

United States Department of the Interior
National Park Service

National Register of Historic Places Registration Form

National Register of Historic Places
Date Listed 5-28-2013
NRIS No. 13000332
Oregon SHPO

This form is for use in nominating or requesting determinations for individual properties and districts. See instructions in National Register Bulletin, *How to Complete the National Register of Historic Places Registration Form*. If any item does not apply to the property being documented, enter "N/A" for "not applicable." For functions, architectural classification, materials, and areas of significance, enter only categories and subcategories from the instructions. Place additional certification comments, entries, and narrative items on continuation sheets if needed (NPS Form 10-900a).

1. Name of Property

historic name Independent School

other names/site number Independent Community Center

2. Location

street & number 25381 SW Airport Avenue

city or town Philomath

state Oregon code OR county Benton code 003 zip code 97370

☐ not for publication

☒ vicinity

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 at the following level(s) of significance:

national statewide X local

Signature of certifying official/Title

Date

Oregon State Historic Preservation Office
State or Federal agency/bureau or Tribal Government

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

Signature of commenting official

Date

Title

State or Federal agency/bureau or Tribal Government

4. National Park Service Certification

I hereby certify that this property is:

entered in the National Register

determined eligible for the National Register

determined not eligible for the National Register

removed from the National Register

other (explain:)

Signature of the Keeper

Date of Action

Independent School
Name of Property

Benton County, OR
County and State

5. Classification

Ownership of Property

(Check as many boxes as apply.)

- | | |
|-------------------------------------|------------------|
| <input checked="" type="checkbox"/> | Private |
| <input type="checkbox"/> | public – Local |
| <input type="checkbox"/> | public – State |
| <input type="checkbox"/> | public – Federal |

Category of Property

(Check only **one** box.)

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

Number of Resources within Property

(Do not include previously listed resources in the count.)

Contributing	Noncontributing	
2		buildings
		sites
		structures
		objects
2	0	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.)

SOCIAL: Meeting Hall

7. Description

Architectural Classification

(Enter categories from instructions.)

LATE 19TH AND EARLY 20TH CENTURY

AMERICAN MOVEMENTS:

Bungalow/Craftsman

Materials

(Enter categories from instructions.)

foundation: CONCRETE

walls: WOOD

WOOD: Shingle

roof: ASPHALT

other:

Independent School
Name of Property

Benton County, OR
County and State

Narrative Description

(Describe the historic and current physical appearance of the property. Explain contributing and noncontributing resources if necessary. Begin with a **summary paragraph** that briefly describes the general characteristics of the property, such as its location, setting, size, and significant features.)

Summary Paragraph

The Independent School is located at 25381 SW Airport Avenue, just over three miles south of Philomath, Oregon, in Benton County near the intersection of Fern Road and Airport Avenue. Fred H. Seedenburg originally constructed the one-story building in 1919 in the Craftsman style to serve as a schoolhouse for the surrounding area.¹ The one-room schoolhouse is framed in wood and is covered by a gable roof. The building has been used for a variety of functions since it ceased to be a school, including as home to a number of different churches and its current use as the Independent Community Center. The design of the school features typical elements of the Craftsman style including knee braces supporting overhanging eaves. The school's setting is rural with minimal vegetation and very few surrounding structures, similar to its original setting. The construction of the schoolhouse is mostly original with few alterations to the building with the exception of an addition on the east side of the original volume circa 1950. These alterations have not, however, damaged the historic feeling of Independent School. There is a single, small contributing outbuilding, built circa 1930, on the site of the Independent School, which is used as a pump house for the main building.

Narrative Description

SETTING

The Independent School is located in a rural setting south of Philomath, Benton County, Oregon. The area is level with small rolling hills, with farming dominating the use of the land. The school's rectangular lot is in the northeast quadrant of the crossing of Fern Road and Airport Avenue. The tax lot is approximately 230 feet by 280 feet, a total of 1.48-acres in size.² The Independent School is located on the southwest corner of the lot with the front façade of the building facing west, set back from Fern Road about 20 feet. The building is accessed from Fern Road via a small gravel driveway that widens to allow for parking. The lot is covered in grass with minimal shrubbery and several trees ranging in size and type.

GENERAL CHARACTERISTICS OF THE INDEPENDENT SCHOOL³

The Independent School was originally designed as a one-room schoolhouse with features of the Craftsman architectural style. The building's footprint is irregular in shape with a projecting gable 'wing' on the south side and a telescoping gable roof over the porch on the west, front facade. The main ridge line of the building runs east-west, paralleling SW Airport Avenue. The building, including the addition off the east side of the original building, is one story in height. The building is approximately 2,500 square feet, including the addition, with the overall basic dimensions of approximately 74 feet long by 32 feet wide, excluding the porch.

¹ Marlene McDonald. *When School Bells Rang: Schools of Benton, County, OR*. (Philomath: Mac Publications, 1983), 101.

² Benton County Assessor's Office, Philomath, Benton County, Oregon.

³ Independent School Site Visit by Kenneth Gunn, April 2012.

Independent School
Name of Property

Benton County, OR
County and State

EXTERIOR DESCRIPTION

Foundation and Cladding

The Independent School is supported by a board-formed, poured-concrete foundation. The walls are framed with wood and the exterior cladding on the original portion of the Independent School is four-inch rabbeted, bevel-lap siding. The addition on the east side of the original building is clearly distinguished from the main body of the building because it is clad in eight-inch rabbeted bevel-lap siding, with the exception of the east façade, which is clad in the same four-inch lap siding as the main body, most likely from the original east façade of the school when the addition was constructed. The secondary cladding material that appears on the gabled projection over the porch is wood shingle. Currently, the Independent School building is painted white, with corners of the building covered with simple four-inch corner boards painted red. Historic photographs of the Independent School show that the entire building, including cladding and trim, was painted white.

Windows

There are a total of fourteen windows on the Independent School. There are no openings on the front, west façade of the building with the exception of the main entry door, which is a broad paneled door with a molded surround and crown molding. The most significant windows on the building are on the north façade of the original building. These consist of seven large, ganged, six-over-six-light, wood-frame, double-hung windows separated by heavy mullions. The windows are surmounted by crown molding and have a simple surround similar to that found on the main entry door. This window arrangement is a character-defining feature of the Independent School and is unique to one-room schoolhouse architecture of this era. The north façade of the building addition to the east of the original building has an entry with a flush, hollow-core wood door accessed by two wood steps on the west (right) side, and a six-over-six-light, double-hung sash on the east side.

The east, rear façade of the building displays one, rectangular, single-pane fixed window centered under the gable. The gable face on the south projecting gable displays two, small, one-over-one-light, wood-frame, double-hung windows. To the right of these windows is an in-filled opening that appears to have once been a larger double-hung window. On the far right side of this bay is a paneled door, no longer in use. Also visible here is a paired, single-hung vinyl window in a wood surround, and two individually placed, single-light, fixed windows on the east addition to the main building. None of the windows on this façade feature any type of decorative trim.

Roof

The main roof of the Independent School is a gently pitched gable roof with gabled extensions over the rear addition, the porch, and the small wing on the south side of the building. The gable-roof projection over the porch is supported by large square columns that are clad in the same horizontal board and corner boards as the main building. The entire roof, including all projections, is clad in asphalt-composition shingles. The roof has deep eaves that feature the exposed rafter tails, soffit boards and knee braces that were popular elements of Craftsman design. The gable ends of the roof on the main structure and the porch feature bargeboards that turn into vertical stick work at the gable peaks. There is a single interior brick chimney on the south wing that aligns with the exterior of the south façade of the original building. The roof was updated at some point with modern vents.

Porch

On the west façade of the Independent School is a three-quarter width, centered porch with a telescoping gable roof. The porch is accessed by concrete steps that stretch the full width of the porch. The stairs appear to have been modified from their original design when the original enclosed rail on the front of the porch was removed. The porch is constructed with wood joists that support tongue-and-groove wood decking that has

Independent School
Name of Property

Benton County, OR
County and State

been painted red. The ends of the porch are enclosed with a wide knee-wall clad with the same horizontal board siding. Historic photographs of Independent School show the knee-wall continuing on the front of the porch further enclosing the space, although they were removed at some point in the history of the building.⁴ Simple metal pipe handrails have been placed on either side of the porch to provide assistance when using the stairs. Perhaps the most unique feature on the whole building is the belfry, which is a rectangular, louvered enclosure on the porch roof, under the gable of the main building, on the main west façade. The belfry houses a bell that is still in place and fully functional via a rope that comes through the ceiling on the interior near the front door. A faded painted sign over the porch on the west façade reads "Independent School District No. 19."

INTERIOR DESCRIPTION⁵

The interior of the schoolhouse consists of a single floor, with no change in elevation from room to room. The overall interior area is 73 by 27 feet, totaling an approximate 2,000 square feet in size. The large open space on the western portion of the floor is the original intact schoolroom, and the addition to the eastern rear portion of the building is subdivided into small classrooms accessed by a central hallway. The addition also features a restroom and a small kitchen area. The main entrance on the west façade opens up into the large open area. Directly to the left of the main entry on the west wall is a rope coming through the ceiling on the interior that provides access to ring the bell.⁶ Access to the south projection is through two doors on the interior of the original classroom. This space is currently being used for storage. The floor is hardwood panels in the original classroom and the floor in the addition is covered in carpet. The walls and ceiling are finished with plaster and have been painted. Most of the doors appear to be original and feature simple wood surrounds typical of the Craftsman style. The main interior space features black chalkboards, although they do not appear to be original. Overall, the interior of the Independent School is simple space with minimal finishes, intended to be functional rather than decorative.

ALTERATIONS AND ADDITIONS

The main addition to the Independent School is on the east side of the original building. Although the addition is clad in wood lap siding, it is clearly marked by the change in cladding dimensions. The roof of the addition is set below the roofline of the original building, which also helps to distinguish between the two different portions of the current building. Research reveals that the date of this addition is circa 1950. It is assumed here, based on its characteristics and age, that the addition is historic in itself and does not affect the overall integrity and eligibility of the Independent School for listing on the National Register.

The most significant alteration to the Independent School is the removal of the solid rail enclosing the porch on the west façade of the building, which occurred circa 1970. It is assumed that the concrete stairs on the porch were also extended at this time to stretch from each edge of the porch. There is physical evidence on the cladding of the columns as to where the rail was originally located. Although altering this changes the overall appearance of the building, removal of the enclosed rail did not damage any other part of the building and it could potentially be restored to the building at any point with historical accuracy based on historic photographs. Brackets have been removed from the front façade and wooden studs have been nailed to the bargeboards to provide temporary vertical support. A door on the south gable extension has been enclosed and a window on the addition has been replaced with a vinyl replacement on the south façade looking into the kitchen. Other minor alterations to the building include the addition of gutters to protect the building from additional water damage and the assumed removal of the original flagpole. These additions and alterations to the Independent School do not diminish the overall integrity of the resource.

⁴ Independent School West and South Façades, Benton County Historical Society, *Mabel Cummings Collection: Independent School*, Philomath, Benton County, Oregon.

⁵ See First Floor Plan drawn by Kenneth Gunn.

⁶ See Photograph 14 of 14, Interior View: Independent School Bell Rope Detail, looking Southwest (OR_BentonCounty_IndependentSchool_0014.tiff).

Independent School
Name of Property

Benton County, OR
County and State

OUTBUILDINGS

There is one small contributing outbuilding that is associated with the Independent School on the lot near the intersection of Airport Avenue and Fern Road. The outbuilding, built circa 1930, served as a pump house for the main schoolhouse, a function it still serves. The pump house measures 8-by-5 feet and is located off of the southwest corner of the Independent School building. The interior of the pump house is accessed on the east side of the building via a wood door that is secured with a wood latch. It is clad in horizontal wood, channel rustic siding with corner boards that are painted white. The only decorative element on the building is exposed rafter tails that may have been included to mimic the design of the rafter tails on the Independent School. The gable roof is covered in sheets of corrugated metal. The small outbuilding dates from the historic period and retains its overall integrity, making it a contributing resource to the Independent School.

Independent School
Name of Property

Benton County, 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.
- ☐ 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

Period of Significance

1919 – 1952

Significant Dates

1919 – Date of Construction

1952 – Closure of the School

Significant Person

(Complete only if Criterion B is marked above.)

N/A

Cultural Affiliation

N/A

Architect/Builder

Fred H. Seedenburg

Period of Significance (justification)

1919, Original construction of Independent School; 1952, Independent School closes.

Criteria Considerations (explanation, if necessary)

N/A

Independent School
Name of Property

Benton County, OR
County and State

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

The Independent School is locally significant, and is eligible for the National Register of Historic Places under Criterion A for the significant role that it has played in the educational development of the rural Benton County community from 1919 to 1952. Several individuals from within the rural community were associated with the Independent School, both as students and teachers, during its operation. An average of 15-30 students attended the Independent School at any one point during each school year, with a range of ages and grades. A single teacher was responsible for educating the students, which was a standard method of education at this time in rural one-room schoolhouses in Oregon. The schoolhouse was a self-sustaining independent entity that was directed solely by the teacher, while students would be responsible for everyday tasks including bringing wood in to stock the wood stove that once kept the occupants of the schoolhouse warm. The experiences and education that Independent School provided for its students would leave an impact on those individuals for the rest of their lives, reinforcing the effect that the Independent School had on the education of the youth and community as a whole.

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

The Independent School is located at 25381 SW Airport Avenue, just over three miles south of Philomath, Oregon, in Benton County, near the intersection of Fern Road and Airport Avenue. Ernest and Anna Seehafer deeded 1.85-acres of land with the agreement that it would be used for a school to serve the area.⁷ Fred H. Seedenburg, a local contractor, constructed the one-room schoolhouse in 1919 for School District No. 19 with the name "Independent School."⁸ The one-story, wood-frame schoolhouse with modest architectural detailing was occupied by an average of 15-30 students per year under the instruction of a variety of different teachers.⁹ The Independent School functioned as a one-room schoolhouse from 1919 through 1952, at which point students were transferred to schools in Philomath as part of a consolidation of school districts in Benton County.¹⁰ Many of the individuals who attended the school that were still alive in 1999 were contacted as a part of a survey and many had fond memories of their time spent at the school as children.¹¹ In 1955, the schoolhouse and the land were deeded to the Independent Community Club, where it remains a significant resource to the community today.¹² The community constructed a building addition to the east façade of the one-room schoolhouse in the early 1950s in order to ensure the buildings' continued use.¹³ The Independent School retains a high level of integrity both in its original design with minimal alterations and continued association with the community and rural setting, and continues to clearly convey its historical function and appearance. The Independent School is locally significant, and is eligible for the National Register of Historic Places under Criterion A for the significant role that the school played in the educational development of the rural community over a period of 33 years.

⁷ Benton County, Oregon Deeds and Records. Deed of Sale from Ernest and Anna Seehafer to School District No. 19, 19 July 1918, Benton County, Oregon, Deed Book 64, page 607 (Benton County Courthouse, Corvallis, Oregon).

⁸ Independent Community Club Private Collection. "Construction Contract between School District No. 19 and Fred H. Seedenburg to build Independent School," 10 October 1919, (Independent Community Club, Contact: Katherine Harris, Corvallis, Oregon).

⁹ McDonald, *When School Bells Rang*, 101.

¹⁰ McDonald, *When School Bells Rang*, 103.

¹¹ Betty Zimmerman Vaughn, Dean Almgren, Ethel Reeser Cosco, Faye Ireland Hilburn, Jimmie Fields, Kenneth Wayne Durrell, Larry Swain, Maud Martin Corl, and Richard Ott. *Independent School Historical Survey*. (Philomath: Independent Community Club, 1999).

¹² Benton County, Oregon Deeds and Records. Deed of Sale from Consolidated School District No. 31 to Independent Community Club, 10 March 1954, Benton County, Oregon, Deed Book 149, page 244 (Benton County Courthouse, Corvallis, Oregon).

¹³ Aerial Photography. *Air Photos of 25381 SW Airport Avenue, Philomath, Benton County, Oregon*. University of Oregon Knight Library. 1948, 1956.

Independent School
Name of Property

Benton County, OR
County and State

Developmental history/additional historic context information (if appropriate)

AMERICAN SCHOOLING¹⁴

From the eighteenth century until World War II most communities, especially in rural areas, educated their own children in local schoolhouses. Standard texts in the mid- and late-nineteenth century were *McGuffey's Eclectic* readers and the standard teaching method was rote memorization and recitation. By the 1880s most states required that teachers be at least sixteen years of age and be certified, which involved taking a one-day test administered by the County Superintendent. No other training was required, but some teachers had other credentials. Generally men were preferred because they were thought to be able to handle the farm boys better than women. Administration of the schools was the responsibility of the School Superintendent, often an elected official, who organized teacher education and testing, supervised teachers, and provided supplies. By the mid-nineteenth century several separate progressive efforts to standardize state-level education were underway, including teaching methods, teacher education, and building design. One aspect of these reforms was a push toward skills-based training. Another target of the reformers was the country school, which was thought to be backward. In 1908, then-President Theodore Roosevelt pushed school consolidation as an answer to the "rural school problem" of poor teacher preparation and inadequate facilities. The debate continued through the next two decades with many educators, civic leaders, and state school superintendents proposing consolidation. Many State School Superintendents provided architectural plans for the "model" rural school to promote this shift. Encouraged by political pressure and a shift of the rural population to cities, consolidation began in earnest in the 1930s and continued through the early 1960s and into today.¹⁵

EDUCATION IN THE STATE OF OREGON¹⁶

Schooling in the West was highly valued and seen as the path to the future, and Oregon's Territorial and State governments took an active role in creating and administering schools. Providing adequate schools was one of the first priorities of the Oregon Territorial Legislature. A year after the U.S. Congress granted the northwest region territory status in 1849, Oregon's Territorial Legislature created its public school system. Oregon's public education system became enshrined in the state constitution, which assigned the legislature the responsibility of establishing such a system and provided for an elected state superintendent of instruction.¹⁷ Seeing the need and advantage of an organized and uniform public education system, larger communities throughout the state began forming school districts in the 1850s. The size and boundaries of the individual districts took into consideration that students either walked or rode ponies to school, often over crude roads and in all types of weather.¹⁸ Public education was mostly a local matter throughout the last years of the nineteenth century. Following national trends, this changed as the State began to require that County School Superintendents submit annual reports. The Superintendents based their reports, in part, on written teacher's reports that were sent by the instructor at each school.¹⁹ The documents show that while larger communities

¹⁴ The section is largely taken directly from Lois Eagleton, "English Settlement School," nomination to the National Register of Historic Places. Salem: Oregon State Historic Preservation Office, 2007.

¹⁵ Andrew Gulliford, *America's Country Schools* (Washington DC: The Preservation Press, 1984), 36-45; Paul Rocheleau, *The One-Room Schoolhouse* (New York: Universe, 2003), 12-26 (Source taken directly from Lois Eagleton, "English Settlement School," nomination to the National Register of Historic Places. Salem: Oregon State Historic Preservation Office, 2007).

¹⁶ The section is largely taken directly from Lois Eagleton, "English Settlement School," nomination to the National Register of Historic Places. Salem: Oregon State Historic Preservation Office, 2007.

¹⁷ Sarah K. Hahn, "Lowell Grange," nomination to the National Register of Historic Places (Salem, OR: Oregon State Historic Preservation Office, 2005), Section 8 page 2-3 (Source taken directly from Lois Eagleton, "English Settlement School," nomination to the National Register of Historic Places. Salem: Oregon State Historic Preservation Office, 2007).

¹⁸ Oakland School District, Records of the English Settlement School District, Number 26 (Source taken directly from Lois Eagleton, "English Settlement School," nomination to the National Register of Historic Places. Salem: Oregon State Historic Preservation Office, 2007).

¹⁹ Joni Nelson and Rosalind Keeney, Mary Gallagher, May Dasch, "Rock Hill School, nomination to the National Register of Historic Places (Salem, OR.: Oregon State Historic Preservation Office, 1992), Section 8, Page 18 (Source taken directly from Lois

Independent School
Name of Property

Benton County, OR
County and State

such as Portland, Roseburg, Medford, and Baker City had large populations of school children, well-developed educational systems, and a number of multi-room school houses, the majority of the state's population attended small, one-room school houses staffed by a single teacher through most of the early twentieth century. Teachers' education level and salary was higher in larger urban school districts, and often much lower in rural areas, reflecting the relative wealth of the communities that the schools served.²⁰ Despite the widespread use of one-room schoolhouses, in 1914 the Oregon State Department of Education began pushing Progressive Era education reforms by encouraging standardized teacher training, texts, and school design through various publications. By the 1930s school consolidation accelerated due to consistent pressure by the State and advances in transportation, such as the widespread use of automobiles and the extension of highways, reduced the need for local community schools.²¹

SCHOOLHOUSE ARCHITECTURE²²

From the beginning of the eighteenth century to the middle of the twentieth century, rural schooling in the United States was tied to the one-room schoolhouse, with almost half of all American school children attending such an institution as late as 1913. Far from an aesthetic choice, the one-room schoolhouse was a practical matter that reflected the financial resources of the nation's rural communities, and was built to be large enough for the number of pupils expected to attend, but no larger than the maximum distance that a single teacher's voice could carry across a room. As Historian Andrew Gulliford notes, rural schoolhouse architecture is "above all, an architecture based on limitations."²³ Although these vernacular buildings often reflected local ethnic building traditions, their form, detailing, and shape were limited by available local materials, the know-how of the builder, and the economic resources of the community. In most cases the buildings were purely functional, as style was "an extra that was seldom affordable."²⁴ A community's first schoolhouse was often built using volunteer labor and easily available materials, and was intended as an easy-to-build, inexpensive, temporary structure.²⁵ As with most early buildings during Oregon's settlement history, these schools were small log or rough-sawn buildings with brush roofs.²⁶ Most communities upgraded from this first structure to a "second generation" frame building as time and finances allowed.²⁷

The third building or "third generation" schoolhouse was often larger and more decorative, reflecting a community's growing wealth. These buildings date to the last decades of the nineteenth and first decades of the early twentieth century. Architectural historian Fred Schroeder divides these schoolhouses into two main categories. The first Schroeder calls "vernacular" and differentiates between "folk vernacular," buildings that show strong local or ethnic building traditions, and "mass vernacular," types that reflect popular design trends and are built from milled lumber and commercial products. The second type is often an architect-designed schoolhouse that was uncommon in rural areas. Most rural one-room schoolhouses are "eclectic" in that they use the commercial construction products seen in mass vernacular types, but are adapted by local builders to

Eagleton, "English Settlement School," nomination to the National Register of Historic Places. Salem: Oregon State Historic Preservation Office, 2007).

²⁰ Oregon State Department of Education, Annual Reports of the County Superintendents, 1910-1930; Statements based on a generalization developed by sampling records for the State of Oregon at five year intervals beginning in 1900 (Source taken directly from Lois Eagleton, "English Settlement School," nomination to the National Register of Historic Places. Salem: Oregon State Historic Preservation Office, 2007).

²¹ Nelson, Keeney, Gallagher, and Dasch, Section 8, page 3 (Source taken directly from Lois Eagleton, "English Settlement School," nomination to the National Register of Historic Places. Salem: Oregon State Historic Preservation Office, 2007).

²² The section is largely taken directly from Lois Eagleton, "English Settlement School," nomination to the National Register of Historic Places. Salem: Oregon State Historic Preservation Office, 2007.

²³ Gulliford, 160; Rocheleau, 47-48 (Source taken directly from Lois Eagleton, "English Settlement School," nomination to the National Register of Historic Places. Salem: Oregon State Historic Preservation Office, 2007).

²⁴ Ibid

²⁵ Ibid; Rocheleau, 50.

²⁶ Philip Dole, "Buildings and Gardens" in *Space, Style and Structure*, vol. 2, Thomas Vaughan, ed. (Portland: Oregon Historical Society, 1974.) 81-82 (Source taken directly from Lois Eagleton, "English Settlement School," nomination to the National Register of Historic Places. Salem: Oregon State Historic Preservation Office, 2007).

²⁷ Gulliford, 166.

Independent School

Name of Property

Benton County, OR

County and State

accommodate their ability and available materials.²⁸ These eclectic vernacular buildings resembled rural homes or small country churches in their size, scale, materials, and construction methods. Most rural schools are one-story buildings with rectangular or square footprints and a gabled roof. The interior was commonly divided into a single classroom and a vestibule with cloak rooms for each sex. Efforts were made to give the inside a finished appearance. White was the most popular exterior color and green, red, blue, and brown were popular trim colors. More ornate buildings often had a round or square bell tower. Third-generation school buildings were often influenced by various revival styles, Queen Anne, Craftsman, or Mission; however, the vernacular aesthetic often asserted itself as local builders created simplified interpretations of popular high styles.²⁹

The most common and popular school form had a rectangular footprint, balloon-frame construction, and a simple gable roof. Hipped roofs became popular in the twentieth century. The type generally had a single entrance on the short side of the building, which was sometimes sheltered by a porch or portico, but was often open to the elements. Many buildings had separate entrances for boys and girls, although more practical-minded communities often installed only a single door to cut costs. Many had three-to-four widely spaced, small-pane windows set in a double-hung sash, often on the north or south sides of the building, depending on the site, to provide the best possible light. This arrangement is evident in the Independent School with a large bank of windows on the north façade of the building. These windows provided adequate natural light since the school did not originally have electricity. Windows on the north façade also had the added benefit of insulating the interior from over-heating from southern light.

Almost all were clad in mass-produced roof shingles and clapboard siding, as these products were inexpensive and widely available. Before 1870 most vernacular schools were unpainted, but the introduction of linseed-oil paints and manufactured pigments made painting affordable. Most schools were painted white. Wood stoves were the most common heating method, thus brick chimneys and metal stove pipes were often a feature. School yards were simple. Paths through unkempt grass were often cut to outhouses, but yards were otherwise not mowed. Interior spaces were similar to other third-generation schools. At times attempts were made to plant the school grounds with ornamental plants.³⁰

The remarkable similarities between schoolhouses, especially for third-generation buildings, are in part a result of the proliferation of pattern books written by educational reformers beginning in the 1830s and through the early twentieth century. In an attempt to improve the educational process, reformers produced designs for "ideal" schools that addressed setting, materials, design, and the layout of the interior space. In 1831, educator William A. Alcott published *An Essay on the Construction of School-Houses*, calling for the arrangement of desks in rows to allow for easy circulation for students and teachers, large windows for light and ventilation, and space to store teaching aids. He also suggested that an area be left around schools to allow children to play. Revolutionary for its time, Alcott's design recommendations were widely adopted across the nation. The most influential among the school designers was educator, Connecticut legislator, and U.S. Commissioner of Education Henry Barnard. Barnard's *School Architecture*, first published in 1832, called for stylized buildings set in pleasant, semi-rural settings, which Barnard thought encouraged learning. The plans also addressed adequate lighting, circulation, and ventilation. Other architects and reformers continued to refine these ideas through the nineteenth century, through the Progressive-Era push to standardize school design.³¹ Plans issued in the early 1900s by state governments during the school-reform movement, such as those made available by the Oregon Department of Education, were based on popular styles of the period, such as the Craftsman Style,

²⁸ Fred E. H. Schroeder, "Schoolhouse Reading: What You Can Learn from Your Rural School" *History News*, April 1981; Rocheleau, 47-48, 50 (Source taken directly from Lois Eagleton, "English Settlement School," nomination to the National Register of Historic Places. Salem: Oregon State Historic Preservation Office, 2007).

²⁹ Gulliford, 159, 167.

³⁰ Ibid, 172, 174, 176.

³¹ Ibid, 167-168.

Independent School
Name of Property

Benton County, OR
County and State

and generally featured hipped rather than gabled roofs. The more traditional designs continued in rural areas for many years.³²

ONE-ROOM SCHOOLHOUSES IN OREGON³³

Despite local differences in materials, setting, and style, Gulliford states that one-room schoolhouses “nonetheless constitute a distinctive building type” that is recognizable across the nation.³⁴ Beginning as crude temporary buildings during the initial settlement period, schoolhouses “became more functional as they moved west with the Frontier.”³⁵ With the aid of schoolhouse plan books, such as Henry Barnard’s *School Architecture* published in 1832, and the cultural template in the minds of the pioneer builders, these traditional vernacular school buildings were transported to the West Coast in the 1870s and 1880s, however there is documentation of earlier wood-frame schoolhouses in Oregon dating to the 1850s and 1860s. The common features of the folk-inspired and plan-book-derived buildings include a rectangular shape, large windows, open interior space, bell tower (when it could be afforded), rural setting, and, since wood was the most available building material in Western Oregon, frame construction.

In Oregon, six one-room rural schoolhouses are listed in the National Register of Historic Places. These include the Soap Creek School, Adair Village vicinity, Benton County; Victor Point School, Silverton vicinity, Marion County; Parker School, Independence vicinity, Polk County; Dry Creek School, Summerville vicinity, Union County; Briedwell School, Amity vicinity, Yamhill County; and Rock Hill School, Lebanon, Linn County. The structure of a seventh schoolhouse was incorporated into the Lowell Grange in Lowell, Grant County. Of the six schools, one building has been converted into a private residence, leaving only five representatives of this particular building type on the National Register of Historic Places with both their interior and exterior intact. Each of these resources is rectilinear, third-generation vernacular schoolhouses with a simple form and eclectic details, constructed in the late nineteenth or early twentieth centuries. In most cases the buildings are constructed using fieldstone foundations, balloon frame construction, a gable-front roof, and make use of bead board, shiplap siding, double-hung windows, and panel doors for finishing materials. Most are set in picturesque rural settings and were painted white. Interior layout is similar with one or two entrances, vestibules, and cloak rooms.³⁶ All six are located in the Willamette Valley. The principal difference between the resources is in stylistic details. For instance, built in 1889, the Victor Point School’s design is described as a vernacular adaptation of “late Victorian” architecture or “Rural Gothic.”³⁷ Similarly, the Briedwell School, constructed in 1895, also mirrors contemporary Victorian styling.³⁸ Both buildings have bell towers. Built during the same period, the Dry Creek School does not reflect a particular architectural style and does not have a bell tower, but exhibits “classical detailing.”³⁹ The Rock Hill school does have a bell tower, but this 1910 building

³² Hahn, Section 8, page 3.

³³ The section is largely taken directly from Lois Eagleton, “English Settlement School,” nomination to the National Register of Historic Places. Salem: Oregon State Historic Preservation Office, 2007.

³⁴ Gulliford, 171.

³⁵ Ibid, 182.

³⁶ Information abstracted from the following National Register of Historic Places nominations: Vicki Correll, “Dry Creek School,” nomination to the National Register of Historic Places (Salem, OR.: Oregon State Historic Preservation Office, 2000); Lauren Cram, “Briedwell School,” nomination to the National Register of Historic Places (Salem, OR.: Oregon State Historic Preservation Office, 1988); Lorna Grabe, “Soap Creek School,” nomination to the National Register of Historic Places (Salem, OR.: Oregon State Historic Preservation Office, 1991); Nelson, Keeney, Gallagher, Dasch, 1992; Richard Robertson and Cathy Robertson, “Parker School,” nomination to the National Register of Historic Places (Salem, OR.: Oregon State Historic Preservation Office, 1989); Carol Walker and Bruce Duerst, “Victor Point School,” nomination to the National Register of Historic Places (Salem, OR.: Oregon State Historic Preservation Office, 1996).

³⁷ Walker, Section 3, Page 1 (Source taken directly from Lois Eagleton, “English Settlement School,” nomination to the National Register of Historic Places. Salem: Oregon State Historic Preservation Office, 2007).

³⁸ Cram, Application, Section 7, Page 1-2 (Source taken directly from Lois Eagleton, “English Settlement School,” nomination to the National Register of Historic Places. Salem: Oregon State Historic Preservation Office, 2007).

³⁹ Correll, Application, Section 7, Page 1-2 (Source taken directly from Lois Eagleton, “English Settlement School,” nomination to the National Register of Historic Places. Salem: Oregon State Historic Preservation Office, 2007).

Independent School

Name of Property

Benton County, OR

County and State

lacks distinctive ornamentation.⁴⁰ The 1914 Parker School and the 1935 Soap Creek School both feature a bell tower and are constructed to resemble the Craftsman style, which the Oregon State Department of Education proposed during this time period.⁴¹ The imitation of specific architectural styles or the inclusion of a bell tower indicates that these schoolhouses are high-style interpretations of the building type. This was a more popular trend in relatively wealthy communities, such as those of the Willamette Valley. Thus the collection does not accurately reflect the geographic and stylistic variety of this resource type in the state.

THE INDEPENDENT SCHOOL

The Independent School was located in a rich farming area just south of present-day Philomath in an area settled by Euro-Americans by 1850.⁴² When the original school districts were drawn up in 1852, the area that the Independent School served was part of School District No. 8. Somewhere in the vicinity was the Liggett schoolhouse, which was supposed to have been south of McKissie's Butte, near Gellatly's Grove.⁴³ It is believed that by 1868 the Independent School existed in a different building located across the road from the present building; however, the exact location and date of construction for that building is unknown.⁴⁴ On July 19, 1918, Ernest and Anna Seehafer deeded one acre of land, a portion of which Independent School is located on today, to School District No. 19.⁴⁵ The original deed states that the land was deeded with the agreement that the property would be used to build a school and stated that, "In the event that the said land shall cease to be used for school purposes it shall revert and revest in the said grantors, their heirs or assigns. It is further agreed that the said District No. 19 shall maintain the fence on the North of said acre of land." Ernest and Anna Seehafer owned a larger parcel of land that bordered the property of the Independent School and it is believed that they were long-time owners of the overall land, most likely a result of a donation land claim.

On October 19, 1919, School District No. 19 contracted with Fred H. Seedenburg to build the Independent School for \$3,000.00.⁴⁶ Seedenburg was a local contractor who was well known for building the Willamette Community and Grange Hall. This Colonial-Revival style meeting hall, listed on the National Register of Historic Places, was built in 1922 near Corvallis, Oregon. Ernest and Anna Seehafer deeded an additional 0.85 acres of land to School District No. 19 on June 13, 1928, thus resulting in the tax lot size that the Independent School is located on today.⁴⁷

Students who went to the school believe that electricity, along with other more modern amenities, was installed at the Independent School about 1940 in order to update the school.⁴⁸ There is only one major addition on the Independent School, located on the east side of the original building. There is no evidence as to when the addition was constructed, although memoirs from individuals that attended the school and aerial photographs of the site indicate that it was added some time between 1948 and 1956.⁴⁹ The aerial photograph taken in 1948 clearly shows the original structure of Independent School without the addition whereas the aerial

⁴⁰ Nelson, Application, Section 7, Page 1-4 (Source taken directly from Lois Eagleton, "English Settlement School," nomination to the National Register of Historic Places. Salem: Oregon State Historic Preservation Office, 2007).

⁴¹ Grabe, Application, Section 7, Page 1; Robertson, Application, Section 7, Page 1-2 (Source taken directly from Lois Eagleton, "English Settlement School," nomination to the National Register of Historic Places. Salem: Oregon State Historic Preservation Office, 2007).

⁴² McDonald, *When School Bells Rang*, 100.

⁴³ McDonald, *When School Bells Rang*, 100.

⁴⁴ McDonald, *When School Bells Rang*, 101.

⁴⁵ Deed of Sale from Ernest and Anna Seehafer to School District No. 19, 19 July 1918, Benton County, Oregon, Deed Book 64, page 607 (Benton County Courthouse, Corvallis, Oregon).

⁴⁶ "Construction Contract between School District No. 19 and Fred H. Seedenburg to build Independent School," 10 October 1919, (Independent Community Club, Katherine Harris, Corvallis, Oregon).

⁴⁷ Deed of Sale from Ernest and Anna Seehafer to School District No. 19, 13 July 1928, Benton County, Oregon, Deed Book 79, page 327 (Benton County Courthouse, Corvallis, Oregon).

⁴⁸ McDonald, *When School Bells Rang*, 101.

⁴⁹ Aerial Photography. *Air Photos of 25381 SW Airport Avenue, Philomath, Benton County, Oregon*. University of Oregon Knight Library. 1948, 1956.

Independent School

Name of Property

Benton County, OR

County and State

photograph taken in 1956 shows the extension on the eastern end of the building. Memoirs from several individuals that attended the Independent School and later recorded their experiences talk about the addition being constructed in a variety of different years making it difficult to determine an exact date. In 1952, as part of a move to consolidate schools, the Independent School students were transported to Philomath and the school was closed. It remained vacant about two years, after which a preschool used the building for a short time, and once more children's voices were heard in and around the old building.⁵⁰

On March 10, 1954, School District No. 31, the successor to School District No. 19 in the Benton County School District, deeded the Independent School and land to the Independent Community Club, which still owns and maintains the building and property today.⁵¹ Following this deed a number of quitclaims were filed to discontinue the agreement between the Seehafers and School District No. 19, as the original deed stated the property must be used as a school. On July 18, 1958, William Seehafer et. al., heirs of Ernest and Anna Seehafer, deeded the Independent School and land to the Independent Community Club with a quitclaim deed that changed the agreement to state that the property could be used by the community club for public purposes.⁵² On January 29, 1959, Herbert and Sylvia Seehafer, the other primary group of heirs, deeded the Independent School and land to the Independent Community Club as a quitclaim deed with the exact same agreement.⁵³ Although contrary to the two previous quitclaims, on April 23, 1959, all heirs of Ernest and Anna Seehafer uniformly deeded the Independent School and land to the Independent Community Club as a quitclaim deed that removed all agreements as to how the property could be utilized by the community club.⁵⁴

Since 1959, the Independent School building has been owned and maintained by the Independent Community Club as a community center. They have made no alterations to the building since they took it over, with the exception of minor maintenance including putting a new roof on the building. The schoolhouse is used by the Club for a variety of different events periodically during the year, although there has not been an everyday, continued use of the building, which is the ultimate goal of the board. The Independent Community Club planned and coordinated a reunion of individuals who attended Independent School during the years that it served this rural area as a schoolhouse.⁵⁵ Many individuals attended the reunion with stories of the time they spent at the school including teachers who had made a large impact on their education; activities that used to take place in and around the schoolhouse not related to education; and even harsh forms of punishment that are no longer accepted as instructional norms. Mrs. Eva Coon recalls particular events of punishment at the original Independent School:

"I first went to school at the Independent schoolhouse when John B. Horner was teacher. Belle Skipton, who afterward became Mrs. John B. Horner, was one of the pupils. I remember one time Mr. Horner had to discipline her. He had her by the arm trying to shake her and she was crying. She was a big girl then. One boy was especially unruly. John Horner used to string him up by the thumbs. He would tie strings to his thumbs, turn his face to the wall, draw his spread arms up until he had to stand on tip-toe, and keep him there for a considerable time."⁵⁶

Although not the acceptable form of punishment in schools today, the punishments and methods of John Horner during his time as a teacher at the original Independent School would become legendary and are a

⁵⁰ McDonald, *When School Bells Rang*, 102.

⁵¹ Deed of Sale from Consolidated School District No. 31 to Independent Community Club, 10 March 1954, Benton County, Oregon, Deed Book 149, page 244 (Benton County Courthouse, Corvallis, Oregon).

⁵² Deed of Quitclaim from William Seehafer et al, heirs of Ernest and Anna Seehafer, to Independent Community Club, 18 July 1958, Benton County, Oregon, Deed Book 164, page 481 (Benton County Courthouse, Corvallis, Oregon).

⁵³ Deed of Quitclaim from Herbert and Sylvia Seehafer, heirs of Ernest and Anna Seehafer, to Independent Community Club, 29 January 1959, Benton County, Oregon, Deed Book 167, page 117 (Benton County Courthouse, Corvallis, Oregon).

⁵⁴ Deed of Total Quitclaim from heirs of Ernest and Anna Seehafer, to Independent Community Club, 23 April 1959, Benton County, Oregon, Deed Book 171, page 314 (Benton County Courthouse, Corvallis, Oregon).

⁵⁵ Corvallis Gazette Times. "Schoolhouse Reunion Planned," 22 July 1999.

⁵⁶ McDonald, *When School Bells Rang*, 102.

Independent School

Name of Property

Benton County, OR

County and State

common topic of conversation among individuals associated with the school historically and today. It is important to acknowledge the development of the educational systems and accept the realities of how schools used to be run compared to today.

Enrollment of students at the Independent School ranged from 15-30 students. Family names included: Wonderley, Chapman, Hendricks, Covey, Henderson, Mellors, Leen, Husted, Mann, Edmonson, Buntin, Smith, Carey, Butler, Jorgensen, Avery, Zimmerman, Gainey, Beaucamp, Woodard, Leech, Endicott, and Luton, farm youngsters whose parents settled the area surrounding the school. Problems were few and their teachers recall that they were a "pretty good bunch of kids."⁵⁷ The Independent School was also the social center of the community. In early years it was used for entertainments, socials, parties, church, Sunday school, and revival meetings. There were singing schools and spelling matches and social gatherings.⁵⁸ "Andy Williams used to lead the singing school. My people did not approve of dancing," say Mrs. Linch. "There was preaching and Sunday school at the schoolhouse. There were dances sometimes and play parties where we played 'Weevily Wheat' and 'Pop Goes the Weasel'," added Mrs. Lilly.⁵⁹

During its operation as a schoolhouse between 1919 and 1952, the Independent School had a significant impact on the people in the rural community south of Philomath that is still remembered. The Independent School made significant contributions to the education of the people in the area and continues to contribute to the social life of residents of the rural area today by serving as a community center.

The Independent School is one of only a few extant one-room schoolhouses remaining in Benton County. Several of these schoolhouses, all of which were built in the twentieth century, except Beaver Creek School and Evergreen School, display characteristics of the Craftsman style.⁶⁰ The Independent School, however, is the primary schoolhouse serving the rural community south of Philomath during its operation from 1919 to 1952 and retains a high-level of integrity including the Craftsman detailing that tended to be associated with one-room schoolhouses in this region of rural Oregon. Most of these schoolhouses struggle to have applicable uses today. With the support of the Independent Community Club, the Independent School building continues to be utilized and remains significant resource to the community in which it is located.

Conclusion

The Independent School is locally significant, and is eligible for listing in the National Register of Historic Places under Criterion A for its significant role in the educational development of this rural community between 1919 and 1952. Not only did the schoolhouse have a significant impact on the individuals that were associated with the school during its operation, but it also retains a high degree of integrity. There have been minimal alterations to the building originally constructed by Fred H. Seedenburg in 1919 in order to serve School District No. 19 after Ernest and Anna Seehafer deeded the land. The Independent Community Club owns and operates the building today with hopes of finding a continued use for the historically significant building in order to ensure that it will have an impact on the community in the future, just as it has since the day it was constructed.

⁵⁷ McDonald, *When School Bells Rang*, 101.

⁵⁸ McDonald, *When School Bells Rang*, 102.

⁵⁹ McDonald, *When School Bells Rang*, 103.

⁶⁰ Weber, Mary Kathryn and Kathy Schutt, Benton County Cultural Resources Survey II, *Independent School (Resource No. 447)*, 1984-1986, (Benton County Historical Museum, Philomath, Oregon).

Independent School

Name of Property

Benton County, OR

County and State

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Benton County, Oregon Deeds and Records. Deed of Sale from Consolidated School District No. 31 to Independent Community Club, 10 March 1954, Benton County, Oregon, Deed Book 149, page 244 (Benton County Courthouse, Corvallis, Oregon).

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Benton County, Oregon Deeds and Records. Deed of Quitclaim from Herbert and Sylvia Seehafer, heirs of Ernest and Anna Seehafer, to Independent Community Club, 29 January 1959, Benton County, Oregon, Deed Book 167, page 117 (Benton County Courthouse, Corvallis, Oregon).

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Independent School

Name of Property

Benton County, OR

County and State

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Previous documentation on file (NPS):

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

Primary location of additional data:

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

Historic Resources Survey Number (if assigned): 447

Independent School
Name of Property

Benton County, OR
County and State

10. Geographical Data

Acreage of Property 1.48 acres
(Do not include previously listed resource acreage.)

Latitude/Longitude Coordinates

(Provide a digital location map on a continuation sheet in the appendixes)

(Place additional Latitude/Longitude coordinates on a continuation sheet.)

1 44.4959079 123.3610068
Latitude Longitude

3 Latitude Longitude

2 Latitude Longitude

4 Latitude Longitude

UTM References

(Place additional UTM references on a continuation sheet.)

1 10 0471297 4927018
Zone Easting Northing

3 Zone Easting Northing

2 Zone Easting Northing

4 Zone Easting Northing

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

The Independent School property is located in Section 25, Township 12 south, Range 6, and tax lot 1400. The boundary is defined by the tax lot line to the north and east, Airport Avenue to the south, and Fern Road to the west.

Boundary Justification (Explain why the boundaries were selected.)

The nominated property includes the entire tax lot that is currently and historically associated with the Independent School.

11. Form Prepared By

name/title Kenneth Gunn
organization University of Oregon Graduate Student date November 2012
street & number 2425 Roger Smith Dr. telephone (503) 550 – 5822
city or town Newberg state OR zip code 97132
e-mail gunn.kenny@gmail.com

Independent School

Name of Property

Benton County, OR

County and State

Additional Documentation

Submit the following items with the completed form:

- **Maps:** A **USGS map** (7.5 or 15 minute series) indicating the property's location.

A **Sketch map** for historic districts and properties having large acreage or numerous resources. Key all photographs to this map.
- **Continuation Sheets**
- **Additional items:** (Check with the SHPO or FPO for any additional items.)

Photographs:

Submit clear and descriptive photographs. The size of each image must be 1600x1200 pixels at 300 ppi (pixels per inch) or larger. Key all photographs to the sketch map.

Name of Property: Independent School
City or Vicinity: Philomath
County: Benton State: Oregon
Photographer: Kenneth Gunn
Date Photographed: April 2012

Description of Photograph(s) and number:

- 1 of 14. (OR_BentonCounty_IndependentSchool_0001.tiff)
Exterior View: Independent School West Façade (Front), looking East.
- 2 of 14. (OR_BentonCounty_IndependentSchool_0002.tiff)
Exterior View: Independent School West and North Façades, looking Southeast.
- 3 of 14. (OR_BentonCounty_IndependentSchool_0003.tiff)
Exterior View: Independent School North Façade, looking South.
- 4 of 14. (OR_BentonCounty_IndependentSchool_0004.tiff)
Exterior View: Independent School North and East Façades, looking Southwest.
- 5 of 14. (OR_BentonCounty_IndependentSchool_0005.tiff)
Exterior View: Independent School East and South Façades, looking West.
- 6 of 14. (OR_BentonCounty_IndependentSchool_0006.tiff)
Exterior View: Independent School East and South Façades, looking Northwest.
- 7 of 14. (OR_BentonCounty_IndependentSchool_0007.tiff)
Exterior View: Independent School South Façade and Outbuilding (Pump House), looking North.

Independent School

Name of Property

Benton County, OR

County and State

- 8 of 14. (OR_BentonCounty_IndependentSchool_0008.tiff)
Exterior View: Independent School South and West Façades, looking Northeast.
- 9 of 14. (OR_BentonCounty_IndependentSchool_0009.tiff)
Exterior View: Independent School West Façade Detail, looking Southeast.
- 10 of 14. (OR_BentonCounty_IndependentSchool_0010.tiff)
Exterior View: Independent School North Façade Window Detail, looking Southwest.
- 11 of 14. (OR_BentonCounty_IndependentSchool_0011.tiff)
Exterior View: Independent School Pump House, looking West.
- 12 of 14. (OR_BentonCounty_IndependentSchool_0012.tiff)
Interior View: Independent School Original Interior Space, looking Northwest.
- 13 of 14. (OR_BentonCounty_IndependentSchool_0013.tiff)
Interior View: Independent School Original Interior Space, looking East.
- 14 of 14. (OR_BentonCounty_IndependentSchool_0014.tiff)
Interior View: Independent School Bell Rope Detail, looking Southwest.

Property Owner:

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

name Independent Community Club (Contact: Katharine Osten Harris)

street & number 31615 Fern Road Telephone (541) 753 – 4198

city or town Philomath state OR zip code 97370

Paperwork Reduction Act Statement: This information is being collected for applications to the National Register of Historic Places to nominate properties for listing or determine eligibility for listing, to list properties, and to amend existing listings. Response to this request is required to obtain a benefit in accordance with the National Historic Preservation Act, as amended (16 U.S.C.460 et seq.).

Estimated Burden Statement: Public reporting burden for this form is estimated to average 18 hours per response including time for reviewing instructions, gathering and maintaining data, and completing and reviewing the form. Direct comments regarding this burden estimate or any aspect of this form to the Office of Planning and Performance Management, U.S. Dept. of the Interior, 1849 C. Street, NW, Washington, DC.

United States Department of the Interior
National Park Service

National Register of Historic Places Continuation Sheet

Independent School

Name of Property
Benton County, OR
County and State

Name of multiple listing (if applicable)

Section number _____ Documents _____ Page 21

List of Figures

1. Map showing the location of Independent School at 25381 SW Airport Avenue in Philomath, Benton County, Oregon (Courtesy of Google Maps).
2. Site plan of Independent School Nominated Area drawn by Kenneth Gunn and aerial photograph (Courtesy of Google Maps).
3. First floor plan of Independent School drawn by Kenneth Gunn (not to scale).
4. Historic aerial photographs of Independent School (University of Oregon Knight Library).
5. Independent School West and South Façades, Benton County Historical Society, *Mabel Cummings Collection: Independent School*, Philomath, Benton County, Oregon.
6. Independent School North and West Façades, Benton County Historical Society, *Mabel Cummings Collection: Independent School*, Philomath, Benton County, Oregon.
7. Independent School West Façade, taken c.1919, Independent Community Club, Philomath, Benton County, Oregon.
8. Sunday School Class Student from Beulah Church (across Fern Road), taken c.1920/1921, Independent Community Club, Philomath, Benton County, Oregon.
9. Class in front of Independent School (Teacher – Leona Sloan), taken c. 1930/1931, Independent Community Club, Philomath, Benton County, Oregon.

United States Department of the Interior
National Park Service

National Register of Historic Places Continuation Sheet

Independent School

Name of Property

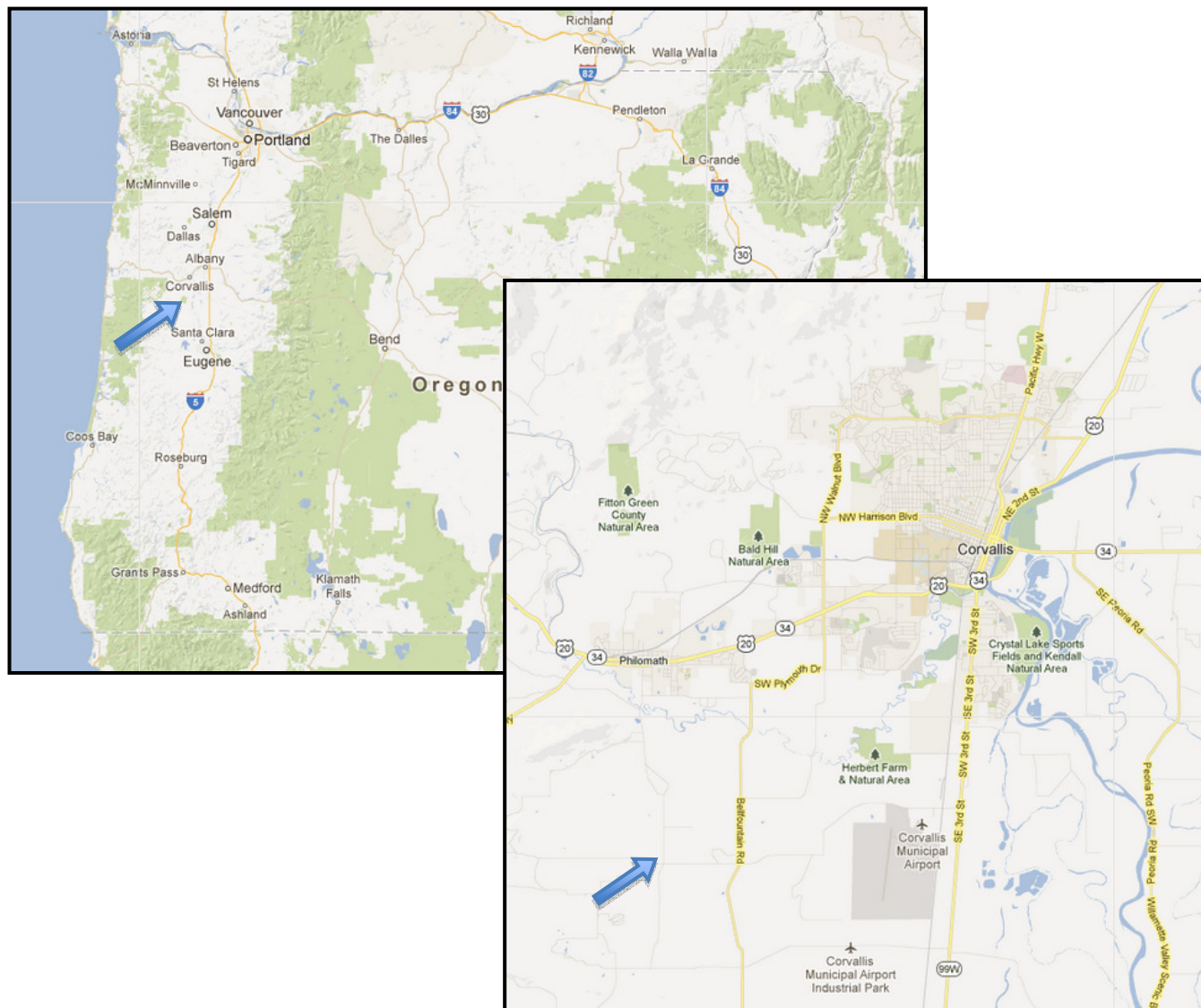
Benton County, OR

County and State

Name of multiple listing (if applicable)

Section number _____ Documents _____ Page 22

Figure 1



Name of Property: Independent School

City or Vicinity: Philomath

County: Benton

State: Oregon

Document: Location Maps (Courtesy of Google Maps)

United States Department of the Interior
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National Register of Historic Places Continuation Sheet

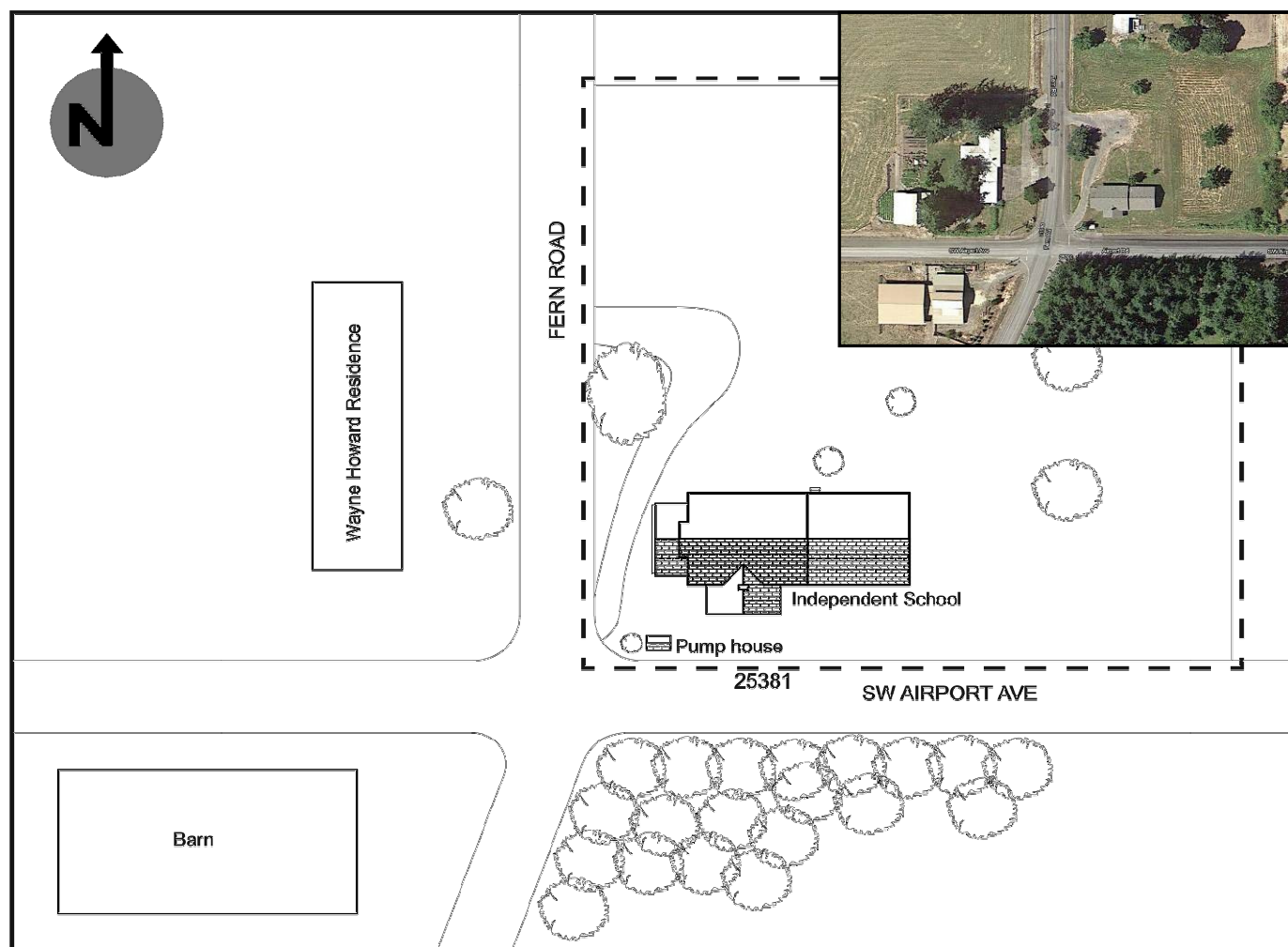
Section number Documents Page 23

Independent School

Name of Property
Benton County, OR
County and State

Name of multiple listing (if applicable)

Figure 2



Name of Property: Independent School

City or Vicinity: Philomath

County: Benton

State: Oregon

Drawn by: Kenneth Gunn

Drawing: Site Plan/Aerial

United States Department of the Interior
National Park Service

National Register of Historic Places Continuation Sheet

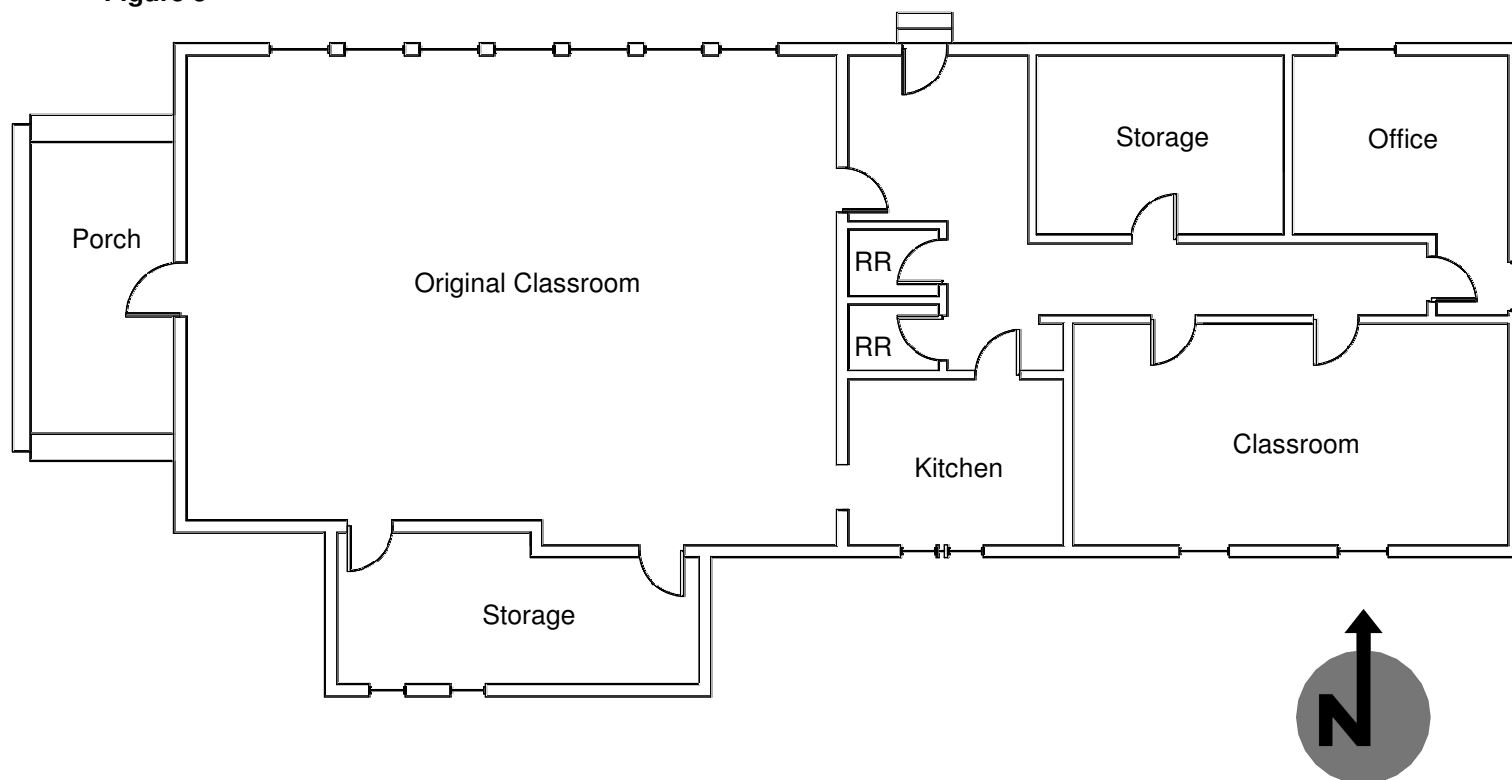
Section number Documents Page 24

Independent School

Name of Property
Benton County, OR
County and State

Name of multiple listing (if applicable)

Figure 3



Name of Property: Independent School

City or Vicinity: Philomath

County: Benton

State: Oregon

Drawn by: Kenneth Gunn

Drawing: First Floor Plan (not to scale)

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National Park Service

National Register of Historic Places Continuation Sheet

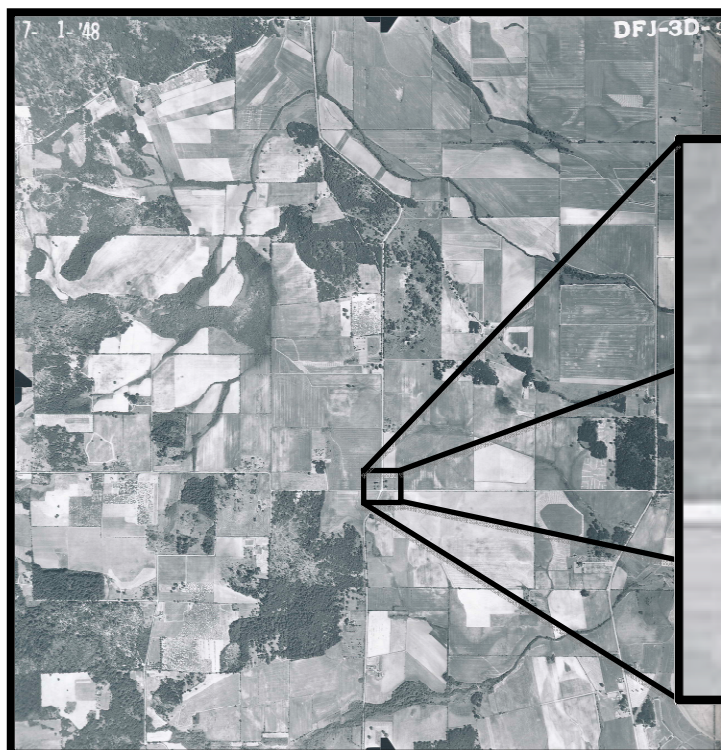
Section number _____ Documents _____ Page 25

Independent School

Name of Property
Benton County, OR
County and State

Name of multiple listing (if applicable)

Figure 4



1948 Aerial Photograph of 25381 SW Airport Avenue, Philomath, Benton County, Oregon.
University of Oregon Knight Library.



1956 Aerial Photograph of 25381 SW Airport Avenue, Philomath, Benton County, Oregon.
University of Oregon Knight Library.

United States Department of the Interior
National Park Service

National Register of Historic Places Continuation Sheet

Section number _____ Documents _____ Page 26

Independent School

Name of Property
Benton County, OR
County and State

Name of multiple listing (if applicable)

Figure 5



Name of Property: Independent School

City or Vicinity: Philomath

County: Benton

State: Oregon

Photographer: *Unknown* (Benton County Historical Society, Mabel Cummings Collection)

Date Photographed: *Unknown*

View: West and South Façades

United States Department of the Interior
National Park Service

National Register of Historic Places Continuation Sheet

Section number _____ Documents _____ Page 27

Independent School

Name of Property
Benton County, OR
County and State

Name of multiple listing (if applicable)

Figure 6



Name of Property: Independent School

City or Vicinity: Philomath

County: Benton

State: Oregon

Photographer: *Unknown* (Benton County Historical Society, Mabel Cummings Collection)

Date Photographed: *Unknown*

View: West and North Façades

United States Department of the Interior
National Park Service

National Register of Historic Places Continuation Sheet

Section number _____ Documents _____ Page 28

Independent School

Name of Property
Benton County, OR
County and State

Name of multiple listing (if applicable)

Figure 7



Name of Property: Independent School

City or Vicinity: Philomath

County: Benton State: Oregon

Photographer: *Unknown* (Copy in possession of Independent Community Club)

Date Photographed: c.1919

View: West Façade

United States Department of the Interior
National Park Service

National Register of Historic Places Continuation Sheet

Section number _____ Documents _____ Page 29

Independent School

Name of Property
Benton County, OR
County and State

Name of multiple listing (if applicable)

Figure 8



Name of Property: Independent School

City or Vicinity: Philomath

County: Benton State: Oregon

Photographer: *Unknown* (Copy in possession of Independent Community Club)

Date Photographed: c.1920/1921

View: Sunday school Class Student from Beulah Church (across Fern Road).

United States Department of the Interior
National Park Service

National Register of Historic Places Continuation Sheet

Independent School

Name of Property
Benton County, OR
County and State

Name of multiple listing (if applicable)

Section number Documents Page 30

Figure 9



Name of Property: Independent School

City or Vicinity: Philomath

County: Benton

State: Oregon

Photographer: *Unknown* (Copy in possession of Independent Community Club)

Date Photographed: c. 1930/1931

View: 1930/1931 Class in front of Independent School (Teacher – Leona Sloan)