NPS Form 10-900
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NAT. REGISTER OF HISTORIC PLACES
NATIONAL PARK SERVICE

182

United States Department of the Interior
National Park Service

National Register of Historic Places Registration Form

This form is for use in nominating or requesting determinations for individual properties and districts. See 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 Churchill School

other names/site number

2. Location

street & number 3451 Broadway ☐ not for publication

city or town Baker City ☐ vicinity

state Oregon code OR county Baker code 001 zip code 97814

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 ____ statewide X locally.

Signature of certifying official/Title - Deputy SHPO — Date: 1·18·08

Oregon State Historic Preservation Office
State or Federal agency and bureau

4. National Park Service Certification

I hereby certify that the property is:

Action — Signature of the Keeper — Date of

✓ entered in the National Register
___ See continuation sheet.
3/5/2008

___ determined eligible for the National Register
___ See continuation sheet.

___ determined not eligible for the National Register

___ removed from the National Register

___ other (explain):

Churchill School
Name of Property

Baker Co., OR
County and State

5. Classification

Ownership of Property
(check as many as apply)

_X_ private
____ public - local
____ public - state
____ public - Federal

Category of Property
(check only one box)

_X_ building(s)
____ district
____ site
____ structure
____ object

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

Contributing	Noncontributing	
1		buildings
		sites
		structures
		objects
1		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:
Georgian Revival

Materials
(Enter categories from instructions)

foundation: CONCRETE: poured
walls: BRICK
roof: WOOD: shingle
Other:

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

DESCRIPTION

INTRODUCTION

Location

Churchill School remains in its original location fronting on Broadway, between Sixteenth and Seventeenth Streets, in the western neighborhoods of Baker City, Oregon.

The primary north-south axis of the street grid of Baker City is "Main Street," which was an early extension of the nearby Oregon Trail that evolved into the central street of the city's commercial district. The numbered streets of the grid are parallel to Main Street and their numbering starts one block to the west as First Street.

The primary east-west street was named "Broadway" and was placed to intersect Main Street orthogonally at what was then considered the center of the commercial district. Early Baker City was platted before the arrival of the railroad and Broadway was planned to extend west from Main Street to intersect the area's only rail line, becoming the principal street between the rail station and downtown. This plan was indeed realized and the first station was built at the intersection of Broadway and Tenth Street.

Building Area and Uses

As shown in Drawing 1, the Churchill School contained approximately 14,930 gross square feet (gsf) on two floors (7,650 gsf on the first floor, 7,280 gsf in the basement). The original building contained a vestibule, a small office and waiting room and six classrooms on the first floor. The basement contained a kitchen with cafeteria, toilet rooms, storage rooms, a boiler room and a large open activity area for use during inclement weather. The original building is described in detail in the following sections of this nomination.

The 1963 addition shares a common wall with the west end of the original building. It provided the school with an additional 9,530 gsf (8,150 on the first floor; 1,380 in the basement) including a classroom on the first floor and additional area in the basement but, more significantly, a multi purpose gymnasium/cafetorium with an elevated stage, an institutional kitchen, multi-fixture toilet facilities, and locker rooms. The kitchen and cafeteria in the basement were no longer used and the original basement was remodeled to include the school's library, crafts rooms, and storage rooms.

The 1972 addition shares a common wall with the east end of the original building and added 6,460 gsf (3,340 on the first floor; 3,120 in the basement) including four additional classrooms (two on the first floor and two in the basement), additional toilet facilities on both floors and, a second interior stair connecting both floors and providing access to the playgrounds, and an additional emergency exit from the east end of the added basement area.

General Impressions

Even though significant additions occurred, the extent and integrity of the original 1926 Georgian Revival style building is immediately apparent. Churchill's north and south facades, the principal facades of the original building, and the original roof form are fully visible.

The original building is impressive without being imposing. As shown in Photos 1 and 2, the building has a grace and elegance that derives from the skilled use of materials, a light and refined hand in detailing and the artful composition of its mass and fenestration. The elevations are enriched by the texture of the masonry, the divided lights of the windows, and the application of architectural ornament. See Photo 6

The additions make use of similar forms and materials but do not match the quality of the original design and construction. The east and west facades or the original building are covered by these later additions.

After eighty years of intensive use, and two somewhat insensitive additions and energy saving efforts that blocked most of the ornamental windows, the original building continues to please and impress. It has integrity and sense of civility that was fully intended by its architect, Charles Benjamin Miller.

EXTERIOR DESCRIPTION

Site and Setting

The site originally consisted of residential lots, typically 25 to 30 feet north-south by 105 to 115 feet east-west, gifted to the School District and combined to create a single property approximately 305 to 330 feet north-south by 255 feet east-west. The site fills the area between Sixteenth and Seventeenth Streets running south from Broadway.

The school is situated on the northern end of the site and the building is arranged with its long axis parallel to Broadway. The fronts of both the original wings and later additions are set back approximately 30 feet south of the Broadway right-of-way with the front of the central vestibule set back an additional 20 feet to the south.

The original east and west facades were set back approximately 57 to 58 feet from the Sixteenth and Seventeenth Street rights-of-way. The later additions on the east and west reduced those setbacks to approximately 10 and 7 feet respectively.

There is significant open space south of the building. This area was used for playgrounds and athletic fields from the time of original construction. Immediately to the south of the playgrounds and athletic field (there is no intervening street) is an area of single family residences that extends approximately 400 feet south to Valley Street, the first street south of Broadway in this area.

Landscaping and Site Improvements

All adjacent streets are paved but without curbs and gutters. Sidewalks are present in front of the school along its entire length but extend only 100 feet and 75 feet from the corners to the south along the Sixteenth and Seventeenth, respectively.

The entry courtyard on the north between the east and west wings is bisected by a concrete walkway leading from the sidewalk to the portico and front doors. The stairs at the east and west ends of the building are also linked to the public sidewalks by concrete walkways.

No original plant materials appear to remain. The courtyard and the area in front of the east and west wings is lawn. Vertical cedars have been symmetrically placed flanking the courtyard at the corners of the wings and at each mid-point of the wings. Low junipers are placed between the cedars at intervals of approximately 10 feet. All plant materials appear to be 30 to 40 years old, and their age and uniformity suggest they were planted at the time of the 1972 addition. There are no other plant materials on the site.

The plantings have been allowed to grow unattended over time, and are overgrown and obscure important decorative features of the building. The plantings may have caused root damage to the building's foundations.

The entire property extending south of the building is enclosed by a 6' high chain-link fence with gates. Public sidewalks do not extend south of the stairs at the east and west ends of the building and the areas between the street pavement and the fence are graveled. Over the years, these areas were used for diagonal parking by staff, faculty, parents and visitors.

Approximately 60 percent of the area allocated to playground and athletic fields south of the building has been covered with blacktop. There is one abandoned tennis court and the remainder is open field. A few remnants of playground remain but are not original and are unusable. Again, there are no plant materials.

Building Plan and Organization

No architectural drawings exist for the original building, but measured drawings have been prepared and are attached. Drawing 1 shows the site plan of the original building and the additions as they stand today. Drawing 2 shows the first floor plan of the original building with the original roof plan superimposed. Drawing 3 provides a dimensioned drawing of the first floor plan.

The original building is very "readable" from the exterior and the interior plan can be intuited immediately. The plan is "U"-shaped being composed of a primary rectangular form with a long east-west axis and two rectangular wings at each end extended to the north. This results in an entry courtyard on the north side of the building that is enclosed on the east and west by the extended wings. The symmetry of both the form and the fenestration is reinforced by the placement of the pedimented portico on a north-south axis bisecting the east-west axis of the dominant rectangle and the placement of a graceful ornamental cupola at the extended intersection of the two axes. This composition is characteristic of the Georgian Revival Style.

Walls

The exterior walls of the original building are brick masonry in a blend of reds and browns laid up in a running bond. The main floor elevation is readily apparent where the concrete stem walls of the foundation rise to carry the masonry walls above. The masonry walls of the original building are capped by a continuous perimeter fascia corresponding to the location of the roof/ceiling joists which, again, provides an understanding of the construction of the building.

On the north facade, this fascia is aligned and continuous with the architrave of the pediment over the entry portico and just as the pediment's architrave carries the cornice molding of its tympanum, so the perimeter fascia carries the roof soffit and eave molding, which is aligned with the cornice molding. The north walls of the wings have ornamental masonry panels flanked on each side with double-hung windows. (See Photo 6). The north facade has two sets of two double-hung windows with a fixed sash above on either side of the entry portico providing daylight into the central hall. The facades of the east and west wings facing the courtyard are provided with two sets of two triple-hung windows providing daylight to the classrooms in the wings. (See Photos 1 & 4) The later building additions lack these types of detail, providing another area of high contrast to the original construction.

The south facade of the building (Photo 8) uses some of the same compositional patterns as the north facade. There is no large portico, but the triple-hung divided-light windows providing daylight for classrooms in the wings on the north are repeated here along the south wall, in sets of three spaced approximately 15 feet on center. Each of the four classrooms along the south wall is provided with two of sets of three windows. Two smaller windows are placed high on either side of the centerline of the elevation and similar windows can be seen on other exterior walls. They are covered now, but likely provided daylight into a cloakroom in each of the classrooms.

Three stairwells along the south facade were originally open and provided additional means of egress from the basement which contained restrooms, a lunchroom and an area used as an indoor play room during inclement weather. These stairwells are now covered by wood sheds roofed with corrugated metal.

The east and west facades of the original building (the original west facade is partially shown in Photo 2) were relatively simple. The windows were smaller in size than those on the north and south facades and in some instances provided daylight into cloakrooms. Porches covered by flat roofs with iron railings were placed at the east and west facades terminating the central hallway leading to stairs and a means of egress.

The walls of the additions are clad in reddish-brown brick with little color variation. While the colors of the additions are complementary to the original, they are sufficiently different to be readily apparent. The mortar of the additions is consistent in color and appearance to the original and tooled with the same simple rake joint. It is reasonable to assume that the original mortar joints may have been re-pointed at the time of the later additions. (See Photos 7, 10 & 11)

Windows and Doors

As mentioned above, the windows in the classrooms of the original building are typically placed in pairs of two or three mulled triple-hung windows. Each window consists of three equal panels of sash, approximately 3' feet 6 inches wide by 2 feet 8 inches high, with each panel divided into six lights (three wide by two high). The majority of the original windows are intact although many upper areas of the sash are currently covered with insulation and painted gypsum board inside and painted ¼ inch plywood outside. The windows of the additions vary in type and size and have no historical value. (Compare Photo 1 & Photo 4)

The north wall of the central hall is provided with two pairs of two mulled double-hung windows on either side of the entry portico. Each window consists of two panels of operable sash topped by a single panel of fixed sash. The operable panels are 3 feet wide by 3 feet 2 inches high and each is divided into six lights (three wide by two high). The fixed top panel is 3 feet 2 inches wide by 1 foot 3 inches wide divided into three lights (Three wide by one high).

All of doors of the original building have been replaced over time. The entry door at the portico, however, remains bordered by the original transom and sidelights of fixed sash. Each sidelight has six lights (one wide by six high) approximately 9 by 12 inches in size. It appears that the original sidelights were built one wide by eight high and that the two bottom lights have been covered. The sidelights rise to a header above the door opening. Above the header is a window assembly the full width of the opening below composed of a transom with sidelights on either side. These sidelights are in line with the sidelights below and consist of three lights (one wide by three high) and the transom is divided into twenty-one lights (seven wide by three high). All lights of this assembly are the same size.

Roof

The mass of the roof form is reduced by hipped framing and has a lightness resulting from the relatively "thin" scale of the eave molding. A deep fascia running along the top of the walls below the roof soffit reinforces the impression of the lightness while capping the masonry walls.

As shown in Drawing 2, the roof of the original building was hipped to a ridge line running east-west. The roofs of the wings were also hipped. The ridge lines of the wings and the roof of the portico run north-south and intersect with the north plane of the main roof below its east-west ridge line. The slope of all of the roofs of the original building is 6:12. The ridge lines of the wings intersect the primary roof plane below the main ridge line creating a small gable for ventilation at each end. These openings are covered by half-moon grilles, which can still be seen.

The portico roof ends in a pedimented gable which is gracefully detailed creating an impression of lightness even though the scale of the pediment is significant. The ceiling below the roof is18 feet 6 inches above floor of the porch and the pediment extends across the full 29 foot width of the porch. The scale of the portico itself has been diminished by the removal of the coverings of the two pairs of six-by -six steel columns that support the pediment; however, two large wall-mounted lanterns, one on each side of the entry door, continue to provide a

sense of grandeur to the primary entrance. The tympanum of the portico pediment is simply decorated with an oval oculus that appears to have been glazed at one time but is currently covered. The opening is surrounded with wooden trim marked by four "keystone"-shaped pieces at its ordinates. (See Photo 1)

No photographs have been found which clearly show the detail of the original column coverings, but an examination of photographs provides enough information to suggest the following. The four columns (in two pairs) were identical in dimensions and detailing. An 18 inch square plinth was set directly on the concrete porch of the portico. The plinth carried a circular torus approximately 16 inches in diameter and 3 inches high. A circular concave ogee molding, approximately ¾ inches high, provided the transition between the torus of the base and the shaft. The shaft was not fluted, but did have an entasis reducing the diameter of the shaft from approximately 14 inches to 12 inches. Below the entablature, the capital consisted of an abacus, approximately 15 inches square, supported by an echinus approximately 15 inches high, flaring from a diameter of 12 inches at the top of the column to a diameter of approximately 14 inches at the underside of the abacus. Two half-circular moldings, approximately 1 inches high, are placed at the top of the shaft: one where the flaring of the echinus begins and the other approximately 4 inches below that transition. Although the columns do not appear to conform to a Classical Orders, given the architect's care and skill in detailing the remainder of the building, the description may be inaccurate. Continued efforts will be made to determine the form of the original capitals. Any significant renovation work will include restoring the original column coverings as accurately as possible.

The original building was roofed with cedar shingles over skip sheathing nailed to hand built trusses. The roof over the original portion of the building has been re-roofed with cedar shingles but the southern and western exposures are in very poor condition and a new roof is necessary. The roofs of the additions are covered with materials ranging from composition shingles to built-up roofing membranes and intersect the original roof form in ways that are visually awkward and create drainage problems. These areas should be corrected and such repairs will be proposed as the building is renovated. The original building was not provided with gutters or leaders but those items have been added over time. The color, form and placement of these items is, however, not sensitive to the architectural character of the original building. The entire roof drainage system is ineffective and should be replaced as the building is renovated.

Cupola

A six-sided open-air cupola capped by a bell-shaped dome supported by six delicate columns is situated at the mid-point of the east-west ridge line of the original building on line with the north-south ridge line of the portico. This feature is original to the building and appears to be a custom built item designed by the architect. It rests on a square platform cut into but slightly elevated above the east-west ridge line. Its dimensions and proportions make it a pleasing object by itself and its scale is artfully matched to the scale and proportions of the building. The cupola is used as both an ornamental element and an orienting device. It is consistent with the Georgian Revival style of the building and, by its location at the intersection of the primary axes of the building, reinforces the building's symmetry and provides a visual landmark of the building at a distance.

INTERIOR DESCRIPTION

From the portico, the visitor enters a vestibule that is 10 by 12 feet with a 15 foot ceiling height. Immediately inside the entry door is a 4 by 10 foot landing that provides access to a half flight of stairs ascending to a 4 by 5 foot landing and a half flight of stairs descending to the basement. A bronze plaque commemorating the building's dedication described elsewhere in this nomination is prominently placed on the west wall at the midpoint of the ascending stairs. (Photo 12)

The landing at the top of the stairs is separated from the main hall by the south wall of the vestibule. The opening to the hall has been significantly modified, but it appears to have been composed of a single door with sidelights on each side and a full width transom, all with divided lights. The original door and one of the sidelights has been removed and are stored in the building, but the transom and a single modified sidelight remain in place. (Photo 13)

All rooms on the main floor of the original building were accessed by a single central hallway reached by the stairs from the vestibule or from stairs at the porticoes at the east and west ends of the hall. Entering the hall from the vestibule places the visitor at its mid-point. The original form of the hallway is intact. It is 9'-6" wide with a ceiling height of 12'. Prior to the additions, the hallway was approximately 138' long. As previously mentioned, the hall is day lit by the windows on the north wall opening to the courtyard. Before the additions, doors were in place at each end of the corridor (see Drawing 2) and would likely have provided daylight at each end of the hall through sidelights and a transom above.

The original finishes of the hall have been covered by vinyl floor tile, painted gypsum drywall, and acoustic ceiling tile. The original wood trim at door and window openings no longer stands proud of the wall surfaces because of the addition of the drywall. No exploratory work has been done on the walls and ceilings but the original floor material, 5/8 by 2 inch maple, appears to be present beneath the vinyl floor tile. Patterns of wear on the floors and irregularities on wall surfaces indicate that the location of door openings into the classrooms may have changed over time. As previously mentioned, all original doors have been removed, but the door openings appear to have been sized to provide for an operable transom to assist ventilation.

There are two small rooms on either side of the door from the vestibule that are entered from the hallway. They are each approximately 8 by 12 feet with a 12 foot ceiling, and one exterior window opening to the courtyard. The original details and finishes of the hallway including the hardwood floors extend into these rooms. It is speculation, but, given their central location and proximity to the main entry, these rooms may have served as an office for the school's principal and a small waiting room. At some time in the past, the room on the east was converted to and used as a janitor's closet resulting in water damage to the floor. The room to the west is in original condition and does not show such damage.

The walls of the original classrooms are intact and have not been moved. Most of the wall and ceiling surfaces have been covered with painted drywall and acoustic ceiling tile, but the original hardwood floors remain in place and are in reasonable condition. The trim in the classrooms is largely intact. Various modern blackboards and corkboards have been placed on the walls. While it has not been determined if the original blackboards

remain in place, the original chalk trays are. Virtually all of the original sash and glazing remain. The original east wall remains visible in the hallway to the restrooms of the addition (see Photos 15 & 16).
None of the original lighting fixtures remain.

It appears that a large cloakroom was present in each of the original classrooms. The location and size of these rooms vary but their earlier presence can be determined from the "shadows" of their framing on the floors and walls and by small windows that were located to daylight them. These windows have been covered in all locations and will be revealed.

Drawings of the original building are not available to determine the location, if any, of toilet facilities on the first floor. A limited physical examination, short of selective demolition, provides no information in this regard. Given that no interior walls have been removed (with the exception of the cloakrooms) and that the placement of the interior walls and original fenestration relate one to the other, there is little doubt that the entire first floor, with the exception of the two small rooms on either side of the vestibule, was designed and built as classroom space.

The basement of the original building was accessible from the interior by a single stair descending from the central vestibule. Three additional stairs were located on the south side of the basement but opened only to the exterior for emergency egress and were abandoned in later years as the use of the basement changed and two additional means of egress from the basement were added in 1972: one at the east end of the east addition on axis with the extension of the original central hall; the other adjacent to the southeast corner of the original building. The latter stair allowed communication between the first floor and basement and access to the playgrounds to the south at an intermediate landing.

The original basement was largely open and provided with ample daylight by numerous 3 by 5 foot windows in the stem walls above grade and below the first floor structure. The head height in the original basement is limited --- approximately 7 feet from the top of the concrete slab floor to the bottom of the post and beam framing of the floor above. The head height is further restricted by plumbing lines below the structure serving the hot water radiant heating system and the fire sprinkler system installed in 1972.

A newspaper article published at the time of the school's opening indicated that the basement area was to be used for physical activities during inclement weather and housed the school's kitchen and cafeteria. A physical examination of water supply and waste lines indicates that the original kitchen was in the southwest corner of the basement. This area was immediately accessible by one of the three exterior egress stairs mentioned previously.

Examination of the supply and waste lines also indicates that building's original toilet facilities were located at the northwest corner of the basement. A septic system and drain field was immediately adjacent to this area on the north side of the building. In later years, the septic system was abandoned and the building's waste system was connected to the City's sanitary sewer main in Broadway.

Physical examination also shows that the current gas-fired boiler is in the same location as the original coal-

fired boiler --- immediately east of the original kitchen. The floor of the boiler room is recessed by approximately 2 feet allowing additional headroom for the equipment and a sump for the collection and disposal of water in the event of a break in the heating distribution lines.

STRUCTURE

The basement walls of the original building and the later additions are built of reinforced poured-in-place concrete above a reinforced concrete slab. The basement walls serve as the stem walls of the foundation, extending 7 feet 2 inches above the top of the basement slab to carry the first floor joists and walls. With the exception of the gymnasium/cafetorium and kitchen, built as part of the 1963 addition, the main floors of the original building and the additions are continuous at an average of 4 feet 3inches above adjacent grade. This allows for the placement of windows, approximately 3 feet high by 6 feet 6 inches wide generally aligned with the windows above, to daylight the basement.

The methods of the wall construction vary with the date of construction. The original exterior walls are load bearing consisting of three wythes of nominal 4 by 8 by 3 inch brick with a typical joint of approximately ½ inch. The walls of the later additions, not including the gymnasium, consist of a single layer of masonry veneer of a similar unit size as the original over wood-frame platform construction consisting of 2 by 6 studs with a single bottom plate and double top plate. All of the masonry appears to be of excellent quality and has weathered well regardless of its exposure.

Glu-lam beams supported by 4 inch pipe steel columns have been retrofitted into four of the original classrooms. In some cases, they appear to have been added as the cloakrooms were removed, but in other instances, they appear to have been added to accommodate changes in the roof framing that occurred at the time of the 1963 and 1972 additions.

The roof structure of the original building consists of hand built trusses with the bottom chord of each truss supported at three points --- the opposing perimeter walls and the south wall of the hallway. Each truss extends over the perimeter walls by 24 inches creating a continuous soffit. The bearing points of the roof trusses with the top plates of the bearing walls have not been examined and further exploration is required to adequately document the roof construction.

The structural systems of the roofs of the additions vary, but they primarily consist of pre-fabricated wood trusses above the added classroom spaces and a system of glu-lam beams approximately 16 feet on center with intervening joists over the gymnasium. The slopes of these roofs vary and are relatively flat compared to the roofs of the original building.

ALTERATIONS and REHABILITATION PLANS

The alterations made to the Churchill School are directly associated with its historic use and have not significantly impacted the architect's original design. In 1963 a 9,530 gsf (8,150 on the first floor; 1,380 in the basement) was added to the west side of the building to provide for additional classroom space and a multi

purpose gymnasium/cafetorium with an elevated stage, an institutional kitchen, multi-fixture toilet facilities, and locker rooms. This alteration led to the reconfiguration of the basement from a kitchen and cafeteria to the school's library, crafts rooms, and storage rooms. The 1972 addition was added to the east end of the original building and added 6,460 gsf (3,340 on the first floor; 3,120 in the basement) including four additional classrooms (two on the first floor and two in the basement), additional toilet facilities on both floors and, a second interior stair connecting both floors and providing access to the playgrounds, and an additional emergency exit from the east end of the added basement area. Other alterations include the modification of the classroom spaces and interior finishes.

It is anticipated that the adaptive re-use of the building will consist of a conversion to either governmental offices or apartments limited to residents 55 years or age or older. The local planning and development code allows the first use outright; the second type of use is allowed conditionally and would likely be approved in the context of the adjacent residential areas. Restorative work will be performed as previously described, including the removal of the wood sheds roofed with corrugated metal covering the basement entries, the reinstallation of original door assembly for the landing, and the restoration of original finishes, treatments, and materials throughout the building. All work will conform to the Guidelines of the Secretary of the Interior.

Churchill School
Name of Property

Baker 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).

_____ 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.

__X__ 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

Period of Significance
1925-1926

Significant Dates
1925-1926, construction

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
N/A

Architect/Builder
Charles Benjamin Miller, Architect

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:
- _X_ State Historic Preservation Office
- _X_ Other State agency
- ___ Federal agency
- _X_ Local government
- ___ University
- ___ Other

Name of repository: _____

STATEMENT OF SIGNIFICANCE

SUMMARY

The nomination of this building is based on Criterion C, specifically "... the property ... represents the work of a master." The building is the only work of architect Charles Benjamin Miller that was built in Baker County, Oregon, and it is the only known educational or public building project remaining of Miller's work. It is part of a remarkable portfolio of projects accomplished by Miller between 1917 and 1937.

THE DEVELOPMENT OF BAKER CITY AND THE CONSTRUCTION OF CHURCHILL SCHOOL

Churchill School is located in the small Eastern Oregon community of Baker City. Baker City was founded in 1862 as the result of gold strikes in nearby Auburn. The city prospered well into the 1920s due to the area's rich gold production and forestry and ranching industries. Three quarters of the lode gold produced in Oregon during this period came from the Baker mining district.

As a result of Baker's rich natural resources, by the turn of the century a beautiful collection of stone and brick buildings were constructed in the downtown business district, as well as several large public buildings including the City Hall, County Courthouse, schools, churches, and the buildings of several fraternal organizations. The community was quite cosmopolitan for its remote location, and it clearly valued quality architecture. The downtown business district was designated a National Historic District in 1978.

Continuing development of mineral and timber resources was made more efficient via the operation of the Sumpter Valley Gold Dredge and the Sumpter Valley Railroad (SVRR) established in the 1890's. The SVRR linked the mineral and timber-rich Sumpter mining district with the Union Pacific Railroad line in Baker City. Newspapers of the early 1920's frequently reported expansion of the existing mines and the discoveries of significant new deposits of gold, copper, and other precious metals. Several new lumber mills were established in Baker City at the convergence of Union Pacific and SVRR rail lines allowing for the efficient processing of raw timber and the trans-shipment of finished lumber products to the rest of the nation.

These new mills, located to the west of the rail lines, created a significant number of new jobs. Housing was built on the west side of the tracks and the arrival of these new workers and their families added to the pressure to build a new school in the area. In *Gold Dust and Chalk Dust*, author Dr. James Evans, Baker School Superintendent in the 1950's and 60's, discussed the arrival of families and their children in Baker Schools during the early 1920's, noting that many came as a result of the New Homestead Act as well. Census figures indicate the population of Baker City rose from 6,742 in 1910 to 7,858 by 1930. In additional to the need to educate more children, the development of a new school received a boost then local newspapers noted that a new school west of the railroad lines would obviate the necessity of elementary school children crossing the railroad tracks to attend school.

It is in the context of this prosperity, growth and community vision that Churchill school was conceived and built as the last of the "compass point" elementary schools. Prior to Churchill School, Baker City had elementary schools located in the north, south and east sections of town. Churchill, built in the western neighborhoods,

was the last elementary school to be built. In its April 30,1925, edition the *Baker Morning Democrat* editorialized about the influx of new settlers into Baker City and on May 9,1925, the School Board passed a resolution to submit a $45,000 bond measure to the voters to build a new elementary school on City's west side to accommodate new students. A day later, on May 10, 1925, a newspaper article indicated that the lots where the school would be built were donated to the School District, noting that "during the last five years, school enrollment in Baker has increased five percent each year and that every school is filled to overflowing." With the backing of the School Board and a location for a new school, On May 12, 1925, it was reported that if a new school was approved by the voters, it would be named for J. A. Churchill, a former Baker City resident, who began his illustrious career in public education as the Superintendent of Schools in Baker City from 1891 to 1913, chartering the second high school in Oregon in Baker City.

During Churchill's tenure, the Baker City school system expanded significantly in the numbers of students educated and the depth of the curriculum offered. Churchill gained statewide recognition for this work and in 1913 was appointed State Superintendent of Public Instruction. He served in that post until early 1926 when he was asked by Oregon's Governor to be the first President of Southern Oregon College in Ashland, Oregon, a post he held until 1932 when he was appointed President of Western Oregon College. Churchill served in that position until 1939 and during his tenure established the first college-level teacher education curriculum in the state. In addition to his extraordinary accomplishments as a professional educator, Churchill is credited as one of the creators of the tradition of Shakespearean performances in Ashland, which grew into the world renowned Ashland Shakespearean Festival.

Responding to an overwhelming community need, on June 15, 1925, voters approved a $45,000 bond issue by a vote of 501 to 57 for the construction of Churchill School. During the campaign, the paper reported "About 50 school children paraded the streets of Baker yesterday afternoon, gaily costumed and rooting valiantly for the bond issue, their slogan being Vote for the West Side School". The bonds were sold in two installments: the first for $15,000 on July 14, 1925, and the second for $30,000 on November 1, 1925. On September 12, 1925, notice was given to contractors to submit bids for construction. Contracts for the work were awarded on September 23, 1925 as follows:

General Contract	H.P. Nielsen, La Grande	$31,998.00
Plumbing	Mr. Hunter, Baker	2,635.00
Heating	Fish & Bowen, Baker	3,109.00
		$37,742.00

It was noted that due to the urgent need for the additional classroom space that construction would begin immediately with a scheduled completion date of January 1, 1926, allowing "... slightly over ninety days for its completion". The headline read: "Building to be Rushed". Just three months after the passage on the bond, on December 16, 1925, the newspaper reported that the new school was within a few weeks of completion and that J. A. Churchill would travel to Baker to dedicate the school named in his honor. The school was dedicated January 16, 1926, with an open house and a public ceremony accompanied by numerous banquets and events honoring Churchill for his contributions to civic life in Baker, including the founding of the local chapter of the YMCA in 1911 and service as its first president. The building was very well received. The headline read

"MANY ADMIRE ARCHITECTURAL BEAUTY OF CHURCHILL SCHOOL" and the article described the new building as follows:

> "... [a] revolutionary development in school building architecture with utility and hygenies (sic), combined with beauty, the predominate motive, are revealed in the construction of the new $45,000 J. A. Churchill School.
>
> Well lighted, large classrooms ... a play room and a large school yard, all these facilities were combined in making Churchill School the most up-to-date in Baker. Faced with red brick, the building has all been arranged on a single floor, is attractive both inside and out.
>
> The main entrance is in the center of the building and opens into a large hallway that extends the entire length of the structure. ... The walls throughout the building are finished in white. In the classrooms, the blackboards extend almost to the floor. The outside wall of each room is also a solid wall of windowpanes. The floors are finished in hardwood.
>
> The playroom covers a floor space in the basement equal to half the floor space of the building. This will be equipped with sand tables for the small children and other kids of playground equipment suitable for children in all grades. In this room, which is lighted with windows on every side, pupils will be allowed to play during the seasons of inclement weather."

Upon its dedication, a bronze plaque was placed in the building's vestibule bearing the names of School Board members and other individuals of significance to the project including: John W. Allen, Chairman of the Board; Roger Biswell; C.H. Browning; William Moore; E. P. Voruz; Frank McCulloch, Clerk; H.M. Broadbent, Superintendent of Schools; and Charles B. Miller, Architect; followed by the dates "1925-1926." The plaque remains in its original location today.

Churchill School operated continuously as an elementary school from 1926 through 2002 at which time the School District declared it to be "surplus property" and the building and grounds were closed. The building was purchased by the current owners on March 9, 2007, with the intention of adaptive re-use.

CHARLES BENJAMIN MILLER, ARCHITECT

Charles B. Miller was an extraordinary individual — a man of humble origins, the son of immigrants, largely self-taught — who created a legacy of superlative buildings of which few, beyond his residential work, remain. Two of Mr. Miller's projects, the A. J. Stange House and the Roesch Building (both in La Grande, Oregon) are listed on the National Register under Criterion C as the "works of a master" and he is identified as the architect of a contributing building in the National Register-listed La Grande Historic District.

Despite a record of excellent work, Miller is a relatively unknown architect. This is probably explained by the fact that his work is confined to a relatively isolated geographic region of eastern Oregon and that records of his career are almost non-existent. Fortunately, beautiful and uncommonly good examples of his residential

work remain that demonstrate his ability to combine architectural clarity and integrity with technical craftsmanship.

Although federal census records and, as a result, many other sources indicate that Charles Benjamin Miller was born in 1888 in Tina, Missouri, his 1917 World War I Registration Card bearing his personal signature indicates he was born in on October 31,1886, in North Park, Colorado. The first U.S. Census reference to Mr. Miller occurs in 1910 and establishes Miller living in Caldwell, Idaho, with his wife, Viola, and a daughter. His profession is listed as "carpenter, planing mill." The first evidence of Miller's residency in La Grande, Oregon is his 1917 Military registration card, on which he indicated his profession as "architect". The Polk Directory for La Grande, Oregon, in 1919 lists Miller as an "architect." The 1920 Census confirms he was a resident of that community and lists his profession as "architect". Records indicate that Miller was licensed as an architect in the State of Oregon on August 23, 1919, when the State first established its licensing of the profession. He and other several other architects established in the state were licensed under a "grandfather" provision. Miller received license number 063.

That Miller was highly regarded by his profession is attested to by his appointment to the Oregon State Board of Architect Examiners in 1922 and his service on the Board until 1926 or 1927 (records vary). He practiced in La Grande until 1937 (age fifty-one) when he relocated to Pendleton, Oregon, forty-five miles to the west. He remained professionally active in Umatilla County until a few months before his death in Pendleton on January 2, 1960 at age seventy-one (consistent with the October, 1886, birth date he provided on his 1917 Draft Card).

Despite his achievements, Miller left relatively few records chronically his professional accomplishments. For instance, his biographic profile in *American Architects Directory*, 1956, does not provide any information regarding his education or training, and the Oregon Board of Architect Examiners has destroyed the records of Oregon's early architects including Miller. Details of his registration and professional practice have been lost. No information regarding Miller's education or professional training has been found. The University of Oregon School of Architecture was not founded until 1914 and not accredited until 1919, and, in any event, there is no evidence he attended the University.

While relatively few records have been found, reasonable assumptions can be made about Miller's career. At that time Miller trained, there were no architectural schools in Washington or Idaho. It is likely that Miller received his education and became qualified as an architect by serving a seven-year apprenticeship with an established architect which, until the 1970's, was one of the paths available to obtain a professional license and registration. It is also possible that Miller trained, in part, via correspondence course with the International Correspondence School which had a program in Architecture, although this has not been confirmed. Yet, at the time, it was a route to professional training. Without knowledge of his residency during the period of 1910-17 and the absence of an architect practicing in La Grande before his arrival, it is likely that Miller's apprenticeship was served with one of the established firms in the Boise, Idaho, area. Those firms regularly worked in Eastern Oregon, which could have been his introduction to the area. Several biographical summaries of Miller state that he was a member of the American Institute of Architects (AIA), but an extensive search of the state and national records of that organization does not support those statements. It has also been reported that he was registered in the State of Washington but this was not confirmed by the Washington Board of Architects

Examiners. The National Council of Architectural Accreditation Boards (NCARB) has confirmed that he did not receive certification from that organization.

Some of this confusion may occur based on the professional activity of his son, Donald Franklin Miller, who graduated from the University of Oregon with a B.S. in Architecture in 1946 and was later employed in his father's professional practice. Donald was licensed in Oregon in 1953 and in Washington in 1956. He was NCARB certified and practiced for many years in Bellevue, Washington, before his death. Efforts have been made to contact the descendants of Charles and Donald Miller in the hope of obtaining information about Charles Miller and his architectural legacy, but without success.

Miller passed away on January 2, 1960, and his obituary of January 4, in the Pendleton *East Oregonian,* extols Miller and his work. It states that he was responsible for "many of the important business, public and school buildings in the area," but a search of the records of public agencies, historical societies, building departments and school districts in Union, Umatilla and Morrow Counties and Walla Walla County, Washington did not reveal any work attributed to Miller during his twenty-three years in practice in Pendleton. Churchill School, nominated here, is the only known example of his public work.

MILLER'S ARCHITECTURAL INFLUENCES

Between April 27 and August 3, 1925, Charles B. Miller wrote and published a series of weekly articles in *The La Grande Observer* on residential design. He was very articulate and these writings provide a window into his philosophy of design and construction. The articles demonstrate that Miller was well-informed in the architectural styles of the period and prescient in discussing topics such as site selection, building siting, scale, proportion, form, interior planning, the use of daylight, the craft of building, interior design and finishes, and the selection and use of exterior materials.

Miller's early employment as a carpenter attests to his interest in construction, and this practical experience no doubt provided him with an introduction to the technical aspects of building. If, as believed, he obtained, his professional credentials as an apprentice to a practicing architect, his training in building technology would have continued well beyond carpentry. The extent of his technical prowess is apparent in the Sacajawea Hotel and adjacent Roesch Building, built in 1927 and 1930 respectively, where Miller used poured-in-place steel-reinforced concrete frames as the structures for these multi-story buildings. The same mentor may have introduced Miller to the art of architecture, but it is remarkable that without a formal education he was able to educate himself so effectively that he was able to produce an excellent body of work as a sole practitioner.

Miller developed his ideas on architecture from a number of different sources. Williamsburg, Virginia, residences in the Georgian Style likely provided inspiration for at least two prominent homes in Miller's portfolio: the previously mentioned A. J. Stange House (1925) and the home of Dr. A. L. Richardson (date undetermined) at 708 "O" Street in La Grande. Those homes have much in common with the St. George Tucker House and the James Geddy House respectively, both in Williamsburg. Miller's sources of inspiration, however, went well beyond the Colonial Revival Styles. On August 31, 1927, *The Observer* published an insert summarizing and celebrating the progress of the community as evidenced by a number of fine homes, prominent buildings and new businesses. Miller contributed an article to the insert describing the homes (many

of his own design) of several prominent citizens referring to styles as diverse as "late Georgian, [...] bungalow, craftsman and prairie." His own home at the time was a small bungalow of his own design that still stands.

MILLER'S SKILL AS AN ARCHITECT

During his residency in La Grande, from 1917 through 1937, Miller developed a body of quality work and was especially prolific in the 1920's before the onset of the Great Depression. During that period, as documented by *The La Grande Observer*, the city experienced a time heady growth. Miller was responsible for a number of important buildings in that community that have since been destroyed including the famed Sacajawea Hotel, a multistory deluxe hotel, the Blue Mountain Creamery Building, and the La Grande Observer Building which was recognized in the 1999 Oregon Inventory of Historic Properties but demolished in 2002. Fortunately, a few, but quite varied, building types remain to demonstrate his talent and the excellence of his work.

The1931 Roesch Building in La Grande, commonly referred to as the Sacajawea Annex, is one of two of Miller's commercial projects recognized in the National Register of Historic Places. The Roesch Building was nominated and placed on the Register based upon its architectural excellence and Miller's work as a "Master." The other recognized commercial project is an addition to the La Grande Masonic Lodge (Miller was a member). It is identified as a contributing property in the La Grande Historic District, which is listed on the National Register. What makes this building notable is how Miller solved a perplexing problem. When faced with the challenge of expanding the existing second floor Masonic Lodge above a new store at grade for a retailer who was modernizing, Miller might have created a building that was visually separate and distinct. Rather, he carefully composed an understated but modern storefront in harmony with the adjacent commercial neighbors and expanded the Lodge above the store by continuing the architectural treatment of the original Lodge facade across the second story. Only upon close examination does an observer see that the new second story facade has been subtly modified from the original to fill the wider frontage of the adjacent lot by revising the details and spacing of the fenestration. The new second-story facade is not a simple continuation or the original, but a complex composition that is completely harmonious with the original. The problem was masterfully solved in a creative and artful manner and the effect is seamless. By making use of the original building's architecture Miller demonstrates his appreciation for the traditions of the Lodge, shows respect for his predecessor's work, and provides the community with a building that reinforces the streetscape rather than making a personal statement.

Miller completed other commissions as well. The Presbyterian Church in La Grande is an example of Miller's talent applied to a religious building. Built in 1923, this church provides a serene place of worship, illuminated skillfully by natural light and completed with an energetic and idiosyncratic treatment of the Gothic Revival Style on an irregular site. Miller could have worked with the Gothic style in an austere manner, but instead he invested the building both inside and out with an openness, energy, and joy that transcends the self-importance often found in religious buildings, while continuing to reference the use of the Gothic vocabulary in religious architecture. However, the largest single category of Miller's extant work is residential. The previously mentioned A. J. Stange House, listed in the National Register, was nominated and recognized for its excellence in architecture as the "work of a master". Churchill School, the subject building of this nomination, is the only extant example of Miller's work with educational buildings and is a stunning example of the Georgian Revival Style.

MILLER, CHURCHILL SCHOOL AND THE GEORGIAN REVIVAL STYLE

The Georgian architectural style in originated in England during the Eighteenth Century as a uniquely British variation of the Classical Revival style of architecture that dominated Europe during the Renaissance and the Enlightenment. The style is called "Georgian" because it was popularized during the 18th Century, roughly coinciding with the reigns of the first Hanoverian Kings, Georges I, II and II (1714-1820). Georgian architecture differed from other styles of the Classical Revival by using the classical design elements in an independent and particularly English manner influenced by Continental interpretations of classical architecture such as Palladianism but varied by local and regional materials and tastes, e.g., the use of red brick with contrasting white trim.

In addition to using the Classical Orders to inspire and organize both composition and details, Georgian architecture is characterized by symmetry of composition; a central axial entrance marked by a porch, portico or *porte cochere* composed of a pediment or other entablature supported by columns or pilasters; windows arranged symmetrically and containing standardized glass panes supported by wood mullions within the sash; and roof forms that were minimized by using low slopes and, when the building was free standing, hipped rather than gabled roofs.

The style became known to early builders in America through pattern books, engravings and the knowledge and experiences of newly arrived craftsmen from England, the "mother" country. It is generally recognized that the Georgian style was first adapted by American builders in Williamsburg, Virginia, with the construction in 1695 of the Wren Building at the College of William and Mary and later the Governor's Palace, the Capitol, and many other public buildings and residences. Not as formal as its British forbears, Georgian architecture in America with its cultural "bona fides" of classical elements, forms, proportions, and details allowed the colonists to depart from the rustic and spartan architecture of their earlier settlements.

Around the time of the country's hundredth anniversary and the Centennial Exhibition of 1876 in Philadelphia, Americans began to take stock of their history and heritage and develop a pride in the culture of Colonial America that had been the wellspring of the country's origins. This newfound appreciation of colonial times manifest itself in popular culture in many ways including residential and public architecture in what became known as Colonial Revival Styles. The early Georgian buildings of New England, New York, Pennsylvania and Virginia provided inspiration for buildings of all types in a "revival" of the style from the1880's until the start of World War II and they continue to influence residential design today.

During this same time, between the late 1880's and the late 1910's, many beautiful commercial and public buildings were built in Baker City. Architects such as Ellis Lawrence, Delos De Neer, John Bennes and Charles Hummel (of Boise) had a hand in creating the public buildings of that period and many still stand today including Baker City Hall, the Baker County Courthouse, the Carnegie Library, St. Francis de Sales Cathedral, Baker High School, and the North Baker Elementary School. These buildings were built of locally quarried tuff stone laid up in a rusticated ashlar pattern as variations on the Richardsonian Romanesque Style, which was

influential at the time. These buildings communicated the strength, power, and industrial progress of the "Gilded Age" apropos to the spirit of a community built on the mining, logging, and cattle industries.

Miller's choice of an architectural style for Churchill School was a departure from this approach. We have no means of confirming his intentions but the school's form is accessible rather than imposing; the courtyard and portico are welcoming rather than fortified; the classical details are elegant and not self-consciously grand; and, above all, the building's composition and details give it a human scale. Elementary school children may have been able to relate to this building with greater ease and comfort compared to the Richardsonian Romanesque and Neo-Classical public buildings in the community.

The design and construction of the A. J. Stange House immediately preceded the Churchill project and may have provided Miller with the opportunity to become knowledgeable and practiced in the Georgian Revival style. The home is a beautiful example of the style incorporating many of its hallmarks: symmetry, balanced composition; double and triple hung windows with divided lights; an entry portico with a separate portico for "carriages" (automobiles); dormers; and classical ornament. The result is an elegant and refined residence befitting the most prominent citizen of the community. Miller's knowledge of the Georgian style would have also included public buildings such as those at Williamsburg. Given that he was awarded the Churchill commission in mid-July and contractors' bids were requested in mid-September, it is clear that Miller had no hesitation about the design of the project. The client's program was simple and easily adapted to prototypes in the Georgian style.

The original building exhibits the hallmarks of the Georgian Revival style. It is symmetrical both in plan and elevation; the portico is centrally located at the cross axis of the façade and identifies the primary entrance; the portico is capped by a gabled pediment with a small oculus and is supported by columns; the elevations and exterior details are inspired by the Classical Orders which also bring a consistency to the details; the windows are glazed using divided lights; the exterior is clad in red brick with white trim; and the roofs are hipped and have gentle slopes to minimize their mass.

Elements of the style are beneficial to the function of the school. The plan could be easily understood by its young occupants. The triple-hung sash set in two's and three's flood the classrooms with natural light and provide ventilation. The scale of the building fits well into the surrounding neighborhood. The frequent use of the Georgian Revival style on university campuses prompts the association of this building with education and self-improvement and, finally, the style connects the building and, hence, the community to an earlier time in the country's history — a time of optimism, new beginnings, and patriotism rekindled in the settling and civilizing of this part of the American West.

The use of historical sources or the work of others for inspiration was certainly not new to the architectural profession. The development and application of a "revival" style is often based on nostalgia and an idealized vision of times past — a Romantic ideal. The genius of Miller is that he doesn't simply replicate a building or ape a style. His research, understanding, and skill allow him to design buildings as interpretations of the established forms, prototypes, and design vocabularies of a specific style applied to the problem at hand.

CONCLUSION

In May 25, 1925, just a few months before starting the Churchill project, Miller wrote in the *La Grande Observer*, commenting on the "colonial style [as] standing the test of time". His reference was to residences but Churchill School is a beautiful example Miller's skill infusing the building with a beauty and integrity of a colonial revival style. Today, residents of Baker City have as much praise and affection for the Churchill School building as their counterparts did when the building was new. It has stood the "test of time" indeed.

Because of its importance as an example of the Georgian Revival Style executed with skill by the architect Charles Benjamin Miller, Churchill School is eligible for the National Register of Historic Places under Criterion C. The school is the only building designed by Miller to be built in Baker County and it is the only known extant example of an educational or public building designed by him.

American Architects Directory,1956

Architects of Oregon, 2002, Richard Ellison Ritz

The Baker Morning Democrat/Baker Democrat Herald: 11/19/1924 -11/4/1926

Centennial History of Oregon,1811-1912

The East Oregonian (Pendleton): various 1937-1961

Gold Dust, Chalk Dust, Dr. J. R. Evans

La Grande 1885-1985, John A. Hermens and John E. Turner, copyright: 1985, Grande Ronde Publishing Co.

The La Grande Observer: 1/1/1925-12/31/1927

Oregon Blue Book: 1922-1927

Oregon Inventory of Historic Buildings, 1999

Polk Business Directory, La Grande, Oregon: 1902, 1908-9, 1910, 1920

Rails, Sagebrush and Pine, 1967, Mallory Hope Ferrell

The Record-Courier 2/24/1983

United States Census: 1910, 1920

Other Sources:

American Institute of Architects, National and Portland Chapter
National Council of Architectural Registration Boards
Oregon Board of Architect Examiners
Southern Oregon University Website
Umatilla County Historical Society
Union County Historical Society
Washington Board of Architect Examiners
Western Oregon University Website
Blue Mt. Lodge No. 34
School Districts: Baker, La Grande, Umatilla, Oregon, Walla Walla, Washington

Interviews:

Gary Dielman, Baker City, March-Nov, 2007
Dr. Carl R. Kostol, Baker City, March, 2007
John E. Turner, La Grande May, 2007

Churchill School
Name of Property

Baker Co., OR
County and State

10. Geographical Data

Acreage of Property 1.180 acres

UTM References
(Place additional UTM references on a continuation sheet)

	Zone	Easting	Northing		Zone	Easting	Northing
1	11	432802	4958615	3			
2				4			

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 James N. Van Duyn, Architect (OR License #2412)

organization _____ date July 31, 2007

street & number 14545 Angel Lane telephone (541) 527-1777

city or town Baker City state OR zip code 97814

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 Queen City Properties, LLC.

street & number 14545 Angel Lane telephone (541) 527-1777

city or town Baker City state OR zip code 97814

VERBAL BOUNDARY DESCRIPTION

Lots 14-23 Block 15, Stewart's Second Addition to Baker City, were purchased by the Baker School District on May 2, 1925, for $200.00 from Paris and Annie Dougherty. Lots 24-33 Block 15, Stewart's Second Addition to Baker City, was gifted to the Baker School District on May 6, 1925, by John Waterman and Earle F. Cranston. Queen City Properties, Inc., the current owner, purchased the property from the Baker School District on March 9, 2007. The original building occupies lots 20-27 with the remainder of the original site as field/play area. The 1963 addition extended the western section of the building into lots 28-31.

The boundaries of the property proposed for inclusion on the National Register of Historic Places includes lots 16 through half of lot 32 (each lot being 25'x120).

BOUNDARY JUSTIFICATION

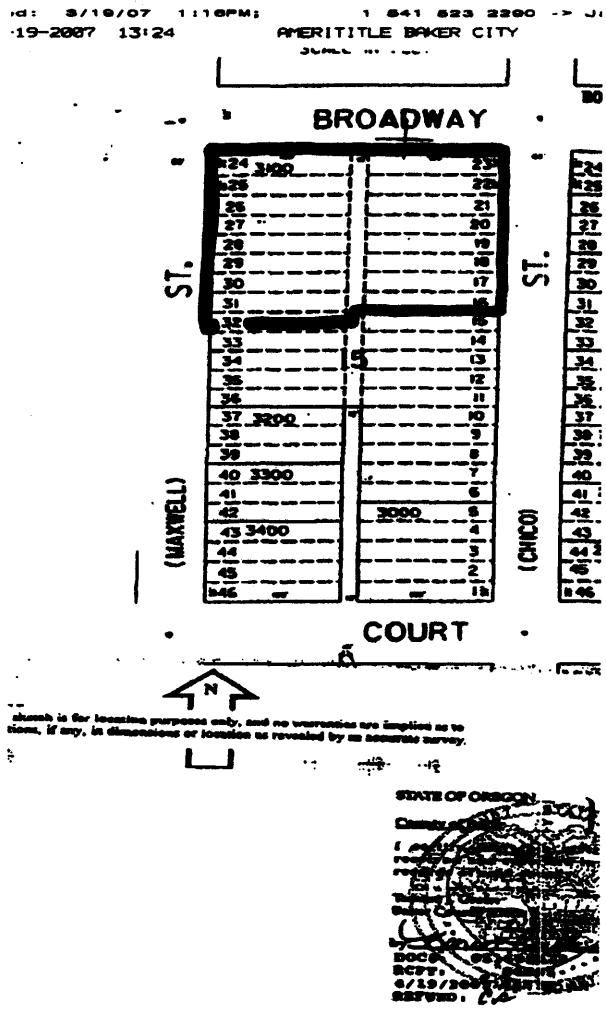
These boundaries proposed boundaries include the subject of this nomination and sufficient area around the building to convey its original setting. See: Drawing 1, Site Plan.

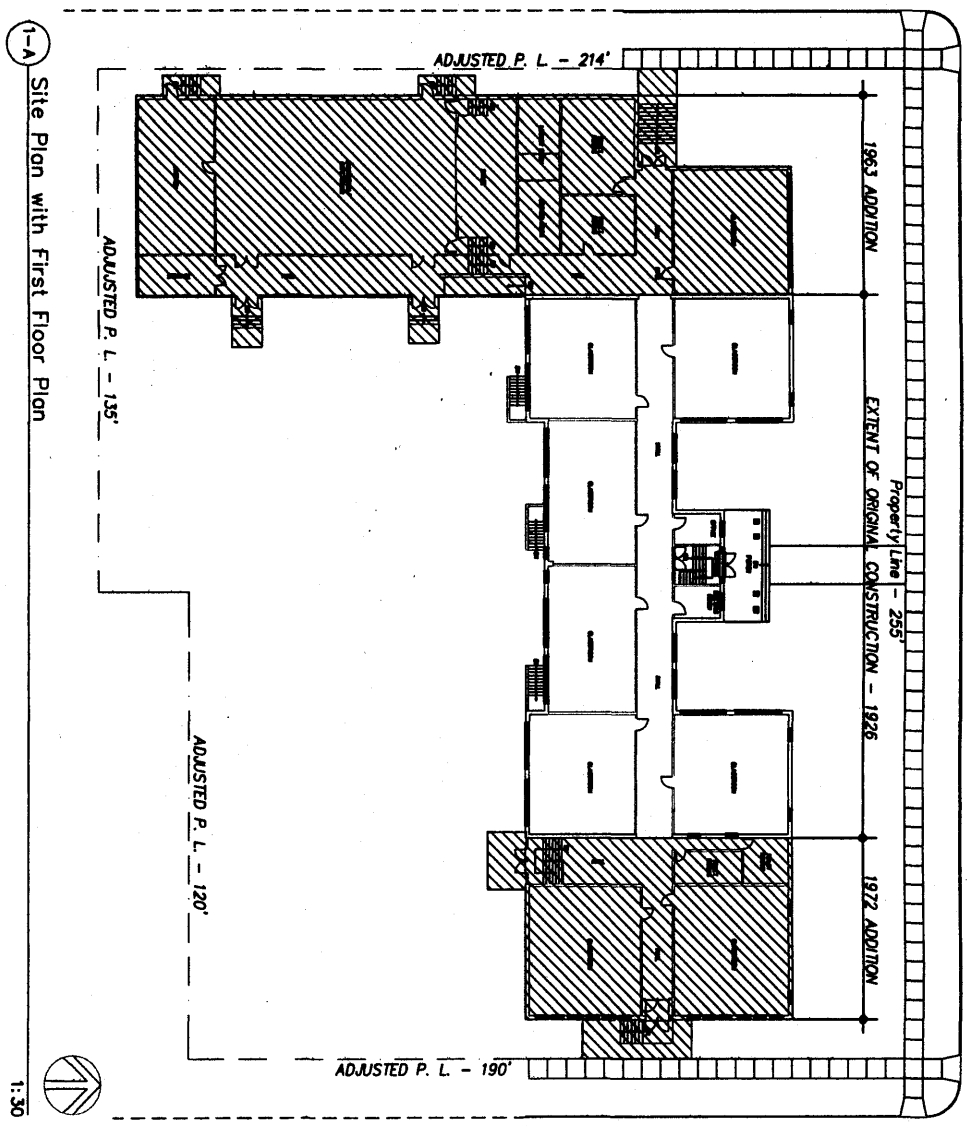
United States Department of the Interior
National Park Service

National Register of Historic Places Continuation Sheet

Section number Maps Page 1

Plat Map for Churchill School





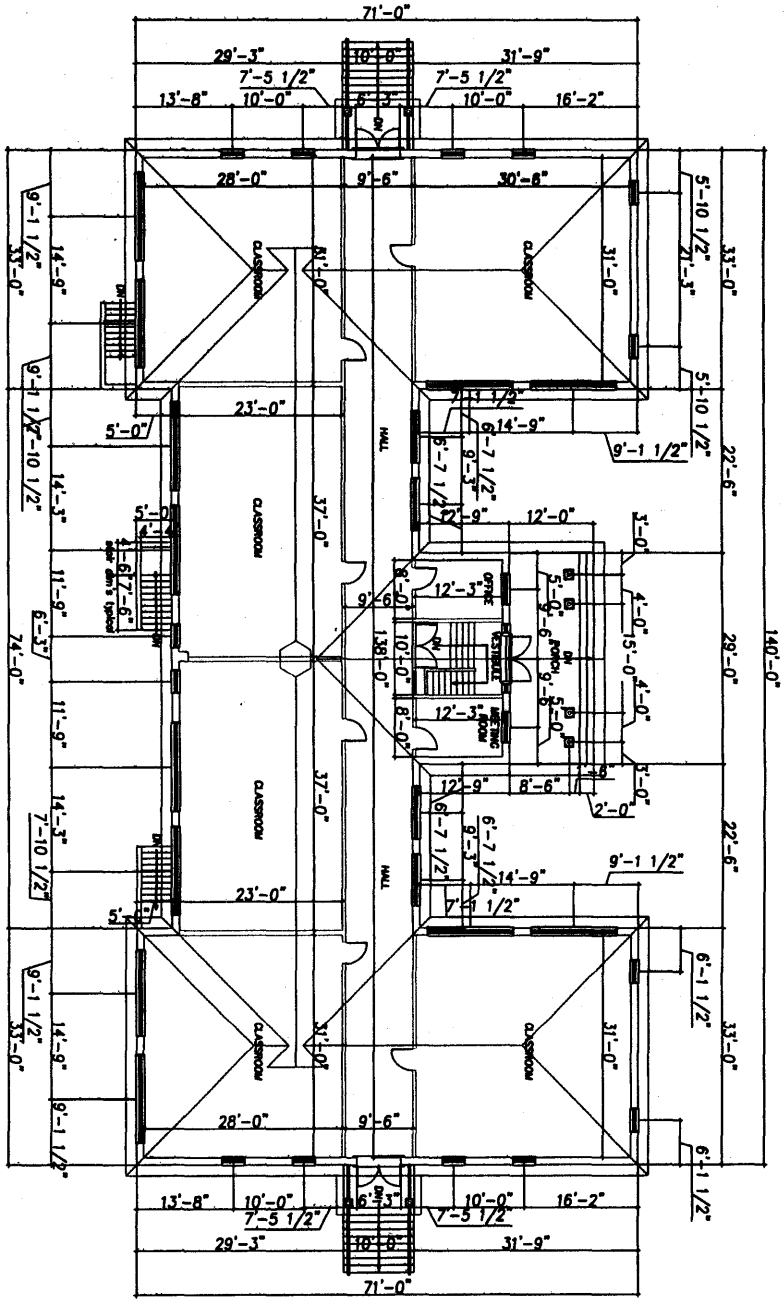
1-A Site Plan with First Floor Plan

1:30

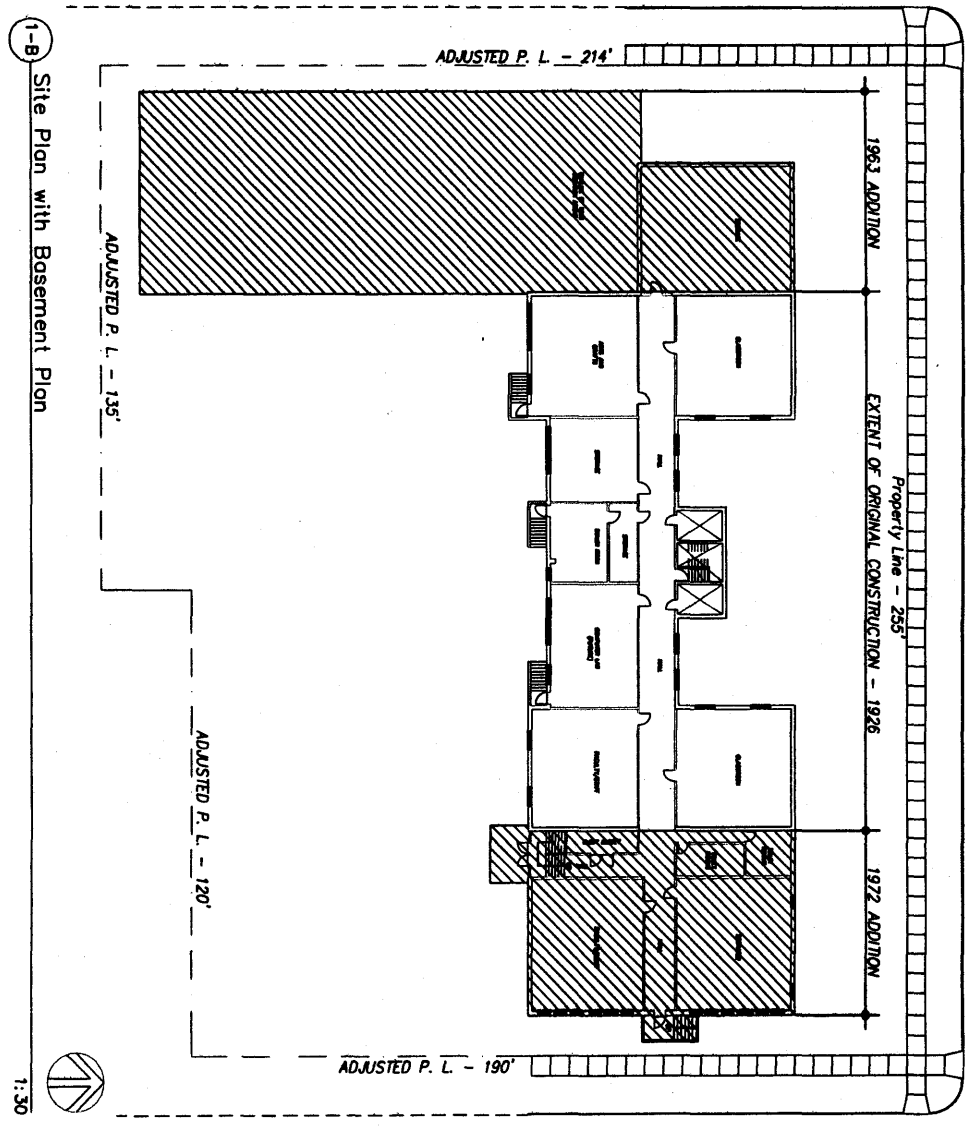
DATE: 11/26/07	Site Plan with First Floor Plan	1-A
VAN DUYN, LTD. 14545 Angel Lane Baker City, OR 97814 Phone: 541/524-1777 Fax: 541/524-1776 e-mail: jvd@msn.com	CHURCHILL SCHOOL 3451 Broadway Baker City, OR 97814	

(2-A) First Floor Plan - Original Construction, 1926

1/16" - 1'-0"



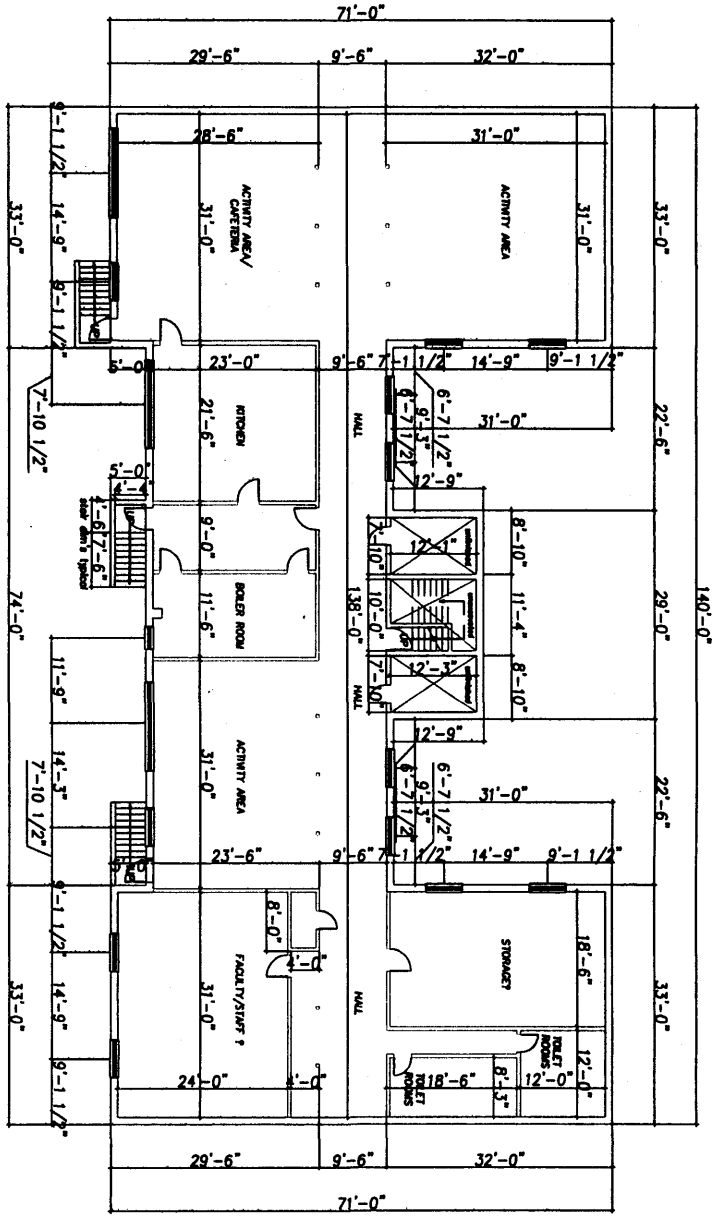
DATE: 11/26/07	First Floor Plan - Original Construction, 1926	2-A
VAN DUYN, LTD. 14545 Angel Lane Baker City, OR 97814 Phone: 541/524-1777 Fax: 541/524-1776 e-mail: jnvd@msn.com	CHURCHILL SCHOOL 3451 Broadway Baker City, OR 97814	



DATE: 11/26/07	Site Plan with Basement Plan	1-B
VAN DUYN, LTD. 14545 Angel Lane Baker City, OR 97814 Phone: 541/524-1777 Fax: 541/524-1776 e-mail: jvd@msn.com	CHURCHILL SCHOOL 3451 Broadway Baker City, OR 97814	

(2-B) Basement Plan – Original Construction, 1926

1/16" – 1'-0"



DATE: 11/26/07	Basement Plan – Original Construction, 1926	2-B
VAN DUYN, LTD. 14545 Angel Lane Baker City, OR 97814 Phone: 541/524-1777 Fax: 541/524-1776 e-mail: jhvd@msn.com	CHURCHILL SCHOOL 3451 Broadway Baker City, OR 97814	

National Register of Historic Places Continuation Sheet

Section number Photographs Page 1

PHOTOGRAPHS

Address: Churchill School
3451 Broadway
Baker City, OR 97814
Photographer: Pamela C. Van Duyn
Date: March-June, 2007
Ink and Paper: Epson Ultra Chrome Ink and Glossy Photo Paper
Location of Negatives: Digital, held by preparer

1 of 22 **Historic Photo**, exterior view of west façade, looking south, Herman Webb, Baker City, OR., 1926, location of negatives: unknown.

2 of 22 **Historic Photo**, exterior view of west façade, looking southeast, Herman Webb, Baker City, OR., 1926, location of negatives: unknown

3 of 22 Exterior view: west façade, main elevation, looking south

4 of 22 Exterior view: west façade, main elevation, looking south

5 of 22 Exterior view: east façade, looking south

6 of 22 Exterior view: detail of ornamental brick work on west facade, looking South

7 of 22 Exterior view: east facade, looking west

8 of 22 Exterior view: south facade, looking north

9 of 22 Exterior view: south side of the Churchill School cupola, looking north and upward

10 of 22 Exterior view: west facade of Gymnasium Addition, looking east

11 of 22 Exterior view: west facade showing roof of original building, looking east and upward

12 of 22 Interior view: Bronze Plaque taken inside toward the West

13 of 22 Interior view: Entry Stair taken inside toward South

14 of 22 Interior view: Removed Window blocking taken looking South within Classroom

15 of 22 Interior view: Window in Original East Facade, Southern section, taken inside toward West

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16 of 22 Interior view: Two Windows in Original East Facade, Northern Section, taken toward West

17 of 22 Interior view: Entry taken looking North

18 of 22 Interior view: Main floor Hallway taken looking East

19 of 22 Interior view: South main floor classroom taken looking toward East

20 of 22 Interior view: North Side main floor classroom taken looking toward Northwest

21 of 22 Interior view: Basement Hallway taken looking toward Northeast

22 of 22 Interior view: Basement North classroom taken looking toward West and entry courtyard