

United States Department of the Interior
National Park Service

1217

NOV 27 2009

National Register of Historic Places Registration Form

This form is for use in nominating or requesting determinations for individual properties and districts. See instructions in *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 any item does not apply to the property being documented, enter "N/A" for "not applicable." For functions, architectural classification, materials, and areas of significance, enter only categories and subcategories from the instructions. Place additional 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 Hartline School

Other names/site number _____

2. Location

street & number 92 Chelan Street not for publication _____

city or town Hartline vicinity _____

State Washington code WA county Grant code 025 zip code 99135

3. State/Federal Agency Certification

As the designated authority under the National Historic Preservation Act of 1986, as amended, I hereby certify that this nomination request for determination of eligibility meets the documentation standards for registering properties in the National Register of Historic Places and meets the procedural and professional requirements set forth in 36 CFR Part 60. In my opinion, the property meets does not meet the National Register criteria. I recommend that this property be considered significant nationally statewide locally. (See continuation sheet for additional comments.)


Signature of certifying official/Title

11-20-09
Date

WASHINGTON STATE HISTORIC PRESERVATION OFFICE
State or Federal agency and bureau

In my opinion, the property meets does not meet the National Register criteria. (See continuation sheet for additional comments.)

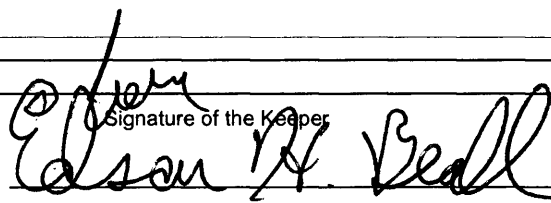
Signature of certifying official/Title Date

State or Federal agency and bureau

4. 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:)

 Signature of the Keeper
1-7-10 Date of Action

5. Classification

Ownership of Property

(Check as many boxes 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 incl. previously listed resources in the count.)

Contributing	Non-Contributing	
1	1	buildings
		sites
		structures
		objects
1	1	Total

Name of related multiple property listing:

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

Number of contributing resources previously listed in the National Register

N/A

Rural Public Schools in Washington from Early Settlement to 1945

6. Functions or Use

Historic Functions

(Enter categories from instructions)

EDUCATION: School

Current Functions

(Enter categories from instructions)

EDUCATION: School

7. Description

Architectural Classification

(Enter categories from instructions)

Late 19th & 20th CENTURY REVIVALS:

Colonial Revival

Materials

(Enter categories from instructions)

foundation CONCRETE

walls BRICK, PLASTER, WOOD

roof ASPHALT, ASPHALT SHINGLE

other WOOD, GLASS, ALUMINUM

Narrative Description

(Describe the historic and current condition of the property.)

SEE CONTINUATION SHEET

8. Statement of Significance

Applicable National Register Criteria

(Mark "x" in one or more boxes for the criteria qualifying the property for National Register listing.)

- A** Property is associated with events that have made a significant contribution to the broad patterns of our history.
- B** Property is associated with the lives of persons significant in our past.
- C** Property embodies the distinctive characteristics of a type, period, or method of construction or represents the work of a master, or possesses high artistic values, or represents a significant and distinguishable entity whose components lack individual distinction.
- D** Property has yielded, or is likely to yield, information important in prehistory or history.

Criteria Considerations

(Mark "x" in all the boxes that apply.)

Property is:

- A** owned by a religious institution or used for religious purposes.
- B** removed from its original location.
- C** a birthplace or grave.
- D** a cemetery.
- E** a reconstructed building, object, or structure.
- F** a commemorative property.
- G** less than 50 years old or achieving significance within the past 50 years.

Areas of Significance

(Enter categories from instructions)

EDUCATION

ARCHITECTURE

Period of Significance

1922

Significant Dates

1922

Significant Person

(Complete if Criterion B is marked above)

Cultural Affiliation

Architect/Builder

Westcott & Gifford, (Architects)

Narrative Statement of Significance

(Explain the significance of the property.) SEE CONTINUATION SHEET

9. Major Bibliographical References

Bibliography

(Cite the books, articles, and other sources used in preparing this form.) SEE CONTINUATION SHEET

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 Engineering
- Record# _____

Primary location of additional data:

- State Historic Preservation Office
- Other State agency
- Federal agency
- Local government
- University
- Other

Name of repository:

Grant County Historical Museum

10. Geographical Data

Acreeage of Property Approx. 1.7 Acres

UTM References

(Place additional UTM References on a continuation sheet.)

1	<input type="text" value="11"/> Zone	<input type="text" value="3"/> <input type="text" value="41"/> <input type="text" value="812"/> Easting	<input type="text" value="52"/> <input type="text" value="83"/> <input type="text" value="369"/> Northing	3	<input type="text"/> Zone	<input type="text"/> <input type="text"/> <input type="text"/> Easting	<input type="text"/> <input type="text"/> <input type="text"/> Northing
2	<input type="text"/> Zone	<input type="text"/> <input type="text"/> <input type="text"/> Easting	<input type="text"/> <input type="text"/> <input type="text"/> Northing	4	<input type="text"/> Zone	<input type="text"/> <input type="text"/> <input type="text"/> Easting	<input type="text"/> <input type="text"/> <input type="text"/> Northing

Verbal Boundary Description

(Describe the boundaries of the property.) See continuation sheet.

Boundary Justification

(Explain why the boundaries were selected.) See continuation sheet.

11. Form Prepared By

name/title Tanner Dotzauer (tdotzauer@hotmail.com)
 organization Dotzauer Historical Consulting Services date 11 July 2009
 street & number 10570 North Thorp Highway telephone (509) 944-6140
 city or town Thorp state WA zip code 98946

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.

A **Assessors map** for Coulee-Hartline School District #151 (Parcel #30555000)

Photographs

Representative **black and white photographs** of the property.

Additional items

(Check with the SHPO or FPO for any additional items.)

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

name Coulee-Hartline School District #151 Jim Evans, Ed.D. Superintendent
 street & number 410 W Locust St. telephone 509-632-5231
 city or town Coulee City WA 99115 state WA zip code 99115

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NARRATIVE DESCRIPTION

Built in 1922, Hartline School is located on the north side of State Highway 2 in the southwest corner of the town of Hartline in Grant County, Washington. The school sits on Chelan Street facing east. To the south of the school is a modern gymnasium and cafeteria, which were built later to accommodate the growing student population. Just to the northwest of the school is a modern sports field and dugouts. Surrounding the Hartline School's property are rural residential and agricultural settlements, paved roads, open fields, open farmland, barns, grain silos, and a small commercial center. The Hartline School is a two-story brick masonry building built on a concrete foundation in the Colonial Revival style. The building is a "T" shaped structure with classrooms on both floors separated by a central corridor. The west leg of the "T" contains the gymnasium and directly above it an auditorium. Revealing its original design and materials, the building is embellished with multi-colored brick face and multi-paned windows, balanced around a central portico supported by two sets of Doric columns, which creates a formal entrance to the school. The school retains a high level of integrity in location, design, setting, materials, workmanship, feeling, and association.

CURRENT APPEARANCE & CONDITION

Site

Identified in Grant County as parcel number 30555000, Hartline School is located near the corner of the southeast quarter of Section 1, Township 25 North, Range 29 East and is owned by Coulee-Hartline School District #151. The parcel of land on which Hartline school is located forms an "L" shape with the base of the "L" facing east: the entire property consists of just over 7.5-acres. Hartline School sits in the north-facing portion of the "L," to the west of Chelan Street, which borders, the east side of the property. The west side of the property is lined by farmland and a sporting field. The southern portion of the property is adjacent to State Highway 2, while the northern boarder of the property is hemmed in by commercial buildings. Hartline School is situated on the southern edge of the traditional commercial and residential core of the rural town of Hartline. To the south of Hartline School on the Coulee-Hartline School District property is the Warrior Gym and cafeteria, built in 1962 and expanded in 1993 (not included this nomination). A grass lawn lines the front of Hartline School, with large maple trees along the sidewalk leading to the main entrance of the school. An asphalt drive loops around the south, west, and north portions of the school, entering and exiting onto Chelan Street. A sports field, which is located adjacent to the northwest corner of the Hartline School site (also not included in the nomination), is recorded as Grant County parcel number 30603006, and is owned by the Grant County Port District #5. When the school was in operation, the sports field was used as a school play field.

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School House Exterior

The Hartline School is a one-story building with a raised basement which forms a symmetrical T-shaped footprint: on both floors, the arm of the "T" comprises the classrooms and hall, extending approximately 264 feet in width. A large portico flanked by columns forms an enclosed front entrance. The long leg of the "T" forms a west wing, which is built on the rear elevation of the school, and houses the school's gymnasium on the basement floor and auditorium on the first floor. The schoolhouse has retained its original siding material of brick masonry, built on a concrete foundation. A prominent feature of the school is the multi-colored brickwork façade, which includes variegated orange-red and brown-hued bricks laid in a common bond. The roofline of the arm of the "T" is level with the top of the brick line, except for a raised portion over the central entrance portico. Over the long leg of the "T" containing the gym and auditorium, there is a hipped roofline over the auditorium covered with composition shingles. Symmetrical fenestration patterns help create formality and identify the building as a schoolhouse. Features that contribute to the façade symmetry include a center front portico, repeated decorative brick patterning, and two rows of evenly spaced windows radiating out from the central entryway.

Main Façade

Facing east, the main façade of Hartline School is 1 ½ stories. The raised basement visually functions as a half floor while the second story (or first floor) is a full 8+ feet above grade. The main façade is distinguished by a symmetrical design. The middle section is highlighted by an articulated bay with a decorative quoining of blond brick. This area is further accentuated by a central portico that rises above the parapet walls of the classroom wings.

Forming an entrance to the building, paired masonry Doric columns resting on raised brick piers support a classical frieze. Above is a low parapet wall highlighted by one of the two decorative urns that once framed the two sides of the portico's roofline. The area once housed a large bellow (see historic images). The formal front entrance within the portico retains its original wooden double doors with 4/3 lights in each door. Capping the doors is a triangular wooden pediment painted brown. Above the triangular pediment is a large central arched transom window broken into multiple diamond-shaped lights. Encasing the central window and doorway is arched decorative brickwork with a decorative blond brick keystone at its peak. On either side of the blonde brick keystone are matching circular blond bricks forming a bull's eye.

Stretching north and south away from the central portico are evenly spaced sets of windows accentuating the symmetry of the schoolhouse. The main façade has a window pattern of 4-1-4-4-1-4-4-1-4 with the windows grouped in 4 having a common sill. In 1962, the original 12-over-12, double hung sash windows on the first floor and 8-over-8 windows on the raised basement were replaced with fixed aluminum four-pane sashes. Visually the main façade maintains its historically appropriate architectural feel by retaining the original window spacing and openings. Above the upper set of windows is a large continuous frieze of

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blond-colored brick that stretches across the entire façade. Above the lower set of windows is a smaller stringcourse of blond brick that also stretches across the entire front façade.

North, South, and West Elevations

The north and south elevations of Hartline School are nearly a mirror reflection of each other. Both continue the large and small frieze and stringcourse that framed the windows on the east facing façade of the schoolhouse. Instead of having rows of matching windows, the north and south elevations contain rectangular decorative brickwork patterns where upper windows could have maintained the building's overall symmetry. Both the south and the north elevations include elevated entryways that are framed with ornate, raised brickwork representing a recessed portico with brick columns, which support an ornate cornice. Above each of the smaller porticos on the north and south elevations is a set of three aluminum frame windows. Within the porticos is a set of double doors leading in to the north and south staircases leading to either of the two floors. Along the first floor of the north-south running section of the school are a series of large evenly spaced aluminum windows that provide the natural light for the auditorium. Below these windows are a series of smaller windows that provide natural light for the gymnasium. The south elevation of the leg of the "T" contains a wooden staircase leading to the side entrance to the auditorium.

The west elevation of Hartline School is dominated by the symmetrical pattern of the dark-red-hued bricks. A line of blond bricks along the lower section of the west elevation continues the visual symmetry of the lentil that exists over all of the lower classroom windows of the schoolhouse. In the center of the west elevation are the wooden loading doors and hoist post for the auditorium on the first floor. Also visible on the west elevation is the hipped roof of the auditorium that is covered with asphalt shingles. The west elevation also contains the two arms of the "T" in which a series of evenly spaced windows are present. On the north side of the west elevation near the center of the arm is the original brick boiler room stack.

Schoolhouse Interior

Combined, the basement level and first-floor level of Hartline School's interior has a total of 29,052 feet.ⁱ The main entrance to the school forms a large vestibule with staircases leading up to the first floor and down to the basement floor. The entrance/staircase area is 16 feet wide, 24'6" deep, and from basement floor to ceiling is approximately 25 feet. The interior landing and both upper and lower staircases are constructed of varnished fir. A wheel chair lift has been added to the central staircase in order to comply with federal regulations. The wall covering of the entry is composed of the original lath and plaster along with varnished fir chair rails and molding.

The basement floor of the schoolhouse features a central corridor approximately 200 feet long with 12 feet of stairs on each end for a total length of approximately 224 feet. The corridor is 10' 8" wide and 12 feet high with polished concrete floors and lath and plaster that has been painted white covering the walls and

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ceiling. The corridor has retained its varnished fir chair rail and molding. On the south end of the east-facing elevation of the basement corridor is the laundry and bathrooms, along with the home economics room and teacher's lounge. On the north end of the east-facing elevation of the basement corridor are bathrooms, the science room, and storage closet. Integrated into the storage closet is a walk-in safe manufactured by the Hall's Safe Company of Cincinnati, Ohio, that faces into the central corridor. On the south end west-facing elevation of the basement corridor are two classrooms, restrooms, and a former locker room/storage. On the north end west-facing elevation of the basement corridor is the boiler room, restrooms, and former locker room/storage. In the center of the west-facing elevation of the basement corridor are several steps leading down to the entrance of the gymnasium.

The gymnasium is in a lower-level, connected to the basement floor extending west in the leg of the "T" of the schoolhouse. The gymnasium is approximately 88 feet long and 55 feet wide. The gymnasium contains built-in wooden bleachers and a high set of windows providing ample natural lighting. The gym was vandalized two years ago and sustained water damage causing the original wood floor to be removed, exposing the base layer of concrete.

The first floor of Hartline School is reached by ascending one of two staircases that are located at the end of the main corridors, or the larger formal staircase in the center of the building inside the main entrance vestibule. A north-south running corridor on the first floor matches the length, width, and height of the basement corridor. The floor of the central corridor contains fir floors as well as varnished fir molding and chair rails. The walls and ceiling of the central hall are covered in lath and plaster that has been painted white. On the south end of the east-facing side of the first floor corridor are two large classrooms. On the north end of the east-facing side of the first floor corridor are administrative offices and two classrooms split by a utility closet. On the north and south ends of the west-facing side of the first floor corridor are two sets of classrooms split by a utility closet. In the center of the west-facing side of first floor corridor are two sets of solid wood swinging doors leading to the auditorium.

The auditorium composes the upper portion of the leg of the "T" building running east and west over the gymnasium. The auditorium is an impressive space with fir floors that slope from the back of the room to the front of the stage. Rows of ornate cast-iron-sided theatre chairs line the floor leading to the stage. The auditorium is approximately 88 feet long and 55 feet wide with a maximum ceiling height of 20 feet. At the west end of the auditorium is the raised stage with arched side entryways leading to the back stage area. The stage is framed by a classically inspired proscenium arch with decorative wooden columns. The auditorium is filled by natural light provided by the large windows running along each side of the auditorium. At the center of the east end of the auditorium is the raised projection booth for movies, which was mentioned in the 1922 Sanborn insurance map for the school. Below the projection booth is the ticket counter with a front window facing into the first floor's main corridor.

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ORIGINAL APPEARANCE & MODIFICATIONS

Based on historic images and on-site evaluation, the school building retains a high level of architectural integrity. Alterations include the removal of the original multi-pane windows in 1962 and the removal of the domed bell tower in the mid- 1960s. The bell was retained and now sits on a pedestal near the front drive to the school. A less significant change is the addition of a temporary wooden handicap ramp and stairs over the original concrete steps leading to the front entrance of the school building.

Despite these changes, Hartline school maintains a high degree of integrity of location, design, setting, materials, workmanship, feeling and association. It continues to strongly convey its built date and original use. Today, despite being vacant for a number of years, the building is in good to excellent condition.

ⁱ "Almira/Coulee/Hartline High School Floor Plans", Hartline School Preservation Association Collection.

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STATEMENT OF SIGNIFICANCE

The town of Hartline, Washington, is located in the heart of the Columbia basin, on the wheat-filled plains east of the Banks Lake Reservoir. Hartline School, built in 1922, was constructed with the purpose of consolidating the smaller rural school districts in order to provide a higher level of academic opportunity for the students in central Grant County. Hartline School's building is one of the oldest and best preserved "rural brick schoolhouses" in Grant County. Over Hartline School's 87-year history, it has not only provided a location for the education of thousands of children living in the central Columbia Basin, but also has been a place for social gatherings including dances, sporting events, community meetings, plays and movies. Hartline School has served as a tangible demonstration of the determination and widespread belief in the value of public education that was prized by the citizens of the community of Hartline. Associated with the evolution of public education in Grant County and Washington State, Hartline School reflects early twentieth-century construction practices advocated for statewide public schools, including fire-resistant building materials and preferred school design for classrooms.

Hartline School's Colonial Revival architecture is one of the few known examples of the brief partnership of Westcott and Gifford during the early 1920s. In Grant County, Hartline School is one of the best and last-surviving examples of the historic building types, "rural brick schoolhouse" and meets the registration requirements described in the National Register Multiple Property Documentation (MPD), for *Rural Public Schools in Washington from Early Settlement in 1945*. Historically and architecturally significant in the areas of "education" and "architecture" during its period of significance, which is the date of its construction 1922, Hartline School is eligible for listing on the National Register of Historic Places under Criteria A and C.

HISTORICAL CONTEXT

Rural Public Schools in Washington State

Permanent Euro-American settlement began in Washington State as early as the 1830s and stretched east to the Grant County area by the early 1880s. Schools in the early years, throughout the 1880s, were often held first in someone's cabin, and later in one-room wooden buildings built specifically as schools. The first multi-class schools were built in the Hartline area during the 1890s. After railroads were built through the region in the late 1880s, settlement further increased, and educational opportunities improved for the children of rural Grant County.

The *Rural Public Schools in Washington from Early Settlement to 1945 MPD*, chronicles the progression of early schoolhouses and public education in Washington State, and reports that "more than any other historic rural building type, the historic schoolhouse represents the cultural heritage of the surrounding community" (p. F-3). The MPD explains that:

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“Often the first, sometimes the only, and probably the most important public building on the rural landscape, the schoolhouse served at once as a local reflection of the evolving common school system and a center of community life. [School] districts were established shortly after initial settlement, and construction of the first and succeeding schools were important milestones in community history. In addition to its role as a center of education, the schoolhouse was frequently the site of public assemblies, civic celebrations, church services, and other important events. But most importantly, the schoolhouse reflected the widespread belief in the value of universal education (p.F-1).”

According to the MPD, in 1877 and 1878 a territorial board of education was established along with a format for the first graded schools. A recommended course of study was outlined, with division of grades into primary (grades 1 and 2), intermediate (grades 3, 4, 5) grammar (6 and 7), and high school (grades 8 and 9). The system established the graded progression of academic studies, which characterizes public education today (p. E-40).

The MPD states that even with legislation and the systemic organization of school districts and graded school formats, most rural schools remained un-graded in the 1870s and 1880s. However, by the time Washington was granted statehood in 1889, the condition and organization of rural schools had improved dramatically. Graded school formats with established curricula were widely implemented, and early, primitively constructed schools were gradually replaced by frame construction and, increasingly in the 20th century, by brick construction to meet demands for fire retardant building materials (p. E-4).

“Consolidation” and “union schools” were two mechanisms that were created and provided by the state for the development of schools in less-populated districts. The colloquial term “union schools” was used collectively to define graded schools (usually at the high-school level) which were built to accommodate students from a cluster of small rural communities that served two or more districts.

Consolidation was used, especially in the 1930s, on a wider scale where many districts combined resources and became one large school district. The MPD explains that:

“As the State imposed more sophisticated educational requirements, and as transportation improved, consolidation accelerated. Many small district schools were usurped by larger facilities that accommodated more students and offered more diverse programs.
(p.F-4).¹”

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The Rural Community of Hartline

The town of Hartline, Washington, is located in the heart of the Columbia Basin, on the wheat-filled plains east of the Banks Lake Reservoir. Hartline is on a vast wind-swept plateau where traditionally bunch grass grew thick upon the ground. This deep bunch grass and proximity to plenty of water in the coulees that once dotted this landscape in the spring gave rise to stock raising in the area surrounding Hartline in the 1870s and 1880s.ⁱⁱ

Settlement around the Hartline area began to intensify between 1885 and 1888. During the summer of 1888 nearly all of the flat lands surrounding Hartline were settled.ⁱⁱⁱ One of the largest settlement populations were of Welsh decent. They settled in the areas northeast of what would become the town of Hartline. Today one of Washington States largest Welsh cemeteries can be found in this area.

The settlement boom that would become the town of Hartline in the late 1880s was spurred by the expectation that a railroad line would soon be built through the area. The Northern Pacific railroad began building the Central Washington Branch line from Spokane to Coulee in the spring of 1888.^{iv} But it was not until the summer of 1890 that the Central Washington Branch line stretched just passed the little community of Hartline and terminated in the town of Coulee City. The area around Coulee City represented the easiest crossing point for the Dry Falls region, however a railroad line was never stretched across it.^v

The 1890s in Hartline saw the development of the community's first schools and churches and a town well. At this time Hartline was still an unincorporated town and part of Douglas County. In 1900 a town hall and lodge rooms were built, but it was not until 1902 that Hartline began to grow. In 1902 the population of Hartline was estimated at 140 people. Also in this year the town added a large brick department store, a hotel, and began publishing its first newspaper, the *Hartline Standard*.

In 1907 the town of Hartline was incorporated and was soon acting as one of the region's principle grain shipping points with several large warehouses, a grain elevator, and a finely equipped mill. In the spring of 1909, Grant County was created from a portion of Douglas County and Hartline was briefly considered as allocation for the new county seat, but lost out to the city of Ephrata.

By 1910 the population had reached 237 people and by all accounts the little town of Hartline is a perfect example of the hundreds of small agricultural towns that sprung up along the railroad tracks in Washington State during the late 19th and early 20th centuries. These small trackside farm town's sole economic purpose was to move agricultural goods from the hinterlands of Washington State to the larger metropolitan cities such as Spokane, Tacoma, or Seattle. Like so many of these small trackside towns, especially those dominated by dry wheat production, the town of Hartline experienced its height of prosperity during the

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teens and early 1920s. The 1920 population had reached 282 persons. But with the agricultural depression starting in 1921 and the continued decline of the prominence of the railroad, the economic base for the town of Hartline along with so many communities like it started to dwindle. Today Hartline remains a small agricultural town (with a population of less than 150), and only a handful of its early buildings remain to remind local residents and visitors of its proud history.

Hartline School Development

Originally part of Douglas County District # 32, schooling in the area around Hartline between 1888 and 1892 was held in a series of small one-room wooden buildings. Between 1890 and 1892 school was held on John Hartline's property in a room twelve-by-fourteen-feet wide that would sometimes house as many as 25 pupils during the winter months.^{vi} In 1892, both communities of Coley and Hartline built designated schoolhouses that lasted until 1902 when the two schools consolidated and moved into a two-story wooden schoolhouse located approximately where the current Hartline school resides. In 1909, when Grant County was formed, Hartline School became part of District #6. With a growing student body, a brick addition had to be added to the earlier schoolhouse in 1915. Paul Blackshaw, a student who attended the school recalls how the school was laid out.

" The high school was in the brick section. The grade school was in the wood section with two large rooms on each floor where two grades of students learned their ABC's. A large entrance room was on each floor for the two classrooms. A rope to the bell tower went through the center of this room. The steps going down to the lower floor were in a half circle leading to large double doors to the outside steps. "^{vii}

In 1919 the two-story wood and brick Hartline School burnt to the ground. Following the devastating fire in 1919, Grant County took the opportunity to focus on the construction of a larger consolidated school where the former Hartline School once sat. As a result on April 17, 1920 Hartline School District 128 was formed. It was made up of five former districts including Hartline, Voorhees, Kirkland, Carolus, and Goldendale.^{viii} During the interim when the new school was under construction students of the Hartline District met for classes in many other buildings throughout the town including the Methodist Church, the local hotel, and even part of the general store.^{ix}

On January 22, 1922, students entered the new Hartline School for the first time. The total enrollment at the time the new school opened was 149 students made up of 74 boys and 75 girls.^x According to the superintendent's reports for the year ending on June 30, 1922, the value of the Hartline School site and building was \$90,000.00, more than twice the value of the school in the county capital of Ephrata.

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The impressive two-story brick school designed in the Colonial Revival style by the Spokane architectural firm of Westcott & Gifford, would have stood out for miles on the open plain of the Hartland farming region. The new school had a seating capacity of 250 students and included a modern movie projection booth in its second-story auditorium.^{xi} The school contained all grades from kindergarten through 12th grade.

Over the years that followed its construction, the Hartline School continued to provide a high-quality educational facility for those living within the district's borders, which continued to expand as other smaller schools were consolidated into Hartline. For a short time between 1945 and 1950 following a fire at the Coulee City School, students from Coulee City also attended Hartline School. In the fall of 1975 the Hartline School District and the Coulee City School District officially joined together and the first consolidated Coulee-Hartline class graduated in the spring of 1976. For the next 32 years the Hartline school building would serve as the central location for the education of students in the mid-Columbia Basin. At the time of its closure in 2008 the Hartline School was acting as the high school building for the combined students of Almira, Hartline and Coulee City.

Academics were only a part of what Hartline School building offered to the residents of the town and the surrounding county. Hartline School was also the center of social activity. An example is the Grant County Concert held at the Hartline Auditorium on April 19, 1930. In the lineup for the evening's concert were musical ensembles from all over the county including Coulee, Neppel, and Soap Lake.^{xii} Other festive events that occurred at Hartline School were sports tournaments such as the Grant County basketball tournament held at the school in 1935. The tournament, held on a Friday and Saturday, started with Hartline walloping the Coulee Giants 30 to 15, and ended with Hartline as champs after a clear victory of 30 to 14 over Wilson Creek.

"Following the tournament, about 250 people attended a dance with Spokane's Carl Haworth's five-piece orchestra providing music. Everyone reported an orderly crowd and a good time."^{xiii}

Over Hartline School's 86-year history as an active educational facility, the clothing styles of the students changed often but the building changed very little, and yet the schoolhouse remained a source of community pride and social activity during that entire period of time. In 2009 the consolidated high school was relocated by the school district to a new school building located in Coulee City. After nearly 90-years of service as an active schoolhouse the hallways of Hartline School are now quiet and the schoolhouse has now become surplus property owned by the Coulee-Hartline School District #151. Currently the Coulee-Hartline School District #151 is attempting to transfer ownership of the Hartline School building and the property surrounding it to the Grant County Port District #5. One of the options discussed in the transfer to

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the port district would include demolishing the “old high school.” A group of community members who have formed the Hartline School Preservation Association in May 2009 and are now working to encourage Grant County Port District #5 to acquire and preserve the schoolhouse for community use. The Hartline School Preservation Association which is a committee of the Hartline Betterment Organization are working to secure the future of the school and reestablish it as a center of activity, inspiration and economic development for those living in the little farming town of Hartline and the surrounding mid-Columbia area.

HISTORICAL SIGNIFICANCE

Hartline School has served as a tangible demonstration of the determination and widespread belief in the value of public education that was prized by the citizens of the community of Hartline. In addition to its role as a center of public education and athletic education, the grade school and gymnasium were significant community hubs for assemblies, civic celebrations, recreational and instructive classes, and other important events. The Hartline School building reflects the evolution of public education and school system formats that were adopted by the Hartline School District during the school’s period of significance.

ARCHITECTURAL SIGNIFICANCE

As an example of the historic building types, “ rural brick schoolhouse”, Hartline School depicts early Twentieth-century architectural design philosophy and recommendations made by educators throughout the state. These recommendations are represented by its brick masonry construction, multiple classrooms, indoor plumbing, kitchen, its assembly/lunch room, and its incorporated gymnasium and auditorium. It was designed by Spokane architects Fredrick Westcott and Howard Gifford and constructed during an era of rural school consolidation.

Westcott & Gifford

In 1921 the architectural firm of Westcott & Gifford submitted bid specifications for a Colonial Revival style design for the “Grade & High School Building, District No. 128, Hartline, Grant County Wash.” The Spokane architectural firm Cowley & Wells also submitted some preliminary drawings for the proposed Hartline High School in 1921, but their design was not approved by the district.

Fredrick E. Westcott received his early training as a draftsman and designer for the architectural firm of Cutter & Malmgren and later for the architect Albert Held, but it is unclear as to where he received his formal architectural schooling. Westcott’s first official partnership began with W.W. Hyslop around 1910. In 1912, the two produced a widely distributed plan book, “The Inland Architect”, which featured many Arts & Crafts and Period Revival homes. In 1918 Westcott started his own firm in the Rookery Building.

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The following year he received his architectural license from the state of Washington (#138). In 1921 he formed a short-lived partnership with Spokane native Howard L. Gifford.^{xiv}

Little is known about the early life of Howard L. Gifford. His architectural training is unknown and the partnership is known to have produced just a handful of designs. Among them is Hartline School, alterations to the Ritz Theater (1924), and an annex for Hillyard High School (1922) in Spokane.^{xv}

For reasons unknown, Gifford left the firm in 1923-24 and moved to Portland, Oregon. By 1930 he is listed as a draftsman with Chester Houghtaling. From 1933 to 1935 he worked for Universal Plan Service in Portland. In 1936 Gifford went to work for the U.S. Forest Service, and remained with the Forest Service until his death in 1945. Gifford was one of three Forest Service architects credited with the design of the Timberline Lodge, being responsible for much of the interior design.^{xvi}

Fredrick E. Westcott returned to private practice in Spokane, Washington, until his death in 1946. Over his career he was responsible for designing many homes and buildings that have been recognized for their historical significance in Spokane, such as the Hillyard High School (1922), Whitehead's Dancing Palace (1919), the Ritz Theatre (1924), the Codd House (1916), the Gibbs House (1913), the Ratz House (1925) and the Old Garden Dance Hall (1919). But in Westcott's obituary only three buildings are mentioned: the Moose Temple, the Washington Trust building, and the high school at Hartline.

While the partnership of Westcott and Gifford only lasted a few years, Hartline School is an excellent example Westcott's work and of his collaboration with Howard Gifford. While Westcott worked primarily in the Tudor Revival style, the Hartline School shows mastery of other period revival styles. To date his only other work in the Colonial Revival style was the 1919 Whitehead's Dancing Palace. Both share symmetrical massing, classically inspired door and window surrounds, red brick exterior walls, and the use of round arched, multi-pane windows, all hallmarks of the Colonial Revival style.

MPD Registration Requirements

The National Register MPD, *Rural Public Schools in Washington from Early Settlement to 1945*, lists registration requirements for the historic building types "rural brick schoolhouse" and "school gymnasium." The MPD states that "a rural schoolhouse must strongly convey its historic character in both physical and associative ways, and must have documented historical significance when evaluated within the context of rural community history" (p. F:1):

"Given the simple yet distinctive form of the schoolhouse type, eligible schools must retain integrity of scale, massing, roof shape, exterior cladding and trim, and fenestration in order to convey their historic character... Additions or alterations the schoolhouse completed

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during the period of significance may reflect the evolution of local education and should be evaluated within the context... Ideally eligible schoolhouses retain interior integrity, too. character-defining features include original floor plan, flooring and wall material, trim, and blackboards... (p. F:1).”

The Hartline School meets the MPD requirements for the property types “rural brick schoolhouse” and “school gymnasium.” Built in 1922, the schoolhouse was erected during the time period designated by the MPD (1870s to 1945). Hartline School is well-preserved and retains a high degree of integrity of massing, roof shape, exterior cladding and trim, and fenestration, which conveys the building’s historic character. The grade school also possesses interior integrity found in character-defining features stated in the MPD:

“The interiors of rural schools were simple in both plan and finish. Plaster-and-lathe walls were trimmed with wood baseboards, wainscoting, chair rails, picture rails, and window and door surrounds. Blackboards were mounted to the classroom walls. Indoor facilities sometimes include a cloakroom, storage space, and indoor plumbing (p.F:3).”

The interior of the Hartline School retains character-defining features that include the original floor plan, lathe and plaster walls, fir floors, finished-fir woodwork, wall-mounted blackboards, main-floor classrooms with cloak closets, a kitchen, teacher’s room, indoor lavatories, and an incorporated gymnasium and auditorium.

ENDNOTES

Section 8

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- i Yomans, Linda. *Five Mile Prairie School*, National Register of Historic Places Registration Form, July 2004. Sec 8 p. 2.
 - ii Evans, Ira “ Some early events in Hartline’s History,” *The Hartline Standard*, July 8, 1910, Located in the Hartline collection at the Ephrata Public Library, Ephrata Washington.
 - iii Ibid.
 - iv Lewty, Peter, *Across the Columbia Plain: Railroad Expansion in the Interior Northwest, 1885 - 1893*. Washington State Press (Pullman, WA) 1995, 137.
 - v Evans, Ira “ Some early events in Hartline’s History,” *The Hartline Standard*, July 8, 1910, Located in the Hartline collection at the Ephrata Public Library, Ephrata Washington.

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- vi Ibid
 - vii Unpublished manuscript, property of the Hartline School Preservation Association
 - viii Grant County School Records, Central Washington Regional Archives, Ellensburg WA.
 - ix Unpublished manuscript, property of the Hartline School Preservation Association
 - x County Superintendent's Annual Report, Grant County, Washington June 30, 1922. Central Washington Regional Archives, Ellensburg Washington.
 - xi Hartline, Sanborn Insurance Map 1922. Central Washington University Microfilm Archives, Ellensburg, Washington.
 - xii Grant County Concert Program, April 19, 1930. Property of the Hartline School Preservation Association
 - xiii "Hartline Hi-lights" Hartline school paper, 1935. Property of the Hartline School Preservation Association
 - xiv Hillyard High School, Spokane County, Washington. National Register of Historic Places application, Sec. 8 pg. 4.
 - xv www.historicspokane.org/SpokaneRegister/hillyard_high.htm
 - xvi Architects of Oregon, pg. 146-147.

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- County Superintendent's Annual Report, Grant County, Washington June 30, 1922. Central Washington Regional Archives, Ellensburg Washington.
- Evans, Ira "Some early events in Hartline's History," *The Hartline Standard*, July 8, 1910, Located in the Hartline collection at the Ephrata Public Library, Ephrata Washington.
- Grant County School Records, Central Washington Regional Archives, Ellensburg WA.
- Grant County Concert Program, April 19, 1930. Property of the Hartline School Preservation Association
- "Hartline Hi-lights" Hartline school paper, 1935. Property of the Hartline School Preservation Association
- Hillyard High School, Spokane County, Washington. National Register of Historic Places application, Sec. 8 pg. 4.
- Lewty, Peter, *Across the Columbia Plain: Railroad Expansion in the Interior Northwest, 1885 - 1893*. Washington State Press (Pullman, WA) 1995, 137.
- Sanborn Fire Insurance Map - 1922. Central Washington University Microfilm Archives, Ellensburg, Washington.
- Unpublished manuscript, property of the Hartline School Preservation Association
- Yomans, Linda. *Five Mile Prairie School*, National Register of Historic Places Registration Form, July 2004. Sec 8 p. 2.

www.historyspokane.org/SpokaneRegister/hillyard_high.htm

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VERBAL BOUNDARY DESCRIPTION

The nominated area is located in Section 1, Township 25, Range 29E of the Willamette Meridian in Grant County, Washington and is legally described as Parcel No. 30555000. The entire parcel contains 7.56 acres, however only a portion of the parcel is included as part of the nominated area (see attached map).

The specific boundary of the Hartline School nomination measures 284 feet wide by 250 feet deep. This is an area extending 88 feet from the exterior of the east-facing main façade, 30 feet from the exterior of the north-facing elevation, 30 feet from the south-facing elevation, and 20 feet from the exterior of the west-facing rear elevation. The said area occupies approximately 1.7 acres.

BOUNDARY JUSTIFICATION

The nominated property encompasses an area on which the historic building stands and includes only the historic structure and immediate adjacent land.

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ADDITIONAL DOCUMENTATION

PHOTOGRAPHS (Modern photos taken by Natalie Dotzauer in 2009: Historic photos located in the Hartline Collection at the Grant County Museum)

Photo 1

East façade of building (photographer looking west)

Photo 2

East façade of building with detail of front entrance (photographer looking west)

Photo 3

West elevation of building (photographer looking east)

Photo 4

West elevation of building, detail of stairs leading to auditorium (photographer looking northeast)

Photo 5

South elevation of building (photographer looking north)

Photo 6

North elevation of building (photographer looking south)

Photo 7

Interior basement floor hallway (photographer looking south)

Photo 8

Interior basement floor hallway detail of wall safe (photographer looking east)

Photo 9

Interior first floor hallway (photographer looking north)

Photo 10

Interior main entrance (photographer looking east)

Photo 11

Interior classroom, classroom black boards and chair rail (photographer looking East)

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Photo 12

Interior auditorium, stage, chairs, and light fixtures (photographer looking west)

Photo 13

Interior, auditorium entrance, and raised projection booth (photographer facing east)

Photo 14

Interior, gymnasium, raised wooden bleachers, floor removed due to vandalism (photographer looking west)

Photo 15

Historic photo of Hartline School, exterior east elevation, 1925

Photo 16

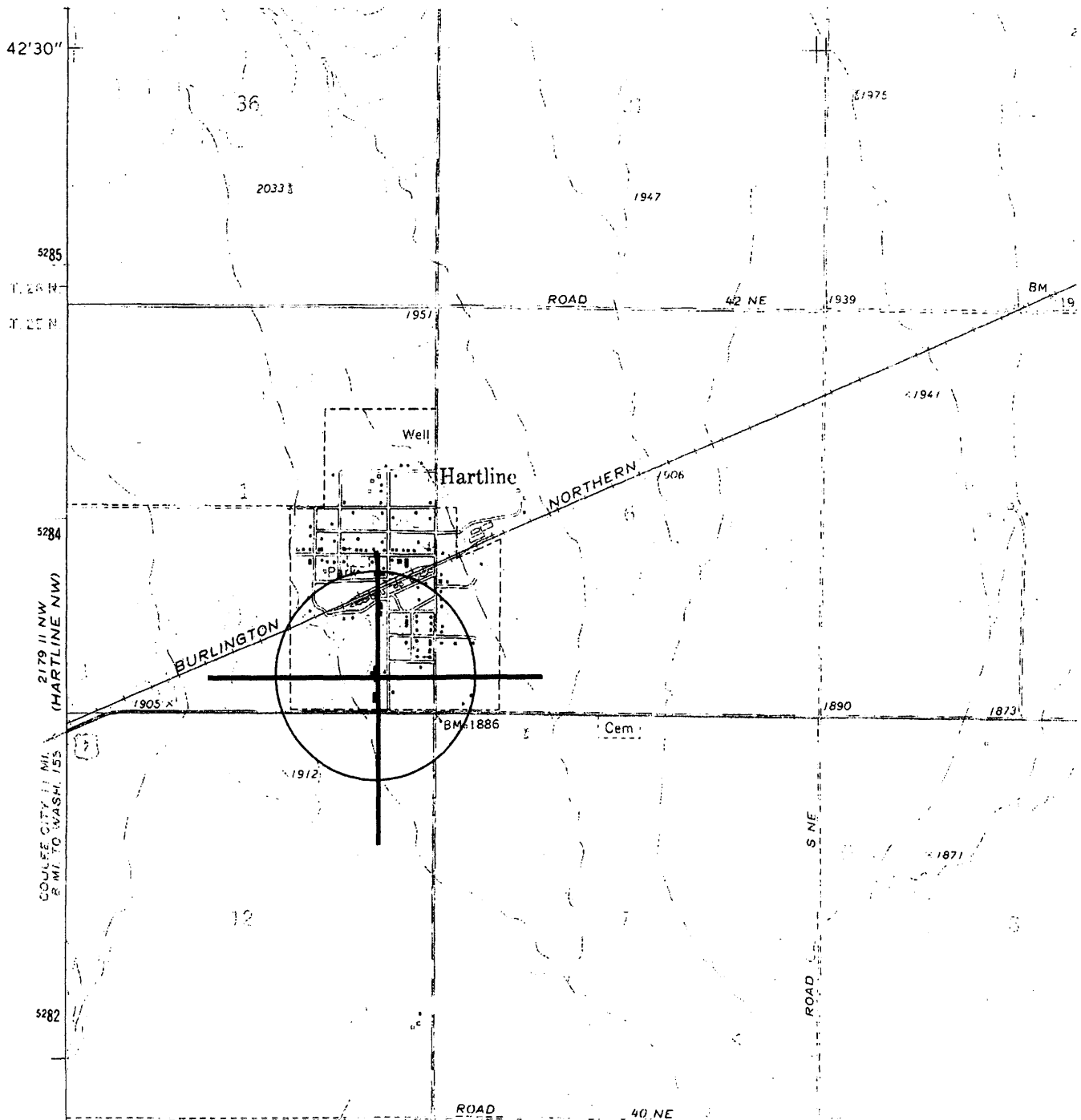
Historic photo of Hartline School, interior cafeteria/home economics room, 1926

USGS Quad Map

1968 U.S.G.S Map of Hartline Quadrangle Washington-Grant Co. 7.5 minute series;

Location of Hartline Grade School indicated in the circle in the center of the image.

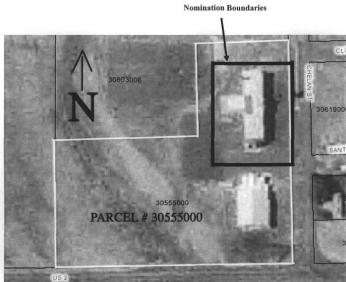
UTM: Zone 11, 52-83-369N, 3-41-812E



Parcel Map

2009 Grant County Assessor's map of Parcel # 30555000. The white L-shaped box indicates the perimeter of parcel # 30555000 owned by Grant County School District #151. The black rectangle represents the portion of the parcel considered significant to the historical integrity of the Hartline School building. The entire parcel contains 7.56 acres while the portion considered for designation occupies 1.7 acres.

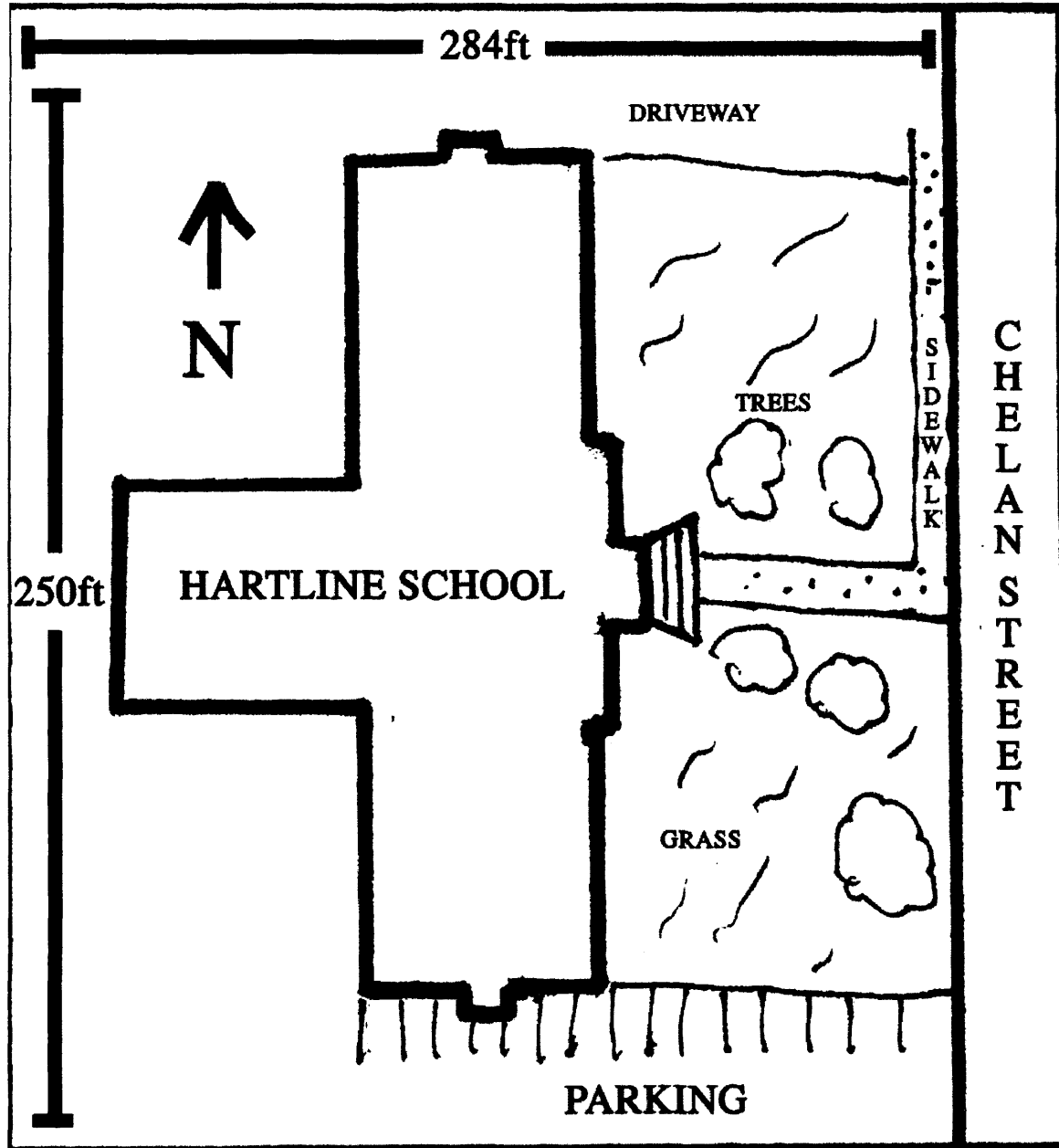
Source: Grant County Assessor's records



Site Map (not to scale)

Boundary of the Hartline School site considered for designation measures 284 feet wide by 250 feet deep. This is an area of approximately 1.7 acres. Extending 88 feet from the exterior of the east-facing main façade. Extending 30 feet from the exterior of the north-facing elevation. Extending 30 feet from the south-facing elevation. Extending 20 feet from the exterior of the west-facing rear elevation.

Source: Grant County Assessor's records

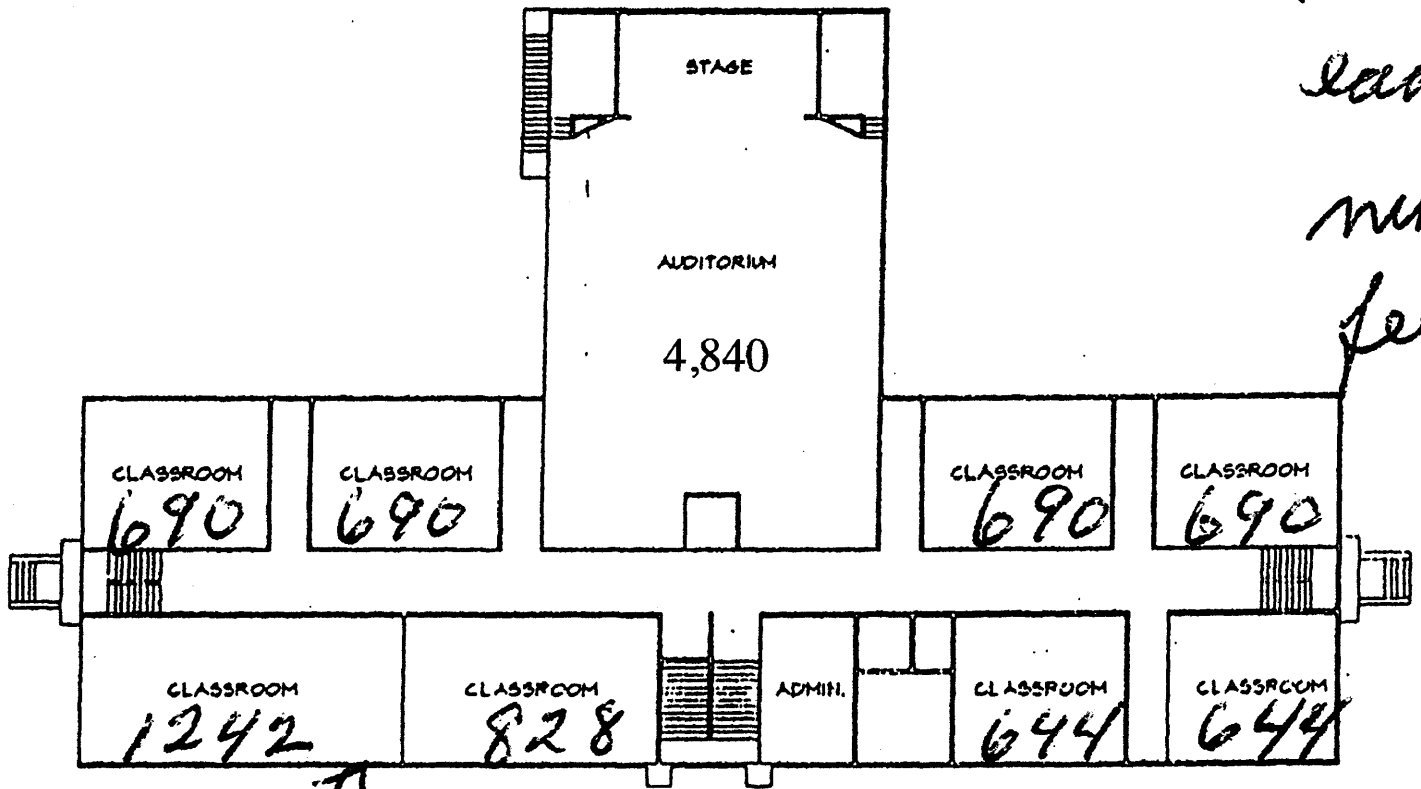


1st Floor Plan (not to scale)

First floor plan Hartline School current configuration. Numbers written in each room are the number of square feet in each room.

Source: Hartline School Preservation Association

*Number
square
feet*

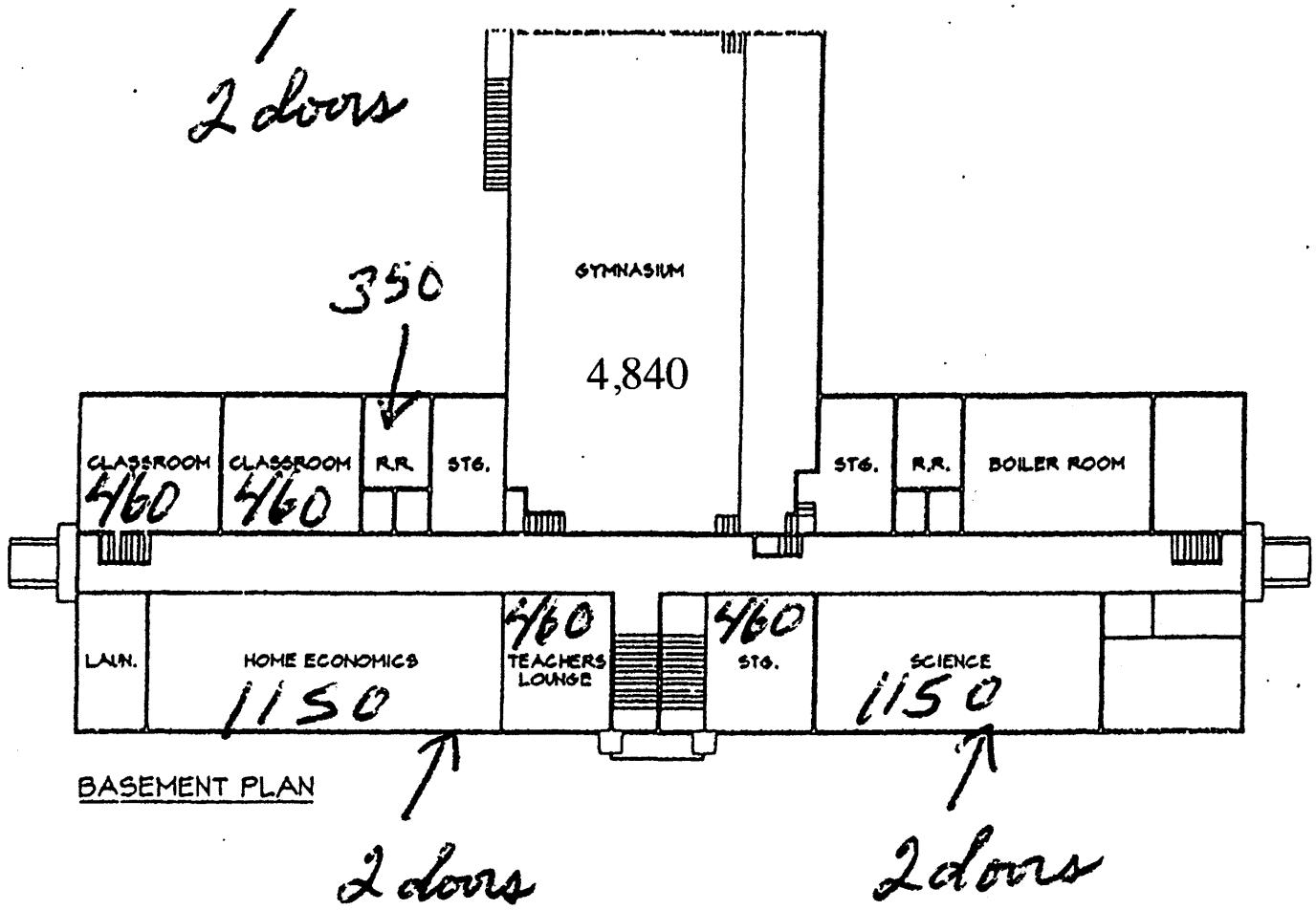


FIRST FLOOR PLAN

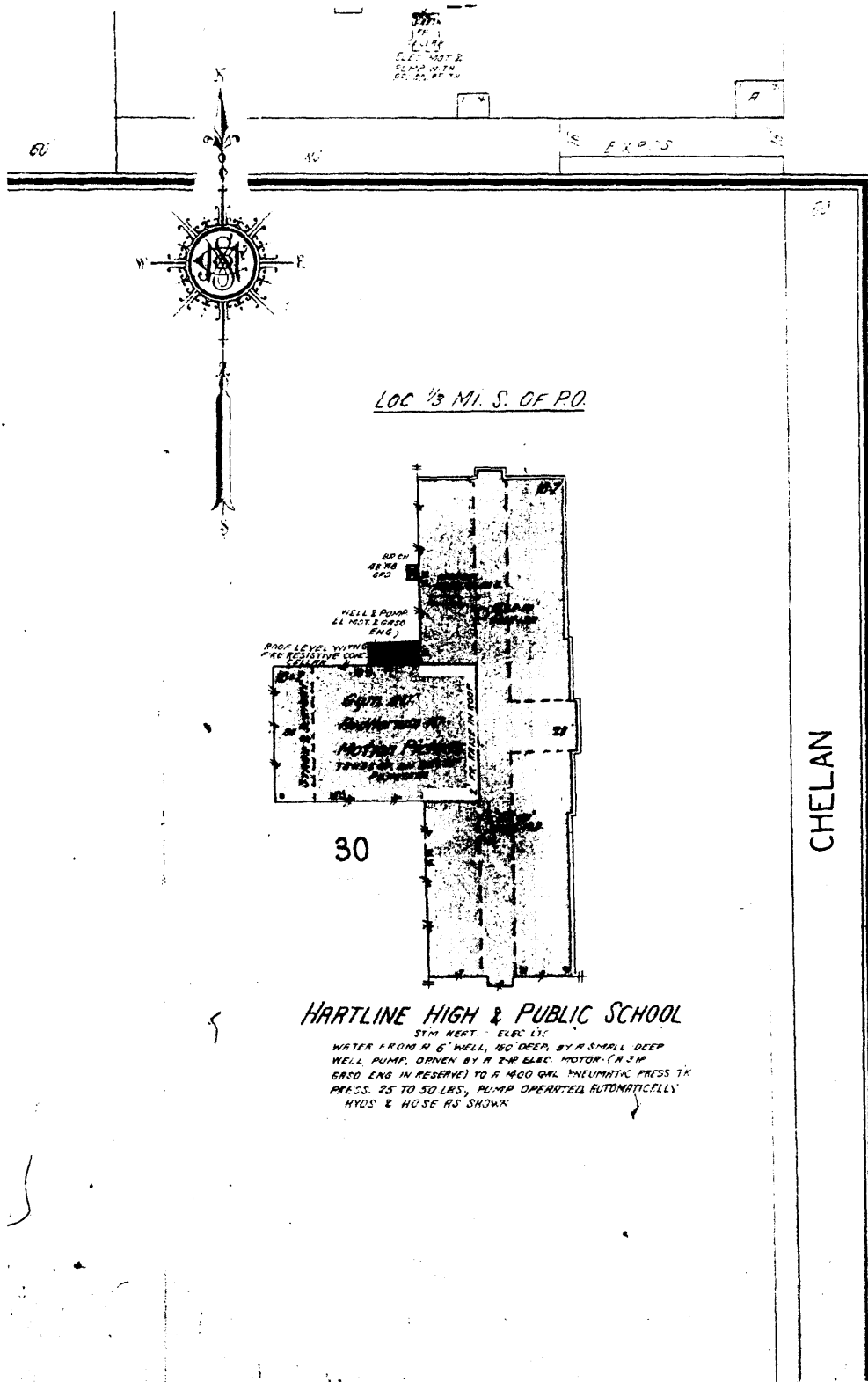
Basement Floor Plan (not to scale)

Basement floor plan Hartline School current configuration. Numbers written in each room are the number of square feet in each room.

Source: Hartline School Preservation Association

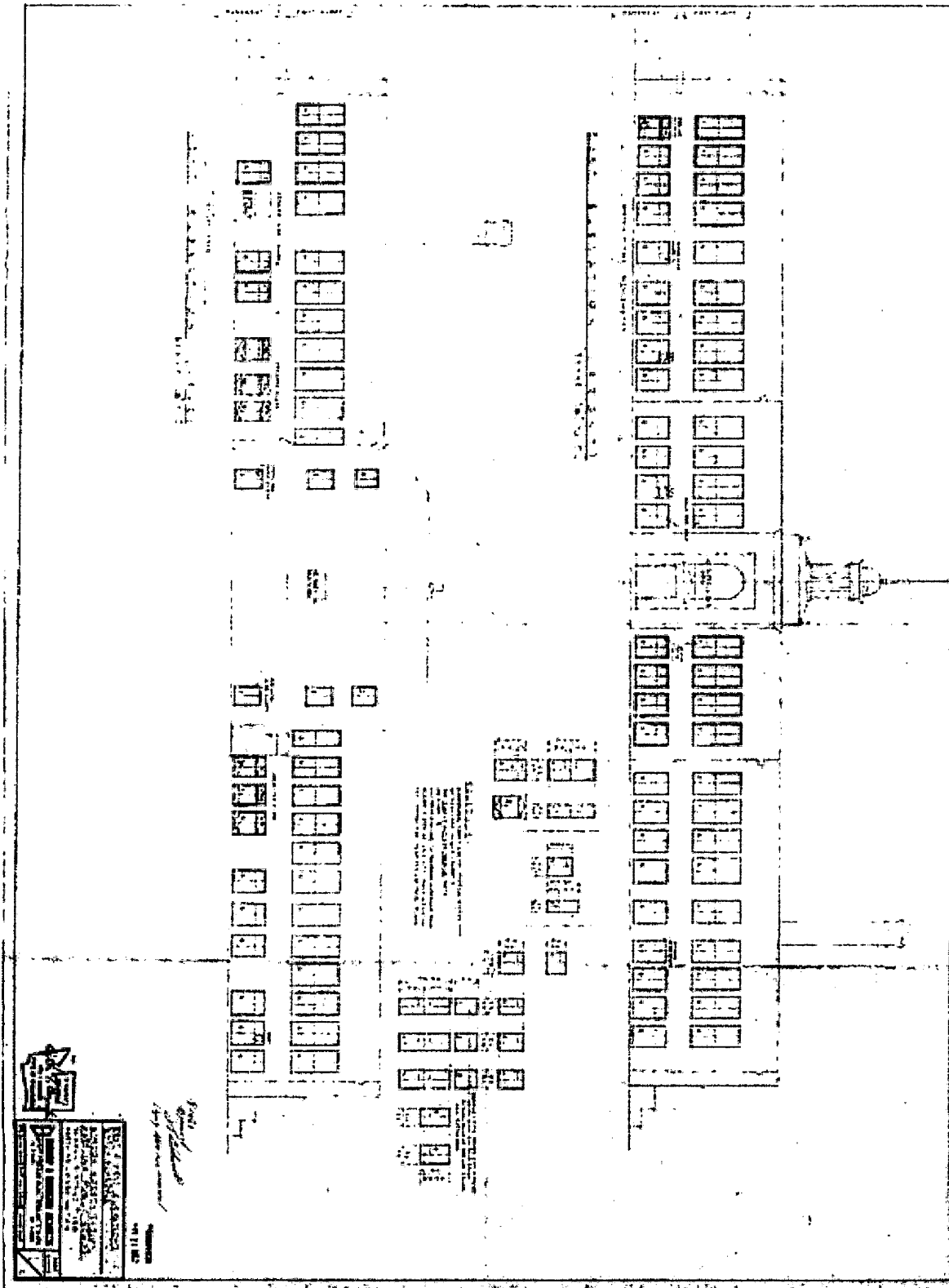


Sanborn Fire Insurance Map, 1922.



Exterior Detail

Exterior east and west facing elevations blueprint, 1962



Main Floor Plan

Exterior north and south facing elevations blueprint, 1962

