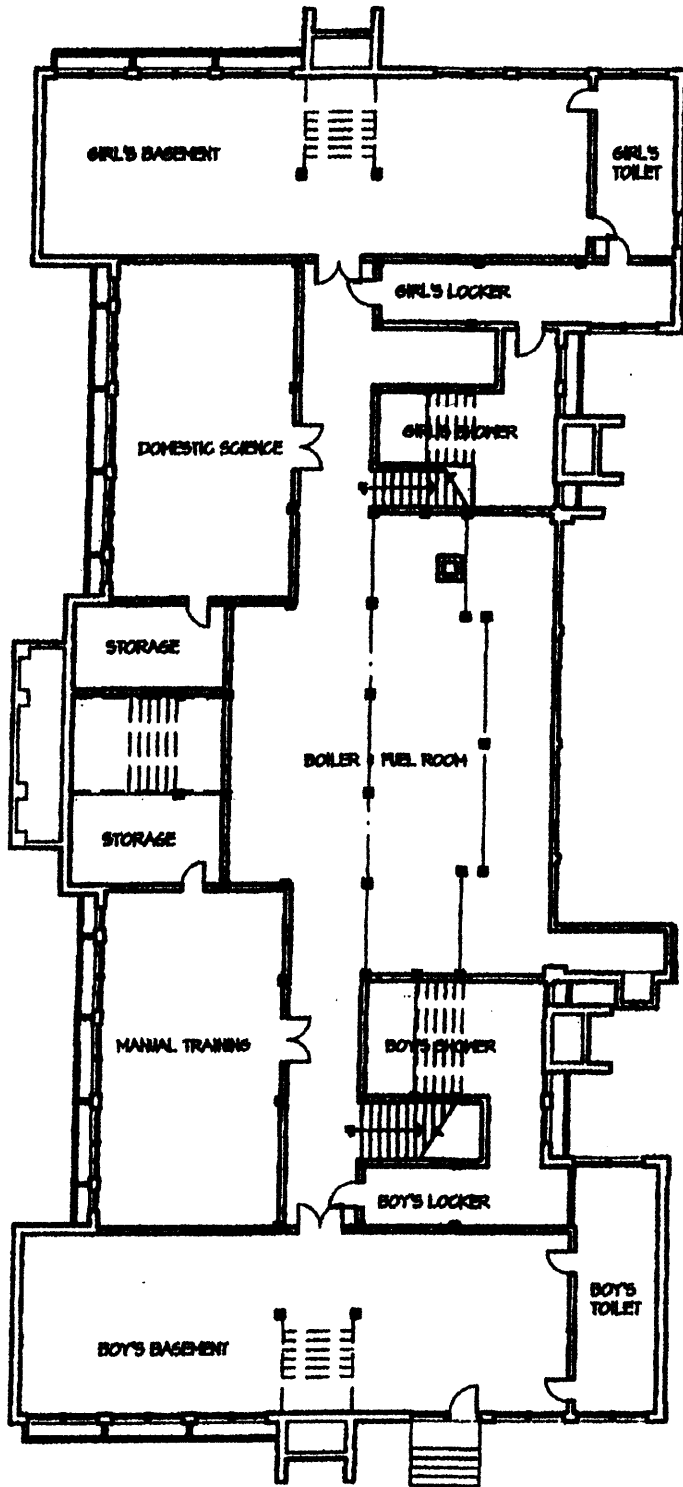


Children's Farm Home School
Benton County, OR

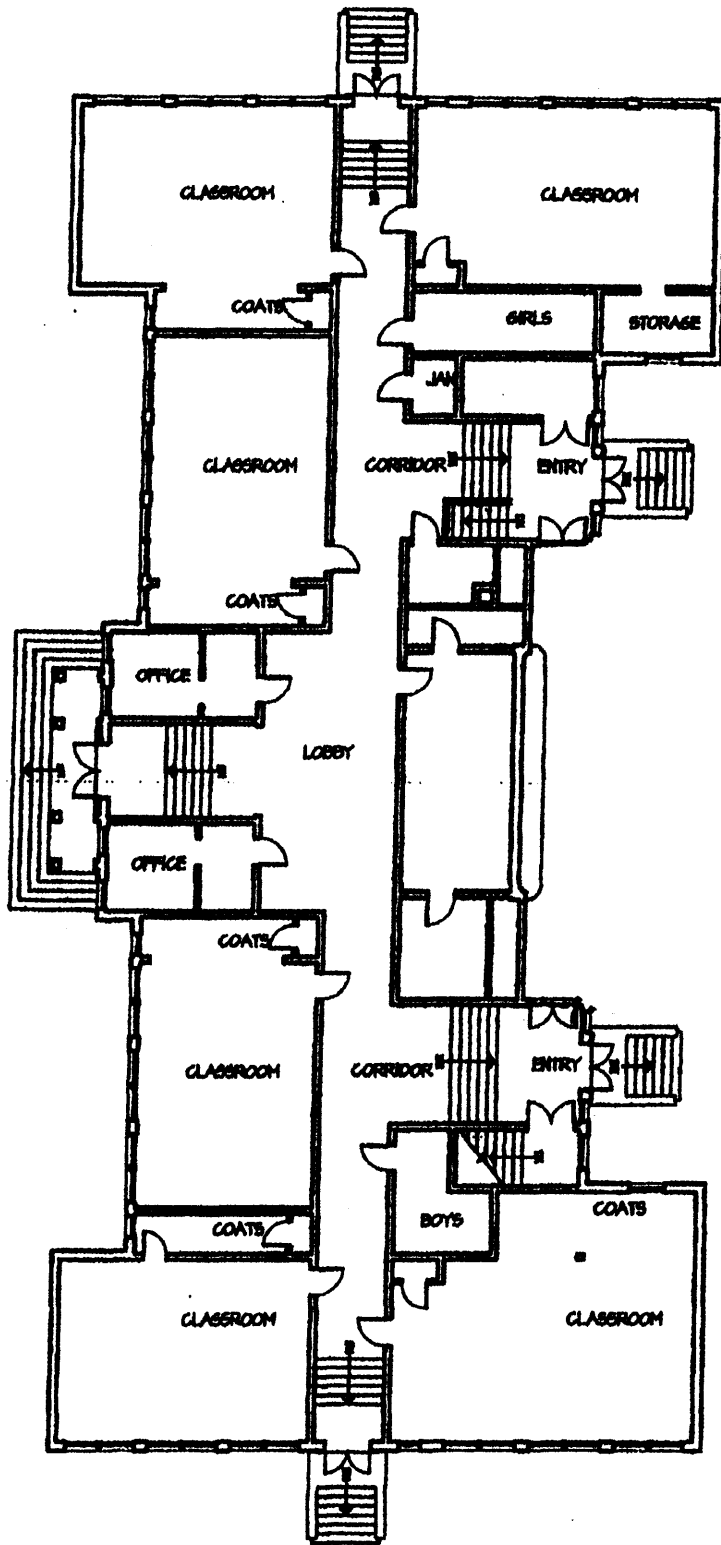
Site Plan

Hwy 20





Children's Farm Home School
Benton County, OR



Children's Farm Home School
Benton County, OR

UPPER FLOOR PLAN

SCALE: 1/8" = 1'-0"

12,400 SF



United States Department of the Interior
National Park Service

National Register of Historic Places Continuation Sheet

Section number Photographs Page 1

PHOTOGRAPHS

Address: Children's Farm Home School
4455 Highway 20 NE
Benton County, Corvallis, OR

Photographer: Liz Carter, Eugene, OR
Date: May 2007
Ink and Paper: Epson PictureMate inks and Epson photo paper
Location of Negatives: Digital, images held by Michelle Dennis, nomination preparer, 513 Meade St.,
Rapid City, SD 57701, and Liz Carter, Eugene, OR

- 1 of 26: Exterior: west (front) and south (side) elevations. View looking northeast.
- 2 of 26: Exterior: west (front) elevation oblique view. View looking north/northeast.
- 3 of 26: Exterior: south elevation oblique view. View looking east/northeast.
- 4 of 26: Exterior: south elevation. View looking north.
- 5 of 26: Exterior: south elevation eave detail. View looking northeast.
- 6 of 26: Exterior: south side entrance detail. View looking north/northeast.
- 7 of 26: Exterior: east (rear) elevation oblique view. View looking northwest.
- 8 of 26: Exterior: east elevation detail – site of gymnasium (now demolished). View looking northwest.
- 9 of 26: Exterior: southeast corner eave and eave return detail. View looking northwest.
- 10 of 26: Exterior: north (side) elevation. View looking southwest.
- 11 of 26: Exterior: north side entrance detail. View looking northeast.
- 12 of 26: Exterior: northwest corner detail. View looking south.
- 13 of 26: Exterior: west side main entrance detail. View looking north.
- 14 of 26: Exterior: west side main entrance. View looking east.
- 15 of 26: Interior: main interior hall. View looking south.

United States Department of the Interior
National Park Service

National Register of Historic Places Continuation Sheet

Section number Photographs Page 2

- 16 of 26: Interior: main entrance/exit (west). View looking west.
- 17 of 26: Interior: side entrance/exit (north): View looking north.
- 18 of 26: Interior: classroom. View looking northwest.
- 19 of 26: Interior: classroom. View looking southwest.
- 20 of 26: Interior: classroom. View looking northwest.
- 21 of 26: Interior: classroom window detail. View looking north.
- 22 of 26: Interior: classroom window detail. View looking west.
- 23 of 26: Interior: classroom door detail. View looking east.
- 24 of 26: Interior: basement classroom. View looking south.
- 25 of 26: Interior: basement. View looking southeast.
- 26 of 26: Interior: old boiler. View looking northeast.