

United States Department of the Interior
National Park Service

National Register of Historic Places
Date: 10/25/11
11000 771
Oregon SHPO

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 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 Springdale School

other names/site number _____

2. Location

street & number 32405 East Historic Columbia River Highway

not for publication

city or town Corbett

vicinity

state Oregon code OR county Multnomah code 051 zip code 97019


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



9-8-11

Signature of certifying official/Title

Date

Oregon SHPO

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

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5. Classification

Ownership of Property
(Check as many boxes as apply.)

Category of Property
(Check only **one** box.)

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

- private
- public - Local
- public - State
- public - Federal

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

Contributing	Noncontributing	
3		buildings
		district
		site
		structure
		object
3	0	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

0

6. Function or Use

Historic Functions
(Enter categories from instructions.)

EDUCATION: school

Current Functions
(Enter categories from instructions.)

SOCIAL: meeting hall

SOCIAL: civic

COMMERCE/TRADE: professional

7. Description

Architectural Classification
(Enter categories from instructions.)

MODERN MOVEMENT: Art Deco

Materials
(Enter categories from instructions.)

foundation: CONCRETE

walls: CONCRETE; WOOD

roof: ASPHALT

other: _____

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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

Constructed in 1931, the Springdale School is located at 32405 East Historic Columbia River Highway in Springdale, a community in unincorporated Multnomah County, approximately two miles west of Corbett, Oregon. The single-story Art Deco style building was designed by Portland architect Claud Freeman and constructed by Corbett builder Claude Woodle. The formally designed symmetrical facade represents the building's educational function as a rural school that expanded as the surrounding community grew. Located on the Historic Columbia River Highway, the school's presence is a visual and social landmark in the center of the Springdale community. The school is being nominated to the National Register of Historic Places under Criterion A for its role as a significant educational facility in the Springdale community. The Corbett School district currently owns the property and is working with Springdale School Community Association to rehabilitate the building.

Narrative Description

Location and Setting

The nominated area includes three contributing resources, the Springdale School, a play shed near the rear of the building, and a utility building near the southwest corner of the property. The current tax lot is 4.6 acres; however, the nominated area consists of only 1.6 acres. This represents the parcel of land owned by the school district during the property's period of significance, 1931-1960. The nominated area includes the school building, play shed, utility building, parking lot, and playfields.

The Historic Columbia River Highway extends east to west along the south edge of the property. East Bell Road extends diagonally along the southeast corner of the property. A private driveway is on the east edge of the property. A gravel driveway leads to the utility building from the highway. There is a large open field behind the northwest corner of the building. The rear (north) half of the property behind the field is heavily forested (See Figure 3 for Site Plan).

A chain-link fence extends across the front of the building, and around the sides and rear of the property, with an opening in the fence along the west edge. The landscaping includes several small shrubs and perennials along the front facade of the building, a flagpole in the front lawn, a large arborvitae at the southwest corner of the building, and a concrete retaining wall along the front edge of the property, with perennials in the planting strip. There are also three deciduous flowering plum trees near the east facade and two near the southeast corner. There is a front drinking fountain and a rear drinking fountain. The large arborvitae, the five flowering plum trees, and the front drinking fountain were each installed to commemorate people or events at Springdale School.

The Springdale School remains in its original location and maintains its historic setting along the Historic Columbia River Highway. The school is a visual landmark in the Springdale community. The rural setting of the school has been maintained throughout the years with large tracts of agricultural and forest land, dotted with houses and small businesses, surrounding the school.

Plan

Facing south, the school is irregular-shaped in plan, with the 1931 portion of the building comprising the front facade. The building originally had a deeper L-shape plan, comprised of the rectangular academic front of the school, including a corridor for classrooms, and the auditorium that projects from the rear east half of the building. An addition on the west is attached to the rear (north) facade of the 1931 building and to the west facade of the auditorium. The 1960 L-shaped addition was built on the east side, set back from the 1931 front facade and projects beyond the auditorium to the north. This east addition was added to in 1978, filling in the L-shape on the north end of the building between the auditorium and the 1960 addition. The play shed, constructed in 1915, is located behind the building's northeast corner and is separated from the west addition by two feet. When the 1960 addition was built, a 20-foot section of the south end of the play shed, which formally mirrored the north gabled end, was removed. A utility building near the southwest corner of the property was constructed between 1940 and 1947.

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Exterior

The building's Art Deco style is defined by its stucco exterior and surface ornamentation in hard-edged, geometric angular patterns, particularly at the front entrance.¹ Character defining features include the building's symmetrical facade, stucco cladding, and projecting hip roof entrance with tall projecting pilasters flanking the recessed entrance doors. Most of the school's exterior building materials and design remain intact and have good integrity. The concrete and stucco exterior, the most character defining material feature of the school, is intact and in good condition.

The primary foundation is constructed of poured board-form concrete. The basement, dug in 1926 by local residents for the previous schoolhouse, remains intact as part of the 1931 building foundation.

The roof system of the building includes a hip roof over the 1931 building covered with composition shingle, a nearly flat gambrel roof over the auditorium, two gable roofs over the 1960 and 1978 east wing additions, and a shed roof on the northwest classroom addition. A square red-brick chimney is near the south edge of the auditorium roof. This chimney is visible from the street, as it projects slightly above the hipped roof, just east of the center front entrance.

The original building and the subsequent additions are constructed of different materials. The 1931 building has concrete walls finished with salmon-colored stucco. The circa 1948 addition has wood horizontal lap siding finished with corner boards, and the 1960 and 1978 east additions have primarily vertical board siding, with plywood and vertical battens in the gable ends.

Many of the wood windows have been replaced, but all the windows openings and fenestration patterns for each classroom have been retained. The school has banks of aluminum fixed and awning windows with three or four stacked horizontal lights, varying on each facade. Original 6/6 double-hung wood sash windows flank the projecting entrance. The vertical six-light fixed windows over the school entrance were replaced in 2006 with in-kind materials and an identical design as the originals.

South (front) Facade

The south facade is oriented towards the Historic Columbia River Highway and is a visual landmark along the highway. This front facade is comprised of the 1931 school and the entrance to the later-constructed east wing. The 1931 front facade depicts the Art Deco style in its ornamentation, symmetry, and verticality, particularly at the entrance. Concrete pilasters and square concrete columns decorate the front entrance of the original building. Projecting above the front doors is a triangle-pattern cornice and a flat concrete square with geometric patterns embedded in the pilasters on each side of a recessed concrete sign carved with the words:

SPRINGDALE SCHOOL
DIST. No. 25

Below the sign are four, six-light, vertically oriented wood windows. The entrance projection is supported by two square concrete columns decorated with a geometric overlay and triangle-shaped insets. The front doors are recessed approximately three feet from the front pilasters. The metal, double front doors have single-light windows on the top portion of the door. Historic photographs show that originally there were six-light windows in the original wood double doors. The original, six-light transom has been replaced with a single pane of glass. Original three-light sidelights with lower wood panel insets flank the entrance doors. A row of four vertical, six-light wood sash windows are above the entrance.

Multi-light, fixed, wood-sash windows are above the six-light awning windows and are on either side of the projecting entrance. The classroom windows on the outer wings have been replaced with fixed and awning aluminum sash windows stacked four high. The architect's 1931 rendering of the building, published March 1, 1931 in *The Oregonian*, indicates that the windows were originally designed with 6/6 wood-sash windows with three-light transom windows above (See Figure 5). A 1939 photograph of the school shows that these were installed in the new building (See Figure 6).

A lavender-glass Art Deco light fixture once hung in the entrance. This fixture is no longer attached to the building due to security issues, but remains on the school property in the stewardship of the Crown Point Country Historical Society.

¹ Leland Roth, *American Architecture, A History*, (Boulder, CO: Westview Press, 2001), 374.

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The east wing, constructed as an addition in 1960 and further expanded in 1978, has a separate entrance that leads directly into its main corridor. This entrance, covered by a shed roof, has double metal doors with single-light square windows. A bank of nine 1/1 fixed and hopper aluminum sash windows, grouped into sets of three, provides daylight to the front classroom on the west side of the corridor. There are no south-facing windows on the east side of the corridor.

West Facade

The west facade is comprised of the original stucco-clad building and the main facade of the circa 1948 addition. The original women's restroom window is visible on the north end of this facade and is a six-light fixed sash window above the six-light awning wood sash window. The lower sash originally had six lights, but has been changed to a single large light instead of the original multi-lights. There is an electrical box and several wires on this facade.

The west facade of the 1948 classroom addition has a shed roof covered with composition shingle, a narrow wood fascia, and wood lap siding finished with corner boards. The tripartite transom window on the west facade has been painted, and the bank of aluminum windows below are vertically oriented and divided into three sections. The center sash windows in the grouping are fixed, and the upper and lower sashes are awning windows that provide daylight for the classrooms. A wood lintel spans the majority of the exterior wall. Approximately three feet of the board-form concrete foundation is visible. The steps that once lead up to the exterior classroom door have been removed. This wood entrance door has three horizontal windows over a single wood panel below, a cast-iron thumb latch, and a sidelight on the south side that has three single lights over a wood panel.

North Facade

The north facade is comprised of the auditorium wall and the north walls of the circa 1948 addition and the 1960 and 1978 east-wing additions. Both the auditorium and circa 1948 addition are clad in T-111 siding. A narrow rake board is on the auditorium wall. No windows or doors are on this facade. The north facade of the east wing has vertical board siding with plywood in the gable end. Vertical battens cover the plywood seams. The low-pitch gable roof has closed eaves and a bargeboard.

East Facade

The east facade includes the east walls of the original building and the primary exterior wall of the 1960 addition. The stucco-clad east end of the original building is similar to the west end. The 6/3 wood sash window in the men's restroom is identical to that in the women's restroom on the west end of the building.

The east wing is basically comprised of three components that have separate roof systems. The low-pitched side gable section includes three classrooms and is attached to the east end of the original building. The corridor roof is set back and is lower in height, but also has a low-pitch, side-facing gable roof. There are two classrooms and restrooms on the east side of the corridor that have low-pitched, front-facing gable roofs. The banks of 1/1 fixed sash and awning vinyl windows on these two classroom walls are grouped into sets of three windows, and are visible on the east facade. The vertical board and plywood siding on the western half of this addition is also visible on the east facade.

Interior

According to Multnomah County tax assessors, the total square footage of the building is 11,940 square feet.² The 1800-square foot basement below the main floor was constructed in 1926 for the previous school.³ The interior of the 1931 school has excellent material integrity, retaining most of the original wood panel doors, a roll-top wood window opening to the administration office, wainscoting and chair rails, and lath-and-plaster walls. The wood windows in the entrance were replaced with new wood windows to replicate the original materials and design.⁴ The Douglas-fir wood floors, although intact, have been covered with carpeting in the hallways and classrooms, but the auditorium, back-stage, and utility closets have exposed original wood flooring. The ceiling has been covered with fiberboard tiles.

² Multnomah County, Oregon Property Records. <http://www.multcoproptax.org/property4.asp?PropertyID=R322513> (Accessed December 20, 2010).

³ Multnomah County, Oregon Property Records. <http://www.multcoproptax.org/property4.asp?PropertyID=R322513> (Accessed December 20, 2010).

⁴ Gary Law, Personal Interview, November 30, 2010.

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The central front entrance opens to six interior steps and a foyer that is set perpendicular to the main hallway that extends east-to-west. There is an office on each side of the foyer. The principal's office, on the east side of the foyer, has a wood panel door and a 6/6 double-hung wood sash window that faces south. A door on the north wall of this office leads to an additional office with a rolling wood window that opens north into the main hallway with a wide sill as a counter. A door on the east wall leads into the east classroom. The office on the west side of the foyer, used historically as a library and nurse's office, has a wood panel door, a south-facing 6/6 double-hung sash window, and an entrance that leads into the west classroom. Unlike the principal's office which is split into two rooms, the west office only has a storage area on the north end. A janitor's closet and an interior stairwell to the basement share the east and north walls of the office.

There are two original classrooms accessible from the hallway, and men's and women's restrooms on either end of the hallway. These classrooms are lit by four fixed sash over aluminum awning style windows that face south. The restrooms each have multi-light fixed sash over multi-light wood sash awning windows that face out from the building's east and west ends.

Auditorium

The approximately 2,100-square-foot auditorium has two entrances along the north wall of the school corridor. The auditorium, at a slightly lower level than the rest of the building, has two sets of stairs leading to the two entrances. The west entrance has double doors that enter next to the west wall of the auditorium. The east entrance provides access to the stage on the west and a storage room on the east before the stairway leads down into the auditorium.

The auditorium has original Douglas fir flooring and original painted wainscot walls that are approximately ten feet high with two rows of four-foot high fiberboard panels above the wainscot. Three bands of narrow horizontal wood boards provide some ornamentation to the wainscot. Shallow square pilasters, approximately sixteen feet apart, rise to the height of the wainscot with exposed copper pipe above the pilasters. The ceiling is covered with fiberboard tiles. Several of these tiles have fallen from the ceiling, exposing wood nailing cleats added to the ceiling. There is a metal door at the northwest corner of the west wall that leads outside and a set of double metal doors at the southeast corner of the east wall that open into the 1960 east wing addition. A 1959 photograph of a basketball game illustrates that there were originally 6/6 fixed sash and awning windows along the north wall, although these windows have since been covered (See Figure 9).

The stage comprises the majority of the south wall and is approximately three feet above the auditorium floor at the same level as the 1931 building. The front of the stage is covered with wainscoting. A variety of materials are used for the stage walls, including narrow wainscot and fiberboard panels as part of the set, and horizontal board in the storage areas.

The storage room, at the southwest corner of the auditorium, has its own entrance, accessible from the east stairway. This small room retains its Douglas fir flooring. The walls and ceiling are covered with horizontal wood boards. There are no windows in this room.

Northwest Classroom Addition

A circa 1948 classroom is accessed from the west stairway that leads to the auditorium. The room, rectangular in plan, has an exterior door on the west facade near the northwest corner. Seven, three-light horizontal fixed sash and awning aluminum windows are on the west facade.

East Wing Addition

A hallway leads through the auditorium to the east wing of the building, which was first constructed in 1960 with an L-shaped plan, including the corridors, east classrooms, and southernmost west classroom. In 1978, two classrooms were added to in-fill the gap on the north facade between the auditorium and the 1960 addition. A short corridor extends east-to-west from the auditorium along the length of one classroom and connects to a longer corridor that extends north-to-south that accesses the five classrooms, men and women's restrooms, and janitor's closet. The main corridor has a dropped ceiling, sheetrock walls, and linoleum tile flooring. The doors in this corridor are primarily solid wood panels with vents in the lower half. The classroom doors have small, single-light windows in the upper half. There are double doors at the north end of the hallway, identical to the wing's front entrance, that lead to the outdoor play shed.

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The five classrooms include three rooms to the west and two rooms on the east. Inside, the classrooms have bright colored modular shelving and cupboards with sinks along the walls adjacent to the hallway. These rooms have no ornamentation, sheetrock walls with dropped ceilings made of fiberboard tiles, and linoleum floors. The east facing classrooms each have a bank of nine, 1/1 fixed sash and awning vinyl sash windows. The south-facing classroom on the west side of the corridor has a bank of nine, 1/1 fixed sash and awning vinyl sash windows. The classroom immediately to the north of the shorter corridor has removable walls that open to the hallway. There are no windows in the far northeast classroom of this wing.

Men's and women's restrooms are located between the two classrooms in the center off the east side of the corridor. A janitor's closet in-between the restrooms. A storage space is behind the restrooms next to the east exterior wall, and is accessible from each of the two adjacent classrooms. There is also a small storage closet between the two classrooms north of the east-to-west corridor.

Auxiliary Resources

Play Shed

The play shed, constructed in 1915, was part of the original school located at this site. The structure has a gable-on-hip roof covered with metal, although the south-facing hip was sheared during the construction of the east wing. The entire roof and wood stud wall structure is exposed, including the wood members and cables that comprise the Howe roof truss.⁵ The wood vertical posts are supported by angle braces. The structure has T-111 plywood siding with full walls on the north and east facades, and a half wall on the west facade. The south facade is open. The structure has a poured concrete foundation with an asphalt-finished floor, which is at grade. The southeast corner of the play shed is close to the main school building's north facade. Due to the school's period of significance, this shed is considered a contributing resource in the Springdale School nomination.

Utility Building

The rectangular utility building near the southwest corner of the property that constructed between 1940 and 1947 to house the area's first fire truck and school bus. The building highlights the school's period of significance in materials and style, and is a contributing resource. The building is constructed of terra cotta blocks covered with stucco. The stucco exterior walls create a parapet around the south, west, and east edges of the flat roof. The parapet is slightly stepped on the east and west facades. There is a square brick chimney near the north end of the roof. The windows include single-light fixed sash windows on the east and west facades, and a double light, aluminum slider window on the front (south) facade. Also, an aluminum overhead garage door and a wood pedestrian door are located on the south facade. Wood framing is visible surrounding both the garage and pedestrian doors. On the rear (north facade), some of the stucco has been removed, exposing its terra-cotta block structure. There is a door on this facade that has been covered with plywood. There is a small gable-roof "tuff shed" pushed up against the west side of this utility building.

Alterations and Additions

The school has been added to several times during its history including the circa 1948 northwest classroom addition and the 1960 and 1978 east wing additions, as described above. The 1948 and 1960 additions fits within the nominated property's period of significance. The 1960 addition marks both the end of the Springdale School District as an independent entity and the beginning of the consolidated Corbett School District. The 1978 addition of two extra classrooms are beyond the period of significance. The additions reflect the significant growth of the school and community during Springdale's development and do not jeopardize the property's integrity to convey its significance.

The double-hung wood classroom windows on the front facade of the 1931 school have been replaced with aluminum fixed-sash and awning windows. The wood flooring in the hallways has been covered with carpet, and the lath-and-plaster ceiling has been covered with fiberboard tile. Slight alterations have been made to the auditorium stage that includes modern wall coverings and flooring materials. The play shed has been re-roofed with metal, and the utility building near the southwest corner of the property has had window and door replacements.

Proposed Alterations

⁵ Harris, Cyril M. Harris, *Dictionary of Architecture and Construction*. New York, et al: McGraw-Hill Book Company, 1975, 256.

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In December 2010, all occupants of the Springdale School were vacated due to unmet Multnomah County building code requirements. The Corbett School District is currently conducting studies to determine the future use of the school; however, it is anticipated that the building, after undergoing repairs and rehabilitation, will continue to function as either a school or community center. With National Register listing, all work will be implemented according to the Secretary of the Interior's Standards for Treatment of Historic Properties.

Conclusion

Although renovations and additions have occurred throughout the history of the Springdale School, the integrity of the original 1931 building is apparent, along with the changes that occurred during the property's period of significance to accommodate growth in the community. The property maintains excellent integrity of location, setting, association, feeling and workmanship, and good integrity of materials and design. The building clearly represents its role as a rural school. The front elevation, main entrance, concrete signage, and floor plan are obvious features of the educational facility. Prominent character-defining features of the building include the stucco exterior walls, Art Deco-detailed front entrance, corridors, and the interior auditorium with Douglas-fir floors. The additions further represent the building's educational facility as direct responses to the school's need to expand with population growth in the surrounding area. As the only school in Springdale, this building is the only resource associated with the community's educational social history. Community events historically took place in the school's classrooms, auditorium, basement, or outside on the school grounds. This association, an important feature of the Springdale School and its relationship to the community, is embodied in the building's representation and character-defining features as a school, and a place for Springdale residents to learn, gather, and grow as a collective community.

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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

SOCIAL HISTORY

Period of Significance

1931-1960

Significant Dates

1931, date of construction

1948, classroom addition

1960, addition and school district consolidation

Significant Person

(Complete only if Criterion B is marked above.)

N/A

Cultural Affiliation

N/A

Architect/Builder

Claud N. Freeman, architect

Claude Woodle, builder

Period of Significance (justification)

The period of significance, 1931-1960, demarcates the building's functions as the Springdale School from its construction in 1931 to the Springdale School District's last graduating class and consolidation with surrounding rural school districts in 1960.

Criteria Considerations (explanation, if necessary)

N/A

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

The Springdale School is significant under Criterion A for its association with the educational system and social history in the rural community of Springdale, Oregon. Built in 1931, the school is the only educational facility remaining in the community that represents Springdale District #25. From 1931 to 1960, the building served grades one through eight, and then was converted into an elementary school after Multnomah County voted to consolidate school districts.

Portland architect Claud Freeman designed the Art Deco-style building with the forethought of expansion to accommodate future growth in enrollment and services. In 1948, Freeman's foresight became a reality when a classroom was added to the northwest corner, and again in 1960, when an east wing was added during its conversion to an elementary school. The building served as a school from 1931 until 1996. This resource represents the long-term educational growth and development in Springdale, Oregon, as well as the larger role as a community center and gathering place in the small rural community. The period of significance spans the period from 1931-1960; the beginning date represents the construction date, and the end date marks the change in use to an elementary school and the consolidation of school districts. The Springdale School maintains excellent integrity of location, setting, association, feeling, and workmanship, and good integrity of materials and design.

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

The Springdale School is significant under Criterion A for its association with the educational and social history of Springdale. Designed by Portland architect Claud Freeman in the Art Deco style and built in 1931, the construction of the new school in Springdale and subsequent additions in later years points to the growing population in the area during the mid-twentieth century. The Springdale School retains the integrity necessary to represent its importance to the community of Springdale and its historic function as a school and community gathering place.

Developmental history/additional historic context information (if appropriate)

History of the Springdale Community

Springdale, located just north of the Sandy River between Troutdale and Corbett, is a small community that retains its agricultural roots as a farming and dairy settlement. Although there were no 1850s-1860s Donation Land Claims in this area, the 1872 Donation Land Claim map describes the land as "generally good, soil first and second rate. Surface partly level and partly broken. Timber fir and Maple."⁶ Sutliff Bates and his son-in-law, Grant Bell first settled in the area in 1889 and divided the one-hundred acres parcel they purchased.⁷ Bell's property included a spring that became known as Springdale Creek, which passes behind the school.

Portland businessmen C. L. Lownsdale and H.C. Colton, both from Oregon pioneer families, recognized the area's potential and platted Springdale in May of 1892.⁸ The plat included approximately ninety acres just east of where the Springdale School would later be constructed.⁹ The original plat included nine lots, each ranging from five to fifteen acres, and two roads. One, identified as "County Road" on the plat map, follows the path of today's Bell Road. The majority of the lots remained under single ownership, eventually becoming the Springdale Lamb and Sheep Company in 1907.¹⁰

West of the Springdale plat was an area referred to as Gage. The Gage community included the land that would become the Springdale School in 1898. There was a Gage Post Office, which operated from 1900 to 1903.¹¹ After its closure, the

⁶ Ben Simpson, "Township N. 1 North, Range No. 4 East, Willamette Meridian, Oregon," Donation Land Claim Map, 1874.

http://libweb.uoregon.edu/map/GIS/Data/Oregon/GLO/Quadrant_4.htm (Accessed January 8, 2011); Multnomah County, Gen Web, "Land Records." <http://www.rootsweb.ancestry.com/~ormultno/land.htm> (Accessed January 14, 2011).

⁷ Clarence Mershon, *Living East of the Sandy*, Vol. 1 (Portland, OR: East Multnomah County Pioneer Association, 1999), 62.

⁸ "Charles D. Lownsdale," Obituary, *The Oregonian*, April 19, 1931, 27.

"Insurance Man Honored," *The Oregonian*, October 16, 1932, 15.

⁹ Ibid.

¹⁰ "Sheriff's Sale," *The Oregonian*, November 20, 1899, 17.

"Daily City Statistics, Articles of Incorporation," *The Oregonian*, December 13, 1907, 19.

¹¹ Lewis A. McArthur & Lewis L. McArthur, *Oregon Geographic Names* (Portland, OR: Oregon Historical Society Press, 2003), 905.

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neighboring community of Troutdale provided the area's postal service. The community then acquired the school's and eastern plat's namesake of Springdale.¹²

By the early 1900s Springdale was known for its dairy farming. The well-drained soil, moderate climate, relatively flat topography, and inexpensive land were ideal for dairies.¹³ Henry Stewart's 1888 *The Dairyman's Manual* discusses characteristics of an ideal dairy site, "moderately level farm, well-watered, having somewhat firm clay loam soil, lying in a compact shape, with a convenient spot near the center of it for his buildings, and as near to a railroad station as possible. If there is a permanent cool spring upon it, that would be a great advantage; and if the spring is located near the dwelling, and in a convenient place for the milk-house, it would be still better."¹⁴ Additionally, "cheap land is a great advantage in dairying, for butter and cheese are concentrated products, and the cost of transportation is light."¹⁵

Springdale developed quickly around a mercantile store and creamery, and hotel, dance hall, and later, a garage. A 1909 "People's" advertisement in *The Oregonian* highlights Springdale Creamery butter as one of its products.¹⁶ Stewart defines a creamery as "a co-operative dairy, in which the labor is done by one person, either hired by the owners of the farms which supply the milk, or by the owner of the creamery."¹⁷

The now historic Columbia River Highway was completed through the Springdale area in 1914. The highway was vital to the economic development of the region and the small settlement of Springdale. In 1914, the scenic highway was paved from the Troutdale Bridge to the east Multnomah County line, passing through Springdale and totaling over 29 miles.¹⁸ At the time, Springdale resident Grant Bell was the elected president of the East Multnomah Road Improvement Club, an organization of local residents advocating for road improvements.¹⁹ The road significantly improved Springdale residents' ability to travel to Troutdale, Gresham, and Portland, and brought travelers and tourists through the community on the popular scenic route through the Columbia River Gorge.²⁰

Springdale's small dairy farms supplied the community's economy growth through World War II. After the war, laws began to change for dairies, requiring new pasteurization and homogenization processes. These processes required expensive equipment that most small dairies could not afford, resulting in the consolidation of several small dairies into larger corporations. Springdale suffered economically from this new national trend, causing the community's growth to slow. Although the dairies are no longer in operation, much of the agricultural landscape remains intact, and some dairy buildings are extant. Many of the properties remain owned by the original families and have been passed down or divided among later generations.

The dairy farming industry and the completion of the Columbia River Highway through town gave Springdale a boost in development; however, the Depression, along with changes in the dairy industry and later highway development slowed the growth for the community. The construction of Interstate Highway 80 (now I-84) in the late 1950s caused a steady decline in of tourism along the Columbia River Highway.²¹ Parts of the scenic highway had exceptionally tight curves and bends, and a straighter, faster route was proposed to alleviate the associated risks and discomfort. In the article, "Interstate 50th Anniversary: The Story of Oregon's Interstates," the Oregon Department of Transportation explains this federal highway development. "With the passage of the Federal Interstate and Defense Highways Act in 1956, US 30, (the Columbia River Highway), was scheduled to be superseded by Interstate 80 North, largely on a new and generally parallel routing, much of which was built closer to the river on flat terrain, avoiding the switchbacks of the older, higher route."²² The new highway obliterated many sections of the Columbia River Highway, and slowed economic growth in communities diverted by the new interstate highway.²³ The Columbia River Highway was listed in the National Register of Historic Places as a linear district in 1983 and is now a National Historic Landmark. The Springdale community has since

¹² Ibid.

¹³ Henry Stewart, *The Dairyman's Manual*. New York: Orange Judd Company, 1888, 18.

¹⁴ Stewart, 20.

¹⁵ Stewart, 19.

¹⁶ "People's," *The Oregonian*, February 24, 1909, 11.

¹⁷ Stewart, 309.

¹⁸ Mershon, *Living East of the Sandy*, Vol. 2 (Portland, OR: East Multnomah Pioneer Association, 369.

¹⁹ Mershon, *Living East of the Sandy*, Vol. 2, 369.

²⁰ Mershon, *Living East of the Sandy*, Vol. 2, 370.

²¹ Clarence Mershon, "The Vista House: An American Treasure," *Windows on the Past, Newsletter of the Crown Point Historical Society*, vol. 10, no. 1 (Winter) 2010, 3.

²² Oregon Department of Transportation Public Affairs, "Interstate 50th Anniversary: The Story of Oregon's Interstates," 2004. http://www.oregon.gov/ODOT/COMM/docs/Oregon_Interstate_Background.pdf?ga=t (Accessed December 22, 2010).

²³ Clarence Mershon, *The Columbia River Highway: From the Sea to the Wheat Fields of Eastern Oregon* (Portland, OR: Guardian Peaks Enterprises, 2006), 5.

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benefited from the preservation of this resource that passes through town, running along the south edge of the school property.

History of Springdale School

In 1898 the Springdale School District was formed.²⁴ The same year, Albin Jubitz, German property investor in Oregon, donated one-half acre of his property in Gage to the newly formed Springdale School District #25 as a site for the schoolhouse.²⁵ Jubitz's quit-claim deed stipulated the property perpetually be used as a school for the community.²⁶ Grant Bell, whose 'Springdale Farm' homestead bordered the western boundary of the Springdale plat, built the first school.²⁷ The one-room schoolhouse had a gable roof, hipped entry, and a steeple at the roof ridge.²⁸ According to local resident June Kirby, Bell's wife, Etta, named the school "Springdale" after Springdale Creek, which flowed behind the school property.²⁹

In 1905, Jubitz sold the remainder of his Springdale acreage to K.L. (Kathryn Lydia) and H.W. (Henry William) Canzler. According to the 1927 Metsker map, the Canzler dairy farm property surrounded the school property on the north and west sides.³⁰ In 1913, the School District purchased additional acreage from Henry Canzler.³¹ The 1931 school was constructed on this lot, totaling 1.27 acres. The 1914-15 Columbia River Highway passes through the southeast corner of the lot (see Figure 2 for tax lot).

The existing play shed was constructed in 1915 by Grant Bell, according to an article in the March 30, 1915 *Gresham Outlook* that discussed building activity in Springdale. Former student Elaine Dawson recalls "the play shed was a great place to play soft ball especially when the weather was bad. The play shed also had teeter totters and swings."³²

In circa 1922, the 1898 schoolhouse was torn down and a two-room schoolhouse was built. Rosettle (Henkle) Heitzman's photograph of the circa 1922 Springdale School, featured in the Winter 2009 newsletter, *Windows on the Past, Newsletter of the Crown Point Country Historical Society*, depicts the school as a rectangular building with a side-facing gable wood lap siding and a wood-shingle roof (See Figure 7).³³ Each classroom had a bank of six 6/6 double-hung wood sash windows. The classrooms flanked the front gable-roof entrance, which had double doors, transom window, and wood stairs. The school bell, presently installed as a commemorative marker on the school grounds, was above the entrance. In 1926, according to local resident Glenora Babbitt's journal, the community constructed a full concrete basement under the school building.³⁴ However, during an earlier remodel, some of the structural walls between the two classrooms were removed, which caused the building's structural deterioration and eventual replacement in 1931.³⁵

The growth of the Springdale community, coupled with the deterioration of the original school, was the catalyst for a new school building. Claud N. Freeman, Portland architect who specialized in school designs, was chosen for the project. Richard Ellison Ritz highlights Freeman's career in *Architects of Oregon*.³⁶ After attending Oregon Agricultural College in 1908-10, Freeman worked as a draftsman for Frank Clark in Ashland from 1905 to 1907.³⁷ In 1922, Freeman established his practice in Portland and remained there until his retirement in 1958.³⁸ Although Freeman designed the Springdale School alone, he later partnered with other architects, including Sydney B. Hayslip, Stewart Tuft, and Palmer A. Hewlett, Jr.³⁹ "Freeman's firm specialized in schools, designing educational facilities all over the state of Oregon."⁴⁰

²⁴ Mershon, *Living East of the Sandy*, Vol. 2, 369.

²⁵ Springdale School Community Association, "School Property Title Search," 2009.

²⁶ Ibid.

²⁷ Gary Law, "Springdale School," *Windows on the Past, Newsletter of the Crown Point Historical Society*, vol. 9, no. 1 (Winter) 2009, 4. Article includes notes from interview with local resident Lyn Bell who made this recollection.

²⁸ Dorothy Klock, *Crown Point Country Schools, 1874-1974* (Corbett, OR: Crown Point Historical Society, 2002), 57.

²⁹ Ibid. Article includes notes from interview with local resident June Kirby, who made this recollection.

³⁰ Historic Map Works, "Metsker Map, 1927, p. 51." www.historicmapworks.com (Accessed December 16, 2010).

³¹ Springdale School Community Association, "School Property Title Search," 2009.

³² Letter from Elaine M. Dawson to Clarence Mershon, February 2, 2009.

³³ Rosettle (Henkle) Heitzman, "Springdale School," photograph, *Windows on the Past, Newsletter of the Crown Point Historical Society*, vol. 9, no. 1 (Winter) 2009, 5.

³⁴ Glenora Maud Emily Babbitt, *Glenora Emily Babbitt's Journals, 1870-1940* (Portland, OR: Oregon Historical Society, 1940), 83.

³⁵ Heitzman, 5.

³⁶ Ritz, Richard Ellison. *Architects of Oregon*. Portland, OR: Lair Hill Publishing, 2002, 137.

³⁷ Ibid.

³⁸ Ibid.

³⁹ Ibid.

⁴⁰ Ibid.

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On May 17, 1931, *The Oregonian* announced that “C.N. Freeman, architect, has completed plans for the new school building at Springdale, and they are ready for contractors for bids.”⁴¹ The one-story frame-construction building was expected to cost approximately \$9,000.⁴² A bond for \$8,500 was passed to fund the construction.⁴³ Freeman’s perspective drawing of the Art Deco school design was published in the *Oregonian* (See Figure 5).⁴⁴ Freeman’s original design included three classrooms and allowed for future expansion to become an eight-classroom building.⁴⁵ It had a gymnasium and offices off the entry corridor, and was intended to include a cafeteria and kitchen in the basement of the school.⁴⁶

The Art Deco style began in the United States in the mid-1920s as a response to the Paris Exposition International des Arts Decoratifs et Industrielles Modernes of 1925.⁴⁷ The style was widely used in the architecture of the early 1930s, including skyscraper designs such as the Chrysler Building in New York.⁴⁸ It is characterized by verticality, sharp angular or zigzag surface forms and ornaments.⁴⁹ Particularly in 1925-26, but before the Great Depression, examples of the Art Deco style appeared in “virtually every American town or community where there was building activity.”⁵⁰ The Springdale School is a simplified, horizontal expression of the style, with the vertical emphasis limited to the central entrance details. The school’s symmetrical facade, concrete construction, geometric design elements, and projecting hipped-roof entrance are all character-defining features of the building’s Art Deco style.

The school board opened the building contract bidding process on May 27, 1931 with the provision that all labor must be from the local community.⁵¹ Claude P. Woodle of Corbett was awarded the general construction contract for the Springdale School.⁵² His bid for \$7,332 was only eight dollars less than that of his nearest competitor.⁵³ Woodle owned and operated Corbett Hardware, which served the community from 1925 until 1990, although he sold the company in the 1950s.⁵⁴ The contract awards also stated that the Davidson Electric Company of Portland won the electrical equipment installation bid and installed the lighting system for \$325.⁵⁵ Northwestern Heating and Plumbing Company of Portland were chosen for the heating equipment installation with a bid of \$1,254.⁵⁶

A 1931 photograph of the Springdale School under construction depicts the front elevation of the building. The wood windows were being installed and some of the board form for the concrete walls is visible behind the construction crew posing for the camera (See Figure 8). Former student June Kirby (nee Bates) recalls that “1931” was carved into the interior foundation near the northeast door.⁵⁷ This part of the foundation has since been covered by a large shelving unit.

The Springdale School, constructed by local community members, reflects the regional expression of the style and the community’s overall focus on the value of the educational facility and a community center. Overall, the details in the building’s material construction, design, and floor plan retain sufficient integrity of workmanship to represent the community’s role in the school’s construction, the Depression-era frugality, and the period of significance.

Springdale School Social History

The Springdale School, constructed in one summer, opened its doors to students and teachers in September 1931. A concrete sidewalk in front of the school was constructed in 1932.⁵⁸ Even with the two-classroom design and gymnasium,

⁴¹ “School Building Planned,” *The Oregonian*, May 17, 1931, 24.

⁴² Ibid.

⁴³ “New School Proposed for Springdale, Eastern Multnomah County,” *The Oregonian*, March 1, 1931, 28.

⁴⁴ Ibid.

⁴⁵ Ibid.

⁴⁶ Gary Law, “Springdale School,” *Windows on the Past, Newsletter of the Crown Point Historical Society*, vol. 9, no. 1 (Winter) 2009, 1.

⁴⁷ Cyril M. Harris, *Dictionary of Architecture and Construction* (New York, et al: McGraw-Hill Book Company, 1975), 26.

⁴⁸ Harris, 26.

⁴⁹ Harris, 26.

⁵⁰ Roth, 374.

⁵¹ “Woodle Gets Contract for New Grade School,” *Gresham Outlook*, June 2, 1931.

⁵² Ibid.

⁵³ Ibid.

⁵⁴ Clarence Mershon, “Oregon’s Sesquicentennial 1959 to 2009,” *Windows on the Past, Newsletter of the Crown Point Historical Society*, vol. 9, no. 4 (Fall) 2009, 3.

⁵⁵ “Woodle Gets Contract for New Grade School,” *Gresham Outlook*, June 2, 1931.

⁵⁶ Ibid.

⁵⁷ Gary Law, “Springdale School,” *Windows on the Past, Newsletter of the Crown Point Historical Society*, vol. 9, no. 1 (Winter) 2009, 4. (from interview with June (Bates) Kirby)

⁵⁸ “County Gets Fund for Road Projects,” *The Oregonian*, August 18, 1932, 8.

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the school was cramped from the start. The gymnasium was partitioned into three additional classrooms to accommodate the large number of first, second, and third grade students.⁵⁹ The two classrooms in the building held fourth through ninth grade students. A former student recalls that the indoor bathrooms were not yet finished by September 1931 and that outhouses, located to the east of the play shed, were used as restrooms for the beginning of the school year.⁶⁰ Mrs. Lillian Strachan, Miss Marian Robertson, and Miss Mary (sic. Cecelia) Fehrenbacher were the three instructors teaching in the new Springdale School. Enrollment frequently surpassed 100 students in the 1930s.⁶¹

Students walked to school, and there are several accounts of local residents who recall joining their neighbors along the daily journey. Elaine Dawson shares her experiences in a 2009 letter to local historian Clarence Mershon:

Seventy-six years ago I walked in to the Springdale Grade School. We lived at what is now Dabney Park. The Wright girls, Marguerite, Virginia and Lorraine along with Belle, Doris and Louise Campbell always joined my sister, Lola and I for the next 3 years walking to Springdale Grade School. We were joined at the top of the Nielson Road by Mary and Katherine Bates. Katherine and I were in the sixth grade.⁶²

Most Springdale School students attended Corbett and Gresham High Schools to complete their educations.

Elaine Dawson continues in her 2009 letter to Clarence Mershon as she shares her memories of Lillian Strachan, the teacher assigned to sixth, seventh, and eighth graders in the new school.

Mrs. Strachan was the teacher for the sixth, seventh and eighth grades – all in one room...She taught reading, writing (Palmer Method), arithmetic, history, geography, nature study and health to all three grades. She made all of these subjects enjoyable. I was fascinated that all three grades were able to hear students recite.⁶³

Strachan, seemingly a favorite among students, came from Hood River to teach at Springdale from 1930 to 1935.⁶⁴ She was murdered by her husband in 1936 in their house in Hood River, Oregon.⁶⁵ A drinking fountain was installed near the front entrance of the Springdale School as a memorial to this teacher.⁶⁶

The school had a "hot lunch" program, which started in 1939, and provided a soup or other hot-food item to accompany what the students brought from home.⁶⁷ Grace Stolin, (nee Kerlake), a 1933 graduate from Springdale School and a 1937 graduate from Columbian High School, was a cook at the Springdale School in the 1940s until 1960 when the school consolidated with the Corbett School District.⁶⁸ Stolin describes the basement school kitchen in a 2007 interview with local historian Gary Law. "The basement had a concrete floor – the stove two ovens (only one worked). Water would seep in around the stove area. Mr. Ralph Christensen and Mr. Ted Berney made a wooden platform to stand on when at the stove for 'safety sake.'"⁶⁹ The cook was responsible for working with the community to gather the appropriate ingredients to provide nutritional and filling meals to the students. An excerpt *Living East of the Sandy* illustrates some of Grace Kerlake's duties:

Until Springdale consolidated with Corbett School District in 1960, Grace was paid on a 12-month basis. During the summer months, lady volunteers and she would gather vegetables and fruit from local gardens and take it to a commercial cannery to be processed. The canned goods would be placed in the school's pantry for use the following year. After the consolidation, cooks were paid for the nine months school was in session.⁷⁰

⁵⁹ Gary Law, "Springdale School," *Windows on the Past, Newsletter of the Crown Point Historical Society*, vol. 9, no. 1 (Winter) 2009, 4. (From interview with June (Bates) Kirby).

⁶⁰ Ibid, 1. (From interview with Ed Nielson)

⁶¹ Ibid, 4.

⁶² Letter from Elaine M. Dawson to Clarence Mershon, February 2, 2009.

⁶³ Ibid.

⁶⁴ Gary Law, "Lillian Strachan," *Windows on the Past, Newsletter of the Crown Point Historical Society*, vol. 9, no. 2 (Spring) 2009, 4.

⁶⁵ "Rancher of Dee Kills Wife, Self," *The Oregonian*, September 30, 1936, 14.

⁶⁶ "Lillian Strachan," *Windows on the Past, Newsletter of the Crown Point Historical Society*, vol. 9, no. 2 (Spring) 2009, 4.

⁶⁷ Klock, 62.

⁶⁸ Clarence Mershon, "Springdale School and the Community," *Windows on the Past, Newsletter of the Crown Point Historical Society*, vol. 10, no. 4 (Fall) 2009, 5.

⁶⁹ Grace Stolin, Interview by Gary Law, 2007.

⁷⁰ Mershon, *Living East of the Sandy*, Vol. 1, 215.

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Springdale residents, particularly an active Parent Teacher Association (PTA) group, worked together to maintain and improve the school grounds and building through countless volunteer efforts. Glenora Babbitt, who lived across the street from Springdale School was elected president of the first PTA in 1923.⁷¹ It is clear in Babbitt's multiple journal entries that the PTA was responsible for maintaining and developing the school grounds, plans, and activities, including donating and planting roses, clean-ups, community dinners, and holiday events. Her husband constructed a water tank for the school in 1926.⁷² Babbitt continued to organize and participate in events once the new school was constructed. The community efforts toward the school were to improve the building as an educational facility for their children, but also to establish the place as a social center for the entire Springdale community.

According to Clarence Mershon in *Living East of the Sandy*, the schoolhouse was "the center for the community events, entertainment, group meetings and other activities."⁷³ Funerals, book-mobile drop-offs, health services, and holiday events all took place at the school. The following section highlights several of these significant activities, as recalled by several local residents that emphasize the role of the Springdale School as a community center.

Theatre was historically a part of the Springdale School, with an active dramatic club in the community older than the 1931 Springdale School.⁷⁴ According to Mershon's research, "tryouts were held at the Springdale schoolhouse for the comedy farce, 'Pink Pajamas' for the Springdale Dramatic Club."⁷⁵ The school auditorium and stage continued to be used by theatre groups, even after the building ceased to be an educational facility, as late as 2007.⁷⁶

In October 1932, the Multnomah County Public Health association opened a baby clinic in the Springdale School, intended to be open once a month for examinations.⁷⁷ Only four other baby clinics were in the county: Gresham, Parkrose, Gilbert and the Multnomah, Oregon American Legion Hall. The Springdale School's clinic provided a unique service compared to the surrounding communities.⁷⁸ The clinic changed into a "mobile health unit" in the 1940s, where the Multnomah County Public Health Association would spend a month at a time in various locations throughout rural Oregon.⁷⁹ The mobile health unit was in Springdale during April 1948.⁸⁰

The community Christmas celebration was commonly held at the Springdale School.⁸¹ The PTA decorated a community tree and hosted holiday dinners. Stolin recalls that for holiday festivities, "the work/chores were shared by all and the festivities were enjoyed by all the community as well."⁸² Halloween, harvest festivals, Fourth of July picnics, and other holidays were also celebrated at the school.

The building clearly embodies the local community's focus on the Springdale School as both an educational facility and community center. The school's role as a community center is a significant element of the school's history and is essential to defining rural life in Springdale. Kate V. Wofford, author of the 1938 book, *Modern Education in the Small Rural School*, discusses the then "modern" conception of school and community relationships, stating that "the school and the teacher are an integral part of community life."⁸³ She continues that "modern education requires that the school become a laboratory, a home for children and a community center for adults."⁸⁴ The school as the community center is not only an education center, but the center of all educational, social and recreational activities, including social gatherings, lectures, concerts and plays, and health and medical care.⁸⁵ The Springdale School is socially significant for fulfilling both, educational and community center functions for the Springdale community and retains excellent integrity to represent the historical significance of these roles.

⁷¹ Babbitt, 41.

⁷² Babbitt, 66.

⁷³ Mershon, *Living East of the Sandy*, Vol. 2, 369.

⁷⁴ Babbitt, 147.

⁷⁵ Mershon, *Living East of the Sandy*, Vol. 2, 389.

⁷⁶ Gary Law, Interview by author, November 30, 2010.

⁷⁷ "Baby Clinic Opened," *The Oregonian*, October 8, 1932, 7.

⁷⁸ Ibid.

⁷⁹ "At Springdale – Movies Planned for PTA Show," *Gresham Outlook*, March 4, 1948, 5.

⁸⁰ Ibid.

⁸¹ Mershon, *Living East of the Sandy*, Vol. 2, 431.

⁸² Grace Stolin, Interview by Gary Law, 2007.

⁸³ Kate V. Wofford, *Modern Education in the Small Rural School* (New York: Macmillan, 1938), 356.

⁸⁴ Wofford, 331.

⁸⁵ Wofford, 363.

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Consolidation of Local School Districts

Discussion about merging local school districts into one administrative district began in 1957 after taxes to fund schools rose substantially, particularly in rural areas of Multnomah County.⁸⁶ Springdale, Corbett, Bonneville, Gresham, and Rockwood School Districts were potential candidates for consolidation.⁸⁷ In a 1959 article in *The Oregonian*, Wilma Morrison defines “babies, budgets and buildings” as factors causing financial difficulties for school districts to find the appropriate resources to fund their schools.⁸⁸ She also discusses 1957 Oregon legislation that instituted a program to propose consolidating school districts throughout the state. School districts that had solely “elementary, high school, non-high school, and union high school districts” throughout the state were identified for potential reorganization into districts that served all twelve grades.⁸⁹ One goal cited was to consolidate the twenty-six school districts in Multnomah County into only seven or eight.⁹⁰

In October 1959, notice was given in *The Oregonian* that Springdale’s property taxes were to rise by 43% to cover increased public services and primarily school taxes.⁹¹ In February 1960, registered voters approved a merger between the Springdale School District and the Corbett School District.⁹² This consolidation combined the administrative operations of the two districts in a drastic cost-saving measure. Until this election, Springdale served the first eight grades while Corbett served all twelve. During the summer of 1960, three additional classrooms were added to the Springdale school to better accommodate elementary students in its new role as a grade school.⁹³ In 1961, there were approximately 140 students attending Springdale Elementary School.⁹⁴

Springdale Elementary School remained open until 1996, when it was replaced by a new elementary school in nearby Corbett. The school building was converted to the Springdale School Community Center. However, in 2010, the Multnomah County Land Use Department ordered the closure of the community center due to non-compliance with current county codes.⁹⁵ Presently, the building is vacant, awaiting the Corbett School District’s decisions about rehabilitation and future use.

Comparative Resources

The Springdale School is the only school building of just three public-use designated properties in the 73-acre Springdale rural community. The other two public parcels are the Fire Department, constructed in 1968 according to tax assessor records; and the County Road Department, constructed in 1952, according to tax assessor records.⁹⁶ Neither of these properties represents the educational purpose, architectural style, or was constructed within the period of significance of the Springdale School.

Nearby schools in Corbett, Gresham, or Troutdale, although located a minimal distance from Springdale, are unrepresentative of educational and community activity in this locale. Compared to four nearby schools, the Springdale School best represents the integral social roles of an educational facility in a rural community. For example, Fairview School, a single-story brick Spanish Revival-style building constructed in 1925 and renovated in 1943, is considered a National Register-eligible resource.⁹⁷ However, Fairview had a Grange hall that functioned as the community center for social activities, causing the school to lack the historic social role that the Springdale School so strongly held in the community.⁹⁸

⁸⁶ “Educators Sitting Grist of New School Laws Ground Out by 1957 Legislature,” *The Oregonian*, July 7, 1957, 16.

⁸⁷ “Notice of Public Hearing,” *The Oregonian*, November 24, 1958, 31.

⁸⁸ Wilma Morrison, “Shuttling of Districts, Changing of Curricula Seen for Schools,” *The Oregonian*, December 28, 1958, 28.

⁸⁹ *Ibid.*

⁹⁰ *Ibid.*

⁹¹ “County Maps Tax Billings,” *The Oregonian*, October 14, 1959, 1.

⁹² “School Districts Merger Voted,” *The Oregonian*, February 17, 1960, 5.

⁹³ “Multnomah County Schools Start Sept. 6,” *The Oregonian*, August 24, 1960, 38.

⁹⁴ “Pupils Escape School Blaze,” *The Oregonian*, November 8, 1961, 12.

⁹⁵ Gary Law, “Springdale School,” *Windows on the Past, Newsletter of the Crown Point Historical Society*, vol. 10, no. 2 (Spring) 2010, 1.

⁹⁶ Gary Law, “Springdale School,” *Windows on the Past, Newsletter of the Crown Point Historical Society*, vol. 10, no. 2 (Spring) 2010, 5.

⁹⁷ Fairview School is located at 225 Main Street, Fairview, Oregon.

⁹⁸ City of Fairview, “Fairview Comprehensive Plan,” 2004. http://www.ci.fairview.or.us/Final_Comp_Plan-2004_updates.pdf (Accessed February 5, 2011).

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Nearby schools in Gresham and Troutdale, although constructed during the same time period and also in Multnomah County's more rural eastern region, are located in more urban areas than Springdale and lack the rural community history of the Springdale School. For example, the National Register-eligible Rockwood School in Gresham is a brick and wood, single-story, Colonial Revival-style building constructed in 1926 and renovated in 1960.⁹⁹ Another example is Troutdale School, a single-story, Art Deco-style concrete and wood building, constructed in 1926-27. This school was preliminarily identified as a contributing historic resource to Gresham in a historic resource survey.¹⁰⁰ Also, Cedar School in Troutdale, a single-story, Mediterranean Revival style building clad in brick and stone, was constructed in 1927 and renovated in 1978.¹⁰¹ These schools are similar in form, style, and construction date to the Springdale School, but Springdale School's historic social function in the rural community of Springdale is unmatched by these other, comparably more urban schools. Furthermore, there are no connections between these schools and Springdale's specific social history, which is defined best through the significant historic activities that took place at the Springdale School.

Claud Freeman designed several schools and school renovations in Oregon, aside from the Springdale School during his career. One example is Dayton High School in Yamhill County, designed in 1935. This Art Deco style brick building is a contributing property in the Dayton National Register Multiple Property Submission.¹⁰² Freeman is also responsible for the renovations of Corbett Union High School and Gresham Union High School, whose eligibilities have been determined to be "Eligible/Contributing" and "Not Eligible," respectively.¹⁰³ The Springdale School is an excellent representation along the Columbia River Highway and in all of east Multnomah County of Freeman's work.

Conclusion

The Springdale School is significant under Criterion A for its association with the educational and social history of Springdale. The Art Deco-style building retains the integrity necessary to represent its period of significance, and reflect its historic function as a school. Since its construction in 1931, the school has continually served nearly all educational and social activities in the Springdale community. In a rural community, the school often becomes the center of all community activity. In many ways, Springdale's local history is defined by the education, programs, services, and events that took place in the school. The building's maintenance, improvements, and support have perpetually been a focus of the local residents, an indispensable priority for the preservation of any rural school. The school is valued by the community as a social landmark that defines Springdale's history and conveys the local dedication to the resource.

⁹⁹ Rockwood School is located at 740 SE 182nd Avenue, Gresham, Oregon.

¹⁰⁰ Troutdale School is located at 648 SE Harlow Street, Troutdale, Oregon.

¹⁰¹ Cedar School is located at 2326 SE Troutdale Road, Troutdale, Oregon.

¹⁰² Oregon Historic Sites Database, "Dayton High School."

http://heritagedata.prd.state.or.us/historic/index.cfm?do=v.dsp_siteSummary&resultDisplay=19340 (Accessed December 14, 2010).

¹⁰³ Oregon Historic Sites Database, "Gresham Union High School," and "Corbett Union High School."

http://heritagedata.prd.state.or.us/historic/index.cfm?do=v.dsp_siteSummary&resultDisplay=52425 and

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- "Sheriff's Sale," November 20, 1899, 17.
- "Daily City Statistics, Articles of Incorporation," December 13, 1907, 19.
- "People's," February 24, 1909, 11.
- "New School Proposed for Springdale, Eastern Multnomah County," March 1, 1931, 28.
- "Charles D. Lownsdale," Obituary, April 19, 1931, 27.
- "School Building Planned," May 17, 1931, 24.
- "Two School Jobs Due," May 17, 1931, 24.
- "School Building Job Let," May 31, 1931, 18.
- "Hebo to Get New School," June 7, 1931, 26.
- "County Gets Fund for Road Projects," August 18, 1932, 8.
- "Baby Clinic Opened," October 8, 1932, 7.
- "Insurance Man Honored," October 16, 1932, 15.
- "Rancher of Dee Kills Wife, Self," September 30, 1936, 14.
- "Educators Sifting Grist of New School Laws Ground Out by 1957 Oregon Legislative," July 7, 1957, 16.
- "Multnomah County School Reorganization Ready for Public," September 14, 1958, 20.
- "Notice of Public Hearing," November 24, 1958, 31.
- Morrison, Wilma, "Shuttling of Districts, Changing of Curricula Seen for Schools," December 28, 1958, 28.
- "County Maps Tax Billings," October 14, 1959, 1.
- "School Districts Merger Voted," February 17, 1960, 5.
- "Multnomah County Schools Start Sept. 6," August 24, 1960, 38.
- "Pupils Escape School Blaze," November 8, 1961, 12.

Gresham Outlook:

- "Woodle Gets Contract for New Grade School," June 2, 1931.
- "At Springdale – Movies Planned for PTA Show," March 4, 1948, 5.
- "At Springdale," March 18, 1948, 2.

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): N/A

Springdale School
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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: Springdale School

City or Vicinity: Corbett

County: Multnomah **State:** Oregon

Photographer: Patience Stuart, nomination preparer

Date Photographed: October 5, 2010 (exterior photos); November 29, 2010 (interior photos)

Description of Photograph(s) and number:

- 1 of 19** (OR_MultnomahCounty_SpringdaleSchool_0001.tif)
Exterior View: South facade of school from across the Historic Columbia River Highway. Utility building is on the left. View facing north.
- 2 of 19** (OR_MultnomahCounty_SpringdaleSchool_0002.tif)
Exterior View: Southwest corner of school and utility building, view facing northeast.
- 3 of 19** (OR_MultnomahCounty_SpringdaleSchool_0003.tif)
Exterior View: West facade, view facing east.
- 4 of 19** (OR_MultnomahCounty_SpringdaleSchool_0004.tif)
Exterior View: West facade of circa 1948 addition, view facing east.
- 5 of 19** (OR_MultnomahCounty_SpringdaleSchool_0005.tif)
Exterior View: North facade showing auditorium (left), circa 1948 addition (center), and original building (right); view facing south.
- 6 of 19** (OR_MultnomahCounty_SpringdaleSchool_0006.tif)
Exterior View: Northeast corner of play shed and 1960 addition (behind trees), view facing southwest.
- 7 of 19** (OR_MultnomahCounty_SpringdaleSchool_0007.tif)
Exterior View: Southeast corner of 1960 addition, view facing northwest.
- 8 of 19** (OR_MultnomahCounty_SpringdaleSchool_0008.tif)
Exterior View: South entrance of 1960 addition, view facing north.
- 9 of 19** (OR_MultnomahCounty_SpringdaleSchool_0009.tif)
Exterior View: Southeast corner of 1960 Addition, view facing northwest.
- 10 of 19** (OR_MultnomahCounty_SpringdaleSchool_0010.tif)
Exterior View: Entrance Detail, view facing north.
- 11 of 19** (OR_MultnomahCounty_SpringdaleSchool_0011.tif)
Exterior View: Window detail on south facade, view facing north.
- 12 of 19** (OR_MultnomahCounty_SpringdaleSchool_0012.tif)
Exterior View: Northwest corner of 1915 play shed, view facing southeast.
- 13 of 19** (OR_MultnomahCounty_SpringdaleSchool_0013.tif)
Exterior View: Northeast corner of utility building, view facing southwest.

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- 14 of 19** (OR_MultnomahCounty_SpringdaleSchool_0014.tif)
Interior View: Entrance from inside building, view facing south.
- 15 of 19** (OR_MultnomahCounty_SpringdaleSchool_0015.tif)
Interior View: Interior corridor, view facing east.
- 16 of 19** (OR_MultnomahCounty_SpringdaleSchool_0016.tif)
Interior View: Auditorium Interior, view facing southeast.
- 17 of 19** (OR_MultnomahCounty_SpringdaleSchool_0017.tif)
Interior View: Bathroom interior, view facing west.
- 18 of 19** (OR_MultnomahCounty_SpringdaleSchool_0018.tif)
Interior View: Interior door detail, view facing west.
- 19 of 19** (OR_MultnomahCounty_SpringdaleSchool_0019.tif)
Interior View: Addition Corridor, view facing north.

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

name Corbett School District 39, Attn: Randy Trani, Superintendent
street & number 35800 Columbia River Highway telephone (503) 695-3612
city or town Corbett state Oregon zip code 97019

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.

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LIST OF FIGURES

1. General location map with arrow showing location of the Springdale School.
2. Multnomah County Tax Assessor map 1N 4E 33CC showing Springdale School property and the nominated area on the property.
3. Site Plan with exterior photo numbers. Plan adapted from Whitney Architects' 2010 "Springdale Community Center Site Development Plan."
4. Floor plan with interior photo numbers (plan courtesy of Springdale School Community Association).
5. Architect Claud N. Freeman's rendering of the proposed Springdale School, published in *The Oregonian* on March 1, 1931.
6. Springdale School, circa 1939 (courtesy of Crown Point Historical Society).
7. Early Springdale School (demolished), photograph taken circa 1922 (courtesy of Crown Point Historical Society).
8. Photograph in Dorothy Klock's *Crown Point Country Schools 1874-1974*, depicts the Springdale School under construction in the summer of 1931.
9. 1959 photograph of auditorium interior, including 6/6 windows along north wall that were later concealed by wood panels (courtesy of Gary Law).

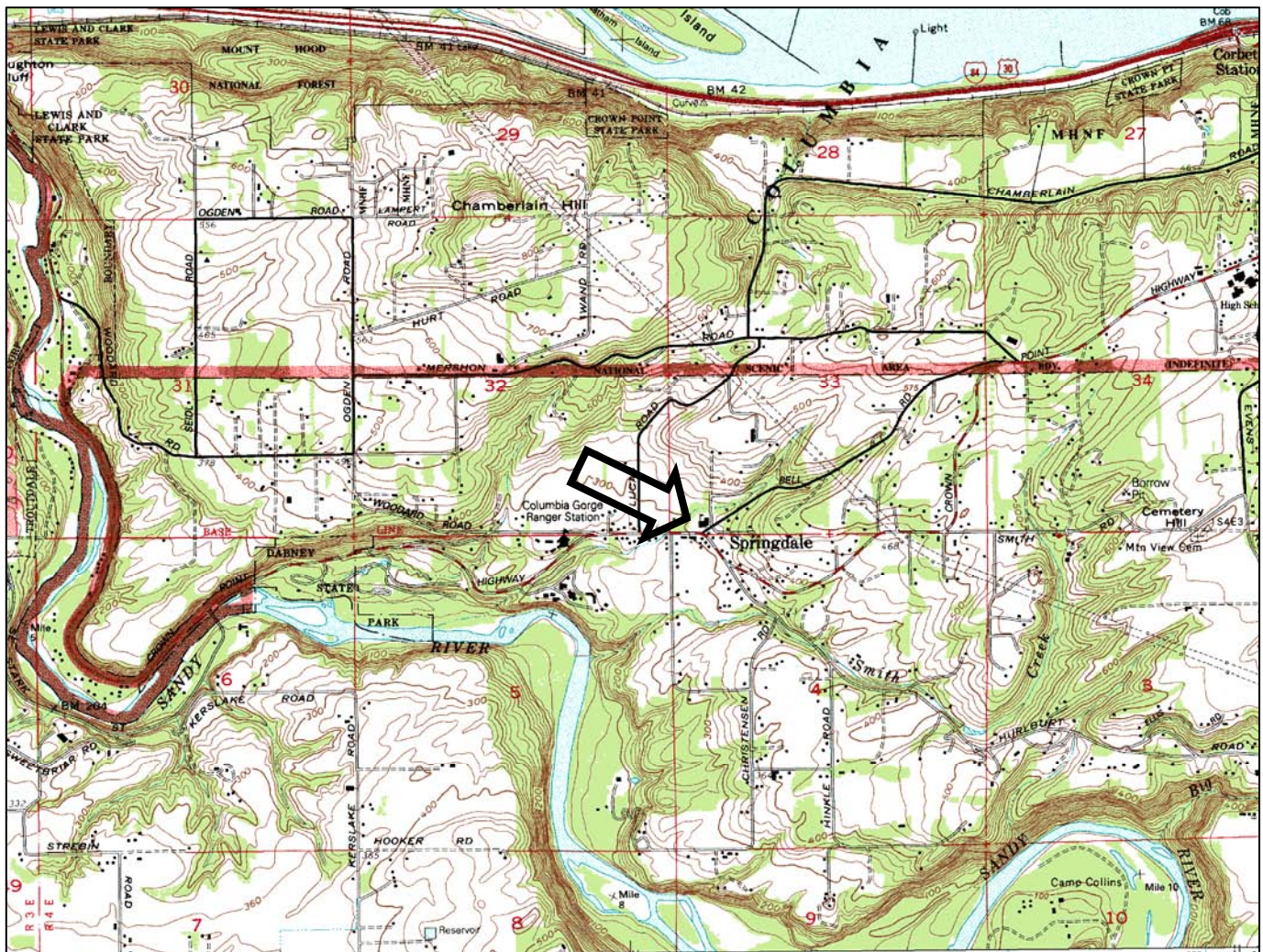
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Figure 1. General location map with arrow showing location of the Springdale School.



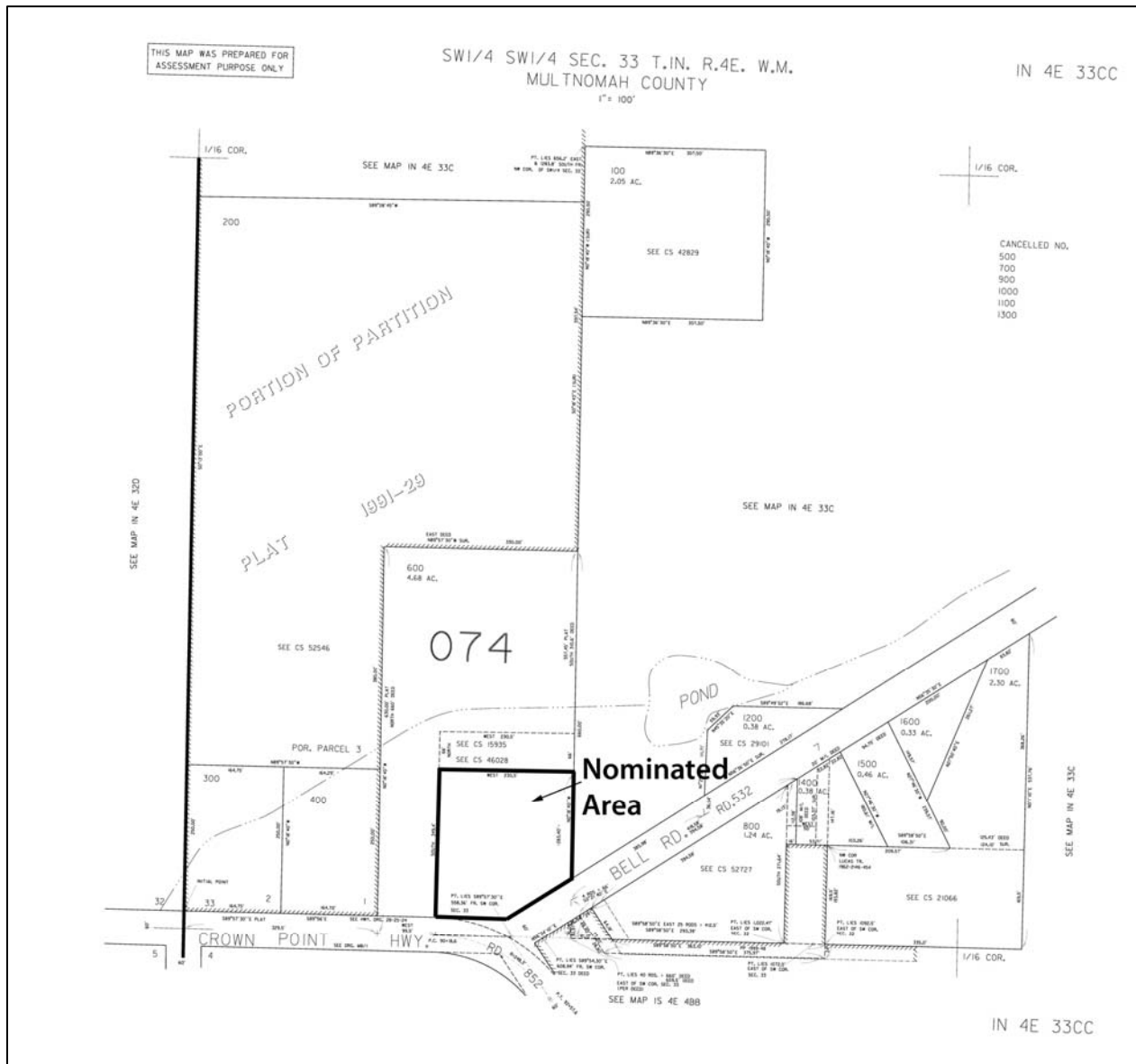
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Figure 2. Multnomah County Tax Assessor map 1N 4E 33CC showing Springdale School property and the nominated area on the property.



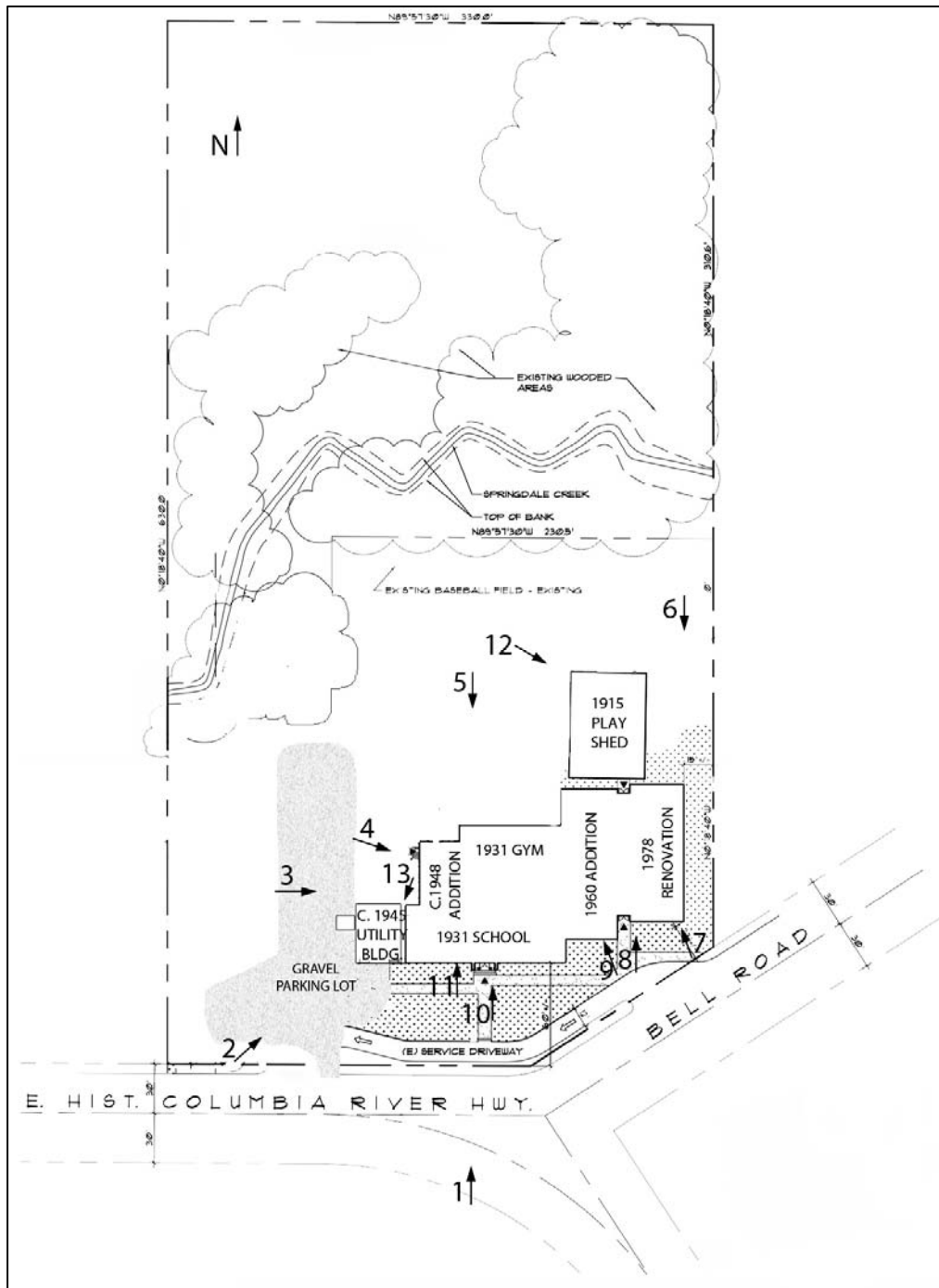
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Figure 3. Site Plan with exterior photo numbers. Plan adapted from Whitney Architects' 2010 "Springdale Community Center Site Development Plan."¹



¹ Whitney Architects, "Springdale Community Center Site Development Plan," (Springdale School Community Association, 2010).

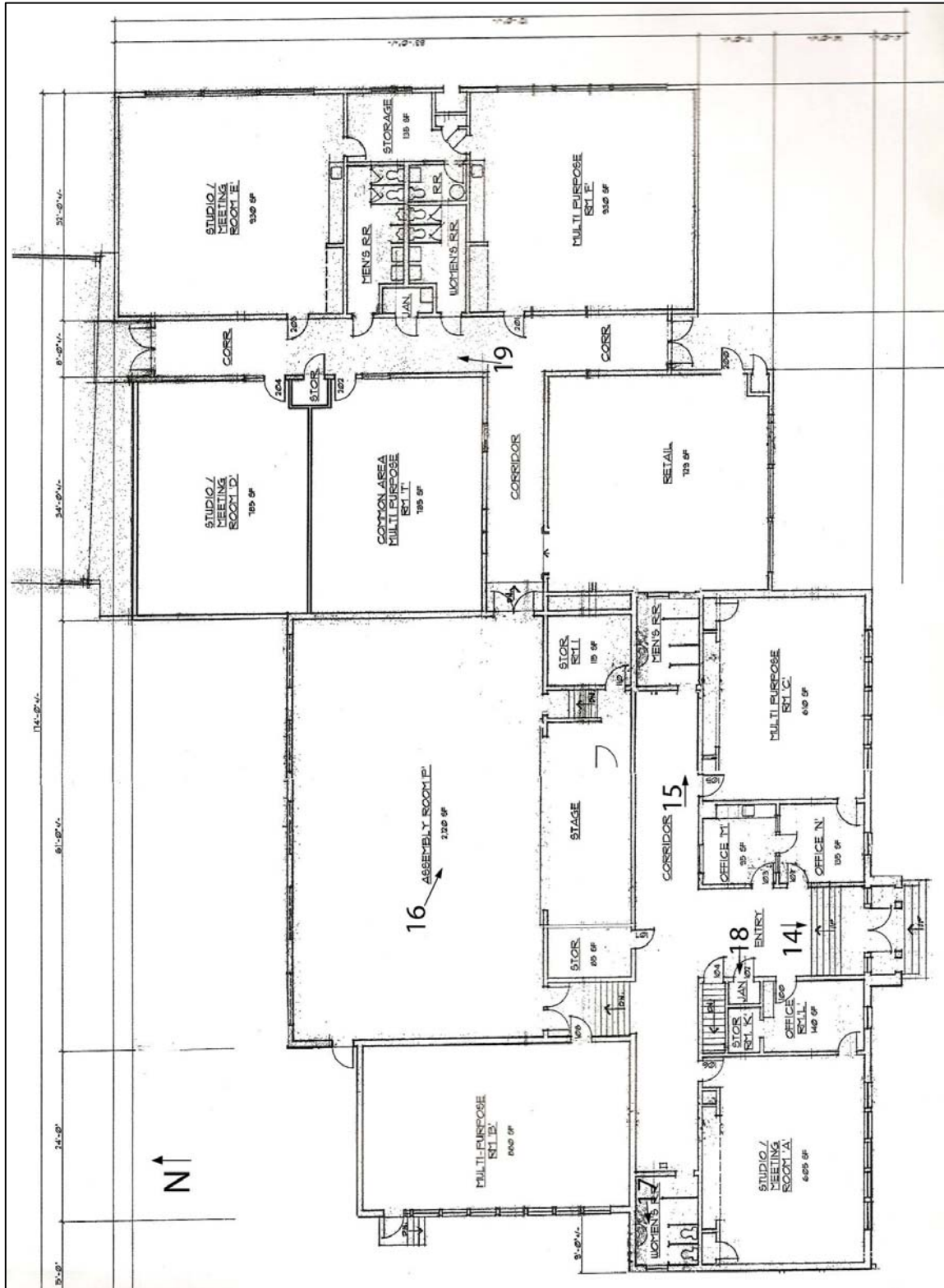
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Figure 4. Floor plan with interior photo numbers (plan courtesy of Springdale School Community Association).



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Figure 5. Architect Claud N. Freeman's rendering of the proposed Springdale School, published in *The Oregonian* on March 1, 1931.²



² "New School Proposed for Springdale, Eastern Multnomah County," *The Oregonian*, March 1, 1931, 28.

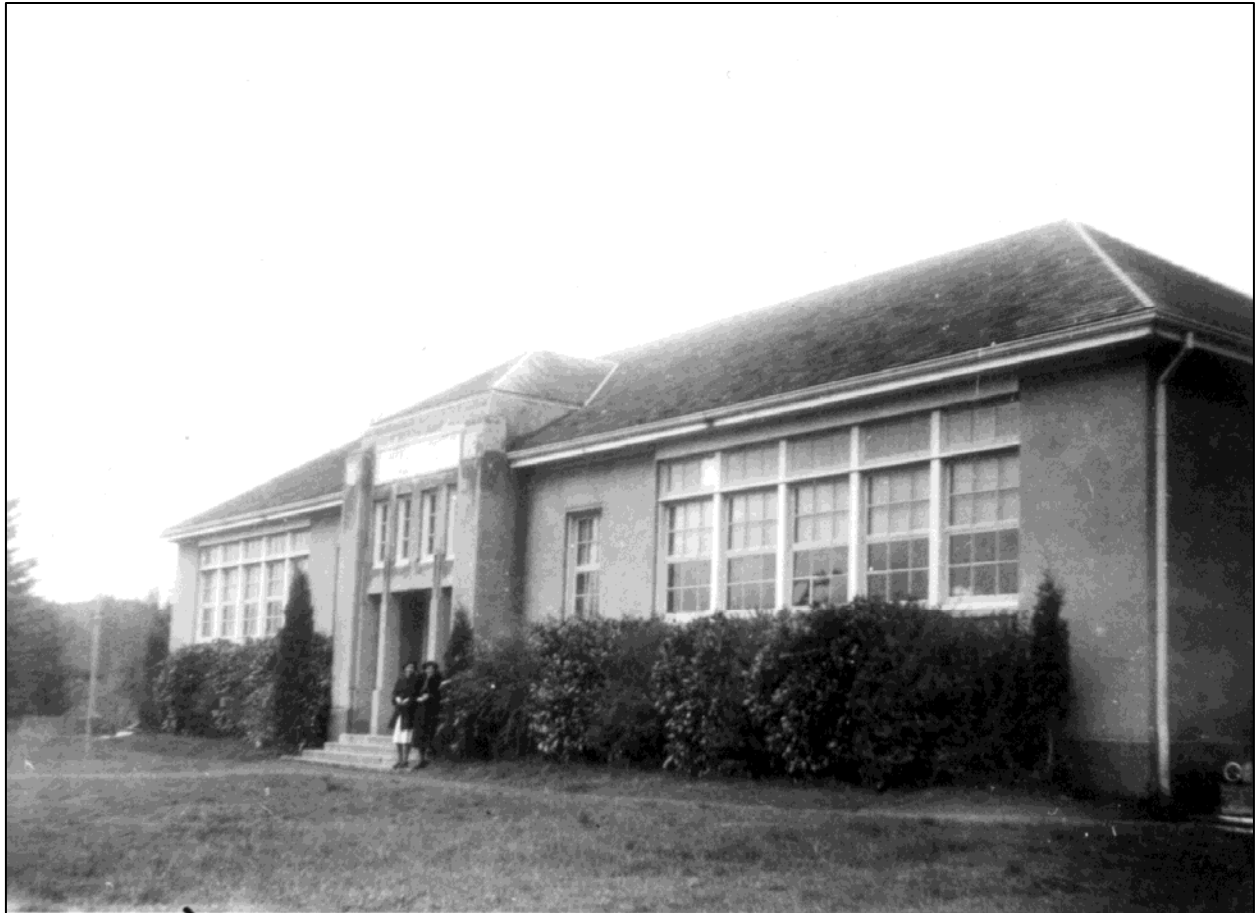
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Figure 6. Springdale School, circa 1939 (courtesy of Crown Point Historical Society).



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Figure 7. Early Springdale School (demolished), photograph taken circa 1922 (courtesy of Crown Point Historical Society).



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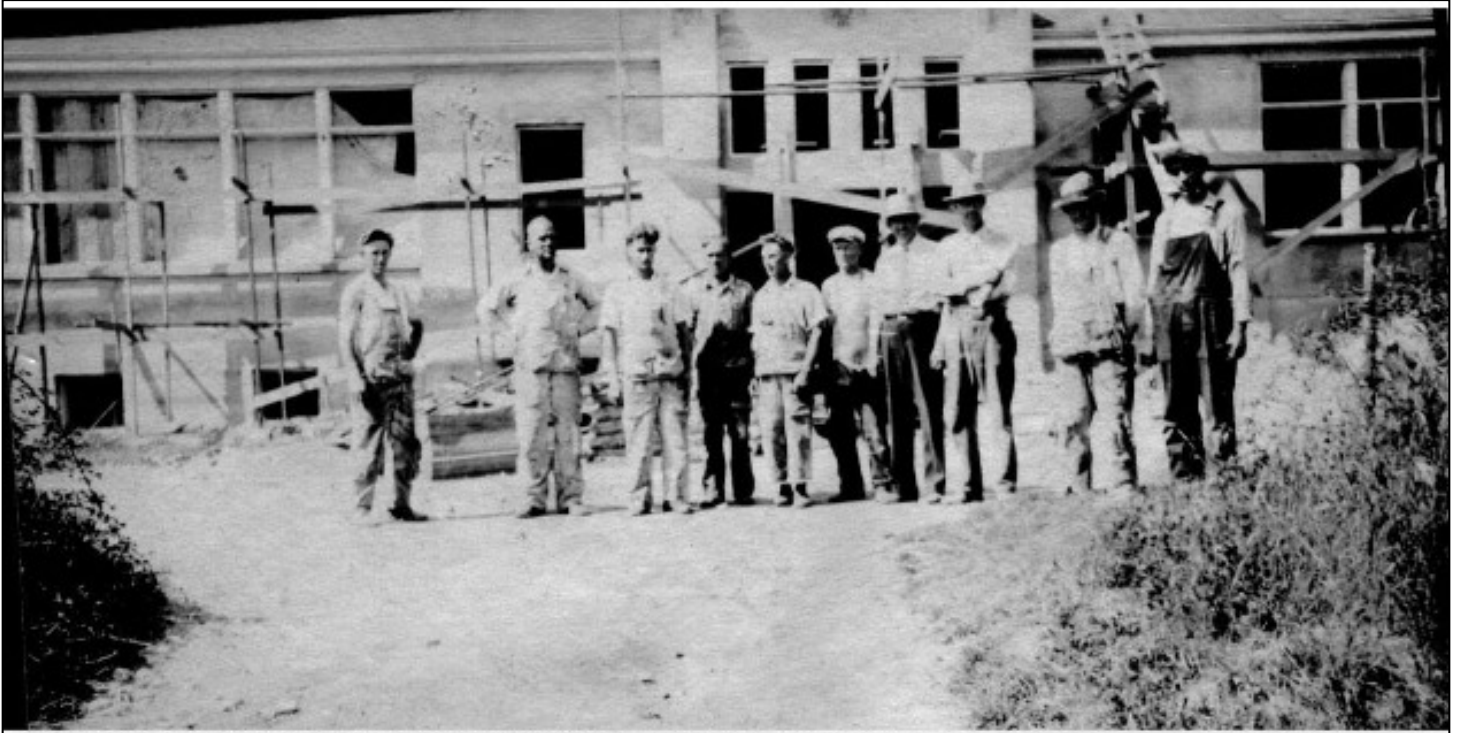
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Figure 8. Photograph in Dorothy Klock's *Crown Point Country Schools 1874-1974*, depicts the Springdale School under construction in the summer of 1931.³



³ Dorothy Klock, *Crown Point Country Schools 1874-1974*, Rev. ed. (Portland, OR: Clarence Mershon, 2002), 67.

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Figure 9. 1959 photograph of auditorium interior, including 6/6 windows along north wall that were later concealed by wood panels (courtesy of Gary Law).

