

United States Department of the Interior
National Park Service

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National Register of Historic Places Registration Form

**NATIONAL
REGISTER**

This form is for use in nominating or requesting determinations of eligibility for individual properties or districts. See Instructions in Guidelines for Completing National Register Forms (National Register Bulletin 16). Complete each item by marking "x" in the appropriate box or by entering the requested information. If an item does not apply to the property being documented, enter "N/A" for "not applicable." For functions, styles, materials, and areas of significance, enter only the categories and subcategories listed in the Instructions. For additional space use continuation sheets (Form 10-900-a). Type all entries.

1. Name of Property

historic name Stratford School
other names/site number N/A

2. Location

street & number _____ not for publication
city, town Stratford vicinity
state Washington code WA county Grant code 025 zip code 98853

3. Classification

Ownership of Property	Category of Property	Number of Resources within Property	
<input checked="" type="checkbox"/> private	<input checked="" type="checkbox"/> building(s)	Contributing	Noncontributing
<input type="checkbox"/> public-local	<input type="checkbox"/> district	<u>1</u>	— buildings
<input type="checkbox"/> public-State	<input type="checkbox"/> site	—	— sites
<input type="checkbox"/> public-Federal	<input type="checkbox"/> structure	—	— structures
	<input type="checkbox"/> object	—	— objects
		<u>1</u>	— Total

Name of related multiple property listing:
Rural Public Schools of Washington State

Number of contributing resources previously listed in the National Register 0

4. State/Federal Agency Certification

As the designated authority under the National Historic Preservation Act of 1966, 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.
 See continuation sheet.

Joseph. J.
Signature of certifying official

9/11/90
Date

Washington State Department of Community Development Office of Archaeology and Historic Preservation
State or Federal agency and bureau

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

Signature of commenting or other official

Date

State or Federal agency and bureau

5. National Park Service Certification

I hereby certify that this property is:

- 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:)

Melone Byers

Signature of the Keeper

10/25/90

Date of Action

for
Signature of the Keeper

Date of Action

6. Function or Use

Historic Functions (enter categories from instructions)

Education: school

Current Functions (enter categories from instructions)

Domestic: single dwelling

7. Description

Architectural Classification

(enter categories from instructions)

Materials (enter categories from instructions)

Late 19th and 20th Century Revivalsfoundation concretewalls brickroof metal

other

Describe present and historic physical appearance.

Located amid rolling wheat fields on the upper Columbia Plateau, the Stratford School is a dramatic architectural landmark in eastern Grant County. The two-story brick structure reflects a vernacular Tudor Revival design, characterized by large multipaned windows, half-timbered upper walls, jerkinhead roofs, and a gabled entry porch. Designed in 1912 by distinguished Spokane architects Keith and Whitehouse, the schoolhouse retains a high degree of exterior and interior integrity. It sits on its original grounds at a crossroads in the small hamlet of Stratford.

The Stratford School is a two-story structure built on a modified T-plan composed of a front-facing north-south wing which intersects a perpendicular side-facing east-west wing. A gabled porch projects at the southeast juncture on the front facade. The overall dimensions of the school measure approximately 60 feet along the west side elevation and 50 feet along the south facade.

The load-bearing brick walls, laid in a common American bond (featuring five courses of stretchers to each course of headers), rest on a concrete foundation and rise to jerkinhead gables with extended eaves. The upper walls of the north-south wing are faced in stucco with half-timbering. The eaves of the jerkinhead roof project beyond the walls, and are ornamented with decorative bargeboards and supported by knee brace brackets. The roof has been resided with standing seam metal, replacing the original wood shingles.

The porch which projects about six feet from the facade, is composed of a concrete deck and stairs, with brick piers supporting a steeply pitched gable roof. The gable is ornamented with barge boards, half-timbering in the gable end, and brackets. The porch provides access into a two-story stairway bay, which is sheltered by a subsidiary jerkinhead.

The solidity of the brick and half-timbered walls is relieved by the large expanse of windows that lights the school. On the facade, six-over-six double hung wood sash windows are banded in groups of four (on the first story) and three (on the upper story). A band of four six-light windows lights the daylight basement. The windows are separated by wood mullions, and rest on brick sills, with a subtle brick label course above the lintel of the first floor windows.

Similar bands of wood sash windows light the upper story of the stairhall and the first story of the rear elevation. The north and east walls of the east-west wing are lighted by pairs of four-over-four double hung sash windows. The upper story of the west wall is broken by three jerkinhead gable dormers, faced in half-timbering and lighted by pairs of six-over-six wood sash windows. The daylight basement follows the same pattern of fenestration with smaller windows.

The gabled porch shelters a double leaf front door, with a multipaned glazed panel. The door opens to a divided set of stairs, with a flight leading upward to the first floor classrooms and a flight leading down to the basement. At the first floor landing, the stairs rise again in two reversed flights to the upper story auditorium level. The stairway features the original oak railings, banisters, and chair rail molding.

A small hallway at the first floor landing serves as an anteroom to two large classrooms, located to the west of the stairhall behind single leaf, paneled doors with simple surrounds. Each classroom measures 27 feet by 20 feet, and is lighted by large windows against the outside walls. The rooms retain considerable integrity, including chair and picture rail moldings, cornice moldings, blackboard trim, and the original 12 foot high ceilings. The classrooms are separated from each other by back-to-back cloakrooms. The only significant alteration to the plan is the removal of the wall that divided the cloakrooms, thus creating a single space (now converted to a kitchen). Across from the classrooms on the first floor is the recitation room and office. The recitation room features the only non-original wall in the building.

The second floor features a spacious auditorium, spanning the full north-south wing and measuring 56 feet by 28 feet with a 13 foot ceiling. The auditorium, which is entered through double paneled doors, includes a raised platform at the north end set within an arched opening, with backstage dressing rooms. Across the hall from the auditorium is the principal's office, to

See continuation sheet

8. Statement of Significance

Certifying official has considered the significance of this property in relation to other properties:

nationally statewide locally

Applicable National Register Criteria A B C D

Criteria Considerations (Exceptions) A B C D E F G

Areas of Significance (enter categories from instructions)

Architecture

Education

Period of Significance

1912-1940

Significant Dates

N/A

Cultural Affiliation

N/A

Significant Person

N/A

Architect/Builder

Keith (George) & Whitehouse (Harold)

State significance of property, and justify criteria, criteria considerations, and areas and periods of significance noted above.

The Stratford School is an architecturally significant example of a rural public schoolhouse from the early 20th century, designed by distinguished Spokane architects Keith and Whitehouse and characterized by a vernacular Tudor Revival design. The brick structure, which features broad expanses of multipaned windows, half timbered upper walls, distinctive jerkinhead gables, and a Tudor entry porch, is the most dramatic public building in the region. Although the last class was held in 1942, the schoolhouse retains exceptional integrity and provides a vivid illustration of public school architecture in the progressive era. It meets the registration requirements established in the Rural Public Schools multiple property documentation form.

Historical Background:

Created in 1909 from portions of Douglas and Adams Counties, Grant County was a sparsely populated area of the Big Bend district on the upper Columbia Plateau, mostly south and east of the Grand Coulee. It is located on the dry fringes of more fertile wheat belts to the southeast, but the area was vigorously promoted in the early 20th century and given a boost by the railroads that crossed the landscape. By the early 20th century, the Great Northern cut a broad swath across the region precipitating settlement and the birth of a series of small towns. In 1910, a new branch of the Northern Pacific line arrived as well, expediting wheat shipments from the Davenport area to Puget Sound ports, and incidentally providing important local service to a wide strip of new farming country along its route. The new line intersected with the Great Northern at Adrian, a few miles west of the hamlet of Stratford. By 1910, most farmers in the region were just within five miles of sidings, and could make several trips a day to haul their wheat.

Between 1911 and 1920, the wheat growers of the region were producing record harvests. But by 1920, decline set in and wheat acreage in Grant County actually declined, in part because of chronic crop failure along the arid fringe of the wheat belt. Not until after World War II would the promised benefits of the Columbia Basin reclamation project truly transform the area.

Located 63 miles east of Wenatchee and 8 miles west of Wilson Creek, Stratford was one of several small crossroads communities that grew up along the Cascade route of the Great Northern. In 1897, the first settlers arrived in the area, and an early irrigation system was built by the Co-operative Company. By the turn of the century, Stratford had received a post office, and a small community developed at the crossroads, with a hotel, implements and hardware dealer, and livery. By 1903, a small town was platted and the first of several one-room schools in the area was built. By 1910, the town's population reached 90 and land owners began planting orchards in expectation of large scale irrigation projects. By that year, the county school superintendent reported that three one-room schools had been established in the Stratford vicinity to serve the dispersed rural population.

In 1912, the Stratford school district, perhaps buoyed by economic prosperity in the wheat district, commissioned the Spokane architectural firm of Keith and Whitehouse to design a new schoolhouse which would consolidate smaller one room facilities in the area. The firm developed a progressive plan for the era, especially given the remote setting of the district. The building was constructed of brick, with careful attention to the fireproof qualities of construction, and featured well lighted and ventilated classrooms, a second floor auditorium with raised stage and dressing rooms (suitable for both civic and educational purposes), and a daylight basement with separate gymnasiums for boys and girls, and a manual training department. In all these features, the schoolhouse incorporated the curricular innovations and building recommendations of Progressive Era state school superintendents, who envisioned rural schoolhouses as civic structures, with room for entertainment and recreation as well as education.

See continuation sheet

9. Major Bibliographical References

Illustrated History of the Big Bend, Western Historical Publishing Co., 1904.

Keith and Whitehouse, "Stratford School," original architectural drawings, in possession of Mr. and Mrs. Clarence Schwab, Stratford.

Annual Reports to the State Superintendent of Public Instruction, (Olympia, various years)

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 #

See continuation sheet

Primary location of additional data:

- State historic preservation office
- Other State agency
- Federal agency
- Local government
- University
- Other

Specify repository:

10. Geographical Data

Acreage of property 2.

UTM References

A	<u>11</u>	<u>328550</u>	<u>5254860</u>
	Zone	Easting	Northing

B			
	Zone	Easting	Northing

C			
	Zone	Easting	Northing

D			
	Zone	Easting	Northing

See continuation sheet

Verbal Boundary Description

The nominated property is an approximately 2 acre rectangular parcel described thusly: Beginning at the northwest corner of the intersection of Moses Lake-Stratford Road and the private Stratford School road, proceed northerly along the west edge of the private road approximately 250 feet; then proceed westerly 250 feet; then proceed south to the northedge of Old Highway 28; the proceed east along the old highway to the point of beginning.

See continuation sheet

Boundary Justification

The nominated parcel includes the entire grounds historically associated with the Stratford School.

See continuation sheet

11. Form Prepared By

Name/title L. Garfield
 organization Office of Archaeology and Historic Preservation
 street & number 111 West 21st Avenue, KL-11
 city or town Olympia

date May 1990
 telephone (206) 586-2901
 state Washington zip code 98504

**United States Department of the Interior
National Park Service**

**National Register of Historic Places
Continuation Sheet**

Section number 7 Page 2

which a small bathroom was added. The daylight basement includes the original boys' and girls' play rooms (each measuring approximately 18 by 28 feet) with changing rooms and some original bathroom stalls. The basement has a concrete floor, and some exposed timber beams, a book storage room, and furnace room.

The interior integrity of the schoolhouse mostly has been well preserved, including the original floor plan, most of the original fabric and all original fenestration. The school was extensively, rehabilitated in 1975 by the present owners, who repaired damaged plaster walls, reglazed the original windows (where glass had been broken), and re-roofed. The owners continue to maintain the schoolhouse as a private residence.

United States Department of the Interior
National Park Service

**National Register of Historic Places
Continuation Sheet**

Section number 8 Page 2

Keith and Whitehouse incorporated these progressive elements within a modified Tudor Revival design that evoked the traditional Gothic motifs of academic buildings. Harold Whitehouse, who was trained at Cornell and would later establish a reputation as a master of Neo-Gothic designs, was born in New England and came to Spokane in 1907, where he entered into a partnership with Spokane architect George Keith. (Keith had established an individual practice in Spokane the preceding year.) In 1915, Whitehouse left Keith and entered into a partnership with E. V. Price. Through the 1920s and into the 1950s, the firm of Whitehouse and Price was a dominant influence in eastern Washington, designing churches, schools, and houses. Perhaps their best known work is St. John's Episcopal Cathedral in Spokane (1926-1954), considered to be among the finest examples of the Neo-Gothic style in the Northwest.

Within the context of Whitehouse's career, the Stratford School is an early and tentative use of the Gothic themes that he would explore more fully later. Its architectural significance within rural Grant County is more clear: when complete, the school was among the most architecturally distinctive and best equipped in the county. The school continued to serve the children of the Stratford area (and the community) until 1942, when the building was closed and the district consolidated with Wilson Creek. The building remained a warehouse until it was sold in 1975 to the current owners, who repaired deteriorated elements, replaced missing glass, re-roofed, and generally maintained the building in good condition.